

EMORY UNIVERSITY 2021-2022 Assessment Report for Educational Programs
Assessment Period Covered: September 1, 2021 – August 31, 2022

Program: Doctor of Nursing Practice (DNP)	Date Submitted: 2-17-2023
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I. PROGRAM MISSION

The mission of the Nell Hodgson Woodruff School of Nursing is to:

- Educate visionary nurse leaders and scholars
- Generate and apply knowledge
- Transform nursing, health, and systems of health care within the local and global community

II. PROGRAM CONTEXT (Please provide a brief overview of your program with any relevant information that will help the reader to understand the data presented (annual number of graduates, length of time, professional preparation, interdisciplinarity, etc.).

The Doctor of Nursing Practice (DNP) degree program is comprised of the post-BSN/post-MN DNP option for students holding a BSN or MN degree and the post-MSN DNP option for students holding an MSN degree. The post-BSN/post-MN DNP offers the following specialties: Adult Gerontology Acute Care Nurse Practitioner, Adult Gerontology Primary Care Nurse Practitioner, Emergency Nurse Practitioner, Family Nurse Practitioner, Pediatric Acute Care Nurse Practitioner, Pediatric Primary Care Nurse Practitioner, Women’s Health Gender Related Nurse Practitioner, and Nurse Anesthesia. All programs were offered online with intensives during the 2021-2022 academic year due to COVID-19 except for the Emergency Nurse Practitioner and Nurse Anesthesia specialties due to enrollment numbers (≤ 15).

Students begin the program in the Fall semester and can complete the program full-time in seven semesters or part-time in 10 semesters (post-BSN/post-MN DNP) of study or full-time in four semesters or part-time in seven semesters (post-MSN DNP) of study. Plans of study, credit hours, clinical hours vary by specialty with a range of 74 to 84 credits and 630 to 800 direct clinical hours.

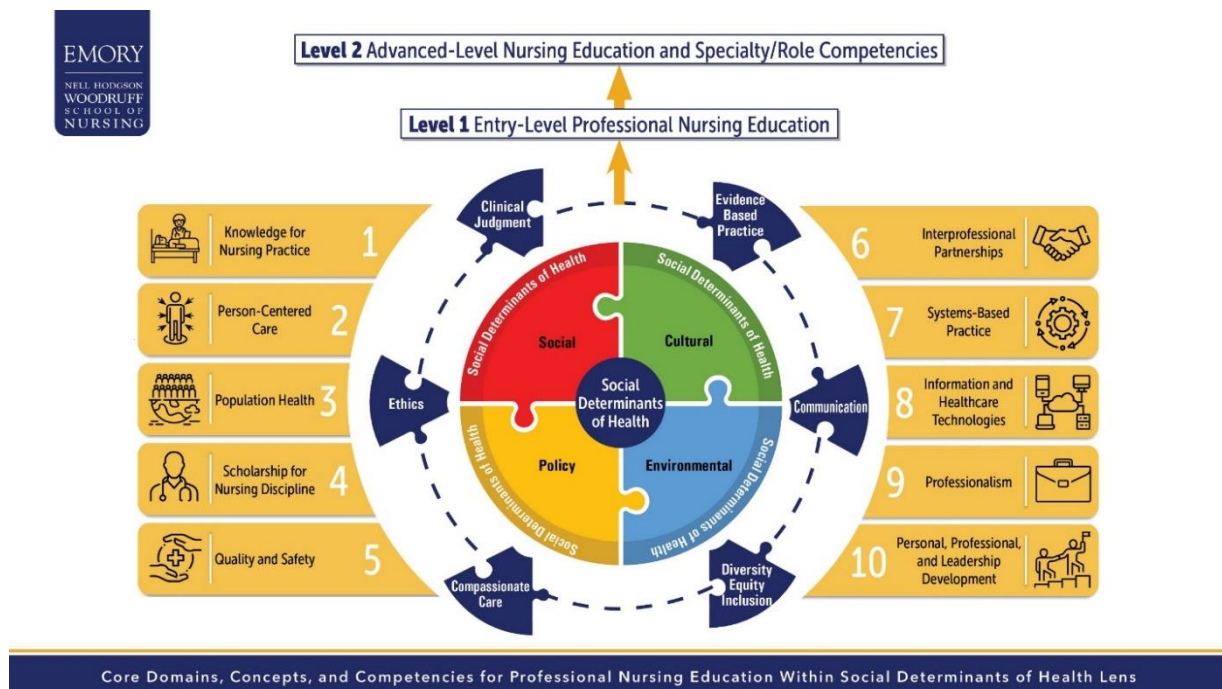
Students meet the same program outcomes upon graduation. Program outcomes were revised in 2021 according to our governance process to align with *The Essentials: Core Competencies for Professional Nursing Education (AACN 2021)*.

There were 42 DNP graduates from September 1, 2021 to August 31, 2022.

III. STUDENT LEARNING OUTCOMES

Program outcomes address the outcomes for DNP graduates and are aligned with the domains and competencies of our professional organization, the American Association of Colleges of Nursing (AACN). Outcomes address advanced-level nursing education. The student learning outcomes evaluated for this report are associated with the following AACN domains: *Person-Centered Care, Quality and Safety via Systems Based Practice Change, Nursing Scholarship and Evidence-based Practice, and Professionalism, and Personal, Professional, and Leadership Development.*

Guided by the *AACN Essentials* and using the NHWSN's Social Determinants of Health (SDOH) lens, depicted in the figure below, the DNP program students are prepared for an advanced practice nursing specialty or advanced nursing practice role.



The graduates of the DNP program will display the following program outcomes on completion of their advanced-level nursing education program.

