

Assurance of Student Learning Report 2022-2023

College of Health and Human Services

School of Nursing and Allied Health

Doctor of Nursing Practice 0011

Dr. Eve Main

Is this an online program? Yes No

Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here Yes, they match! (If they don't match, explain on this page under **Assessment Cycle**)

Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages. Add more Outcomes as needed.

Program Student Learning Outcome 1: Critically appraise theoretical concepts and knowledge from nursing and other disciplines and integrate this evidence in developing, implementing, and evaluating best practices for improved health outcomes.

Instrument 1 Direct: Analysis of Doctor of Nursing Practice (DNP) Project Proposal Paper

Instrument 2 Direct: Analysis of DNP Portfolio: Essential VIII Advanced Nursing Practice Summary Paper

Based on your results, check whether the program met the goal Student Learning Outcome 1. Met Not Met

Program Student Learning Outcome 2: Demonstrate interprofessional collaboration and leadership skills to improve patient and population health outcomes.

Instrument 1 Direct: Analysis of Leadership Philosophy Papers

Instrument 2 Direct: Interdisciplinary Consultations Clinical Cousework

Based on your results, check whether the program met the goal Student Learning Outcome 2. Met Not Met

Program Student Learning Outcome 3: Develop, integrate, and evaluate evidence-based health care innovations while considering cultural, economic, ethical, legal, political, and technological issues across diverse health systems and models

Instrument 1 Direct: Analysis of Systematic Review Paper

Instrument 2 Direct: Analysis of DNP Portfolio: Essential III Clinical Scholarship and Analytic Methods for EBP Summary Paper

Based on your results, check whether the program met the goal Student Learning Outcome 3. Met Not Met

Program Student Learning Outcome 4: Use and evaluate information systems and technology to improve clinical decision making, and health outcomes.

Instrument 1 Direct: NURS 740 Clinical Experience Paper

Instrument 2 Direct: NURS 740 Presentation

Based on your results, check whether the program met the goal Student Learning Outcome 4. Met Not Met

Program Student Learning Outcome 5: Demonstrate leadership in the critical analysis and application of economic, ethical, political, and social components of health care policy.

Instrument 1 Direct: NURS 701 Health Policy and Gap Analysis Paper

Instrument 2 Direct: Summary of Activities in DNP Essential Five

Based on your results, check whether the program met the goal Student Learning Outcome 5. Met Not Met

Program Student Learning Outcome 6: Analyze and apply advanced nursing practice concepts of clinical prevention and health promotion to improve health outcomes in relevant populations.

Instrument 1 Direct: NURS 755 Quality Improvement Project

Instrument 2 Direct: NURS 630 Epidemiology Group Project

Based on your results, check whether the program met the goal Student Learning Outcome 6. Met Not Met

Program Student Learning Outcome 7: Apply the relevant advanced practice role to improve patient health outcomes and health 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

Based on your results, check whether the program met the goal Student Learning Outcome 7. Met Not Met

Assessment Cycle Plan:

All program outcomes are assessed for 2022-23. In 2021, the American Association of Colleges of Nursing (AACN) adopted competency based learning identifying core competencies for professional nursing education and these are to be adopted within the next three years. The Level 2 AACN sub-competencies have been incorporated by the National Organization of Nurse Practitioner Faculties (NONPF) into the NP role core competencies. For accreditation we must implement competency based learning and evaluate the competencies longitudinally. For each DNP program outcome a potential competency has been identified in the plans for next cycle.

Program Student Learning Outcome 1			
Program Student Learning Outcome	Critically appraise theoretical concepts and knowledge from nursing and other disciplines and integrate this evidence in developing, implementing, and evaluating best practices for improved health outcomes.		
Measurement Instrument 1	Direct: Analysis of Doctor of Nursing Practice (DNP) Project Proposal Paper		
Criteria for Student Success	Direct: Students will score of ≥ 160 of 200 pts on the DNP Project Proposal paper completed in NURS 750 (Program Evaluation). In this paper students appraise literature on a problem in health care, develop a purpose for their DNP project, and integrate the evidence into the project plan to explore and improve health outcomes.		
Program Success Target for this Measurement	92%	Percent of Program Achieving Target	100%
Methods	All completed DNP Project Proposal Papers (n = 10) were reviewed from Sp 2023. A rubric identifying the sections of background (35 pts), problem and purpose (30 pts), literature review (30 pts), theoretical framework (15 pts), and methodology (75 pts) was used for grading by course faculty and academic advisor. The average score was 186 of 200 pts, 7 of 10 students scored ≥ 180 pts and 3 students scored between 160 and 179.5 pts. Overall students scored the lowest in the APA formatting/writing with an average score of 12 of 15 pts.		
Measurement Instrument 2	Direct: Analysis of DNP Portfolio: Essential VIII Advanced Nursing Practice Summary Paper		
Criteria for Student Success	Students will score ≥ 9.0 of 12 pts on the Essential VIII-Advanced Nursing Practice Summary paper.		
Program Success Target for this Measurement	92%	Percent of Program Achieving Target	100%
Methods	All DNP students compile a DNP portfolio organized by the eight DNP essentials which are considered foundational competencies for DNP programs by the American Association of Colleges of Nursing (AACN). The portfolio includes DNP Essential Summary Papers. The graduating student's DNP portfolio components are assessed throughout the program and must be finalized during their last year of the program. The DNP summary paper of Essential VIII rubric was scored on a 4 point Likert scale of <i>needs remediation (1)</i> , <i>competent(2)</i> , <i>good(3)</i> , and <i>exemplary (4)</i> and includes the following items: "describe course activities and the relationship to DNP Essential VIII" (4 pts); "demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing and evaluating evidence-based care to improve patient outcomes" (4 pts); and "evaluate the links among practice, organizational, population, fiscal, and/or policy issues" (4 pts). 100% (11/11) students) scored ≥ 9 pts on the Essential VIII Advanced Nursing Practice Summary paper with an average total score of 10.3. The item "evaluate the links among practice, organizational, population, fiscal, and/or policy issues" had the lowest average score of 3.3.		
Based on your results, highlight whether the program met the goal Student Learning Outcome 1.		<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			
Results: Program Student Learning Outcome (PSLO) 1 was met. These results were were expected and the desired.			
Conclusions: The DNP Project Proposal rubric was discussed in detail (line by line) in one face-to-face class in the Sp 2023. Examples of content from previous DNP proposals was provided to all students with discussion of DNP proposal content specific to each student's proposal. Suggestions were offered by faculty and students on sources of data and evidence. The students expressed appreciation for the rubric review and confidence incompleting the DNP proposal.			
Plans for Next Assessment Cycle: As mentioned previously AACN and NONPF have identified core competencies for professional nursing education and these are to be adopted within the next three years. One role core competency related to outcome 1 is "The nurse practitioner integrates, translates, and appliestablished and evolving scientific knowledge from diverse sources as the basis for ethical clinical judgement, innovation, and diagnostic reasoning."			

