

**Institutional Effectiveness**  
**2022-2023**

**Program:** TN Joint Doctor of Nursing Practice DNP

**College and Department:** East Tennessee State University (ETSU) College of Nursing (CON) and the Tennessee Tech University (TTU) Whitson-Hester School of Nursing (WHSON) DNP Program; Joint Doctor of Nursing Practice Program (ETSU-TTU Joint DNP)

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**Mission:**

The mission of the East Tennessee State University (ETSU) College of Nursing (CON) and the Tennessee Tech University (TTU) Whitson-Hester School of Nursing (WHSON) DNP Program is to facilitate the health of the community, state, and region through excellence in innovation in nursing education, research, service, scholarship, and practice.

The vision of the ETSU-TTU Joint DNP Program is to be the best joint Doctor of Nursing Practice (DNP) program in the state and region, nationally recognized in improving health through innovation and integration of teaching, research, service, scholarship, and practice.

The purpose of the ETSU-TTU DNP Program is to serve as a model DNP program for Tennessee in order to address institutional strategic goals and workforce needs.

The TN Tech University mission was approved by the Tennessee Tech Board of Trustees on June 26, 2018 as follows, "Tennessee's technological university creates, advances, and applies knowledge to expand opportunity and economic competitiveness. As a STEM-infused, comprehensive institution, Tennessee Tech delivers enduring education, impactful research, and collaborative service." Through the department's mission, there is a commonality to quality of instruction. The WHSON has played a significant role in the University's commitment to meet the economic needs of the region. The mission of the WHSON further reflects the mission of the University through the preparation of "graduates with a commitment to life-long success as nursing leaders in rural and urban areas who are committed to professional nursing standards, open to the changes occurring in a global health care system, and motivated to improve the health status of individuals, groups and communities." The mission and goals are reviewed and revised by the nursing faculty to reflect current trends in nursing and healthcare.

The Administrative, Curriculum, and Evaluation Councils will do the necessary work to ensure proper implementation and evaluation of this program. Faculty and staff from each institution will be represented on each Council.

**Attach Curriculum Map (Educational Programs Only): \*See Appendix 1.**

**PROGRAM OUTCOME 1: THE ETSU-TTU JOINT DNP WILL MAINTAIN COMPLIANCE WITH REQUIRED AGENCIES.**

**Define Outcome:**

The ETSU-TTU Joint DNP will maintain compliance with required agencies.

- The ETSU-TTU Joint DNP program will demonstrate ongoing accreditation through the Commission on Collegiate Nursing Education (CCNE).
- The ETSU-TTU Joint DNP program will demonstrate ongoing full approval of the Tennessee State Board of Nursing.

**Assessment Methods:**

**1. CCNE Accreditation:**

- Ongoing accreditation through the Commission on Collegiate Nursing Education (CCNE) – CCNE is “an autonomous accrediting agency, officially recognized by the U.S. Secretary of Education as a national accreditation agency. The Commission ensures the quality and integrity of baccalaureate, graduate, and residency programs in nursing. CCNE serves the public interest by assessing and identifying programs that engage in effective educational practices. CCNE is a voluntary, self-regulatory process, which supports and encourages continuing self-assessment of nursing programs and supports continuing growth and improvement of collegiate professional education and post-baccalaureate nurse residency programs.” <http://www.aacn.nche.edu/ccne-accreditation/about/mission-values-history>.

**2. Approval of the Tennessee State Board of Nursing:**

- Ongoing full approval of the Tennessee State Board of Nursing – the TN State Board of Nursing’s mission and responsibilities “center around three broad functions – licensure, education, and practice. The board prescribes the minimum curriculum for all nursing programs on ground, online, distance, or via other electronic means and annual approves schools of nursing meeting board standards. Schools not meeting standards are investigated and the board is authorized to place the school on conditional approval or close the program if standards are not met.” <http://health.state.tn.us/boards/Nursing/index.htm>.

Assessment data relative to CCNE accreditation and TN State Board of Nursing approval is reviewed by the Deans of the ETSU College of Nursing and the WH-SON and disseminated to the Joint DNP Administrative Council and each Dean presents the information to their respective Faculty Organization for discussion and input. The Dean of the WH-SON is Chair of the Joint DNP Administrative Council and is an Ex-officio member of the WH-SON Faculty Organization. Faculties receive copies of completed accreditation reports. Faculty Organization

meets monthly during the academic year. The annual report to the TN State Board of Nursing is accessible to faculty when requested.

**Criteria for Success (Thresholds for Assessment Methods):**

Benchmark: The WHSON will maintain continuous accreditation status and TN Board of Nursing approval.

**Results and Analysis:**

The ETSU-TTU Joint DNP program was initially accredited by CCNE in the Fall of 2018 after a successful self-study and site visit. Both ETSU and TTU nursing faculty participated in the assessment of the joint program and participated in the site visit. The Joint DNP program offers six concentrations: Adult Geriatric Acute Care Nurse Practitioner (AGACNP), Pediatric Nurse Practitioner (PNP), Women's Health Nurse Practitioner (WHNP), Family Nurse Practitioner (FNP), Psychiatric Mental Health Nurse Practitioner (PMHNP) and Executive Leadership (EL).