Student Learning Outcomes
Outcome 1, Domain 2: Person-Centered Care: Develop and implement person-centered and population-focused plans of care across the health care delivery continuum and across time. Plans include evidence-based interventions with consideration of the SDOH and their impact on wellness, prevention, chronic disease, restorative care, and palliative care and quality of life.
Outcome 2, Domain 4: Scholarship for Nursing Practice: Lead evaluation and implementation of evidence and quality improvement to guide best practice and optimize outcomes.
Outcome 3, Domain 5: Quality and Safety: Implement established and emerging principles and practices of safety and improvement science to improve care delivery and work environment safety at the individual, organizational and systems levels.

Outcome 4, Domain 7: Systems-Based Practice: Evaluate systems and associated cost effectiveness to develop interventions for delivery of safe, quality, equitable healthcare to diverse populations.

Outcome 5, Domain 10: Personal, Professional, and Leadership Development: Participate in lifelong learning, professional service, and leadership in organizational and systems level change.

IV. ASSESSMENT SUMMARY

FIRST METHOD OF ASSESSMENT FOR OUTCOME #1:

Outcome 1, Domain 2: Person-Centered Care: Communicate effectively with individuals and evaluate outcomes of care.

Method of Assessment: NRS 721D: DNP Project IV (Fall 2021)

DNP scholarly project write-up and presentation

1. DNP Scholarly Project Write-Up
2. DNP Project PowerPoint Presentation

Benchmark: 100% of students will complete a DNP Scholarly Project and present their project to internal and external stakeholders.

Benchmark: 100% of students will achieve a grade of $\geq 83\%$ in the course *NRS 721D DNP Project* which reflects the culmination of all dissemination activities for the course and hence, effective written and verbal communication and synthesis of outcome data to inform evidence-based practice/guidelines/policy.

Course Evaluation:

Benchmark: Students will rate the course *NRS 721D DNP Project* a 4.0 on a scale of 1-5 on the statement, "Overall, this has been an excellent course".

Achievement Target: Develop and implement person-centered and population-focused plans of care across the health care delivery continuum and across time.

Summary of Assessment Results:

The DNP Scholarly Write-Up and DNP PowerPoint presentation support the achievement of the following competency and sub-competency AACN Essentials statements:

Competency 2.2: Communicate effectively with individuals

Sub-competency 2.2g: Demonstrate advanced communication skills and techniques using a variety of modalities with diverse audience.

Competency 2.7: Evaluate outcomes of care

Sub-competency 2.7d: Analyze data to identify gaps and inequities in care and monitor trends in outcomes.

Sub-competency 2.7f: Synthesize outcome data to inform evidence-based practice, guidelines, and policies.

Students complete their DNP Scholarly Projects over a four (4) course series. DNP Scholarly Project topics vary and address areas of quality improvement, evidence-based practice, policy analysis/development, financial analysis to compare models of care delivery, program development,

implementation of clinical practice guidelines, redesign of primary care models, scale-up and customization of existing programs or interventions in a new context, or implementation of clinical practice guidelines. The project culminates in a written document suitable for publication and a presentation that includes *Introduction/Background, Evidence/ROL, Theoretical framework(s), Purpose, Aims & Objectives, Methods, Results, Discussion, Conclusions, and Reflections*. The course grade is used in this instance because it reflects a culmination of activities resulting in evidence of effective written and verbal communication and the synthesis of outcome data to inform evidence-based practice/guidelines/policy.

Benchmark achieved: 100% of students completed a DNP Scholarly Project and present their project to internal and external stakeholders.

Benchmark achieved: 100% of students earned a grade of $\geq 83\%$ in the course NRS 721D DNP Project, reflecting the culmination of all dissemination activities for the course.

Overall course evaluation comments were positive. Recommendations included: decreasing the repetitive nature of some assignments across courses and streamlining the DNP project courses.

Benchmark achieved: Students rated the course NRS 721D DNP Project as a 4.67 on a scale of 1-5 on the statement, "Overall, this has been an excellent course".

Use of Assessment Results to Improve Program:

Course evaluation results were presented at the DNP faculty meeting. Courses were reviewed for description, objectives, content delivered, and assignments. Recommendations to the Curriculum Committee included:

- decreasing the DNP project courses from four to three courses to eliminate redundancy in content, overlapping course assignments, and alignment of objectives to progressively build to the final project.

For the final course, *NRS 721D DNP Project* (Fall 2022), the syllabi were redesigned to contain four assignments focused on clear expectations for the scholarly work:

- 1) abstract submission to a professional meeting,
- 2) final DNP project scholarly write-up using a standard template,
- 3) final DNP scholar project presentation using a power point template, and
- 4) submission of a manuscript to a peer-reviewed publication with proof of submission.

This change resulted in high quality reports and presentations demonstrating effective dissemination/communication of scholarly works.

SECOND METHOD OF ASSESSMENT FOR OUTCOME #1:

Outcome 1, Domain 2: Person-Centered Care: Develop and implement person-centered and population-focused plans of care across the health care delivery continuum and across time. Plans include evidence-based interventions with consideration of the SDOH and their impact on wellness, prevention, chronic disease, restorative care, and palliative care and quality of life.

Method of Assessment:

Process Theory Worksheet Assignment

Benchmark: 100% of students enrolled in *NRSG 713D: Analytic Tools for Evidence Based Decision Making (Spring 2022)* will complete a Process Theory Worksheet earning a grade \geq 83%.

Course Evaluation:

Benchmark: The average course evaluation rating for *NRSG 713D: Analytic Tools for Evidence Based Decision Making* will be 4.0 or higher on a Likert scale of 1-5 with 5 being excellent on "Overall this has been an excellent course".

Achievement Target: Develop and implement person-centered and population-focused plans of care across the health care delivery continuum and across time. Plans include evidence-based interventions with consideration of the SDOH and their impact on wellness, prevention, chronic disease, restorative care, and palliative care and quality of life.