Program Student Learning Outcome 2			
Program Student Learning Outcome	Demonstrate interprofessional collaboration and leadership skills to improve patient and population health outcomes.		
Measurement Instrument 1	Direct: Analysis of Leadership Philosophy Paper		
Criteria for Student Success	Students will score ≥ 120 of 150 pts on the NURS 700 Leadership Philosophy Paper		
Program Success Target for this Measurement	92%	Percent of Program Achieving Target	88%
Methods	All completed NURS 700 Papers ($n = 8$) were reviewed from F 2022. A rubric identifying the sections of Literature Review (35 pts), Discussion (35 pts), Writing style (50 pts), and APA (15 pts) was utilized. The average score was 134 of 150 pts, 88% (7/8) students scored ≥ 120 pts and one student scored less than 120 pts. Overall students scored the lowest in writing style with an average score of 39 of 50 pts.		
Measurement Instrument 2	Direct: Interdisciplinary Consultations Clinical Coursework		
Criteria for Student Success	Students will record at least two interdisciplinary consultations during the clinical coursework (NURS 547, NURS 549, and NURS 554).		
Program Success Target for this Measurement	92%	Percent of Program Achieving Target	94%
Methods	Medatrx, the clinical tracking system was queried for interdisciplinary collaborations implemented during the nursing the clinical course sequence of NURS 547 (Pediatrics), NURS 549 (Adults), and NURS 554 (across the lifespan). Overall, 94% (30/32) students documented at least 2 interdisciplinary collaborations. Of note the highest frequency was for pharmacist collaborations.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			
<p>Results: PSLO 2 was partially met. In the Leadership Philosophy Paper one student scored below 120 pts resulting in only 88% (7/8) achieving the target score.</p> <p>Conclusions: Graduate nursing students continue to struggle with academic writing particularly paragraph construction, active sentence structure, transitions, and appropriate citations. NURS 700 included specific writing announcements and additional writing resources. Data from Medatrx indicated the performance of interdisciplinary collaborations in the clinical courses.</p> <p>Plans for Next Assessment Cycle: As mentioned previously AACN and NONPF have identified core competencies for professional nursing education and these are to be adopted within the next three years. One core role competency related to outcome 2 is "The nurse practitioner collaborates with the interprofessional team to provide care through meaningful communication and active participation in person-centered and population-centered care."</p>			

Program Student Learning Outcome 3			
Program Student Learning Outcome	Develop, integrate, and evaluate evidence-based health care innovations while considering cultural, economic, ethical, legal, political, and technological issues across diverse health systems and models.		
Measurement Instrument 1	Direct: Analysis of Systematic Review Paper		
Criteria for Student Success	Students will score ≥ 80 of 100 pts on the Systematic Review paper		
Program Success Target for this Measurement	92%	Percent of Program Achieving Target	100 %
Methods	A systematic review of the student's DNP project topic is the final paper in NURS 712 (Evidence Based Practice). All (n = 7) systematic review papers were reviewed in SP23. The systematic review rubric contains six sections: introduction (10 pts), methods (15 pts), results (25 pts), discussion (20 pts), caring for my patients (20 pts) and APA format (10 pts). Five students scored ≥ 90 pts and two students scored from 80 to 89 pts. Analysis of the individual sections revealed the lowest section scores were found in the APA section with an average score of 7.4/10 pts.		
Measurement Instrument 2	Direct: Analysis of DNP Portfolio: Essential III Clinical Scholarship and Analytic Methods for EBP Summary Paper		
Criteria for Student Success	Students will score of ≥ 12.0 of 16 pts on the Essential III Summary Paper.		
Program Success Target for this Measurement	92%	Percent of Program Achieving Target	91%
Methods	All DNP students compile a DNP portfolio organized by the eight DNP essentials which are considered foundational competencies for DNP programs by the American Association of Colleges of Nursing. The portfolio includes a DNP Essential III Summary Paper and the student relates their program activities to the essential. The graduating student's DNP portfolio components are assessed throughout the program and must be completed during their last year of the program. The DNP summary paper for DNP Essential III (Clinical Scholarship and Analytical Methods for Evidence-based Practice) is assessed on a 4-point Likert scale of <i>needs remediation (1), competent(2), good(3), and exemplary(4)</i> and 91% (10/11) of students scored ≥ 12 pts of 16 pts on the Essential III summary paper with an average score of 13.9. The subsections include (1)use analytic methods to critically appraise existing literature and other evidence to determine best evidence for practice; (2)use information technology and research methods appropriately to analyze data from practice, (3)identify gaps in evidence for practice and (4) disseminate findings from EBP and research to improve healthcare outcomes. The subsection scores were lowest in "identify gaps in evidence for practice" with an average score of 3.36 of 4 pts..		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.			<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			
Results: The target for the Systematic Review was met and the EBP summary paper scores fell slightly below the target 91% vs 92%.			
Conclusions: NURS 712 (Evidence Based Practice) is a hybrid course and meets four times a semester. In Sp 23, the course assignments were structured with student oral presentations with immediate student and faculty discussion/feedback leading to the Systematic Review Paper. Several students expressed appreciation for the format.			
Plans for Next Assessment Cycle: As mentioned previously AACN and NONPF have identified core competencies for professional nursing education and these are to be adopted within the next three years. One core role competency related to outcome 3 is "The nurse practitioner generates, appraises, synthesizes, translates, integrates, and disseminates knowledge to improve person-centered health and systems of care."			

