



## 2008-2009 Assessment Plan Report

### PROGRAM ASSESSMENT REPORT AY 2008-2009

---

**Report Date:** August 1, 2009

**School/College:** School of Nursing

**Department/Program:** DNP program

**Person completing the Report:** Susan Prion, Associate Professor & Chair, DNP Department

1. **Overview Statement:** Briefly summarize the assessment activities that were undertaken this academic year, indicating:
  - a. Which program learning outcomes were assessed this year.
  - b. Who in your department/program was involved in the assessment of the above learning outcomes

This was the first full year of our program and we looked at most of program outcomes to complete some immediate revisions and improvements. The program outcomes for the DNP program are as follows:

Upon completion of the DNP program, the graduate will be able to:

- Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational science to develop and evaluate nursing practice and care delivery models.
- Develop and evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, information technology, and research.
- Use analytic methods to design, implement, and evaluate best practice models for patient care and systems of care delivery.
- Effectively develop, implement and evaluate evidence-based approaches to advance nursing and health care.
- Demonstrate leadership in the development and implementation of institutional, local, state, federal, and international health policy.
- Advocate for social justice, equity, and ethical policies within all healthcare arenas.
- Effectively lead quality improvement and patient safety initiatives.
- Advance the effective use of health care information systems to assure high quality health care outcomes.
- Employ effective communication and collaborative skills in the development and



## 2008-2009 Assessment Plan Report

implementation of practice models, health policy, standards of care, and organizational issues.

- Analyze and synthesize epidemiological, biostatistical, environmental, cultural elements related to individual, aggregate, and population health.
- Conduct a comprehensive assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches in order to design, implement, and evaluate evidence-based interventions.
- Develop and sustain therapeutic relationships and partnerships with patients and other professionals to facilitate optimal patient outcomes.
- Analyze the links among practice, organizational, population, fiscal, and policy issues in order to effective education individuals and colleagues.
- Satisfy the course and clinical requirements for specialty certification.
- Advance the mission and core values of the University of San Francisco.

Specifically, the DNP department (faculty and students) in collaboration with the SON Program Evaluation committee completed a series of direct and indirect assessments to collect information about student accomplishment of these outcomes.

### 2. Please Answer the Following Questions for Each of the Student Outcomes Assessed:

#### a. What did you do?

Describe clearly and concisely how you assessed the learning outcomes that were evaluated this year (e.g., measures, research methods, etc.). [please use bullet points to answer this question]

We used integrated collection strategies to get feedback from students, faculty and graduates, so I will discuss the various strategies as a package rather than by each SLO. We graduated our first group of 6 DNP graduates in December 2008, and an additional 5 students in May, so we used the opportunity to administer

- An anonymous, open-ended online survey to this group asking for detailed feedback about strengths and weaknesses of the program
- Based on that information, we developed a mixed fixed and open-ended response survey that was sent to all of our students (structured around Program Outcomes)
- We also conducted several “listening sessions” that were carefully structured as focus group interviews with any students in the program
- Students participated in our department meetings, offering their perspectives on various issues.
- We collected feedback from entering students about the effectiveness of the new DNP Entering Student Orientation and will ask again at the conclusion of the students’ first semester
- We distributed an employer survey to each graduate and asked them to invite



## 2008-2009 Assessment Plan Report

- their supervisor to provide us with some feedback (based on Program Outcomes)
- We asked entering DNP students to self-assess against the Program Outcomes
- The department chair conducted a DNP faculty focus group to explore

### **b. What did the faculty in the department or program learn?**

Summarize your findings and conclusions as a result of the assessment indicating strengths and weaknesses in student learning demonstrated by this assessment.

The faculty and students in the department learned a great deal as a result of this assessment. We found out that:

- Our admissions process was not consistent and relied too heavily on staff for important decisions
- Incoming students had very different levels of mastery of the foundational skills (scholarly writing, presentation, grant-writing, data analysis and research critique) necessary to fully integrate the sophisticated doctoral-level content
- Upper level students did not feel well-prepared to meet the expectations of the DNP project because of their lack of coursework focused on qualitative research
- Incoming students were not orientated to the expectations of the program in a meaningful and productive way, and struggled to decipher departmental policy and procedures, especially for the qualifying exam and comprehensive exam processes
- The committee selection process for the qualifying exam and comprehensive exam process was frustrating and confusing to students and faculty alike

### **c. What will be done differently as a result of what was learned?**

Discuss how courses and/or curricula will be changed to improve student learning as a result of the assessment. Include a discussion of how the faculty will help students overcome their weaknesses and improve their strengths.

The current MSN to DNP program was reconfigured into one primary track rather than an indirect and direct. The classes specific to the current direct track (e.g. Advanced Pathophysiology and Advanced Pharmacology) were discontinued and a transition plan was implemented for the students in that track.

The current curriculum will undergo the following changes:

- *N704 Instructional Design for Healthcare* was revised and renamed *Healthcare Informatics* to reflect an increased emphasis on Informatics, as identified in the program outcomes and DNP Essentials



## 2008-2009 Assessment Plan Report

- *N714 Bioethics* content was more congruently integrated into *N717 Policy and Implications for Healthcare Outcomes*
- *N712 and N713 Writing for Publication and Grantwriting* was revised into one 3 unit class called *Scholarly Communication* emphasizing writing, presentation and grant skills
- GEDU 706 Basic Statistics was replaced by a new SON class entitled *Applied Data Analysis* that includes a study of both qualitative and quantitative data analysis techniques through exploration of carefully selected research studies from the healthcare professional literature
- A new class titled *Leadership in Complex adaptive systems* was developed and approved to provide a rich theory base for healthcare systems leadership

With these changes, the credit total increased from 42 units to 45 units, but the program gained a strong theoretical grounding, became more internally congruent, and should better fulfill the content expectations of the DNP Essentials I through VIII and the DNP Program Outcomes.