Summary of Assessment Results:

Process Theory Worksheet Assignment

This full semester group assignment is developed in parts which comprise most of the class assignments therefore the course evaluation is included as a benchmark. Teams of students develop an implementation and project management plan for delivering interventions to address a health outcome. Students identify key inputs and outputs to achieve as part of their organizational and service utilization plan. Their proposed project management plan includes interprofessional/intraprofessional team roles, and a timeline. Students identify key process objectives based on a program theory to provide the foundation for the data collection plan.

This assessment activity supports the achievement of the following competency and sub-competency statements:

Competency 2.5: Develop a plan of care

2.5h: Lead and collaborate with an interprofessional team to develop comprehensive plan of care.

2.5j: Develop evidence-based interventions to improve outcomes and safety.

Competency 2.6: Demonstrate accountability for care delivery.

2.6f: Monitor aggregate metrics to assure accountability for care outcomes.

2.6h: Contribute to the development of policies and processes that promote transparency and accountability.

Competency 2.9: Provide care coordination

2.9i: Analyze system-level policy influence on care coordination.

Benchmark achieved: 100% of students enrolled in NRSG 713D: Analytic Tools for Evidence Based Decision Making (Spring 2022) completed the Process Theory Worksheet earning a grade \geq 83%.

Course Evaluation:

Benchmark not achieved: The average course evaluation rating for NRSG 713D: Analytic Tools for Evidence Based Decision Making was 3.12 on a Likert scale of 1-5 with 5 being excellent on "Overall this has been an excellent course".

This group assignment requires students work in team activities throughout the semester. While some students enjoyed group work, others reported the course required "too much group work", citing time constraints, organization, and group leadership as issues. While the assignment was

broken in multiple deliverables, students perceived it as too many assignments with some assignments tagged as “busy work”.

Use of Assessment Results to Improve Program: The DNP faculty evaluated the course at a DNP meeting, identifying the assignment burden as well as noted the student workload increased progressively during the semester noting, in addition to the project, there were six (6) quizzes, eight (8) assignments, and group discussion boards. The curriculum was under revision at the time of this recommendation to re-distribute content and workload more evenly throughout the semester. With one course offering to teach-out this course, faculty reduced the number of assignments based on a critical review of course objectives and redesigned team assignments with additional student input for group formation, deliverables, and due dates.

FIRST METHOD OF ASSESSMENT FOR OUTCOME #2:

Outcome 2, Domain 4: Scholarship for Nursing Practice: Lead evaluation and implementation of evidence and quality improvement to guide best practice and optimize outcomes.

Method of Assessment: *NRS 716D DNP Project Development II*

Literature Synthesis Assignment:

Benchmark: 100% of students will complete the literature synthesis assignment with a grade of $\geq 83\%$.

CITI Training Modules:

Benchmark: 100% of students will complete the CITI Training Modules with an earned grade of 80% or greater on the module assessments.

Achievement Target:

Lead evaluation and implementation of evidence and quality improvement to guide best practice and optimize outcomes.

Summary of Assessment Results: *NRS 716D DNP Project Development II*

The Literature Synthesis and CITI Training Module assessments support the achievement of the following competency and sub-competency statements:

Competency 4.1: Advance the scholarship of nursing.

- 4.1h: Apply and critically evaluate advanced knowledge in a defined area of nursing practice.
- 4.1j: Engage in scholarship to advance health.
- 4.1l: Disseminate one’s scholarship to diverse audiences using a variety of approaches or modalities.

Competency 4.2: Integrate best evidence into nursing practice.

- 4.2f: Use diverse sources of evidence to inform practice.

Competency 4.3: Promote the ethical conduct of scholarly activities.

- 4.3e: Identify and mitigate potential risks and areas of ethical concern in the conduct of scholarly activities.

Literature Synthesis Assignment:

This assignment begins the student's DNP Project. The assignment includes the development of a PICOT question, 3-6 themes in the literature that correspond to the PICOT question and the student

project, and a synthesis of the literature based on the identified themes. The final product is a synthesis of information into 6-10 paragraphs referenced using APA.

Benchmark achieved: 100% of students completed the synthesis of the literature with grades ranging from 88 to 100% (Benchmark 83%).

CITI Training Modules:

Online CITI training modules focus on the responsible conduct of research including core norms, principles, regulations, and rules governing the practice of research.

Benchmark achieved: 100% of students completed the CITI Training Modules earning an 80% or greater on the module assessments.

Use of Assessment Results to Improve Program:

NRS 716D DNP Project Development II, is the second course in the series of four sequential DNP Scholarly Project courses. We also look at overall course evaluations, "Overall, this has been an excellent course." Students rated this course as = 4.22, 4.0/5.0 benchmark.

Student course comments focused on the Literature Synthesis assignment with comments on course disorganization and excessive assignments (14 course assignments) that were overlapping with the prior DNP Project course. As the curriculum was redesigned in Spring 2022, the DNP Faculty assessed the series of courses for gaps and overlap as well as the value and number of assignments required to meet the course objectives and program outcomes. The new 3 course *DNP Project Development* series, closely builds upon subsequent semesters and focuses on key deliverables to culminate in the final project and presentation. Guidelines for assignments were enhanced to provide a structure with clear linkages to the final project. As we teach out the old curriculum we have reevaluated course assignments, reducing the number of assignments and tying deliverables to course objectives and final product. Rubrics have been clarified as well as directions. (*Appendix A, NRS 716D DNP Project Development II- Spring 2023*).

SECOND METHOD OF ASSESSMENT FOR OUTCOME #2:

Outcome 2, Domain 4: Scholarship for Nursing Practice: Lead evaluation and implementation of evidence and quality improvement to guide best practice and optimize outcomes.