Program Student Learning Outcome 4			
Program Student Learning Outcome	Use and evaluate information systems and technology to improve clinical decision making, and health outcomes.		
Measurement Instrument 1	Direct: NURS 740 Clinical Experience Paper Scores		
Criteria for Student Success	Students will score of ≥ 80 of 100 pts on the Technology Clinical Experience Paper in NURS 740 (Technology).		
Program Success Target for this Measurement	92%	Percent of Program Achieving Target	100 %
Methods	All (n = 9) NURS 740 Clinical Experience papers were reviewed. In this paper students interview an IT professional, appraise IT resources in the organization, describe the necessary components for implementing a new technology, address interoperability and standard terminology, examine a clinical decision support system, and describe an organizational or change theory which might aid in the implementation of a new technology.		
Measurement Instrument 2	Direct: NURS 740 Presentation Scores		
Criteria for Student Success	Students will score of ≥ 42 of 50 pts on the NURS 740 presentation		
Program Success Target for this Measurement	92%	Percent of Program Achieving Target	100%
Methods	All technology presentations were reviewed (n = 9). These presentations were submitted on Blackboard via the discussion board allowing all students to view. The rubric includes a description of selected technology (electronic or IT related), benefits, training requirements, capital investment needed to obtain the technology, time requirements for the implementation among all staff, evidence of effects on quality in healthcare, and the applicability to the student's project.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.		<input checked="" type="checkbox"/> Met	<input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			
Results: PSLO 4 was met as indicated by NURS 740 Clinical Experience Paper Scores and NURS 740 Presentation scores meeting the targets.			
Conclusions: NURS 740 includes some clinical experience with technology. Graduate nursing students are working registered nurses who are exposed to a myriad of technologies everyday. Their NURS 740 presentations demonstrated increased knowledge related to the appraisal and adoption of new technologies.			
Plans for Next Assessment Cycle As mentioned previously AACN and NONPF have identified core competencies for professional nursing education and these are to be adopted within the next three years. One core role competency related to outcome 4 is "The nurse practitioner envisions, appraises, and utilizes informatics and healthcare technologies to deliver care."			

Program Student Learning Outcome 5			
Program Student Learning Outcome	Demonstrate leadership in the critical analysis and application of economic, ethical, political, and social components of health care policy.		
Measurement Instrument 1	Direct:NURS 701 Health Policy and Gap Analysis Paper Scores		
Criteria for Student Success	Students will score \geq 100 of 120 pts on paper		
Program Success Target for this Measurement	92%	Percent of Program Achieving Target	100%
Methods	All ($N = 5$) Health Policy and Gap Analysis Papers scores were reviewed. The purpose of the paper to to recommend or defend a current health care policy and the rubric includes executive summary (12 pts); background (12 pts); research findings (12 pts); social, economic, and legal factors (12 pts); stakeholders (10 pts); policy description (10 pts); communication on needed change (10 pts); conclusion (12 pts) and APA (10 pts). The average total score on the paper was 113 with the lowest scoring content section stakeholders, 9.2 of 10 pts.		
Measurement Instrument 2	Direct: Summaryof Activities in DNP Essential Five		
Criteria for Student Success	Students will score of \geq 12.0 of 16 pts on the Essential III Summary Paper.		
Program Success Target for this Measurement	92%	Percent of Program Achieving Target	100%
Methods	All DNP students compile a DNP portfolio organized by the eight DNP essentials which are considered foundational competencies for DNP programs by the American Association of Colleges of Nursing. The portfolio includes a DNP Essential III Summary Paper and the student relates their program activities to the essential. The graduating student's DNP portfolio components are assessed throughout the program and must be completed during their last year of the program. The DNP summary paper for DNP Essential V (Clinical Scholarship and Analytical Methods for Evidence-based Practice) is assessed on a 4-point Likert scale of <i>needs remediation (1), competent(2), good(3), and exemplary(4)</i> and 100% (11/11) of students scored \geq 12 pts of 16 pts on the Essential V summary paper with an average score of 14.0.. The subsections include (1) "Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums", (2) "Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes," (3)"Develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery", and (4)"Advocate for social justice, equity, and ethical policies within all healthcare arenas." The lowest scoring subsection was "Develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery" with an average score of 3.1		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			
Results: PSLO 5 was met as indicated by meeting the target measurements Health Policy papers and Essential III Summary papers.			
Conclusions: Faculty in NURS 701 initiated on-line office hours related to course content and writing assignments. This was utilized by more than 50% of the class.			
Plans for Next Assessment Cycle: As mentioned previously AACN and NONPF have identified core competencies for professional nursing education and these are to be adopted within the next three years. One role core competency related to Outcome 5 is "The nurse practitioner demonstrates the attributes and perspectives of the nursing profession and adherence to ethical principles while functioning as a committed equal partner of the interprofessional health care team."			

