# **Institutional Effectiveness Report Template**

Name of Program:	Doctor of Nursing Practice (MSN/DNP)*
Year:	2018-2019
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<sup>\*</sup>The BSN/DNP program has not admitted students in 2018-2019

## **Program Mission Statement**

The Mission of the Department of Nursing is: "The FMU Nursing Program prepares graduates to function competently as caring, professional nurses in a variety of healthcare settings. The program endeavors to instill in students the value of lifelong learning" (https://www.fmarion.edu/healthsciences/nursing/)

## **Program Learning Outcomes (PLOs):**

- 1. Scientific and theoretical knowledge
- 2. Leadership skills
- 3. Evidence-based practices
- 4. Information systems and technology
- 5. Advocacy
- 6. Interprofessional collaboration
- 7. Systems changes
- 8. Advanced practice care

### **Executive Summary of Report (one-page maximum)**

The mission statement for the Department of Nursing is consistent and pertains to all levels of students (BSN, MSN, and DNP). The themes of the program learning outcomes are consistent with doctoral nursing competencies and skills and are congruent with the end-of-program student learning outcomes that are formulated form the Essential of Doctoral Education published by the American Academy of Colleges of Nursing (AACN, 2006). The program assessment methods are directly related to the program learning outcomes and the end-of-program SLOs. The end-of-program SLOs assessment is an evidence-based practice project that is completed for clinical nursing quality improvement. Each course in the MSN/DNP program concentrates on a specific part of the project. The benchmark was set through analysis of the other graduate programs at FMU School of Health Sciences and attainment is based on the first MSN/DNP cohort. The MSN/DNP program began in January of 2018 and seven (7) students graduated in December of 2018.

Currently there are five (5) active students in the MSN/DNP program. The academic year started with six (6) students. One (1) student was withdrawn for lack of participation and assignment completion. Of the five (5) students in the MSN/DNP program, one (1) is full-time and four (4) are part-time.

### **End-of-Program Student Learning Outcomes (SLOs)**

1. Applies nursing and interprofessional scientific and theoretical knowledge to improve healthcare services to patients, families, and populations with an emphasis on rural populations.

- 2. Uses leadership skills and competencies in healthcare systems to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
- 3. Synthesizes and disseminates evidence-based practices to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
- 4. Utilizes information systems and technology to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
- 5. Demonstrates leadership and advocacy in facilitating positive healthcare change to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
- 6. Employs effective interprofessional communication and collaboration to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
- 7. Implement systems changes that advocate healthcare prevention to improve healthcare services to patients, families, and populations with an emphasis on rural populations.
- 8. Deliver advanced practice care in complex situations and systems to improve healthcare services to patients, families, and populations with an emphasis on rural populations (Adapted from the AACN *Essentials of Doctoral Education for Advanced Nursing Practice*, 2006).

# **Assessment Methods**

AACN DNP Essential	FMU End-of- Program	DNP Project Demonstrated End-of-	Bench- mark
	Student Learning	Program SLO	
	Outcome (SLO)		
1. Essential I: Scientific	Applies nursing	The DNP project will	90% of
Underpinnings for practice	and	identify a specific process	students
prepares the DNP graduate	interprofessional	improvement needed for a	will
to:	scientific and	population of patients or	demon-
a. Integrate nursing	theoretical	healthcare system and	strate at
science with knowledge	knowledge to	includes a graded section	a grade
from ethics, the	improve healthcare	related to an	of 77%
biophysical, psychosocial,	services to	interprofessional literature review and an applied	or above.
analytical, and	patients,	theoretical background.	above.
organizational sciences	families, and	mooremear background.	
as the basis for the	populations with	DNP Project	
highest level of nursing	an emphasis on	outline section(s)	
practice	rural populations.	that apply:	
b. Use science-based	1 1		
theories and concepts		Clinical Issue and	
to:		Significance to	
i. Determine the		Healthcare	
nature and		- The problem	
significance of		or issue to be	
health and		addressed	
health care		should be	
delivery		introduced	
phenomena		and its	
ii. Describe the		significance summarized.	
actions and advanced		- Describe the	
strategies to		role of	
enhance,		culture in the	
alleviate, and		project.	
ameliorate		Theoretical Framework	
health and		- Describe the	
healthcare		theoretical framework	
delivery		for the DNP project (ie	
phenomena as		PDSA).	
appropriate; and			
iii. Evaluate			
outcomes			
c. Develop and evaluates			
new practice			