Method of Assessment: *NRS 717D: DNP Project III (Summer 2022)*

DNP Scholarly Project Assignments- progression toward final DNP Project course.

Benchmark: 100% of students will updated and resubmitted their DNP Scholarly Project draft based on faculty, peer, and stakeholder feedback and earn a grade \geq 83%.

Achievement Target:

Students will lead evaluation and implementation of evidence and quality improvement to guide best practice and optimize outcomes.

Summary of Assessment Results:

The 3rd course in the 4 course DNP Scholarly Project series, provides the opportunity for the integration of faculty and stakeholder feedback to improve operationalization and analysis of the DNP Scholarly Project. Assignments focus on implementation of the DNP Scholarly Project to address quality improvement and optimize outcomes in clinical and community settings. Students' synthesis prior course assignments and feedback, e.g., background, significance, theoretical underpinnings, review of literature and synthesis, methods, DEI and SDOH implications, and dissemination plan.

NRS 717D prepares the student to implement the DNP project. For the full implementation of the project, areas addressed, include intervention development, system change, methods of measurement, selection of systems of analysis, and plans for project dissemination. See *Appendix B, DNP Project III Assignment & Exemplar*.

This assessment supports the achievement of the following competency and sub-competency statements:

Competency 4.1: Advance the scholarship of nursing.

4.1i: Engage in scholarship to advance health.

4.1j: Discern appropriate applications of quality improvement, research, and evaluation methodologies.

4.1k: Collaborate to advance one's scholarship.

Competency 4.2: Integrate best evidence into nursing practice.

4.2g: Lead the translation of evidence into practice.

4.2h: Address opportunities for innovation and changes in practice.

4.3: Promote the ethical conduct of scholarly activities.

4.3f: Apply IRB guidelines throughout the scholarship process.

4.3g: Ensure the protection of participants in the conduct of scholarship.

4.3h: Implement processes that support ethical conduct in practice and scholarship.

Benchmark achieved: 100% of students updated and resubmitted their DNP Scholarly Project draft based on faculty, peer, and stakeholder feedback earning a grade of 88%-100% (Benchmark 83%).

Use of Assessment Results to Improve Program: This is an important assignment helping students pull together all aspects of their project that they have been developing in 2 prior courses in the DNP Scholarly Project series.

To reduce redundancy by making additional assignments we are focused on students synthesizing feedback and advancing their work toward the final DNP project. Prior to this there was less of a focus on keeping the whole draft together and using ongoing feedback updating and refining the project as they move toward a completed project. Keeping an ongoing draft allows for combining assignments thereby reducing redundancy in assignments as the faculty can view needed additions in content and work to be done by the student.

FIRST METHOD OF ASSESSMENT FOR OUTCOME #3:

Outcome 3, Domain 5: Quality and Safety: Implement established and emerging principles and practices of safety and improvement science to improve care delivery and work environment safety at the individual, organizational, and systems levels.

Method of Assessment: NRS 707D: Transforming Healthcare: A Systems Approach to Improve Quality and Safety (Fall 2021)
Clinical Microsystem Assessment Assignment

<p>Benchmark: 100% of students will achieve a grade \geq 83% on the Clinical Microsystem Assessment assignment in <i>NRSG 707D: Transforming Healthcare: A Systems Approach to Improve Quality and Safety</i>.</p>
<p>Achievement Target: Implement established and emerging principles and practices of safety and improvement science to improve care delivery and work environment safety at the individual, organizational, and systems levels.</p>
<p>Summary of Assessment Results: Students assess the local context and infrastructure for quality and safety in clinical microsystems in <i>NRSG 707D: Transforming Healthcare: A Systems Approach to Improve Quality and Safety</i>. Students obtain the internal evidence that provides a foundation for conducting a SWOT analysis and for completing a cause-and-effect diagram. Students gain a deeper understanding of the clinical microsystem and evaluate gaps related to a clinical practice issue of interest (<i>Appendix C, Clinical Microsystem Assessment Assignment, Grading Rubric, & Exemplar</i>).</p> <p>This assignment supports the achievement of the following competency and sub-competency statements:</p> <p><u>Competency 5.1: Apply quality improvement principles in care delivery.</u></p> <ul style="list-style-type: none"> 5.1l: Collaborate in analyzing organizational process improvement initiatives. 5.1m: Lead the development of a business plan for quality improvement initiatives. 5.1n: Advocate for change related to financial policies that impact the relationship between economics and quality care delivery. <p><u>Competency 5.2: Contribute to a culture of patient safety.</u></p> <ul style="list-style-type: none"> 5.2g: Evaluate the alignment of system data and comparative patient safety benchmarks. <p><i>Benchmark achieved: 100% of students completed the Clinical Microsystem Assessment and achieved grades from 86%-100% (Benchmark 83%).</i></p>
<p>Use of Assessment Results to Improve Program: This assignment is successful in meeting the competencies and sub-competencies identified. The assignment will be offered again in the final offering of this course as part of the teach out plan and the benefit of using this assignment in the new curriculum will be assessed.</p>

SECOND METHOD OF ASSESSMENT FOR OUTCOME #3:

Outcome 3, Domain 5: Quality and Safety: Implement established and emerging principles and practices of safety and improvement science to improve care delivery and work environment safety at the individual, organizational and systems levels.