Program Student Learning Outcome 6			
Program Student Learning Outcome	Analyze and apply advanced nursing practice concepts of clinical prevention and health promotion to improve health outcomes in relevant populations.		
Measurement Instrument 1	Direct: NURS 755 Quality Improvement Plan		
Criteria for Student Success	Students will score of ≥ 120 of 150 pts on the Quality Improvement Plan in NURS 755 (Quality Improvements)		
Program Success Target for this Measurement	92%	Percent of Program Achieving Target	100 %
Methods	All students completing QI papers (n = 8) were reviewed from Sp 2023. A rubric identifying the appraisal of systems thinking; relationship of QI projects and organizational mission; stakeholders, barriers, and facilitators; PDCA model; outcomes; and QI tools.		
Measurement Instrument 2	Direct: NURS 630 Advanced Epidemiology Group Paper		
Criteria for Student Success	Students will score of ≥ 40 of 50 pts on the Epidemiology group paper completed in NURS 630 (Adv Epidemiology). In this paper students appraise the epidemiology of a selected disease or health issue. Each group will choose a disease state. The paper and presentation are based on existing data, peer reviewed journals and medical literature.		
Program Success Target for this Measurement	92%	Percent of Program Achieving Target	100%
Methods	All students completing Adv Epidemiology Group Project papers (n = 8) were reviewed from Sp 2023. A rubric identifying the content (disease, at risk population, prevalence/incidence, natural history, magnitude, screening tests, financial impact, treatment, and policy recommendations) – 30 pts, writing style – 10 pts, and APA 10 pts. Content subscores were excellent with all students receiving 30 pts; however writing and following APA publication format were lower. The average total score was 44.5.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn't, and plan going forward)			
<u>Results:</u> PSLO 6 was met as indicated by meeting the target measurements of the QI plan and Adv Epidemiology Paper. <u>Conclusions:</u> In NURS 630 Adv Epidemiology the faculty is considering moving from a group project to solo project papers. Group work has become increasingly difficulty due to student time constraints and mandatory overtime. <u>Plans for Next Assessment Cycle:</u> As mentioned previously AACN and NONPF have identified core competencies for professional nursing education and these are to be adopted within the next three years. One core competency related to outcome 6 is “The nurse practitioner partners, across the care continuum, with public health, healthcare systems, community, academic community, governmental, and other entities to integrate foundational NP knowledge into culturally competent practices to increase health promotion and disease prevention strategies in effect the care of populations.” This may result in revisions/additions to the measurement instruments.			

Program Student Learning Outcome 7			
Program Student Learning Outcome	Apply the relevant advanced practice role to improve patient health outcomes and health care systems.		
Measurement Instrument 1	Direct: BSN to DNP Family Nurse Practitioner certification examination first time pass rate		
Criteria for Student Success	Students will pass on their first attempt of the Family Nurse Practitioner 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 are reviewed each semester for all BSN to DNP students with a concentration of FNP completed the program in Su22, F22, and Sp 23. The pass rate for BSN-DNP FNP concentration was 100% (10/10).		
Measurement Instrument 2	Direct: Patient Centered Assessment Clinical		
Criteria for Student Success	Students will complete required clinical documentation in NURS 547, 549, and 554.		
Program Success Target for this Measurement	92%	Percent of Program Achieving Target	96%
Methods	Patient Centered Assessment Methods (PCAMs) are completed in the clinical courses of NURS 547 (Primary Care of the Infant, Child, and Adolescent), NURS 549 (Primary Care of the Adult), and NURS 554 (Primary Care Practicum.). The PCAM item “how well does the client now understand their health and well-being and what do they need to do to manage their health” prompts the student to assess the patient, document potential issues, and report their findings to the clinical preceptor. 96% (31/32) of students completed reflections identifying their assessment of the patient’s understanding and engagement in their health care, identified barriers to care, and reviewed the assessment with their clinical preceptor receiving 100% agreement with the assessment.		
Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.			<input type="checkbox"/> Met <input type="checkbox"/> Not Met
Results, Conclusion, and Plans for Next Assessment Cycle (Describe what worked, what didn’t, and plan going forward)			
Results: These results are incomplete.			
Conclusions:			
Plans for Next Assessment Cycle: As mentioned previously AACN and NONPF has identified core competencies for professional nursing education and these are to be adopted within the next two years. One role core competency related to outcome 7 is “The nurse practitioner utilizes knowledge and principles of translational and improvement science methodologies to improve quality and safety for providers, patients, populations, and systems of care.” This may result in revisions/additions to the measurement instruments.			