The ETSU-TTU Joint DNP has met the benchmark as they remain continuously accredited and maintain ongoing full approval of the TN Board of Nursing. The program will have a site evaluation in September 2023.

**Use of Results to Improve Outcomes:**

**PROGRAM OUTCOME 2: GRADUATES OF THE ETSU-TTU JOINT DNP WILL PASS NATIONAL CERTIFICATION EXAMS SPECIFIC TO THEIR CONCENTRATION.**

**Define Outcome:**

The 5 Nurse Practitioner concentrations (AGACNP, FNP, PMHNP, PNP, and WHNP) require certification in their specialty prior to seeking state licensure as an APN and required to practice as an APN. The 6th concentration, Executive Leadership does not require national certification for clinical practice.

**Assessment Methods:**

Two groups of NP students will require certification:

- All BSN-DNP graduates in the 5 NP concentrations require certification
- Any MSN-DNP student seeking a new concentration will be required to sit for certification in the new concentration. For example, a student with an MSN holding certification and licensure as a Family Nurse Practitioner who wants to complete a different concentration in Pediatrics will be required to certify as a Pediatric Nurse Practitioner in addition to the FNP they hold.

MSN-DNP students seeking the DNP in their previous concentration will not be required to sit for new certification.

**Criteria for Success (Thresholds for Assessment Methods):**

Benchmark: 80% of DNP graduates seeking new certification will be successful on their appropriate national certification exam on their first attempt.

**Results and Analysis:**

| Joint DNP Certification Pass Rate Table              | 2022                                     |
|--|--|
| Pediatric Nursing Board (PNCB)                       | 1/1                                      |
| ANCC Adult Gerontology Acute Care Nurse Practitioner | 1/1                                      |
| Women's Health NP (NCC)                              | 1/1                                      |
| Family NP  | 2/2                                      |
| ANCC Nurse Practitioner                              | No test takers                           |
| AANP Nurse Practitioner                              | Not reported-less than three test takers |

**Use of Results to Improve Outcomes:**

**PROGRAM OUTCOME 3: THE ETSU-TTU JOINT DNP PROGRAM WILL MAINTAIN STRONG GRADUATION RATES IN THE MSN PROGRAM.**

**Define Outcome:**

The ETSU-TTU Joint DNP program will maintain strong graduation rates in the MSN program.

**Assessment Methods:**

Cohorts are identified by admission semester, year and as MSN-DNP, MSN-DNP New Concentration, or BSN-DNP. In the event a student must repeat a semester or decreases hours per semester, he/she will be identified as a member of their admitting cohort. The total number of students that graduate/complete within the expected time (7 years) is divided by the number of students admitted to the program. Students are excluded who have identified factors such as family obligations, relocations, financial barriers, and decisions to change major or transfer to another institution of higher education.

**Criteria for Success (Thresholds for Assessment Methods):**

Benchmark: 80% of DNP students will graduate within 7 years of admission.

**Results and Analysis:**

The Joint DNP program admitted its first students in the Fall 2017. The Fall 2018 students graduated within the 7-year time frame and most students graduated in the calendar year

2022. The completion rate for the Fall 2018 cohort is higher than 70%. The 2019 cohort continues to have students enrolled in the program and that year cannot be calculated at this point.

| Enrollment Semester                       | Number Enrolled  | Student Withdrawals | Student Failures | Current Enrollment | Student Completion | Rate       |
|---|--|---------------------|------------------|--------------------|--------------------|------------|
| <b>2018<br/>(Spring, Summer and Fall)</b> | <b>12</b>  | <b>3</b>            | <b>1</b>         | <b>0</b>           | <b>8</b>           | <b>88%</b> |
|   | 2 DNP Pediatric Nurse Practitioner (PNPP)              |                     |                  |                    | 1 DNP PNPP         |            |
|   | 2 DNP Family Nurse Practitioner (FNP)                  |                     |                  |                    | 1 DNP PMHNP        |            |
|   | 1 DNP Women's Health Nurse Practitioner (WHNP)         | 5 DNP AGNP          |                  |                    |                    |            |
|   | 6 Adult-Gerontology Acute Nurse Practitioner (AGNP)    | 1 DNP FNP           |                  |                    |                    |            |
|   | 1 Psychiatric/Mental Health Nurse Practitioner (PMHNP) |                     |                  |                    |                    |            |

**Use of Results to Improve Outcomes:**

**PROGRAM OUTCOME 4: GRADUATES OF THE ETSU-TTU JOINT DNP PROGRAM WILL BE EMPLOYED IN THEIR DISCIPLINE WITHIN ONE YEAR OF GRADUATION.**

**Define Outcome:**

Graduates of the ETSU-TTU Joint DNP program will be employed in their discipline within one year of graduation.

**Assessment Methods:**

Concentration coordinators collect employment data from students in their last semester prior to graduation. Students who are not employed at time of graduation will be notified by the Academic Specialist at 6 and 12 months requesting employment data.

**Criteria for Success (Thresholds for Assessment Methods):**

Benchmark: 90% of graduates will be employed by 1 year after graduation.

