

## **Nursing DNP: 2019-2020**

### **Definition of Unit**

#### **Providing Department:**

Nursing WH-SON DNP

#### **Department/Unit Contact:**

Dr. Kimberly Hanna

#### **Mission/Vision Statement:**

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 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 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.

### **Goal 1: Compliance with National Accreditation Agencies and the TN State Board of Nursing**

#### **Define Goal:**

**RATIONALE:** Ongoing accreditation through the Collegiate Nursing Education (CCNE). CCNE is an autonomous accrediting agency, contributing to the improvement of the public's health. The Commission ensures the quality and integrity of baccalaureate, graduate, and residency programs in nursing. The Commission serves the public interest by assessing and identifying programs that engage in effective educational practices. As a voluntary, self-regulatory process, CCNE accreditation supports and encourages continuing self-assessment by nursing programs and supports continuing growth and improvement of collegiate professional education and entry-to-practice nurse residency programs.

RATIONALE: 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.” <https://www.tn.gov/health/health-program-areas/health-professional-boards/nursing-board/nursing-board/educational-programs.html>

### **Intended Outcomes / Objectives:**

DRILL DOWN-----

RELATED ITEM LEVEL 1

## **Assessment: CCNE Accreditation and Approval of the Tennessee State Board of Nursing**

### **Frequency of Assessment:**

### **Rationale:**

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>.

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 Dean of the WH-SON and disseminated to the WH-SON Faculty Organization for discussion and input. The Dean of the WH-SON 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.

## RELATED ITEM LEVEL 2

### **Results: CCNE Accreditation and Approval of the Tennessee State Board of Nursing**

#### **Results:**

The Commission on Collegiate Nursing Education (CCNE) Site Visit occurred in October 2018 and was extremely successful. The ETSU-TTU DNP program met all required standards and there were no deficiencies. The accreditation final approval by the CCNE Board was granted in May 2019. The accreditation was made retroactive to the date of the site visit.

Tennessee Board of Nursing-Current Status: Initial Approval March 25, 2019.

#### **Attachments:**

### **Goal 2: Establish a committee to develop learning outcomes and assessment plans**

#### **Define Goal:**

Establish a committee to address the following program goals and define assessment tools for each goal as the ETSU-TTU DNP is a new program.

Goal 1: Provide excellence in teaching and lifelong learning through cross institutional curricular and experiential collaboration.

Goal 2: Offer the highest quality Doctor of Nursing Practice collaborative program to meet regional and state workforce needs.

Goal 3: Preserve and protect diversity and inclusion of people and ideas through availability of opportunities for students and faculty.

Goal 4: Impact systems and policies through professional leadership in the academic and healthcare communities.

Goal 5: Engage in faculty and student research/scholarly activities that leads to improvement in the health of communities, advancement of nursing knowledge and practice and/or impacts health care delivery.

Goal 6: Faculty and students participate in interprofessional education and practice

Goal 7: Provide DNP graduates the ability to address patient care needs in the delivery of innovative health care with in communities, while recognizing their unique placement and leadership in the nursing workforce.

**Intended Outcomes / Objectives:**

DRILL DOWN-----

RELATED ITEM LEVEL 1

**Assessment: Evaluation Committee to develop learning outcomes and assessment plans**

**Frequency of Assessment:**

Annually

**Rationale:**

The program outcomes for ETSU-TTU DNP Program are consistent with ETSU and TTU university goals and based on the mission and goals of this program, as well as the relevant professional nursing standards and guidelines. In Fall 2019, an evaluation committee will be developed. The evaluation committee will address assessments needed for each goal.

**Goal 3: DNP Program Outcomes**

**Define Goal:**

The program outcomes for the ETSU-TTU DNP Program are consistent with ETSU and TTU university goals and based on the mission and goals of this program, as well as relevant professional nursing standards and guidelines. The ETSU-TTU DNP program outcomes are consistent with professional nursing standards, including: The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006; referred to as the DNP Essentials), the Scope and Standards of Practice (3rd ed.) (ANA, 2015), and the Code of Ethics for Nurses with Interpretive Statements (ANA, 2015). All nurse practitioner concentrations use the Criteria for Evaluation of Nurse Practitioner Programs (5th ed.) [National Task Force on Quality Nurse Practitioner Education (NTF), 2016; referred to as NTF Criteria], and the Consensus Model for APRN Regulation: Licensure, Accreditation, Certification & Education (APRN Consensus Work Group & the National Council of State Boards of Nursing APRN Advisory Committee, 2008; referred to as the Consensus Model). The Doctor of Nursing Practice: Current Issues and Clarifying Recommendations (Task Force on the implementation of the DNP, AACN, 2015; referred to as the DNP White Paper), Nurse Practitioner Core Competencies Content [National Organization of Nurse Practitioner Faculties (NONPF), 2017], Population-Focused Nurse Practitioner