DNP Curriculum Map

DNP Program Outcomes	Critically appraise theoretical concepts and knowledge from nursing and other disciplines and integrate this evidence in developing, implementing, and evaluating best practices for improved health outcomes.	Demonstrate interprofessional collaboration and leadership skills to improve patient and population health outcomes.	Develop, integrate, and evaluate evidence-based health care innovations while considering cultural, economic, ethical, legal, political, and technological issues across diverse health systems and models.	Use and evaluate information systems and technology to improve clinical decision making, and health outcomes.	Demonstrate leadership in the critical analysis and application of economic, ethical, political, and social components of health care policy.	Analyze and apply advanced nursing practice concepts of clinical prevention and health promotion to improve health outcomes in relevant populations.	Apply the relevant advanced practice role to improve patient health outcomes and health care systems.
BSN to DNP (FNP Concentration)	NURS 605	D/A	D/A		D/A		D/A
	NURS 500	I/A					D/A
	NURS 503	I	I/A	I/A		I/A	I/A
	NURS 504	I/A				I	I
	NURS 505	I	I/A	I/A		I/A	I/A
	NURS 508	D/A	D/A			D/A	
	NURS 509					D/A	
	NURS 510	D/A		D/A			D/A
	NURS 515						D/A
	NURS 521	I/A		D/A			A
	NURS 546		D/A	D/A			D/A
	NURS 547		D/A	D/A			D/A
	NURS 548		D/A	D/A			D/A
	NURS 549		D/A	D/A			D/A
	NURS 554		M/A	M/A			M/A
	NURS 601	I					I/A
	NURS 620	D/A		D/A			D/A
	NURS 630	I/A		I/A			I/A
	NURS 700	I/A	I/A				
	NURS 701		I/A			D/A	
	NURS 712	I/A	I/A	I/A			I/A
	NURS 714			D/A	D/A		
	NURS 740		D/A		D/A	D/A	
	NURS 750	M/A	D/A				M/A
NURS 755	I/D/A	I/D/A	I/D/A	I/D/A		I/D/A	
NURS 765		M/A			M/A	M/A	

	NURS 780	MA	A	MA	MA	MA	MA	MA
BSN to DNP (NE Concentration)	NURS 504	I/A					I	I
	NURS 510	D/A		D/A			D/A	
	NURS 521	I/A		D/A			A	
	NURS 605		D/A	D/A		D/A		D/A
	BA 510	I/A		I/A		I/A		
	LEAD 540		I/A	I/A			I/A	I/A
	LEAD 525		I/A	I/A				
	NURS 528		D/A	D/A		D/A		D/A
	NURS 605		D/A	D/A		D/A		D/A
	NURS 601	I/A					I/A	
	NURS 620	D/A		D/A			D/A	
	NURS 630	I/A		I/A			I/A	
	NURS 700	I/A	I/A					D/A
	NURS 701		I/A			D/A		
	NURS 712	I/A	I/A	I/A			I/A	I/A
	NURS 714			D/A	D/A			
	NURS 740		D/A		D/A	D/A		
	NURS 750	M/A	D/A				M/A	D/A
	NURS 755	I/D/A	I/D/A	I/D/A	I/D/A		I/D/A	I/D/A
	NURS 765		M/A			M/A	M/A	
NURS 780	M/A	A	M/A	M/A	M/A	M/A	M/A	
MSN to DNP	NURS 601	I/A					I/A	
	NURS 620	D/A		D/A			D/A	
	NURS 630	I/A		I/A			I/A	
	NURS 700	I/A	I/A					D/A
	NURS 701		I/A			D/A		
	NURS 712	I/A	I/A	I/A			I/A	I/A
	NURS 714			D/A	D/A			
	NURS 740		D/A		D/A	D/A		
	NURS 750	M/A	D/A				M/A	D/A
	NURS 755	I/D/A	I/D/A	I/D/A	I/D/A		I/D/A	I/D/A
	NURS 765		M/A			M/A	M/A	
NURS 780	M/A	A	M/A	M/A	M/A	M/A	M/A	

I = Introduced; D = Developed; R = Reinforced; M = Mastered; A = Assessed

DNP Program Evaluation Proposal Rubric		
200 Points		
Title		5 Points
Succinctly articulates the program proposal's purpose.		
Abstract (structured < 200 words)		15 Points
Includes the following headings: <i>Introduction/Background, Problem Statement, Program's Purpose, Methods</i>		
Introduction/Background		15 Points
Discuss <i>importance, relevance, prevalence/scope</i> of the program proposal's topic by discussing Global, National, State, and Regional/Local background on topic. <i>Discussion begins broad (global) and narrows to your program proposal's population focus.</i>	1 pgs	
Succinctly discuss the program proposal's problems that have been identified in the literature.		
Makes it clear to the reader why the reader should be interested in this program proposal's topic.		
Clearly leads into the program proposal's problem statement.		
Problem Statement		15 Points
Succinctly and clearly articulate the breadth/depth of the problem and why it should be evaluated.		
	.5 pg	
Conclude this section with a statement indicating why this topic is a problem for society and that this topic should be evaluated.		
Program Proposal's Purpose		15 Points
Limit your program proposal's purpose to one or two key areas that are clearly articulated.		
	1 pg	
Succinctly describe what the program proposal will involve and what it will accomplish.		
Provides the reader with a clear understanding of the program proposal.		
<i>Each purpose is succinct and is related to the problem statement.</i>		
Clinical Question		15 Points
Clearly describes the program proposal's phenomenon of interest using the PICO approach.		
	0.5	
<i>Each clinical question is succinct, limited to one sentence, and includes PICO components.</i>		
Literature Review		15 Points
Succinctly synthesize the results of the literature search related to the program proposal.		
	2 pgs	
Discuss how the program proposal is needed to address the gap.		
Theoretical Framework		15 Points
Succinctly discuss the framework's/model's concepts as it relates to structure/process of the project.		
	.5 pg	
Methodology (Total points 75 points) WRITE IN FUTURE TENSE BEGINNING HERE		20 Points
<i>Identify appropriate design plan for proposed project.</i>		
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 evaluated and/or recruited.		
	.5 pg	
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		
Tools		15 Points
Discuss the Data Source(s): <i>tools, instruments, questionnaires, evaluations, or surveys</i> used to evaluate		
	.5 pg	
Discuss the validity and reliability of the Data Source(s).		
Data Collection		15 Points
Describe the program proposal's data collection process.		
	1.0	
Discuss location of data collection and who will be responsible for collecting data. <i>Provide the primary</i>		
Discuss the program proposal's expected timeline.		
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 non---responders.		
Appendix		5 Points
Data Source		
APA Formatting, Grammar, and Syntax		10 Points
The narrative sections of your paper should not exceed 12 pages.		
Total Points and Comments		

DNP Essential Eight Summary Rubric

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.				