**Results and Analysis:**

The DNP program had seven graduates for the 2022/2023 academic year. The graduates became employed within one year of graduation; therefore, the rate is 100%. The rate surpasses the benchmark of 90%.

**Use of Results to Improve Outcomes:**

**PROGRAM OUTCOME 5: ALL FACULTY TEACHING IN THE MSN PROGRAM WILL MAINTAIN CONTINUOUS GRADUATE STATUS AND WILL BE EXPERIENTIALLY AND ACADEMICALLY QUALIFIED FOR THE COURSES THEY TEACH.**

**Define Outcome:**

All faculty teaching in the MSN program will maintain continuous graduate status and will be experientially and academically qualified for the courses they teach. Aggregate Faculty Outcomes are consistent with and contribute to the achievement of the program, mission, goals and expected outcomes.

**Assessment Methods:**

All faculty teaching in the Joint DNP program hold a terminal degree and all faculty teaching in the clinical/practica courses hold a minimum of a MSN and if teaching in the NP clinical courses they are all current with their NP certifications and licensure.

**Criteria for Success (Thresholds for Assessment Methods):**

95% tenured/tenure track faculty hold a terminal degree.

80% adjunct faculty members hold a master's degree in nursing or higher.

EBI score for factor 1 (quality of faculty and instruction-MSN/DNP); (quality of nursing instruction-BSN) demonstrate an average score that is 75% or higher. \*

100% of full-time faculty hold a master's degree or higher.

85% tenured/tenure track faculty demonstrate at least two scholarly contributions from the following areas each year: manuscript or chapter submission; peer-reviewed publication; application for external funding; achievement of external funding; active IRB; state, national, or international presentation; reviewer for professional journal; chapter/book review; and/or reviewer for grant proposal submissions.

90% full time faculty maintain college/university/community service contributions consistent with designated rank.

100% full time faculty who require national certification for teaching advanced practice nursing maintain certification in their specialty.

90% of full-time faculty engage in at least one professional development activity each year, such as: workshop or conference attendance, earning

CEUs, enroll in educational program of study, earn new or additional certification, or other examples provided by the faculty member.

**Results and Analysis:**

**Use of Results to Improve Outcomes:**

**Whitson Hester School of Nursing**

**Faculty Aggregate: Calendar Year 2022**

| Outcome  | Achievement Levels   | Results  |
|----------|--|--|
| Teaching | <p>90% of tenured/tenure track faculty hold a terminal degree. All other full-time faculty hold a minimum of a Master’s degree in nursing. 100% of adjunct faculty members hold a master’s degree in nursing or higher.</p> <p>To demonstrate teaching effectiveness, the aggregate score on the Summary of Teaching Effectiveness from the Student IDEAS Evaluations will be at least 3.0</p> <p>1.Summary Evaluation<br/>2.Progress on Relevant Objectives</p> | <p><b>Goal Met:</b></p> <p>94% of tenured/tenure track faculty hold a terminal degree (15/16)and all other faculty hold a minimum of an MSN. 100% of Adjunct faculty hold a minimum of an MSN and all lab assistants hold a minimum of a BSN</p> <p><b>IDEA: Goal Met</b></p> <p>All scores exceed the benchmark of 3.0. In addition, all scores are higher than the IDEA Average Score.</p> <p><b>Summary Evaluation:</b></p> <p>Spring 2022: 4.3</p> <p>Summer 2022: 4.5</p> <p>Fall 2022: 4.3</p> <p><b>Progress on Relevant Obj:</b></p> <p>Spring 2022: 4.2</p> |

|                          |  |   |
|--------------------------|--|---|
|                          |  | Summer 2022: 4.4<br>Fall 2022: 4.2  |
| Scholarship              | 75% of tenured/tenure track faculty demonstrate at least two scholarly contributions from the following areas each year: manuscript or chapter submission; peer-reviewed publication; application for external/internal funding; achievement of external/internal funding; active IRB; state, national, or international presentation; review for professional journal; review for grant proposal. | <b>Goal: Met</b><br>94% (15/16)) of tenured/tenure track faculty demonstrated a minimum of 2 scholarly contributions in 2022.                             |
| Service and Leadership   | 100% of full-time faculty maintain college/university/community service contributions consistent with designated rank.   | <b>Goal: Met</b><br>100% of full-time faculty are involved in service and multiple faculty hold leadership roles in their service                         |
| Practice                 | 100% of full-time faculty who require national certification for teaching advanced practice nursing maintain certification in their specialty  | <b>Goal Met:</b><br>100% of the faculty who teach in the APRN concentrations meet the requirements for national certification in their respective fields. |
| Professional Development | 100% of full-time faculty engage in at least one professional development activity each year, such as: workshop or conference attendance, earning CEUs, enroll in educational program of study, earn new or additional certification   | <b>Goal: Met*</b><br>100% of full-time faculty participated in at least one professional development activity in 2022.                                    |

\*1 full-time faculty was not counted in this aggregate secondary to being on leave AY 22-23.

### **STUDENT LEARNING OUTCOME 1: INTEGRATE SPECIALIZED KNOWLEDGE, THEORIES, AND RESEARCH**

**Define Outcome:**

SLO: Integrate specialized knowledge, theories, and research from nursing science and related disciplines for application to nursing practice.