Competencies (NONPF, 2013), the Standards of Practice for Nurse Practitioners [American Academy of Nurse Practitioners (AANP), 2013], the Rules and Regulations for Advanced Practice Nurses [Tennessee Board of Nursing (TBON), n.d.], the Pediatric Nursing Certification Board Certificant Code of Ethics (Pediatric Nursing Certification Board, 2009), the Graduate-Level QSEN Competencies: Knowledge, Skills, and Attitudes (AACN, 2012), the Adult-Gerontology Acute Care and Primary Care Nurse Practitioner Competencies (AACN and NONPF, 2016), Psychiatric Mental Health Nursing: Scope and Standards of Practice (2nd ed.) (ANA, 2014), Psychiatric-Mental Health Nurse Practitioner Competencies (AACN, 2013), and Nursing Administration: Scope and Standards of Practice (2<sup>nd</sup> ed.), (ANA, 2016) documents. U

## **Intended Outcomes / Objectives:**

### **Program Outcomes**

- 1 – Integrate specialized knowledge, theories, and research from nursing science and related disciplines for application to nursing practice.**
- 2 – Assume leadership roles as advanced clinicians, nurse educators, and/or administrators.**
- 3 – Demonstrate accountability in nursing practice according to accepted standards of patient care and safety.**
- 4 – Use information technology to translate research findings into evidence-based practice at the individual and health system levels.**
- 5 – Affect desired change by developing and implementing policies at different levels of the health care system and with different constituencies.**
- 6 – Provide multidisciplinary leadership through analysis of critical indicators within health care systems to provide optimal client care and safety.**
- 7 – Demonstrate advanced knowledge and skill in planning and delivery of health management.**

DRILL DOWN-----

RELATED ITEM LEVEL 1

### **Assessment-Program Outcomes**

#### **Frequency of Assessment:**

each semester

#### **Rationale:**

**1 – Integrate specialized knowledge, theories, and research from nursing science and related disciplines for application to nursing practice.**

Assessment Tools: 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).

**2 – Assume leadership roles as advanced clinicians, nurse educators, and/or administrators.**

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

**3 – Demonstrate accountability in nursing practice according to accepted standards of patient care and safety.**

Assessment Tools: All DNP clinical courses have outcomes related to managing health care, NRSE 5603 (Acute Care and Pharmacotherapeutics)

**4 – Use information technology to translate research findings into evidence-based practice at the individual and health system levels.**

Assessment Tools: 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).

**5 – Affect desired change by developing and implementing policies at different levels of the health care system and with different constituencies.**

Assessment Tools: 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.

**6 – Provide multidisciplinary leadership through analysis of critical indicators within health care systems to provide optimal client care and safety.**

Assessment Tools: 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).

**7 – Demonstrate advanced knowledge and skill in planning and delivery of health management.**

Assessment Tools: NRSE 5313 Advanced Pediatric Nursing

RELATED ITEM LEVEL 2

**Results: Program Outcomes**

**Results:**

Program Outcome	Summary
<p><b>#1</b> – Integrate specialized knowledge, theories, and research from nursing science and related disciplines for application to nursing practice.</p>	<p>NRSE 5001 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.</p> <p>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.</p> <p>NRSE 5016 Advanced Pathophysiology (core course for all NP concentrations): integrate current research findings on disease processes to diagnose and treat health problems.</p> <p>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):</p> <ul style="list-style-type: none"> <li>●Integrate current research related to the diagnostic and treatment protocols of women to improve the delivery of health care.</li> </ul> <p>NRSE 5000 Conceptual Systems for Advanced Nursing Practice (core course): (Outcomes):</p> <ul style="list-style-type: none"> <li>●differentiate between various methods of deriving knowledge;</li> <li>●explain the meanings and diverse perspectives of philosophies of science;</li> <li>●utilize a selected nursing/family/borrowed theory or model to propose alternative nursing interventions for advanced nursing practice.</li> </ul>