NURS 700 Leadership Paper Rubric

Criteria	Competent	Very Good	Novice	Below Avg
<p>Content</p> <p>85 Points</p>	<p>INTRODUCTION: 5 points (Do not use a Level I heading)</p> <p>LITERATURE REVIEW: 35 points Critical analysis of current research (in the last 3-5 years). Review 8-10 professional references. Summarize the findings. (May use older research if it is still relevant, etc.).</p> <ul style="list-style-type: none"> • Expand on the chosen leadership theory. • Explore the leadership skills necessary for the DNP prepared APRN to function as a leader in health care. • Evaluate how the DNP leadership role effects patients, healthcare, the nursing profession, and the community. <p>DISCUSSION: 35 points</p> <ul style="list-style-type: none"> • Interview your current supervisor or other leader, what makes them a good or poor leader? Compare and contrast your leadership style/strengths with who you interviewed? You may want to include a leadership assessment tool from the textbook for comparing and contrasting your leadership style and that of the person you interview. • Review the DNP Essential/Program Outcomes especially Essential II in regards to required leadership competencies for the graduate-level prepared specialty nurse and the Advanced Practice Nurse Practitioner? • The essentials can be found in the WKU DNP handbook on the WKU nursing website or at https://www.aacnnursing.org/DNP/DNP-Essentials. • Provide a theory-based analysis (Explain why your chosen theory supports what you say.) • Describe and evaluate strengths and challenges of your leadership style/leadership theory. • Develop a leadership plan to include goals and activities for continued growth (Answer what you need to do to become a nurse leader). • Determine how you as a DNP can make a difference to your patients, 	<p>Provides all of the required content, however, has difficulty articulating the relationship to nursing practice specialty, patients, students, or employees or; Literature review incomplete or inappropriate, or; fails to connect ideas or policy. Does not address all of the required content</p>	<p>Addresses all areas only minimally; or organization of thought or content is illogical or weak.</p>	<p>Does not include all required information.</p>

	healthcare, the nursing profession, and your community. CONCLUSION: 10 points			
Writing Style & Presentation 50 points	Follows basic English & APA style guide including: Clear introduction, transitions & conclusions. Organized in presentation. Avoids use of colloquial and distracting writing. Basic rules in grammar and spelling. PAPER LENGTH 6-10 PAGES. This does not include title page and reference page.	Meets most requirements with 3-5 errors in spelling and/or grammar.	Minimally meets requirements with 6-10 errors in spelling and/or grammar.	Not well written. >10 errors in spelling and/or grammar.
APA 15 points	Follows APA requirements: Title page, Running head, Headings (at least 2 levels of headings). At least one direct quote required. References and citations in APA format. Submit in Safe Assign. <3 APA errors.	Follows APA requirements: 4-5 APA errors.	APA errors 6-10.	Fails to use Safe Assign. >10 APA errors.
Total Points: 150				

Systematic Review Paper	
Title and Abstract	5 pts
Title: <i>Identify the report as a systematic review or integrative review.</i>	
Abstract: <i>Provide a structured abstract including, as applicable: background; objectives; data sources; study eligibility criteria, participants, and interventions; study appraisal and synthesis methods; results; limitations; conclusions and implications of key findings.</i>	
Introduction: Rationale and Objectives	5 pts
Rationale: <i>Describe the rationale for the review in the context of what is already known</i>	
Objectives: <i>Provide an explicit statement of questions being addressed with reference to participants, interventions, comparisons, outcomes, and study design (PICOS).</i>	
Methods	15 pts
Eligibility criteria: <i>Specify study characteristics (e.g., PICOS, length of follow-up) and report characteristics (e.g., years considered, language, publication status) used as criteria for eligibility, giving rationale</i>	
Information sources: <i>Describe all information sources in the search (e.g., databases with dates of coverage, contact with study authors to identify additional studies) and date last searched.</i>	
Search: <i>Present the full electronic search strategy for at least one major database, including any limits used, such that it could be repeated.</i>	
Study Selection: <i>State the process for selecting studies (i.e., for screening, for determining eligibility, for inclusion in the systematic review).</i>	
Data Collection Process: <i>Describe the method of data extraction from reports (e.g., piloted forms, independently by one or two reviewers) and any processes for obtaining and confirming data from investigators.</i>	
Data Items: <i>List and define all variables for which data were sought (e.g., PICOS, funding sources).</i>	
Results	25 pts
Study Selection: <i>Give numbers of studies screened, assessed for eligibility, and included in the review, with reasons for exclusions at each stage, ideally with a flow diagram.</i>	
Study Characteristics: <i>For each study, present characteristics for which data were extracted (e.g., study size, PICOS, follow-up period) and provide the citation.</i>	
Risk of Bias Within Studies: <i>Present data on risk of bias of each study and, if available, any outcome-level assessment (see PRISMA Item 12).</i>	
Results of Individual Studies: <i>For all outcomes considered (benefits and harms), present, for each study: (a) simple summary data for each intervention group and (b) effect estimates and confidence intervals.</i>	
Synthesis of Results: <i>Present the main results of the review.</i>	
Discussion	20 pts
Synthesis of Evidence: <i>Summarize the main findings, including the strength of evidence for each main outcome; consider their relevance to key groups (e.g., health care providers, users, and policy makers).</i>	
Limitations: <i>Discuss limitations at study and outcome level (e.g., risk of bias), and at review level (e.g., incomplete retrieval of identified research, reporting bias).</i>	
Conclusions: <i>Provide a general interpretation of the results in the context of other evidence, and implications for future research.</i>	
Will the results help me in caring for my patients?	20 pts
<i>Are the results relevant to persons in similar situations?</i>	
<i>Are the results relevant to patient values and/or circumstances?</i>	
<i>How may the results be applied to clinical practice?</i>	
APA Rubric	10 pts