<p>Method of Assessment: <i>NRSG 712D: Analysis of Complex Health Systems for Populations and Organizations (Fall 2021)</i> <u>Discussion Board Assignment: Wicked Problem</u> Benchmark: 100% of students will post to the Discussion Board Discussion Assignment: Wicked Problem and earn a grade \geq 83% in <i>NRSG 712D: Analysis of Complex Health Systems for Populations and Organizations</i>.</p>
<p>Achievement Target: Implement established and emerging principles and practices of safety and improvement science to improve care delivery and work environment safety at the individual, organizational and systems levels.</p>

Summary of Assessment Results:

After reading about wicked problems, their characteristics, and associated challenges, students post to the discussion board as they describe a wicked problem in their healthcare specialty area/work setting/DNP project area of interest. Students' synthesis and review theories and principles related to complex systems in healthcare delivery, health related organizations, and populations emphasizing the interplay among micro, meso-, and macro-systems within the ecological framework. With the Wicked Problem assignment, students were able to:

1. Describe a wicked problem in healthcare specialty area, work setting, or DNP project area of interest.
2. Use evidence in the literature to support the identified wick problem.
3. Use System Thinking framework to evaluate and address the wick problem.

(Appendix D: Discussion Board Assignment: Wicked Problem, Grading Rubric & Exemplar)

This assessment supports the achievement of the following competency and sub-competency statements:

Competency 5.1: Apply quality improvement principles in care delivery.

- 5.1l: Collaborate in analyzing organizational process improvement initiatives.
- 5.1m: Lead the development of a business plan for quality improvement initiatives.
- 5.1n: Advocate for change related to financial policies that impact the relationship between economics and quality care delivery.

Competency 5.2: Contribute to a culture of patient safety.

- 5.2g: Evaluate the alignment of system data and comparative patient safety benchmarks.

Benchmark achieved: 100% of students completed an Individual Discussion Assignment on Wicked Problem and achieved a grade \geq 83%.

Use of Assessment Results to Improve Program:

The assignment was successful in meeting the competencies and sub-competencies identified. It will be implemented again in the final course offering as part of the teach out plan. We will assess where this assignment will be placed in the new DNP curriculum.

FIRST METHOD OF ASSESSMENT FOR OUTCOME #4:

Outcome 4, Domain 7: Systems-Based Practice: Evaluate systems and associated cost effectiveness to develop interventions for delivery of safe, quality, equitable healthcare to diverse populations.

Method of Assessment: *NRSG 714D: Pathways to Practice (Fall 2021)***Marketing Plan Assignment:**

Benchmark: 100% of students will achieve a grade \geq 83% on the Marketing Plan Assignment in *NRSG 714D: Pathways to Practice*.

Achievement Target: Evaluate systems and associated cost effectiveness to develop interventions for delivery of safe, quality, equitable healthcare to diverse populations.

Summary of Assessment Results:

NRSG 714D: Pathways to Practice prepares advanced practice nurses to determine their financial viability within organizations, to engage in strategic business decision making, to consider functioning as an entrepreneur and to financially partner successfully as clinician in a paradigm of care delivery. Students develop an executive summary to include the problem and significance of the problem, create a marketing plan to systematically address key aspects of the problem identified, craft a branding logo, and develop a one-year budget (*Appendix E, Marketing Plan Assignment & Exemplar*).

This assessment supports the achievement of the following competency and sub-competency statements:

Competency 7.1: Apply knowledge of systems to work effectively across the care continuum.

7.1g: Analyze system-wide processes to optimize outcomes.

Competency 7.2: Incorporate consideration of cost-effectiveness care.

7.2g: Analyze relevant internal and external factors that drive healthcare costs and reimbursement.

7.2k: Recommend system-wide strategies that improve cost-effectiveness considering structure, leadership, and workforce needs.

Competency 7.3: Optimize system effectiveness through application of innovation and evidence-based practice.

7.3f: Design system improvement strategies based on performance data and metrics.

Benchmark achieved: 100% of students achieved a grade of $\geq 83\%$ on the Marketing Plan assignment.

Use of Assessment Results to Improve Program: The assignment successfully met the competencies and sub-competencies identified. Students were able to successfully work in teams to complete each component of the marketing assignment. The assignment will be offered again for the final course offering as part of the teach out plan and will be used in the new curriculum.

SECOND METHOD OF ASSESSMENT FOR OUTCOME #4:

Outcome 4, Domain 7: Systems-Based Practice: Evaluate systems and associated cost effectiveness to develop interventions for delivery of safe, quality, equitable healthcare to diverse populations.

Method of Assessment: *NRSG 712D: Analysis of Complex Health Systems for Populations and Organizations (Summer 2022)*

Patient Flow Executive Memo

Benchmark: 100% of students will achieve a grade $\geq 83\%$ on the Patient Flow Executive Memo assignment in *NRSG 712D: Analysis of Complex Health Systems for Populations and Organizations*.

Achievement Target:

Evaluate systems and associated cost effectiveness to develop interventions for delivery of safe, quality, equitable healthcare to diverse populations.

Summary of Assessment Results:

NRSG 712D: Analysis of Complex Health Systems for Populations and Organizations provides a review, analysis, and synthesis of theories, principles, and problem-solving methods related to complex systems in healthcare delivery, health related organizations and populations at the micro, meso and

macro-level. The Patient Flow Executive Memo assignment requires students describe a practice situation; summarize methods including the outcome variables, model checks, predictor variables, and statistical model/test used; analysis key statistical findings; and provide recommendations for system improvements and transformation.

This assessment activity supports the achievement of the following competency and sub-competency statements:

Competency 7.1: Apply knowledge of systems to work effectively across the care continuum.

7.1f: Participate in system-wide initiatives that improve care delivery and/or outcomes.

Competency 7.2: Incorporate consideration of cost-effectiveness care.

7.2h: Design practices that enhance value, access, quality, and cost-effectiveness.

7.2j: Formulate, document, and disseminate the return on investment for improvement initiatives collaboratively with an interdisciplinary team.

7.2j: Evaluate health policies based on an ethical framework considering cost-effectiveness, health equity, and care outcomes.

