

**BE THE NURSE
EVERYONE
LOOKS TO FIRST.**

Evidence Based Evaluation Strategies of DNP Outcomes

Kathy Shaw, DNP, RN

Sharon Sables-Baus PhD, MPA, PCNS-BC

**Mary Beth Flynn Makic, PhD, APRN, CCNS, CCRN-K, FAAN,
FNAP**



College of Nursing

UNIVERSITY OF COLORADO
ANSCHUTZ MEDICAL CAMPUS

Purpose

To share evidence-based evaluation tools created to evaluate DNP student progress and achievement of DNP Essentials

Objectives:

- Identify evidence based strategies to evaluate DNP student progress and achievement of DNP Essentials.
- Determine if similar strategies could be developed to evaluate DNP student work.
- Evaluate usefulness of the strategies presented

BE THE NURSE **EVERYONE LOOKS TO FIRST**



College of Nursing

UNIVERSITY OF COLORADO
ANSCHUTZ MEDICAL CAMPUS
WWW.NURSING.UCDENVER.EDU

Introduction

- Our DNP programs teaches students essential knowledge and skills to develop and implement a rigorous quality improvement (QI) or program evaluation (PE) project.
- We have a mix of PhD and DNP prepared faculty.
- Faculty developed objective metrics to evaluate student achievement over the DNP academic journey.
- Guiding principles of the evaluation were to achieve:
 - Objectivity
 - Consistency
 - Evidence-based

Methods

- Three primary strategies developed and woven throughout the four project courses to evaluate student's progress in meeting the DNP Essentials (2006):
- Rubric based on the Standards for Quality Improvement Reporting Excellence [SQUIRE] (2015)
- An electronic portfolio based on the DNP Essentials
- Rubric based on the DNP Essentials is used by three faculty at final project presentation

Rubric examples

SQUIRE Rubric for scholarly paper

Available knowledge	Summary of what is currently known about the <u>problem</u> , including relevant previous studies Evidence table integrated and summarized in summary	25
Rationale	Informal or formal frameworks, models, concepts, and/or <u>theories</u> used to explain the <u>problem</u> , any reasons or <u>assumptions</u> that were used to guide and develop the <u>intervention(s)</u> , and reasons why the <u>intervention(s)</u> was expected to work	15
Specific aims	Purpose of the project and of this report (see CON Bridge approved document). AIM statement or evaluation question clearly stated	15
Description of people involved	Describes interprofessional team /people involved	5
Clarity of writing and style	Writing style is clear, easy to follow, succinct, and complete. Paper is consistent with APA writing style according to the University of Colorado College of Nursing Standards. Adheres to 5 page limit for this section of paper.	15
FINAL GRADE NUDO 7018	<i>Letter Grade A-F. A passing grade of a B- or higher is required. The student must pass the paper to pass the course.</i>	
PAPER FOR 8010 BEGINS HERE		
Methods, 5 Pages	<i>What did you do?</i>	
Context	Contextual elements considered important at the outset of introducing the <u>intervention(s)</u> . Describe the <u>setting</u> and the <u>sample (population)</u> .	15

Final Presentation Rubric

DNP PROJECT Final Presentation

DNP Project

The Doctor of Nursing Practice programs prepare experts in specialized advanced nursing practice. Practice focused doctorate focus heavily on practice that is innovative and evidence-based, reflecting the application of credible research findings. (*DNP Essentials, 2006, p.3*). The final project should demonstrate the student's competence of the eight DNP essentials in the planning, implementation, and evaluation components of the DNP project. (*DNP Current Issues, 2015, p. 4*).

Possible outcomes for completion of the DNP project are as follows

1. Beyond proficient pass
2. Proficient pass
3. Below Proficient pass
 - a. A student with below proficient communication and presentation skills only will have an opportunity to present their project again within a 4 week time frame
 - b. A student with a below proficient pass in multiple competency categories will require the DNP faculty to convene to determine if the student can work with the current DNP projects to meet the competencies OR if the student would need to repeat the DNP project 4 course series. The student will be notified of the DNP faculty decision within 1 week of a below proficient pass in more than communication/presentation competency.

Please rate the DNP student's presentation and ability to demonstrate competency in the DNP Essentials through elements of his/her DNP Project presentation.