Student Learning Outcome 1 related to DNP Essential I: Scientific Underpinnings for Practice.

**Assessment Methods:**

- Integrate specialized knowledge, theories, and research.
  - NRSE 5001 Research for Evidence-Based Practice (core course),
  - NRSE 5009 Health Assessment Throughout the Lifespan (core course for all NP concentrations),
  - NRSE 5016 Advanced Pathophysiology (core course for all NP concentrations),
  - DNP clinical courses,
  - NRSE 5000 Conceptual Systems for Advanced Nursing Practice (core course).

**Criteria for Success (Thresholds for Assessment Methods):**

**Results and Analysis:**

**Use of Results to Improve Outcomes:**

NRSE 5001 Nursing Research for Evidence-Based Practice (core course): Students develop skills to evaluate and translate research findings for practice where they identify a clinical problem, complete a meta synthesis related to the problem, critically analyze the research and use a model of evidence-based practice to translate the research findings/evidence into a practice setting.

NRSE 5009 Health Assessment Throughout the Lifespan (core course for all NP concentrations): faculty present information evidenced-based medicine searches and other strategies to access research for client care.

NRSE 5016 Advanced Pathophysiology (core course for all NP concentrations): integrate current research findings on disease processes to diagnose and treat health problems.

In all clinical DNP courses, students are expected to evaluate relevant research findings for application to clinical management of the defined life-span population. For example, NRSE 5703 Women's Health for Advanced Practicum I (outcome):

- Integrate current research related to the diagnostic and treatment protocols of women to improve the delivery of health care.

NRSE 5000 Conceptual Systems for Advanced Nursing Practice (core course): (Outcomes):

- differentiate between various methods of deriving knowledge;
- explain the meanings and diverse perspectives of philosophies of science;

- utilize a selected nursing/family/borrowed theory or model to propose alternative nursing interventions for advanced nursing

Students work through case studies of nursing theoretical work in clinical practice situations to illustrate and learn how to apply theory in practice. In a culminating paper, the student must demonstrate the utility of one model or theory for advanced nursing practice.

## **STUDENT LEARNING OUTCOME 2: ASSUME LEADERSHIP ROLES AS ADVANCED CLINICIANS, NURSE EDUCATORS, AND/OR ADMINISTRATORS.**

### **Define Outcome:**

Assume leadership roles in DNP courses.

DNP Program Outcome: Affect desired change by developing and implementing policies at different levels of the health care system and with different constituencies.

DNP Outcome 2 related to DNP Essential II: Organizational & Systems Leadership for Quality Improvement and Systems Thinking

### **Assessment Methods:**

Assume leadership roles in:

1. DNP Clinical Courses, DNP Executive Leadership Courses,
2. NRSE 5006 Advanced Role Development (2018-2019 core course for all students).

### **Criteria for Success (Thresholds for Assessment Methods):**

### **Results and Analysis:**

- Evaluate the congruence between leadership theories and health policy
- Students examine the policy process, evaluate data sources for policy analysis, and develop a plan for strategic nursing leadership in influencing health policy and delivery systems for a policy issue of their choice.
- DNP clinical courses have objectives addressing leadership and health policy for individuals and groups, e.g.,

NRSE 6018 Integrative Application of Advanced Skills in Acute Care: (outcome)

- Relate managed care and current health policy guidelines to the utilization and delivery of common acute care

NRSE 5510 Organizational Theory and Nursing Administration: (outcome)

- Formulate nursing administration strategies to resolve, improve, or enhance customer service and organizational

Students complete an organizational assessment of their facility and its core ideology.

NRSE 6713 Systems Management (core course): (outcome)

- Analyze complex organizations as components of systems of
- Students develop a poster presentation reflecting the vision for the next incremental step in patient- centered care taking into consideration the current status, ultimate goal, and the understanding that organizations cannot “just jump” to the endpoint (i.e. change process).

**Use of Results to Improve Outcomes:**

### **STUDENT LEARNING OUTCOME 3: DEMONSTRATE ACCOUNTABILITY**

**Define Outcome:**

DNP Program Outcome:

1. Use information technology to translate research findings into evidence-based practice at the individual and health system levels.
2. Demonstrate accountability in nursing practice according to accepted standards of patient care and safety.

DNP Student Learning Outcome 3 related to DNP Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice.

**Assessment Methods:**

Demonstrate accountability.

1. All DNP clinical courses have outcomes related to managing health care,
2. NRSE 5603 (Acute Care and Pharmacotherapeutics)

**Criteria for Success (Thresholds for Assessment Methods):**

**Results and Analysis:**

NRSE 6014 Measurement of Clinical Outcomes:

- Systematically evaluate the efficacy of selected care strategies through outcome data.

Students analyze and synthesize published outcome research on a clinical evidence topic and develop an outcomes project to improve the health for a selected patient population or group.

NRSE 6050 Translation of Nursing Science in Practice (2017-18 core course); NRSE 6050 Quality/Translation (2018-19 core course): (outcome)

- Propose a strategy for translation of nursing science in a particular area of clinical or organizational interest and systematically evaluate the efficacy of selected care strategies through outcomes and quality.