	approaches based on			
	nursing theories and			
	theories from other			
	disciplines.			
2.	<b>Essential II: Organizational</b>	Uses leadership	The DNP students'	90% of
	and Systems Leadership for	skills and	projects will demonstrate	students
	<b>Quality Improvement and</b>	competencies in	process improvement for a	will
	<b>Systems Thinking prepares</b>	healthcare	population or healthcare	demon-
	the DNP graduate to:	systems to	system to improve	strate at
	<ul> <li>a. Develop and evaluate</li> </ul>	improve	services.	a grade
	care delivery	healthcare		of 77%
	approaches that meet	services to	• Purpose	or
	current and future	patients,	(Completed in 802)	above.
	needs of patient	families, and	• This is the overall	
	populations based on	populations with	goal(s) of the project.	
	scientific findings in	an emphasis on	How does the project	
	nursing and other	rural populations.	effect healthcare policy	
	clinical sciences as well		locally, nationally, or globally?	
	as organizational,		How does a Doctorally-	
	political, and economic		prepared nurse lead	
	sciences		change?	
	b. Ensure accountability			
	for quality health care			
	and patient safety for			
	populations with whom			
	they work			
	i. Use advanced			
	communication			
	skills/processes			
	to lead quality			
	improvement			
	and patient			
	safety initiatives			
	in health care			
	systems			
	ii. Employ			
	principles of business,			
	finance,			
	economics, and			
	health policy to			
	develop and			
	implement			
	effective plans			
	for practice-			
	level and/or			
	ievei aliu/oi			

	T	Т	<del>,                                    </del>
system-wide			
practice			
initiatives that			
will improve the			
quality of care			
delivery.			
iii. Develop and/or			
monitor budgets			
for practice			
initiatives			
iv. Analyze the			
cost- effectiveness of			
practice			
initiatives			
accounting for			
risk and			
improvement in			
health care			
outcomes			
v. Demonstrate			
sensitivity to			
diverse			
organizational			
cultures and			
populations,			
including			
patients and			
providers			
c. Develop and/or			
evaluate effective			
strategies for managing			
the ethical dilemmas			
inherent in patient care, the health care			
organization, and			
research			
3. Essential III: Clinical	Synthesizes and	The DNP project will be	90% of
Scholarship and Analytical	disseminates	evidence-based. The	students
Methods for Evidence-based	evidence-based	project will include a list	will
Practice, the DNP graduate	practices to	and appraisal of current	demon-
will be prepared to:	improve	best evidence and a	strate at
a. Use analytic methods to	healthcare	synthetization of findings	a grade
critically appraise existing	services to	and the appropriate	of 77%
literature and other	patients,	application to the	or
evidence to determine and	families, and		above.

- implement the best evidence for practice.
- b. Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends.
- c. Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.
- d. Apply relevant findings to develop practice guidelines and improve practice and the practice environment.
- e. Use information technology and research methods appropriately to:
  - i. collect appropriate and accurate data to generate evidence for nursing practice
  - ii. inform and guide the design of data bases that generate meaningful evidence for nursing practice
  - iii. analyze data from practice design evidence-based interventions
  - iv. predict and analyze outcomes

populations with an emphasis on rural populations.

population or system being affected.

# **DNP Project outline** section(s) that apply:

- Evidence Review & Synthesis (Completed in 801)
- Evaluate relevant research and current scientific work that relates to the purpose of the project. Use only state of the science data from literature to highlight the scope and magnitude of the problem/issue. Critical appraisal of relevant research means addressing consistencies and inconsistencies in findings, analyzing opposing and supporting viewpoints, evaluating quality of literature cited, identifying gaps, study limitations, and how the project will address this area. Synthesize the findings from research related to the practice problem as identified in the review of the literature. This is a focused brief evidence appraisal (including evidence table if appropriate). This section includes key evidence that requires review of the most current literature found in primary sources.