Competency 7.3: Optimize system effectiveness through application of innovation and evidence-based practice.

7.3e: Apply innovative and evidence-based strategies focusing on system preparedness and capabilities.

Students incorporated evidence-based strategies focused on system preparedness and documented improvements and transformation related to a clinical practice situation.

Benchmark achieved: 100% of students achieved a grade \geq 83% on the Patient Flow Executive Memo assignment in NRSG 712D: Analysis of Complex Health Systems for Populations and Organizations.

Use of Assessment Results to Improve Program: The assignment achieved the target goal and met the competencies and sub-competencies identified. The assessment results were used to improve the program and will be included in the new DNP curriculum as we move to competency-based education. This course will be offered one more time as part of the teach-out plan.

FIRST METHOD OF ASSESSMENT FOR OUTCOME #5:

Outcome 5, Domain 10: Personal, Professional, and Leadership Development: Participate in lifelong learning, professional service, and leadership in organizational and systems level change.

Method of Assessment: NRSG 722D: Leadership for Health Professions (Summer 2022)
Leadership Development Plan

Benchmark: 100% of students will complete a Leadership Development Plan in NRSG 722D: Leadership for Health Professions and achieved a grade \geq 83%.

Achievement Target:

Participate in lifelong learning, professional service, and leadership in organizational and systems level change.

Summary of Assessment Results:

Students in NRS 722D: Leadership for Health Professions develop an individual Leadership Development Plan, beginning with personal "mission, vision and value" (MVV) statements. Using HABIT 2 of Steve Covey's students are challenged to visualize what people will say about them at their funeral or memorial service. Students share their plan with a peer partner, providing meaningful feedback over a period of weeks. The final paper reflects their work and the input from the peer mentor (*Appendix F, Leadership Development Plan Assignment, Grading Rubric, & Exemplar*).

This assessment activity supports the achievement of the following competency and sub-competency statements:

Competency 10.2: Demonstrate a spirit of inquiry that fosters flexibility and professional maturity.

10.2j: Expand leadership skills through professional service.

Competency 10.3: Develop capacity for leadership.

10.3k: Influence intentional change guided by leadership principles and theories.

10.3m: Evaluate strategies/methods for peer review.

Students implemented methods of peer-review, providing feedback on their respective peer's individual leadership development plan. Students incorporated leadership principles while exploring mission, vision, and values of their individual leadership development plan.

Benchmark achieved: 100% of students completed a Leadership Development Plan in NRS 722D: Leadership for Health Professions and achieved a grade \geq 83%.

Use of Assessment Results to Improve Program: The assignment required self-reflection and receptivity to peer feedback. Requiring students to reflect and present peer feedback in an additional paper was insightful to their professional growth.

The assignment aligned with the competencies as well as course objectives. Integration of this activity into future leadership courses is on par with new curriculum development.

SECOND METHOD OF ASSESSMENT FOR OUTCOME #5:

Outcome 5, Domain 10: Personal, Professional, and Leadership Development: Participate in lifelong learning, professional service, and leadership in organizational and systems level change.

Method of Assessment: NRS 716D: DNP Project II (Spring 2022)

Draft DNP Project Execution & Implementation Plan

Benchmark: 100% of students will submit a draft Execution & Implementation Plan achieving a grade \geq 83%.

Achievement Target:

Graduates will participate in lifelong learning, professional service, and leadership in organizational and systems level change.

Summary of Assessment Results:

Students conceptualize and develop site-specific project plans in collaboration with a sponsoring facility, site, and clinical partner in NRS 716D: DNP Project II. This involves creating a stepwise plan that closes gaps to meet the needs of the population of interest, identifying resources for project implementation, developing an estimated budget proposal, and creating a contingency plan to meet potential challenges (*Appendix G, Draft Execution & Implementation Plan Assignment & Exemplar*).

This assessment activity supports the achievement of the following competency and sub-competency statements:

Competency 10.2: Demonstrate a spirit of inquiry that fosters flexibility and professional maturity.

10.2g: Demonstrate cognitive flexibility in managing change with complex environments.

Competency 10.3: Develop capacity for leadership.

10.3l: Evaluate the outcomes of intentional change.

Benchmark achieved: 100% of students completed a Draft Execution & Implementation Plan and achieved a grade \geq 83%.

Use of Assessment Results to Improve Program: The DNP Project course series was revised to focus all course assignments on contributing to the completed DNP scholarly project and eliminating repetitive assignments. The Graduate Exit Interview and Survey results identified the need to streamline project courses and eliminate assignments that did not meet course objectives or contribute to the final DNP Scholarly Project. Recorded minutes from the September 30, 2021, DNP meeting discussed the feedback concluding with moving away from a research-style format for DNP Projects. Other themes discussed at the meeting were improving students' use of time, engaging students in new ways for online courses, and standardizing objectives for DNP courses, to mention a few. On the agenda for the December 14, 2021, DNP Faculty meeting was a presentation by Full Tilt, the consultant instructional design team. Presenters identified ways to improve online teaching and evaluation strategies to validate achievement of objectives/competencies using a backwards integrated design model.

As we move forward, we validate not only meeting the course objectives and Essentials with noted competencies and subcompetencies but building assignments across the DNP Project Course series to facilitate on-time graduation and quality projects that can be disseminated to internal and external stakeholders. The new DNP curriculum offers clear milestones to be completed in each course in the DNP Project series.