Students use the principles of translation science to develop a translation to practice strategy paper on a topic of clinical or organizational significance.

All DNP clinical courses have outcomes related to managing health care incorporating ethical, legal, cultural, and economic factors and using an evidence base.

NRSE 5603 (Acute Care and Pharmacotherapeutics) outcome:

- Adhere to ethical standards when prescribing pharmacotherapies using a judicious understanding of the cost benefit ratio.

#### **Use of Results to Improve Outcomes:**

### **STUDENT LEARNING OUTCOME 4: TRANSLATE RESEARCH FINDINGS INTO EVIDENCE-BASED PRACTICE**

#### **Define Outcome:**

DNP Program Outcome: Use information technology to translate research findings into evidence-based practice at the individual and health system levels.

DNP Program Outcome 4 related to DNP Essential IV; Information Systems/ Technology and Patient Care Technology for the Improvement and Transformation of Health Care

#### **Assessment Methods:**

Translate research findings into evidence-based practice in the following:

- NRSE 6014,
- NRSE 6711 Health Care Informatics and Technology,
- All DNP Clinical Courses,
  - DNP residency /internship (NRSE 6800) 2017-18 curriculum) and
  - DNP Course(s) (6801, 6802, 6803, 6804) (2018-19 curriculum).

#### **Criteria for Success (Thresholds for Assessment Methods):**

**Results and Analysis:**

NRSE 6711 Health Care Informatics and Technology (2017-18 curriculum core course):

- Use the web and technology for professional communication, patient education, and research.

Students apply informatics and technology in individual healthcare situations, with providers, or within health systems.

All DNP clinical courses require students to use the most current evidenced-based strategies and interventions, and incorporate technology to access data, research findings, and strategies.

NRSE 5311 Advanced Pediatric Nursing: Pediatric Practicum I (outcome):

- Apply theory, research findings, and evidence-based guidelines in the advanced nursing management of well children and children with common health problems in primary health care

DNP residency/internship (NRSE 6800) (2017-18 curriculum) and DNP Project Course(s) (6801, 6802, 6803, 6804) (2018-19 curriculum) hours focus on formulating a project that addresses a clinical or organizational problem.

Students use information

**Use of Results to Improve Outcomes:**

**STUDENT LEARNING OUTCOME 5: AFFECT DESIRED CHANGE BY DEVELOPING AND IMPLEMENTING POLICIES AT DIFFERENT LEVELS OF THE HEALTH CARE SYSTEM AND WITH DIFFERENT CONSTITUENCIES.**

**Define Outcome:**

DNP Program Outcome: Affect desired change by developing and implementing policies at different levels of the health care system and with different constituencies.

DNP Program Outcome 5 related to DNP Essential V: Health Policy for Advocacy in Health Care

**Assessment Methods:**

*Develop and implement policies at different levels of the health care system:*

- NRSE 6002 Health Policy Leadership (core course),
- DNP clinical courses,
- NRSE 6018 Integrative Application of Advanced Skills in Acute Care,
- NRSE 5510 Organizational Theory and Nursing Administration,

- NRSE 6713 Systems Management (core course),
- NRSE 6002 Health Policy Leadership,
- NRSE 5410 Interpersonal Treatment Modalities

**Criteria for Success (Thresholds for Assessment Methods):**

**Results and Analysis:**

- Analyze current health policy issues including historic developments, the role of stakeholders and key players, and the influence of law, interest groups, and public opinion.

Students identify a health issue within a population, research and take a position on the issue, and write a white paper on the issue. DNP courses for care of adults, women, and adolescents and children have course outcomes to apply knowledge from related disciplines and nursing to formulate nursing diagnoses and intervention strategies.

- Analyze the individual, family, cultural, socioeconomic, educational elements that may impact the safety and effectiveness of therapy for individual patients.

**Use of Results to Improve Outcomes:**

**STUDENT LEARNING OUTCOME 6: PROVIDE MULTIDISCIPLINARY LEADERSHIP**

**Define Outcome:**

DNP Program Outcome: Provide multidisciplinary leadership through analysis of critical indicators within health care systems to provide optimal client care and safety.

Student Learning Outcome 6 is related to DNP Essential VI: Interprofessional Collaboration for Improving the Nation's Health

**Assessment Methods:**

*Provide multidisciplinary leadership:*

- All clinical NP courses
  - NRSE 5016 Pathophysiology (core course for NP concentrations),
  - NRSE 6019 Interprofessional Collaboration (2017/18 curriculum),
  - NRSE 6713 Systems Management (2018-19 curriculum core course).
  -

**Criteria for Success (Thresholds for Assessment Methods):**

**Results and Analysis:**

All clinical NP courses require students to develop plans of care in diverse settings and to incorporate variables that affect health status.

Health literacy is presented in NRSE 5009/5010 (Health Assessment).

NRSE 5016 Pathophysiology (core course for all NP concentrations):

- Critique cultural and socioeconomic differences in the incidence, morbidity, and mortality of illness for client assessment and intervention

NRSE 6019 Interprofessional Collaboration (2017-18 curriculum): (outcome)

- Develop a plan for integrating collaboration into

Students write a manuscript for publication that describes an analysis of influences and system variables on collaborative practice.