y avamina nattama of		Summarize the link	
v. examine patterns of		between the relevant	
behavior and		literature and the project	
outcomes		idea	
vi. identify gaps in		All current literature	
evidence for		must be examined – not	
practice		only the articles that are	
f. Function as a practice		available via full text	
specialist/consultant in		- Clinical Question	
collaborative knowledge-		The clinical question	
generating research.		should be in PICOT	
g. Disseminate findings from		format.	
evidence-based practice			
and research to improve		Protection of Human	
healthcare outcomes		Participants	
		(Completed in 804)	
		-Discuss how human	
		subjects will be protected	
		during the DNP project. How	
		will information be	
		collected, stored and secured.	
		- The DNP Project	
		Chair will let the student	
		know what paperwork is	
		needed to submit the	
		application to the Francis Marion University IRB and	
		what type of application will	
		be submitted.	
		- The DNP Project	
		Chair must submit the	
		application to the Francis	
		Marion University IRB.	
		- The student will then	
		submit an IRB application to	
		the IRB at the site where the	
		project will take place (if	
		applicable).	
4. Essential IV: Information	Utilizes	The DNP student will be	90% of
Systems/Technology and	information	evaluated on the	students
Patient Care Technology for	systems and	utilization of information	will
the Improvement and	technology to	systems by the following	demon-
Transformation of Health	improve	methods; 1) demonstrates	strate at
Care, the DNP program	healthcare	adeptness in library	a grade
prepares the graduate to:	services to	searches for the DNP	of 77%
a. Design, select, use, and	patients,	project, 2) accesses	or
evaluate programs that	families, and	electronic data needed to	above.
evaluate and monitor	populations with	complete the DNP project,	
outcomes of care, care		and 3) practitioner	

systems, and quality	an emphasis on	students will record	
improvement including	rural populations.	appropriate and complete	
consumer use of health	Turai populations.	patient data in the	
care information systems.		electronic patient data	
		-	
b. Analyze and communicate		base electronically.	
critical elements necessary		S-44:	
to the selection, use and		Setting/Sample (Completed	
evaluation of health care		in 803)  1 Setting where	
information systems and		1. Setting where	
patient care technology.		the project	
c. Demonstrate the		takes place. <b>2.</b> What is the	
conceptual ability and			
technical skills to develop		target	
and execute an evaluation		population?	
plan involving data		3. What	
extraction from practice		healthcare	
information systems and		providers are	
databases.		involved?	
d. Provide leadership in the		4. What	
evaluation and resolution		technology is	
of ethical and legal issues		needed to	
within healthcare systems		enhance the	
relating to the use of		project?	
information, information			
technology,			
communication networks,			
and patient care			
technology.			
e. Evaluate consumer health			
information sources for			
accuracy, timeliness, and			
appropriateness	_		
Essential V: Health Care	Demonstrates	The DNP project goal is to	90% of
Policy for Advocacy in	leadership and	establish a positive	students
Health Care, the DNP	advocacy in	healthcare change for a	will
program prepares the	facilitating	population or system.	demon-
graduate to:	positive		strate at
a. Critically analyze health	healthcare	DNP Project outline	a grade
policy proposals, health	change to	section(s) that apply:	of 77%
policies, and related issues	improve	(Completed in 802)	or
from the perspective of	healthcare		above.
consumers, nursing, other	services to	Purpose	
health professions, and	patients,	-This is the overall goal(s)	
other stakeholders in policy	families, and	of the project.	
and public forums.	populations with	-How does the project	
		effect healthcare policy	

		Demonstrate leadership in	an emphasis on	locally, nationally, or	
		the development and implementation of	rural populations.	globally? -How does a doctoral-	
		institutional, local, state,		prepared nurse lead	
		federal, and/or		change?	
		international health policy.			
		Influence policy makers			
		through active			
		participation on committees, boards, or task			
		forces at the institutional,			
		local, state, regional,			
		national, and/or			
		international levels to			
		improve health care			
		delivery and outcomes. Educate others, including			
		policy makers at all levels,			
		regarding nursing, health			
		policy, and patient care			
		outcomes.			
		Advocate for the nursing			
		profession within the policy and healthcare			
		communities.			
	f.	Develop, evaluate, and			
		provide leadership for			
		health care policy that			
		shapes health care financing, regulation, and			
		delivery.			
		Advocate for social justice,			
		equity, and ethical policies			
		within all healthcare			
6.		arenas. ential VI:	Employs	The DNP student will	90% of
0.		erprofessional	effective	demonstrate	students
		laboration for Improving	interprofessional	interprofessional	will
		ient and Population	communication	communication and	demon-
		alth Outcomes, the DNP	and collaboration	collaboration in skills	strate at
	_	gram prepares the duate to:	to improve healthcare	during their practicum hours by making the	a grade of 77%
	_	Employ effective	services to	appropriate referrals for	or
		communication and	patients,	patients and securing	above.
		collaborative skills in the	families, and	services that meet patient	
		development and	populations with	needs. Secondly, the DNP	