V. FACULTY INVOLVEMENT: Describe how your faculty members were involved in this year's assessment procedures.

Faculty members were involved in assessment procedures through their participation in DNP faculty meetings, through individual formative and summative course evaluations, and in providing student exemplars. DNP faculty were actively involved in DNP program analysis and evaluation of the new DNP program curriculum based on the revised AACN Essentials. We are currently moving toward competency-based education and are designing our syllabi to reflect these changes. For example, faculty are currently engaged in mapping competencies and subcompetencies to the objectives and engaged in designing assignments to meet the objectives/competencies/subcompetencies. Using a backwards integrated design approach, assignments will be link course objectives with identified competencies and subcompetencies i.e., Course Objective: Summarize pathophysiologic processes that result in clinical manifestations of select diseases, the laboratory/diagnostic data related to associated illnesses and effectiveness of medications used to treat selected diseases (Sub-competencies 1.2a, 1.3c). Case studies developed for achieve this objective.

VI. What is your assessment plan for the next cycle?

<p>Outcome 1, Domain 2: Person-Centered Care: Develop and implement person-centered and population-focused plans of care across the health care delivery continuum and across time. Plans include evidence-based interventions with consideration of the SDOH and their impact on wellness, prevention, chronic disease, restorative care, and palliative care and quality of life.</p>	
<p><i>NRSG 708D: Person Centered Care (Fall 2022)</i></p> <p>Method:</p> <ul style="list-style-type: none"> • Assignment • Discussion Board <p><i>Benchmark: 100% of students will achieve a grade \geq 83% on assignment and discussion board.</i></p> <p>This assessment will support the achievement of the following competency and sub-competency statements:</p> <p><u>Competency 2.2: Communicate effectively with individuals</u> 2.2g: Demonstrate advanced communication skills and techniques using a variety of modalities with diverse audience.</p> <p><u>Competency 2.7: Evaluate outcomes of care</u> 2.7d: Analyze data to identify gaps and inequities in care and monitor trends in outcomes. 2.7f: Synthesize outcome data to inform evidence-based practice, guidelines, and policies.</p>	<p>Achievement Target: Develop and implement person-centered and population-focused plans of care across the health care delivery continuum and across time.</p> <p>Plans include evidence-based interventions with consideration of the SDOH and their impact on wellness, prevention, chronic disease, restorative care, and palliative care and quality of life.</p>
<p>Method:</p> <ul style="list-style-type: none"> • Assignment • Discussion Board • DNP Scholarly Project <p>Benchmark: 100% of students will achieve a grade \geq 83% on assignment, discussion board, and the DNP Scholarly Project.</p>	<p>Achievement Target: Develop and implement person-centered and population-focused plans of care across the health care delivery continuum and across time.</p> <p>Plans include evidence-based interventions with consideration of the SDOH and their impact on</p>

<p>This assessment will support the achievement of the following competency and sub-competency statements:</p> <p><u>Competency 2.2: Communicate effectively with individuals</u></p> <p>2.2g: Demonstrate advanced communication skills and techniques using a variety of modalities with diverse audience.</p> <p><u>Competency 2.7: Evaluate outcomes of care</u></p> <p>2.7d: Analyze data to identify gaps and inequities in care and monitor trends in outcomes.</p> <p>2.7f: Synthesize outcome data to inform evidence-based practice, guidelines, and policies.</p>	<p>wellness, prevention, chronic disease, restorative care, and palliative care and quality of life.</p>
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<p>Outcome 2, Domain 4: Scholarship for Nursing Practice: Lead evaluation and implementation of evidence and quality improvement to guide best practice and optimize outcomes.</p>	
<p><i>NRSG 718D: DNP Project I (Summer 2023)</i></p> <p>Method:</p> <ul style="list-style-type: none"> • Quality Improvement Assignment • DNP Scholarly Project <p>Benchmark: 100% of students will achieve a grade \geq 83% on DNP Scholarly Project.</p> <p>This assessment will support the achievement of the following competency and sub-competency statements:</p> <p><u>Competency 4.1: Advance the scholarship of nursing.</u></p> <p>4.1h: Apply and critically evaluate advanced knowledge in a defined area of nursing practice.</p> <p>4.1j: Engage in scholarship to advance health.</p> <p>4.1l: Disseminate one's scholarship to diverse audiences using a variety of approaches or modalities.</p> <p><u>Competency 4.2: Integrate best evidence into nursing practice.</u></p> <p>4.2f: Use diverse sources of evidence to inform practice.</p>	<p>Achievement Target:</p> <p>Graduates will lead evaluation and implementation of evidence and quality improvement to guide best practice and optimize outcomes.</p>

<p><u>Competency 4.3: Promote the ethical conduct of scholarly activities.</u> 4.3e: Identify and mitigate potential risks and areas of ethical concern in the conduct of scholarly activities.</p>	
<p>Method:</p> <ul style="list-style-type: none"> • Assignment • DNP Scholarly Project <p>Benchmark: 100% of students will achieve a grade \geq 83% on assignment and DNP scholarly project.</p> <p>This assessment will support the achievement of the following competency and sub-competency statements:</p> <p><u>Competency 4.1: Advance the scholarship of nursing.</u> 4.1i: Engage in scholarship to advance health. 4.1j. Discern appropriate applications of quality improvement, research, and evaluation methodologies. 4.1k: Collaborate to advance one’s scholarship.</p> <p><u>Competency 4.2: Integrate best evidence into nursing practice.</u> 4.2g: Lead the translation of evidence into practice. 4.2h: Address opportunities for innovation and changes in practice.</p> <p><u>Competency 4.3: Promote the ethical conduct of scholarly activities.</u> 4.3f: Apply IRB guidelines throughout the scholarship process. 4.3g: Ensure the protection of participants in the conduct of scholarship. 4.3h: Implement processes that support ethical conduct in practice and scholarship.</p>	<p>Achievement Target: Graduates will lead evaluation and implementation of evidence and quality improvement to guide best practice and optimize outcomes.</p>

Outcome 3, Domain 5: Quality and Safety:

Implement established and emerging principles and practices of safety and improvement science to improve care delivery and work environment safety at the individual, organizational and systems levels.