NRSE 6713 Systems Management (2018-19 curriculum core course): (outcome)

- Determine strategies for enhancing team effectiveness and inter-professional collaboration.

**Use of Results to Improve Outcomes:****STUDENT LEARNING OUTCOME 7: DEMONSTRATE ADVANCED KNOWLEDGE AND SKILL IN PLANNING AND DELIVERY OF HEALTH MANAGEMENT****Define Outcome:**

DNP Program Outcome: Demonstrate advanced knowledge and skill in planning and delivery of health management.

DNP Program Outcome 7 related to DNP Essential VII: Clinical Prevention & Population Health

**Assessment Methods:**

*Demonstrate advanced knowledge and skill in planning and delivery of health management:*

NRSE 5313 Advanced Pediatric Nursing

**Criteria for Success (Thresholds for Assessment Methods):**

**Results and Analysis:**

DNP clinical courses are organized by life-span stages and all include expectations for health promotion strategies in various groups and communities.

NRSE 5313 Advanced Pediatric Nursing: Pediatric

- Practicum III(outcome):
  - Integrate community resources into effective and comprehensive child health care.

NRSE 5100 Principles of Population Health and Data Analysis for Advanced Nursing Practice

- Describe the importance of mortality, morbidity, attach rates, and prevalence and incidence in regard to population health.

**Use of Results to Improve Outcomes:****Summative Evaluation:**

The Joint ETSU-TTU Doctor of Nursing Practice submitted a self-study in July 2023 and will participate in a reaccreditation visit with CCNE in mid-September 2023. The program completed a major curricular revision in Fall/Spring 2022-2023 and those changes will be implemented into the curriculum for those students starting their DNP in August.

**Assessment Plan Changes:**



Appendix 1: Curriculum Map

| Course Number   | Title   | Student Learning Outcomes |       |       |      |       |       |       |
|---|---|---------------------------|-------|-------|------|-------|-------|-------|
| DNP Core Courses (Required for both BSN-DNP and MSN-DNP Students) |   | SLO 1                     | SLO 2 | SLO 3 | SLO4 | SLO 5 | SLO 6 | SLO 7 |
| NRSE 6002   | Health Policy Leadership  |                           | X     |       |      | X     |       |       |
| NRSE 6004   | Advanced Quality Management   | X                         | X     |       | X    |       | X     |       |
| NRSE 6014   | Measurement of Clinical Outcomes  |                           |       | X     |      |       |       |       |
| NRSE 6019   | Collaborative Approaches to Practice  |                           | X     | X     |      |       | X     | X     |
| NRSE 6050   | Translation of Nursing Science in Practice                                      |                           |       | X     |      |       |       |       |
| NRSE 6711   | Health Care Informatics and Technology  |                           |       |       | X    |       |       |       |
| NRSE 6800   | DNP Residency Internship  |                           |       |       | X    |       |       | X     |
| NRSE 6860   | Capstone  |                           | X     |       |      |       |       | X     |
| NRSE 6050   | Quality/Translation   | X                         |       | X     |      |       |       |       |
| NRSE 5100   | Principles of Population Health and Data Analysis for Advanced Nursing Practice | X                         | X     |       | X    |       |       | X     |
| NRSE 5030   | Scholarly Writing   | X                         |       | X     |      |       |       |       |
| NRSE 6801   | DNP Project Identification  | X                         |       | X     | X    |       | X     | X     |
| NRSE 6802   | DNP Project Development   | X                         | X     | X     |      |       |       | X     |
| NRSE 6803   | DNP Project Implementation  | X                         | X     | X     | X    | X     | X     | X     |
| NRSE 6804   | DNP Project Analysis and Dissemination  | X                         | X     | X     | X    | X     | X     | X     |
| NRSE 6713   | Systems Management  | X                         | X     | X     |      | X     | X     |       |
| BSN-DNP Core Courses (Required for BSN-DNP Students)              |   |                           |       |       |      |       |       |       |
| NRSE 5000   | Conceptual Systems for Advanced Nursing Practice                                | X                         |       | X     |      |       |       |       |
| NRSE 5001   | Nursing Research for Evidence-Based Practice                                    | X                         |       |       | X    |       |       |       |