		implementation of practice	an emphasis on	project will demonstrate	
		models, peer review,	rural populations.	interprofessional	
		practice guidelines, health		communication and	
		policy, standards of care,		collaboration during the	
		and/or other scholarly		development stages as the	
		products.		student demonstrates	
	b.	Lead interprofessional		leadership in process	
		teams in the analysis of		improvement.	
		complex practice and			
		organizational issues.		DNP Project outline	
	c.	Employ consultative and		section(s) that apply:	
		leadership skills with		• Study	
		intraprofessional and		Design/Methods (Completed in 805)	
		interprofessional teams to		(Completed in 805) - Steps of the project	
		create change in health care		- Steps of the project	
		and complex healthcare			
7	Eas	delivery systems.	Implement	The DND project will have	90% of
7.			Implement	The DNP project will have	students
		evention and Population alth for Improving the	systems changes that advocate	a healthcare prevention component integrated into	will
		tion's Health, the DNP	healthcare	the project to address the	demon-
		ogram prepares the	prevention to	chronic healthcare needs	strate at
	_	duate to:	improve	of the population being	a grade
	_	Analyze epidemiological,	healthcare	effected.	of 77%
	а.	biostatistical,	services to	chected.	or
		environmental, and other	patients,	DNP Project outline	above.
		appropriate scientific data	families, and	section(s) that apply:	above.
		related to individual,	populations with	section(s) that apply.	
		aggregate, and population	an emphasis on	Data collection and	
		health.	rural populations.	project implementation	
		Synthesize concepts,	Turur p op urumrener	(Completed in 807)	
		including psychosocial		•	
		dimensions and cultural		• Evaluation/Data	
		diversity, related to clinical		Analysis	
		prevention and population		(Completed in	
		health in developing,		807/808)	
		implementing, and		- Describe the	
		evaluating interventions to		analytical approach to	
		address health promotion/		evaluate the	
		disease prevention efforts,		outcomes of the	
		improve health		project	
		status/access patterns,		- If statistics are	
		and/or address gaps in care		being used,	
		of individuals, aggregates,		explain the	
		or populations.		procedures	
				including what	
				will be done	

	c. Evaluate care delivery		and why the	
			specific	
	models and/or strategies		analysis was	
	using concepts related to		selected.	
	community, environmental		selected.	
	and occupational health,			
	and cultural and			
	socioeconomic dimensions			
	of health.			
8.	Essential VIII: Advanced	Deliver advanced	The DNP project	90% of
0.				students
	Nursing Practice, the DNP	practice care in	completion will	
	program prepares the	complex	demonstrate the students'	will
	graduate to:	situations and	ability to understand a	demon-
	a. Conduct a comprehensive	systems to	comprehensive system	strate at
	and systematic assessment	improve	assessment, complete a	a grade
	of health and illness	healthcare	planning process, and	of 77%
	parameters in complex	services to	implement and evaluate	or
	situations, incorporating	patients,	the data for program	above.
	diverse and culturally	families, and	improvements.	
	sensitive approaches.	populations with	improvements.	
	**		DND Dusingt autling	
	b. Design, implement, and	an emphasis on	DNP Project outline	
	evaluate therapeutic	rural populations	section(s) that apply:	
	interventions based on	(Adapted from	Results/Outcomes	
	nursing science and other	the AACN	<ul> <li>What are the</li> </ul>	
	sciences.	Essentials of	results / Evaluation/Data	
	c. Develop and sustain	Doctoral	Analysis	
	therapeutic relationships	Education for	(Completed in	
	and partnerships with	Advanced	807/808)	
	patients (individual, family	Nursing	<ul> <li>Describe the</li> </ul>	
	or group) and other	Practice, 2006).	analytical	
	<u> </u>	1 ractice, 2000).	approach to	
	professionals to facilitate		evaluate the	
	optimal care and patient		outcomes of the	
	outcomes.		project	
	d. Demonstrate advanced		<ul> <li>If statistics are</li> </ul>	
	levels of clinical judgment,		being used,	
	systems thinking, and		explain the	
	accountability in designing,		procedures	
	delivering, and evaluating		including what	
	evidence-based care to		will be done	
	improve patient outcomes.		and why the	
			specific	
1	e. Guide, mentor, and support		analysis was	
	other nurses to achieve		selected.	
	excellence in nursing			
	practice.		Results/Outcomes	
1	f. Educate and guide		(Completed in 808)	
1	individuals and groups		What are the results /	
1				
			outcomes of your project	