	<p>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.</p>
--	---

<p><b>#2</b> – Assume leadership roles as advanced clinicians, nurse educators, and/or administrators.</p>	<p>DNP clinical courses all have course outcomes related to role development and related topics of collaboration, research, and case management of clients.</p> <p>Role is specific focus of the 500-hour residency/internship (NRSE 6800 2017-18 curriculum) (NRSE 6801, 6802, 6803, 6804) (2018-19 curriculum) which integrates knowledge and the DNP practice role.</p> <p>In DNP Executive Leadership courses, students explore roles in NRSE 5501 Leadership in Nursing Administration; NRSE 5510 Organizational Theory, 5520 Fiscal Management. Students complete two-three practica (120-180 hours each) that integrate core knowledge and provide opportunities to “try on” and develop advanced administrative practice.</p> <p>NRSE 5006 Advanced Role Development (2018-19 core course for all students) explores, analyzes, and evaluates issues in nursing and other disciplines relevant to clinical practice, administration, education, and research issues. Discussions focus on issues generated by role conflict and ambiguities in practice. (outcomes)</p> <ul style="list-style-type: none"> <li>•Evaluate own professional goals and practice requirements/expectations. Students develop their personal philosophy and goals related to advanced nursing role.</li> <li>•Apply selected theories and principles applicable to advanced nursing roles.</li> </ul>
<p><b>#3</b> – Demonstrate accountability in nursing practice according to accepted standards of patient care and safety.</p>	<p>All DNP clinical courses have outcomes related to managing health care incorporating ethical, legal, cultural, and economic factors and using an evidence base.</p> <p>NRSE 5603 (Acute Care and Pharmacotherapeutics) outcome:</p> <ul style="list-style-type: none"> <li>•Adhere to ethical standards when prescribing pharmacotherapies using a judicious understanding of the cost benefit ratio.</li> </ul>



#4 – Use information technology to translate research findings into evidence-based practice at the individual and health system levels.

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 data.

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

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 settings.

	<p>DNP residency/internship (NRSE 6800) (2017-18 curriculum) and DNP Course(s) (6801, 6802, 6803, 6804) (2018-19 curriculum) hours focus on formulating a project that addresses a clinical or organizational problem.</p> <p>Students use information technologies to obtain current information, critique the evidence-base, and select or design appropriate strategies to translate findings into the practice setting to address the problem</p>
<p><b>#5</b> – Affect desired change by developing and implementing policies at different levels of the health care system and with different constituencies.</p>	<p>NRSE 6002 Health Policy Leadership (core Course):</p> <ul style="list-style-type: none"> <li>•Evaluate the congruence between leadership theories and health policy developments.</li> </ul> <p>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.</p> <p>DNP clinical courses have objectives addressing leadership and health policy for individuals and groups, e.g.,</p> <p>NRSE 6018 Integrative Application of Advanced Skills in Acute Care: (outcome)</p> <ul style="list-style-type: none"> <li>•Relate managed care and current health policy guidelines to the utilization and delivery of common acute care procedures.</li> </ul> <p>NRSE 5510 Organizational Theory and Nursing Administration: (outcome)</p> <ul style="list-style-type: none"> <li>•Formulate nursing administration strategies to resolve, improve, or enhance customer service and organizational effectiveness.</li> </ul> <p>Students complete an organizational assessment of their facility and its core ideology.</p> <p>NRSE 6713 Systems Management (core course):</p> <ul style="list-style-type: none"> <li>•Analyze complex organizations as components of systems of change</li> </ul>

	<p>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).</p> <p>NRSE 6002 Health Policy Leadership: (outcome)</p> <ul style="list-style-type: none"> <li>•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.</li> </ul> <p>Students identify a health issue within a population, research and take a position on the issue, and write a white paper on the issue.</p> <p>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.</p> <p>NRSE 5410 Interpersonal Treatment Modalities (outcome):</p> <ul style="list-style-type: none"> <li>•Analyze the individual, family, cultural, socioeconomic, educational elements that may impact the safety and effectiveness of therapy for individual patients.</li> </ul>
<p><b>#6</b> – Provide multidisciplinary leadership through analysis of critical indicators within health care systems to provide optimal client care and safety.</p>	<p>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).</p> <p>NRSE 5016 Pathophysiology (core course for all NP concentrations):</p> <ul style="list-style-type: none"> <li>•Critique cultural and socioeconomic differences in the incidence, morbidity, and mortality of illness for client assessment and intervention strategies.</li> </ul> <p>NRSE 6019 Interprofessional Collaboration (2017-18 curriculum): (outcome)</p>

	<ul style="list-style-type: none"> <li>•Develop a plan for integrating collaboration into practice.</li> </ul> <p>Students write a manuscript for publication that describes an analysis of influences and system variables on collaborative practice.</p> <p>NRSE 6713 Systems Management (2018-19 curriculum core course): (outcome)</p> <ul style="list-style-type: none"> <li>•Determine strategies for enhancing team effectiveness and inter-professional collaboration.</li> </ul>
<p>#7 – Demonstrate advanced knowledge and skill in planning and delivery of health management.</p>	<p>DNP clinical courses are organized by life-span stages and all include expectations for health promotion strategies in various groups and communities.</p> <p>NRSE 5313 Advanced Pediatric Nursing: Pediatric Practicum III (outcome):</p> <ul style="list-style-type: none"> <li>•Integrate community resources into effective and comprehensive child health care.</li> </ul> <p>NRSE 5100 Principles of Population Health and Data Analysis for Advanced Nursing Practice (2018-19 curriculum core course for all students): (outcome)</p> <ul style="list-style-type: none"> <li>•Describe the importance of mortality, morbidity, attach rates, and prevalence and incidence in regards to population health.</li> </ul>

**Attachments:**