|   |  |   |   |   |   |   |   |   |
|---|--|---|---|---|---|---|---|---|
| NRSE 5009   | Health Assessment Throughout the Lifespan  | X |   | X |   |   | X |   |
| NRSE 5010   | Health Assessment Throughout the Lifespan Practicum  |   |   | X |   |   | X |   |
| NRSE 5016   | Advanced Patho-physiology  | X |   | X | X |   | X |   |
| NRSE 5018   | Advanced Clinical Pharmacology   | X |   | X | X |   |   |   |
| NRSE 6004   | Advanced Quality Management  | X | X |   | X |   | X |   |
| NRSE 5006   | Advanced Role Development  | X | X | X |   | X | X | X |
| NRSE 6002   | Health Policy Leadership   |   | X |   |   | X |   |   |
| <b>Adult-Gerontology Acute Care Nurse Practitioner: Concentration Courses</b> |  |   |   |   |   |   |   |   |
| NRSE 5603   | Acute Care and Pharmacotherapeutics  | X |   |   | X |   |   | X |
| NRSE 5604   | Advanced Patho-physiology and Clinical Reasoning for Acute Disease Management I            | X |   |   | X |   |   | X |
| NRSE 5605   | Advanced Patho-physiology and Clinical Reasoning for Acute Disease Management Practicum I  | X |   |   | X |   | X | X |
| NRSE 5608   | Advanced Patho-physiology and Clinical Reasoning for Acute Disease Management II           | X |   |   | X |   | X | X |
| NRSE 5609   | Advanced Patho-physiology and Clinical Reasoning for Acute Disease Management Practicum II | X |   |   | X |   | X | X |
| NRSE 5612   | Diagnostic Interpretation and Therapeutic Modalities                                       | X |   | X | X |   | X | X |
| NRSE 5611   | Diagnostic Interpretation and Therapeutic Modalities Practicum                             | X |   | X | X |   | X | X |
| NRSE 6950   | Internship in Advanced Nursing Practice  | X |   | X | X |   | X | X |
| NRSE 6015   | Advanced Wound Care  | X |   | X | X |   | X | X |
| NRSE 6016   | Advanced Concepts in Patho-physiology  | X |   | X | X |   | X | X |
| NRSE 6018   | Integrative Application of Advanced Practice Skills  | X | X | X | X | X | X | X |

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| NRSE 5590   | Strategic Planning for Health Care Organizations          | X | X | X | X |   | X | X |
| <b>Women's Health Care Nurse Practitioner: Concentration Courses</b>    |   |   |   |   |   |   |   |   |
| NRSE 5701   | Pharmacology for Women's Health                           | X |   |   |   |   |   | X |
| NRSE 5702   | Women's Health for Advanced Practice 1: GYN               | X |   |   |   |   |   | X |
| NRSE 5703   | Women's Health for Advanced Practice I: GYN Practicum     | X |   | X |   | X |   | X |
| NRSE 5704   | Advanced Nursing Care of the Older Woman                  | X |   | X |   |   |   | X |
| NRSE 5705   | Women's Health for Advanced Practice II: OB               | X |   | X | X |   |   | X |
| NRSE 5706   | Women's Health for Advanced Practice II Practicum         | X |   | X | X |   |   | X |
| NRSE 5707   | Issues in Reproductive Health                             | X |   | X |   | X | X | X |
| NRSE 5708   | Complex Issues in Women's Health                          | X |   | X |   |   |   | X |
| NRSE 5709   | Women's Health for Advanced Practice III Practicum        | X |   | X | X | X | X | X |
| NRSE 5710   | Primary Care in Women's Health                            | X |   |   |   |   |   | X |
| NRSE 6210   | Development of DNP Practice in Women's Health             | X | X | X |   |   | X | X |
| NRSE 6211   | Advanced Nursing Care of the Vulnerable Woman             | X | X | X | X | X |   | X |
| NRSE 6212   | Advanced Interventions for Women's Health                 | X | X |   | X |   | X | X |
| NRSE 6213   | Integrative Approaches to Women's Health                  | X | X |   |   |   | X | X |
| <b>Pediatric Nurse Practitioner-Primary Care: Concentration Courses</b> |   |   |   |   |   |   |   |   |
| NRSE 5301   | Pediatric Variations on Health Assessment and Measurement | X |   |   | X |   |   | X |
| NRSE 5302   | Pediatric Pharmacotherapeutics                            | X |   |   | X |   |   | X |
| NRSE 5304   | Health Promotion of the Growing Child                     | X |   |   |   |   | X | X |
| NRSE 5305   | Pediatric Primary Care I: Well Child                      | X |   | X |   |   |   | X |

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| NRSE 5306   | Pediatric Primary Care II: Episodic and Minor Acute Illness                                     | X |   | X |   |   |   | X |
| NRSE 5307   | Pediatric Primary Care III: Chronic Illness, Disability, and Complex Conditions                 | X |   | X |   |   |   | X |
| NRSE 5308   | Contemporary Issues in School-Age and Adolescent Health Care                                    | X |   | X |   |   |   | X |
| NRSE 5309   | Pediatric Behavioral and Mental Health Issues   | X |   | X |   |   |   | X |
| NRSE 5310   | The Abused or Neglected Child   | X |   |   |   |   | X | X |
| NRSE 5311   | Advanced Practice Nursing: Pediatric Primary Care Practicum I                                   | X |   | X | X | X | X | X |
| NRSE 5312   | Advanced Practice Nursing: Pediatric Primary Care Practicum II                                  | X |   | X |   | X | X | X |
| NRSE 5313   | Advanced Practice Nursing: Pediatric Primary Care Practicum III                                 | X |   | X |   | X | X | X |
| NRSE 6310   | Pediatric Health Care Delivery Systems  | X | X | X | X | X | X | X |
| NRSE 6311   | Advanced Family System Assessment and Evaluation  | X |   | X |   | X | X | X |
| NRSE 6312   | Epidemiology of At-Risk Families: Urban, Rural, and Underserved Populations                     | X | X | X |   | X | X | X |
| NRSE 6313   | Leadership and Collaborative Approaches for Improving Pediatric Health Outcomes                 | X | X | X |   |   | X | X |
| <b>Family Nurse Practitioner: Concentration Courses</b> |   |   |   |   |   |   |   |   |
| NRSE 5011   | Health Promotion, Diagnosis, and Clinical Management: Young and Middle Aged Adults              | X | X | X | X | X | X | X |
| NRSE 5012   | Health Promotion, Diagnosis, and Clinical Management of Young and Middle Aged Adults: Practicum | X | X | X | X | X | X | X |
| NRSE 5013   | Health Promotion, Diagnosis, and Clinical Management of Older Adults                            | X | X | X | X | X | X | X |