through complex health Strengths and Limitations and situational transitions. ne strengths of the project? g. Use conceptual and ne limitations? analytical skills in **Implications** evaluating the links among ne implications of the practice, organizational, results? population, fiscal, and **Suggestions for future** policy issues (AACN, The projects/research Essentials of Doctoral Education for Advanced Develop skills in Nursing Practice, October manuscript development, 2006). grant writing, presentations, and public

speaking (DNP 806)

## **Assessment Results**

AACN DNP Essential	Bench-mark	Assessment Results
1. Essential I: Scientific Underpinnings for practice prepares the DNP graduate to:  a. Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice  b. Use science-based theories and concepts to:  i. Determine the nature and significance of health and health care delivery phenomena  ii. Describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and healthcare delivery phenomena as appropriate; and  iii. Evaluate outcomes  c. Develop and evaluates new practice approaches based on nursing theories and theories from other	90% of students will demonstrate at a grade of 77% or above.	Essential 1 which corresponds to the end-of-program SLO #1 was completed by all seven (7) students in MSN/DNP cohort #1 and two (2) MSN/DNP students in cohort #2 for DNP 800 and DNP 801 at a grade of 77% or above. The benchmark was met at 100% for cohorts 1 and 2.
disciplines.  2. Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking prepares the DNP graduate to:  a. Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences as well as organizational, political, and economic sciences b. Ensure accountability for quality health care and patient safety for populations with whom they work i. Use advanced communication skills/processes to lead quality improvement and	90% of students will demonstrate at a grade of 77% or above.	Essential 2 which corresponds to the end-of-program SLO #2 was completed by all seven (7) students in MSN/DNP cohort #1 and two (2) MSN/DNP students in cohort #2 for DNP 801 at a grade of 77% or above. The benchmark was met at 100% for cohorts 1 and 2.

patient safety initiatives in		
health care systems		
ii. Employ principles of		
business, finance,		
economics, and health poli	cy	
to develop and implement		
effective plans for practice	-	
level and/or system-wide		
practice initiatives that wil		
improve the quality of care		
delivery.		
iii. Develop and/or monitor		
budgets for practice		
initiatives		
iv. Analyze the cost-		
effectiveness of practice		
initiatives accounting for r	olz	
<u> </u>		
and improvement in health		
care outcomes		
v. Demonstrate sensitivity to		
diverse organizational		
cultures and populations,		
including patients and		
providers		
<b>c.</b> Develop and/or evaluate effective		
strategies for managing the ethical		
dilemmas inherent in patient care,		
the health care organization, and		
research		
3. Essential III: Clinical Scholarship and	90% of H	Essential 3 which
Analytical Methods for Evidence-based	students will c	corresponds to the
Practice, the DNP graduate will be prepare	ed demonstrate e	end-of-program SLO
to:		‡2 was partially
h. Use analytic methods to critically appraise	e 77% or	completed by all
existing literature and other evidence to		seven (7) students in
determine and implement the best evidence		MSN/DNP cohort #1
for practice.		and two (2)
i. Design and implement processes to evaluate		MSN/DNP students
outcomes of practice, practice patterns, ar		n cohort #2 for DNP
systems of care within a practice setting,		301 at a grade of 77%
health care organization, or community		or above. The
against national benchmarks to determine		penchmark was met
		at 100% for cohorts 1
variances in practice outcomes and		
population trends.		and 2.
j. Design, direct, and evaluate quality		
improvement methodologies to promote		
safe, timely, effective, efficient, equitable	,	
and patient-centered care.		