<p><i>NRSG 720D: Quality, Safety, and Systems Based Practice (Summer 2023)</i></p> <p>Method:</p> <ul style="list-style-type: none"> • Assignment • Discussion Board • DNP Scholarly Project <p>Benchmark: 100% of students will achieve a grade \geq 83% on assignment, discussion board, and DNP Scholarly Project.</p> <p>This assessment will support the achievement of the following competency and sub-competency statements:</p> <p><u>Competency 5.1: Apply quality improvement principles in care delivery.</u></p> <p>5.1l: Collaborate in analyzing organizational process improvement initiatives.</p> <p>5.1m: Lead the development of a business plan for quality improvement initiatives.</p> <p>5.1n: Advocate for change related to financial policies that impact the relationship between economics and quality care delivery.</p> <p><u>Competency 5.2: Contribute to a culture of patient safety.</u></p> <p>5.2g: Evaluate the alignment of system data and comparative patient safety benchmarks</p>	<p>Achievement Target:</p> <p>DNP graduates will implement established and emerging principles and practices of safety and improvement science to improve care delivery and work environment safety at the individual, organizational and systems levels.</p>
<p>Method:</p> <ul style="list-style-type: none"> • DNP Scholarly Project <p>Benchmark: 100% of students will achieve a grade \geq 83% on DNP Scholarly Project.</p> <p>This assessment will support the achievement of the following competency and sub-competency statements:</p> <p><u>Competency 5.1: Apply quality improvement principles in care delivery.</u></p> <p>5.1l: Collaborate in analyzing organizational process improvement initiatives.</p> <p>5.1m: Lead the development of a business plan for quality improvement initiatives.</p> <p>5.1n: Advocate for change related to financial policies that impact the relationship between economics and quality care delivery.</p> <p><u>Competency 5.2: Contribute to a culture of patient safety.</u></p>	<p>Achievement Target:</p> <p>DNP graduates will implement established and emerging principles and practices of safety and improvement science to improve care delivery and work environment safety at the individual, organizational and systems levels.</p>

<p>5.2g: Evaluate the alignment of system data and comparative patient safety benchmarks.</p>	
<p>Outcome 4, Domain 7: Systems-Based Practice: Evaluate systems and associated cost effectiveness to develop interventions for delivery of safe, quality, equitable healthcare to diverse populations.</p>	
<p><i>NRSG 746D: Knowledge for Practice, Role, and Professionalism (Spring 2023)</i></p> <p>Method:</p> <ul style="list-style-type: none"> • Assignment • Discussion Board <p>Benchmark: 100% of students will achieve a grade \geq 83% on assignment and discussion board.</p> <p>This assessment will support the achievement of the following competency and sub-competency statements:</p> <p><u>Competency 7.1: Apply knowledge of systems to work effectively across the care continuum.</u></p> <p>7.1g: Analyze system-wide processes to optimize outcomes.</p> <p><u>Competency 7.2: Incorporate consideration of cost-effectiveness care.</u></p> <p>7.2g: Analyze relevant internal and external factors that drive healthcare costs and reimbursement.</p> <p>7.2k: Recommend system-wide strategies that improve cost-effectiveness considering structure, leadership, and workforce needs.</p> <p><u>Competency 7.3: Optimize system effectiveness through application of innovation and evidence-based practice.</u></p> <p>7.3f: Design system improvement strategies based on performance data and metrics.</p>	<p>Achievement Target:</p> <p>DNP graduates will evaluate systems and associated cost effectiveness to develop interventions for delivery of safe, quality, equitable healthcare to diverse populations.</p>
<p>Method:</p> <ul style="list-style-type: none"> • DNP Scholarly Project <p>Benchmark: 100% of students will achieve a grade \geq 83% on DNP Scholarly Project.</p>	<p>Achievement Target:</p> <p>DNP graduates will evaluate systems and associated cost effectiveness to develop interventions for delivery of safe, quality, equitable healthcare to diverse populations.</p>

<p>This assessment will support the achievement of the following competency and sub-competency statements:</p> <p><u>Competency 7.1: Apply knowledge of systems to work effectively across the care continuum.</u></p> <p>7.1f: Participate in system-wide initiatives that improve care delivery and/or outcomes.</p> <p><u>Competency 7.2: Incorporate consideration of cost-effectiveness care.</u></p> <p>7.2h: Design practices that enhance value, access, quality, and cost-effectiveness.</p> <p>7.2j: Formulate, document, and disseminate the return on investment for improvement initiatives collaboratively with an interdisciplinary team.</p> <p>7.2j: Evaluate health policies based on an ethical framework considering cost-effectiveness, health equity, and care outcomes.</p> <p><u>Competency 7.3: Optimize system effectiveness through application of innovation and evidence-based practice.</u></p> <p>7.3e: Apply innovative and evidence-based strategies focusing on system preparedness and capabilities.</p>	
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VII. SUPPORTING DOCUMENTATION

If you have supporting documentation, you may include it in the same file as the report, but please be sure that all relevant data are contained within the text of the report. If you have questions about what should or should not be included with the report, please contact Andrea Barra (andrea.barra@emory.edu) in the Office of Planning and Budgeting.

VIII. REVIEW PROCESS

Please forward your 2021-2022 assessment report to the chair of your department for review and signature. This review will ensure that the information included in this report is accurate and that your program is engaged in a systematic process of continuous improvement.



Department Chair

2/17/2023

Date

IX. SUBMISSION OF REPORTS

Please submit reports to Andrea Barra, Associate Director of Assessment via Microsoft Form link <https://forms.office.com/r/RALCaB4iH> by December 31, 2022.