DNP Essential Three Summary Rubric

	Exemplary (4)	Good (3)	Competent (2)	Needs Remediation (1)
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 evidence based practice and research to improve healthcare outcomes.				

Clinical Experience Paper Rubric	Possible Points	Received Points
1. Interview an IT professional in a healthcare organization and describe their position. Do not use first-person or identify the person's actual name. 2. Describe the organization (size, type, location).	8 pts	
3. Describe a technology in the organization that was implemented in the last five years. Do not identify the organization's name. 4. Why did the organization choose to adopt the technology? 5. Describe the process/activity prior to the implementation of the technology. 6. How was a specific vendor of the technology chosen? 7. Identify the nursing role in implementation of the health care technology. 8. If possible observe the use of this technology at all levels and record your observations. 9. Describe the benefits and challenges of the new technology. 10. Are all of the components of the technology live? If not what is the plan?	48 pts	
11. Specifically address interoperability of the organization's IT functions (all functions).	8 pts	
12. Discuss the benefits and challenges of technology at your worksite.	6 pts	
13. Why is it important to develop a standard terminology for electronic medical records?	4 pts	
14. Did you observe any clinical decision support system? If you were unable to observe this describe a clinical decision support system that might be useful in this setting.	6 pts	
15. Describe one organizational theory or change theory you believe may be helpful in implementing a new technology in a healthcare setting and why you believe your chosen theory would be useful.	10 pts	
APA – Use level headings and no use of first-person writing.	10 pts	
Total Points:		

Oral Presentation Rubric

Category	Scoring Criteria	Total Points	Score
Organization	Information is presented in a logical sequence.	2.5	
	Presentation appropriately cites references and has a reference page	2.5	
Content a. Description of selected technology (electronic or IT related). b. What are the benefits of <u>the technology</u> ? c. What kind of training would it require? d. What would be the capital investment to obtain the technology? e. How much time would it require for the clinician, patient, or ancillary staff? f. Is there any research to support the use of this technology to improve quality in healthcare? g. How is this technology applicable to your project (if applicable)? h. Between 10 and 12 slides total including reference slide and must be a talking PowerPoint.	Introduction establishes a framework for the presentation.	2	
	Technical terms are well-defined in language appropriate for the target audience.	4	
	Presentation contains accurate information.	7	
	Appropriate amount of material is prepared, and points made reflect their relative importance.	7	
	There is a summary of the presentation.	2	
Presentation	Excellent language skills and pronunciation are used.	4	
	Visual aids are well prepared, informative, effective, not distracting, and cited appropriately.	4	
	Initial post of presentation and responds to 8 peer presentations.	15	
Score	Total Points	50	

NURS 701 Assignment (Final Paper) 120 pts possible

Objectives:

1. To recommend or defend a current policy.

Relates to course objectives:








1. Critically analyzes ethical, legal, and social factors in health policy development.
2. Demonstrate leadership in the development and implementation of health policy.
3. Influences health policy through various advocacy and active participation efforts.
4. Advocates for all stakeholders within all healthcare arenas.

Notes

Follow APA guidelines, including cover page and reference page. Paper should be 7-10 pages in body of paper and a minimum of 5 scholarly references. (no abstract)

Executive Summary	Up to 12 points. A summary that a stakeholder or legislator could read quickly and understand the issue and your recommendation. Who is your audience? (No more than 1 page)			Points
Background Information (Introduction)	Up to 12 points. Introduction. Overview of concern. What contributed to the problem? What previous efforts have been attempted to address issue.			
Research Findings	Up to 12 points. Synthesis of research related to area of concern.			
Social, Economic, Legal Factors	Up to 12 points. Select at least two groups of factors.			
Stakeholders	Up to 10 points. Include at least three stakeholders and their role.			
Proposed Policy or Policy you are Defending	Up to 20 points. Goals, objectives, how would it be implemented. What might be barriers or facilitators of implementation?			
Communication method of needed change	Up to 10 points.			
Summary/Conclusion	Up to 12 points. Well developed. Include role of nurse.			
10 pts	7 pts	4 pts	0 pts	
References-must include at least five scholarly references. No more than 2 reference errors and 2 in-text citations errors	Includes only 4 scholarly references. 3-4 reference errors	Includes 3 scholarly references. 4-5 reference errors	Less than 3 references. Six or more reference errors.	
10 pts	7 pts	4 pts	0 pts	
Grammar/APA: Follows APA requirements for style, organization, headers. Three or less minor errors in usage. Cover page required (no abstract required) Headings required. Presented in a logical, coherent style that demonstrates scholarship in writing. Clear introduction, transitions & conclusions. Avoids use of colloquial and distracting writing. Basic rules in grammar and sentence structure followed.	Organized and has no more than 4 APA and/or grammar errors.	Major errors in style results in some difficulty understanding thoughts or omission of required style.	Unorganized and/or more than 5 APA and/or grammar errors.	