			T	
	k.	Apply relevant findings to develop practice		
		guidelines and improve practice and the		
		practice environment.		
	1.	Use information technology and research		
	1.	methods appropriately to:		
		11 1		
		vii. collect appropriate and accurate data		
		to generate evidence for nursing		
		practice		
		viii. inform and guide the design of data		
		bases that generate meaningful		
		evidence for nursing practice		
		ix. analyze data from practice design		
		evidence-based interventions		
		x. predict and analyze outcomes		
		- · · · · · · · · · · · · · · · · · · ·		
		xi. examine patterns of behavior and		
		outcomes		
		xii. identify gaps in evidence for		
		practice		
	m.	Function as a practice specialist/consultant		
		in collaborative knowledge-generating		
		research.		
	n.	Disseminate findings from evidence-based		
		practice and research to improve healthcare		
		outcomes		
		outcomes		
4.	Es	sential IV: Information	90% of	Essential 4 which
4.		sential IV: Information		
4.	Sy	sential IV: Information stems/Technology and Patient Care	students will	corresponds to the
4.	Sy: Te	sential IV: Information stems/Technology and Patient Care chnology for the Improvement and	students will demonstrate	corresponds to the end-of-program SLO
4.	Sy: Te Tr	sential IV: Information stems/Technology and Patient Care schnology for the Improvement and ransformation of Health Care, the DNP	students will demonstrate at a grade of	corresponds to the end-of-program SLO #2 was completed by
4.	Sy: Te Tr pro	sential IV: Information stems/Technology and Patient Care schnology for the Improvement and cansformation of Health Care, the DNP ogram prepares the graduate to:	students will demonstrate at a grade of 77% or	corresponds to the end-of-program SLO #2 was completed by all seven (7) students
4.	Sy: Te Tr	sential IV: Information stems/Technology and Patient Care schnology for the Improvement and cansformation of Health Care, the DNP ogram prepares the graduate to: Design, select, use, and evaluate programs	students will demonstrate at a grade of	corresponds to the end-of-program SLO #2 was completed by all seven (7) students in MSN/DNP cohort
4.	Sy: Te Tr pro	sential IV: Information stems/Technology and Patient Care chnology for the Improvement and cansformation of Health Care, the DNP ogram prepares the graduate to: Design, select, use, and evaluate programs that evaluate and monitor outcomes of care,	students will demonstrate at a grade of 77% or	corresponds to the end-of-program SLO #2 was completed by all seven (7) students in MSN/DNP cohort #1 and two (2)
4.	Sy: Te Tr pro	sential IV: Information stems/Technology and Patient Care chnology for the Improvement and cansformation of Health Care, the DNP ogram prepares the graduate to: Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement	students will demonstrate at a grade of 77% or	corresponds to the end-of-program SLO #2 was completed by all seven (7) students in MSN/DNP cohort #1 and two (2) MSN/DNP students
4.	Sy: Te Tr pro	sential IV: Information stems/Technology and Patient Care chnology for the Improvement and cansformation of Health Care, the DNP ogram prepares the graduate to: Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care	students will demonstrate at a grade of 77% or	corresponds to the end-of-program SLO #2 was completed by all seven (7) students in MSN/DNP cohort #1 and two (2) MSN/DNP students in cohort #2 for DNP
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		communication networks, and patient care		
		technology.		
	j.	Evaluate consumer health information		
		sources for accuracy, timeliness, and		
		appropriateness		
5.	Es	sential V: Health Care Policy for	90% of	Essential 5 which
		lvocacy in Health Care, the DNP program	students will	corresponds to the
		epares the graduate to:	demonstrate	end-of-program SLO
	_	Critically analyze health policy proposals,	at a grade of	#2 was completed by
	11.	health policies, and related issues from the	77% or	all seven (7) students
		<u>=</u>	above.	in MSN/DNP cohort
		perspective of consumers, nursing, other	above.	
		health professions, and other stakeholders		#1 and two (2)
		in policy and public forums.		MSN/DNP students
	i.	Demonstrate leadership in the development		in cohort #2 for DNP
		and implementation of institutional, local,		802 at a grade of 77%
		state, federal, and/or international health		or above. The
		policy.		benchmark was met
	j.	Influence policy makers through active		at 100% for cohorts 1
		participation on committees, boards, or task		and 2.
		forces at the institutional, local, state,		
		regional, national, and/or international		
		levels to improve health care delivery and		
		outcomes.		
	k	Educate others, including policy makers at		
	11.	all levels, regarding nursing, health policy,		
		and patient care outcomes.		
	1.	Advocate for the nursing profession within		
	1.	the policy and healthcare communities.		
	***	± •		
	III.	Develop, evaluate, and provide leadership		
		for health care policy that shapes health		
		care financing, regulation, and delivery.		
	n.	Advocate for social justice, equity, and		
		ethical policies within all healthcare arenas.		
6.		sential VI: Interprofessional	90% of	Essential 6 which
		ollaboration for Improving Patient and	students will	corresponds to the
	Po	pulation Health Outcomes, the DNP	demonstrate	end-of-program SLO
	pr	ogram prepares the graduate to:	at a grade of	#6 was completed by
	d.	Employ effective communication and	77% or	all seven (7) students
		collaborative skills in the development and	above.	in MSN/DNP cohort
		implementation of practice models, peer		#1 DNP 805 at a
		review, practice guidelines, health policy,		grade of 77% or
		standards of care, and/or other scholarly		above. The
		products.		benchmark was met
	e.	Lead interprofessional teams in the analysis		at 100% for cohort 1.
	-•	of complex practice and organizational		
		issues.		
	f.	Employ consultative and leadership skills		
	1.	with intraprofessional and interprofessional		
1		with miraprofessional and interprofessional		