	Below Proficient (1)	Proficient (2)	Beyond Proficient (3)
I. Scientific underpinnings for practice	Unable to clearly articulate or explain the science based and nursing theory used to inform the DNP project. Connection to change impact on healthcare outcomes through direct or indirect care is unclear.	Clearly articulates the nursing science and science based theories used to inform the DNP project. Practice change impact on healthcare outcomes through direct or indirect care is clearly presented.	Integrates nursing science and science based theories to explain and support practice innovation. Clearly articulates the nursing science and science based theories used to inform the DNP project. Provides a rich discussion of nursing theory used to guide practice. Practice innovation and change impact on healthcare outcomes through direct or indirect care is clearly presented.
II. Organizational leadership for quality improvement and systems thinking	Depth and clarity of the project developed care delivery approach evaluated to meet the	Develops and evaluates care delivery approach to meet the current and future needs of	Develops and evaluates care delivery approach to meet the current and future needs of

Surveyed 2018 DNP graduates and faculty advisers about the usefulness of the evaluation tools

STUDENTS Response rate 64% (N=14)	YES	NO	COMMENTS
1. Did the SQUIRE guidelines and rubric assist you in writing a scholarly paper describing your DNP Project?	71%	29%	Not helpful for students doing Program Evaluation.
2. Did the Final Presentation rubric assist you in preparing and presenting the findings of your DNP Project?	71%	29%	I used the sample more than the rubric.
3. Is there anything else that would have been helpful in evaluating your understanding and demonstration of the DNP Essentials in your practice and project?	*More in-depth discussion of the rubric earlier in the program would have been helpful. *Rubric helped with writing up the project and the portfolio.		

FACULTY Response rate 92% (N= 23)	YES	NO	COMMENTS
1. Did the SQUIRE guidelines and rubric assist you in evaluating your DNP student advisee's scholarly paper describing his/her DNP Project?	74%	26%	Tool is vague. The Squire guidelines are specific to projects with interventions and/or quality improvement projects and may not fit all of the projects that students complete.
2. Did the Final Presentation rubric assist you in evaluating and preparing your DNP student advisee's presentation of his/her DNP Project?	74%	26%	
3. Is there anything else that would have been helpful in evaluating your advisee's understanding and demonstration of the DNP Essentials in his/her practice and project?	*I should be evaluating a successful project that has useful clinical implications. *Because I do not have a DNP and do not conduct QI projects, I mainly graded as a content/topical expert and that basically the SQUIRE guidelines were followed. *Essentials need to be a part of the protocol template.		

Implications

- Tools have facilitated student and faculty knowledge of DNP Essentials
- Requiring the use of SQUIRE guidelines improved clarity of student written work
- Streamlining scholarly papers enabled student dissemination
- Consistent evaluation tools facilitated understanding of DNP project goals across diverse faculty advisors
- Faculty and Student survey indicated overall support of using the rubric and guidelines

BE THE NURSE **EVERYONE LOOKS TO FIRST**



College of Nursing

UNIVERSITY OF COLORADO
ANSCHUTZ MEDICAL CAMPUS
WWW.NURSING.UCCDENVER.EDU

Conclusions

- Evaluation tools based on current best evidence for dissemination standards and DNP Essentials has streamlined and improved the objectivity of DNP student evaluation.
- Using multimodal methods to evaluate students improved the consistency of student achievements and faculty evaluation.
- Strategies introduced the student to national dissemination guidelines and encouraged embodiment of the DNP Essentials upon graduation.
- Opportunities for faculty development
 - Adviser role
 - Intent and use of rubric and guidelines

BE THE NURSE EVERYONE LOOKS TO FIRST



College of Nursing

UNIVERSITY OF COLORADO
ANSCHUTZ MEDICAL CAMPUS
WWW.NURSING.UCDENVER.EDU

Questions

References

American Association of Colleges of Nursing. (2006). The Essentials of doctoral education for advanced nursing practice. Retrieved from <http://www.aacnnursing.org/Portals/42/Publications/DNPEssentials.pdf>

Ogrinc G, Davies L, Goodman D, Batalden P, Davidoff F, & Stevens D. (2015). SQUIRE 2.0 (Standards for QUality Improvement Reporting Excellence): Revised publication guidelines from a detailed consensus process. *BMJ Quality and Safety*, 25 (12).