NURS 755 Rubric

Name: Real Paper					
Description:					
Rubric Detail:					
Criteria	Levels of Achievement:				
	0 points	5 points	10 points	25 points	35 points
Introduction: Review of literature providing a background to support the proposed project. Literature would demonstrate a need and/or significance of the problem that would be addressed by the implementation of the proposed project. 	0 Points Does not include introduction or leaves out one of the components.	5 Points Introduction not thorough or does not demonstrate support for project or not presented in a clear, organized manner.	10 Points 0 Points	25 Points Thorough introduction demonstrating support for project. Clearly organized thoughts.	35 Points 0 Points
Project (integrating systems thinking): –Description –Stakeholders –Barriers/Facilitators 	0 Points Does not include.	5 Points Leaves out two or more components of criteria.	10 Points 0 Points	25 Points Leaves out one component of criteria.	35 Points Well developed thoughts addressing definition of mission, vision, goals and relationship between these and also the relationship between QI projects and these three variables.
Change Theory: Discuss the importance of applying a change theory when implementing a planned change. Note a specific theory and steps. 2-3 paragraphs) 	0 Points Does not include.	5 Points Leaves out one or more components of criteria.	10 Points 0 Points	25 Points Well developed thoughts noting at least three leadership characteristics that are important when implementing a change. Also, discuss the importance of applying a change theory when implementing a planned change. Note a specific theory and steps.	35 Points 0 Points
Outcomes –Proposed outcomes –Proposed measurement –Tools –Plan for dissemination of findings 	0 Points Not included	5 Points Leaves out more than two factors listed.	10 Points 0 Points	25 Points Leaves out one or two factors.	35 Points Thorough discussion of all factors listed: –Proposed outcomes –Proposed measurement –Tools –Plan for dissemination of findings
Sustainability 	0 Points Not included	5 Points Weak discussion on how project could be sustained.	10 Points Thorough discussion on how project could be sustained.	25 Points 0 Points	35 Points 0 Points
Conclusion 	0 Points Not included	5 Points Weak conclusion. Doesn't address key points and tie paper together.	10 Points Conclusion ties paper together.	25 Points 0 Points	35 Points 0 Points
Grammar (includes spelling/APA/Clarity) Also, includes references (must have at least four-one can be your textbook) 	0 Points More than 4 APA and/or grammar errors or does not include four professional references.	5 Points Not has 3-4 APA and/or grammar errors or does not include at least four professional references.	10 Points Not organized and has no more than 2 APA or grammar error and includes five professional references.	25 Points 0 Points	35 Points 0 Points

NURS 630 Group Project Rubric

Criteria	Excellent	Very Good	Novice	Below Average
<p>Content: 30 pts total Introduction (5 pts) Body (20 pts) Conclusion (5 pts)</p>	<p>Includes all required information as outlined below: <u>Introduction</u> <u>Body:</u> 1. Identify the chosen disease/illness 2. Identify the at-risk population for the chosen disease 3. Include statistical data (prevalence, incidence, etc.) 4. Epidemiology of the problem (natural history, web of causation, etc.) 5. Magnitude of the problem (national, regional, local, and/or international) 6. Is there a difference between the identified at-risk population and the overall US or world population? 7. Is there an available screening test? Is it reliable? Valid? Useful? 8. What is the financial impact of the disease/illness to the individual? Society? 9. What is the current treatment? 10. Current policy or policy recommendations? <u>Conclusion</u></p>	<p>Includes all of the required content, however, has difficulty articulating the required topics as noted specifically under excellent.</p>	<p>Includes all of the required content but only addresses minimally. Does not compare with 2 additional references and, does not address epidemiological theory and research</p>	<p>Lacks major components as outlined under required content</p>
<p>Writing Style 10 points</p>	<p>Follows basic English & APA style guide including: Clear introduction, transitions & conclusions. Organized in presentation. Presents ideas logically and support by research. Avoids use of colloquial and distracting writing. Basic rules in grammar and sentence structure are followed (less than 4 errors) Length of paper 10-15 pages (does not include title page and references)</p>	<p>Meets all of the expected rules for professional writing with minimal violations (4-5 errors) related to grammar, style, spelling, or clarity of presentation. Coherent in thoughts and presented in an organized and clear manner.</p>	<p>Minimally meets requirements with 6-10 errors related to grammar, style, spelling or clarity of presentation.</p>	<p>Written in style not conducive to professional writing or meaningful to the audience. Presents no new information or violation of basic rules in writing and grammar that interferes with meaning. Not well written, and contains many (>10) spelling errors, and/or grammar errors and/or use of English</p>

				errors. Includes incomplete sentences. Badly organized, lacks clarity and/or does not present ideas in a coherent way.
APA 10 points	Follows APA requirements for style, organization, headers, references and citation in text, quotes, etc. Three or less minor APA errors. Required Elements: 1. Title page 2. Headings (at least 2 levels) 3. Quote (at least 1 quote) 4. Submit in the assignment link and in Safe Assign. 5. Presented in a logical 6. Coherent style that demonstrates scholarship in writing	Follows APA requirements for style, organization, headers, references and citation in text, quotes, etc. Only 4-5 minor APA errors.	Many APA errors (6-10) results in some difficulty understanding thoughts or omission of required style	Fails to use Safe Assign. >10 APA errors.
Total Points 50				

****You must participate in the Group Paper to receive a grade for the paper as well as the Course****