		teams to create change in health care and		
		complex healthcare delivery systems.		
7	Eas	sential VII: Clinical Prevention and	90% of	Essential 7 which
-			students will	
		pulation Health for Improving the		corresponds to the
		tion's Health, the DNP program prepares	demonstrate	end-of-program SLO
		e graduate to:	at a grade of	#7 was Essential 4
	d.	Analyze epidemiological, biostatistical,	77% or	which corresponds to
		environmental, and other appropriate	above.	the end-of-program
		scientific data related to individual,		SLO #2 was
		aggregate, and population health.		completed by all
	e.	, , , , , , , , , , , , , , , , , , ,		seven (7) students in
		psychosocial dimensions and cultural		MSN/DNP cohort #1
		diversity, related to clinical prevention and		and two (2)
		population health in developing,		MSN/DNP students
		implementing, and evaluating interventions		in cohort #2 for DNP
		to address health promotion/ disease		807 and DNP 808 at a
		prevention efforts, improve health		grade of 77% or
		status/access patterns, and/or address gaps		above. The
		in care of individuals, aggregates, or		benchmark was met
		populations.		at 100% for cohort 1.
	f.	Evaluate care delivery models and/or		
		strategies using concepts related to		
		community, environmental and		
		occupational health, and cultural and		
		socioeconomic dimensions of health.		
8.	Es	sential VIII: Advanced Nursing Practice,	90% of	Essential 8 which
		e DNP program prepares the graduate to:	students will	corresponds to the
		Conduct a comprehensive and systematic	demonstrate	end-of-program SLO
		assessment of health and illness parameters	at a grade of	#7 was Essential 4
		in complex situations, incorporating diverse	77% or	which corresponds to
		and culturally sensitive approaches.	above.	the end-of-program
	i.	Design, implement, and evaluate	above.	SLO #2 was
	1.	therapeutic interventions based on nursing		completed by all
		science and other sciences.		seven (7) students in
	:			MSN/DNP cohort #1
	j.	Develop and sustain therapeutic		
		relationships and partnerships with patients		and two (2)
		(individual, family or group) and other		MSN/DNP students
		professionals to facilitate optimal care and		in cohort #2 for DNP
	,	patient outcomes.		806, DNP 807, and
	k.	Demonstrate advanced levels of clinical		DNP 808 at a grade
		judgment, systems thinking, and		of 77% or above. The
		accountability in designing, delivering, and		benchmark was met
		evaluating evidence-based care to improve		at 100% for cohort 1.
		patient outcomes.		
1		_		
	1.	Guide, mentor, and support other nurses to achieve excellence in nursing practice.		

m. Educate and guide individuals and groups through complex health and situational transitions.
n. Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues (AACN, The Essentials of Doctoral Education for Advanced Nursing

### **Action Items**

- o Continue to orient students to the demands of a fast-paced doctoral program
- o Encourage PT attendance if needed

Practice, October 2006).

o Assign an advisor during the admission process.

## **Appendix**

• N/A