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| NRSE 5014  | Health Promotion, Diagnosis, and Clinical Management of Older Adults: Practicum             | X | X | X | X | X | X | X |
| NRSE 5021  | Lifespan Assessment and Clinical Management: Women's Health                                 | X | X | X | X | X | X | X |
| NRSE 5022  | Lifespan Assessment and Clinical Management: Women's Health Practicum                       | X | X | X | X | X | X | X |
| NRSE 5023  | Health Promotion, Diagnosis, and Clinical Management of Children and Adolescents            | X | X | X | X | X | X | X |
| NRSE 5024  | Health Promotion, Diagnosis, and Clinical Management of Children and Adolescents: Practicum | X | X | X | X | X | X | X |
| NRSE 6400  | Improving Mental Health Outcomes in Primary Care  | X | X | X | X | X | X | X |
| NRSE 6610  | Patient Illness Experience  | X | X | X | X | X | X | X |
| NRSE 6612  | Principles of Nurse Practitioner Practice   | X | X | X | X | X | X | X |
| NRSE 6613  | Advanced Nursing Care in Rural and Underserved Populations                                  | X | X | X | X | X | X | X |
| NRSE 6614  | Advanced Intervention DNP Practice  | X | X | X | X |   | X | X |
| <b>Psychiatric Mental Health Nurse Practitioner: Concentration Courses</b> |   |   |   |   |   |   |   |   |
| NRSE 5303  | Psychopharmacology  | X |   |   | X |   |   | X |
| NRSE 5404  | Advanced Family Psychiatric Nursing Care I  | X |   |   | X |   |   | X |
| NRSE 5405  | Advanced Family Psychiatric Nursing Care I: Practicum                                       | X |   |   | X |   |   | X |
| NRSE 5408  | Advanced Family Psychiatric Nursing Care II   | X |   |   | X |   |   | X |
| NRSE 5409  | Advanced Family Psychiatric Nursing Care II: Practicum                                      | X |   |   | X |   |   | X |
| NRSE 5410  | NRSE 5410 Interpersonal Treatment Modalities for Advanced Practice Nurse                    | X |   |   | X | X |   | X |
| NRSE 5411  | Interpersonal Treatment Modalities for Advanced Practice Nurse Practicum                    | X |   | X | X |   |   | X |

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| NRSE 6950   | Internship in Advanced Nursing Practice                                    | X |   |   | X |   |   | X |
| NRSE 6412   | Clinical Prevention in Mental Health Services                              |   |   | X |   |   | X | X |
| NRSE 6413   | Advanced Communication for Improving Mental Health Outcomes                |   |   |   |   |   | X | X |
| NRSE 6414   | Neurobiology of Psychiatric Disorders                                      | X |   |   |   |   |   |   |
| NRSE 6415   | Mental Health Care Delivery Systems  |   |   |   |   | X | X |   |
| <b>Executive Leadership in Nursing: Concentration Courses</b> |  |   |   |   |   |   |   |   |
| NRSE 5500   | Executive Leadership Practicum   |   | X |   | X |   | X | X |
| NRSE 5501   | Leadership in Nursing Administration                                       |   | X |   |   | X |   | X |
| NRSE 5510   | Organizational Theory and Nursing Administration                           | X | X |   |   |   |   | X |
| NRSE 5520   | Fiscal Management in Nursing Administration                                |   | X |   |   | X |   | X |
| NRSE 5530   | Health Care Organization and Law   |   |   |   |   | X |   | X |
| NRSE 5550   | Human Resource Management in Health Organizations                          |   | X |   |   | X | X |   |
| NRSE 5580   | Project Management for Nurse Leaders                                       | X | X |   |   |   | X |   |
| NRSE 5590   | Strategic Planning   |   | X | X |   | X | X |   |
| NRSE 6513   | Case Management  | X | X | X | X | X | X | X |
| NRSE 6712   | Strategic Fiscal Management  | X | X |   | X |   |   | X |
| NRSE 6713   | Systems Management   | X | X | X |   | X | X |   |
| NRSE 6714   | Executive Leadership in Nursing  | X | X |   |   |   | X |   |
| NRSE 6715   | Contemporary Problems and Opportunities in Executive Leadership in Nursing |   | X | X | X | X | X | X |
| NRSE 5502   | Executive Leadership in Practicum I  | X | X | X |   | X | X | X |
| NRSE 5503   | Executive Leadership Practicum II  | X | X | X |   |   |   | X |

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| NRSE 5504 | Executive Leadership Practicum<br>III |  | X | X |  |  | X | X |
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