In addition, the following processes and activities were also completed:

- Two online resources were developed: the DNP Student Profile and the doctorally-prepared Faculty Profile. Starting in Fall 2009, DNP students and qualified faculty members will complete an online profile detailing their professional experience, research and clinical experiences, educational preparation, and additional relevant information that will help to inform the DNP committee selection process. The Faculty profiles will be available to students, and the Student profiles will be available to faculty to guide both in the selection of a DNP committee.
- A 2-day DNP New Student Orientation was developed and held on August 21-22 for all incoming DNP students. Expectations of DNP students, resources, informatics, a discussion of the DNP degree, opportunities to talk with current students, alums and faculty members were all part of the orientation. Incoming students completed both a "self assessment of core skills inventory" and the "Entering DNP students survey." The Entering Student survey asks students to self-assessment against the program outcomes, and the aggregate results will be trended by repeat completion of the survey at important milestones in the program.
- Department meetings are held on Teaching Saturdays and all students are invited to attend the meetings.
- A 2-hour DNP faculty orientation was conducted to introduce all doctorally-prepared faculty to the specifics of advising and serving as a committee chair or committee member for a DNP student



## **2008-2009 Assessment Plan Report**

3. **Attach a copy of the components of the department/program assessment plan that have been modified since its initial submission:**
  - a. Program Mission
  - b. Program Learning Goals
  - c. Program Learning Outcomes
  - d. Program Learning Rubrics aligned with outcomes
  - e. Curriculum map that shows the courses that pertain to the outcome

**Please return to: Provost Office by June 1, 2009**

You can send your replies as either a Word attachment (to: [marin@usfca.edu](mailto:marin@usfca.edu)) or as a hard copy to: Provost Office, Lone Mountain Rossi Wing 4<sup>th</sup> floor.

If you have any questions, please contact: William Murry, Director of Institutional Assessment ([wmurry@usfca.edu](mailto:wmurry@usfca.edu) or x5486).



## **2008-2009 Assessment Plan Report**



### **DNP program assessment and evaluation plan May 2009 draft**

---

- I. Graduated student qualitative online survey
  - a. December 2008 (n = 6)
    - i. Results collated and shared with DNP faculty and students February 2009
  - b. May 2009
    - i. Results to be collated and shared with DNP faculty and students September 2009
2. Employer survey due August 2009
  - a. uses DNP Essentials and associated student learning outcomes to assess program
  - b. Results to be collated and shared with DNP faculty and students September 2009
3. Alumni survey due December 2009 and 1 year after graduation for each subsequent class
  - a. uses DNP Essentials and associated student learning outcomes to assess program
  - b. includes narrative questions from graduated student survey
4. Current student survey due June 2009
  - a. uses DNP Essentials and associated student learning outcomes to assess program
  - b. Results to be collated and shared with DNP faculty and students September 2009
5. DNP faculty survey due Fall 2009
  - a. uses DNP Essentials and associated student learning outcomes to assess program
6. Course assessment: ongoing
7. Individual student progression patterns: ongoing
8. Aggregated student performance (course grade) assessment: ongoing

**University of San Francisco School of Nursing**  
**MSN to DNP program**  
**Healthcare Systems Leadership**

| Course                     | Description  | DNP Essential(s)   | Special instructions                                     |
|----------------------------|--|--|--|
| N701 Applied Data Analysis | This course introduces the DNP student to the process of qualitative and quantitative data analysis, including the procedures which are appropriate for handling these data in given situations. Students will also acquire the knowledge and skills to evaluate the use of data analysis techniques. Emphasis will be placed on the essential relationship between data analysis and the research process. A strong foundation of data and research analysis skills provides the DNP student with the tools to interpret and apply research findings to clinical practice for improved patient care. This information will be used to plan and evaluate care for individuals and families, and to effect and evaluate organizational changes. | I. Scientific underpinnings for practice<br>III. Clinical scholarship and analytical methods for evidence-based practice     | Completed during first 9 units of Probationary Admission |
| N702 Epidemiology          | This course provides the opportunity to explore the causes of health and disease through systematic and rigorous identification of patterns in populations, formulating causal hypotheses and testing those hypotheses by making group comparisons. Epidemiology is the basic science of public health, and as such,   | I. Scientific underpinnings for practice<br>VII. Clinical prevention and population health for improving the nation's health | Must complete N701 as prerequisite                       |

|  |   |   |  |
|--|---|---|--|
|  | provides the scientific underpinnings for understanding disease patterns so that effective interventions can be proposed, implemented and evaluated.  |   |  |
| N704 Healthcare Informatics                | Participants in this course will gain the knowledge and skills necessary to use information systems and instructional technology to support and improve patient care and direct effective student, patient and staff education in the healthcare system and/or academic setting.  | IV. Information systems/technology and patient care technology for the improvement and transformation of healthcare<br>VI. Interprofessional collaboration for improving patient and population health outcomes |  |
| N705 Scholarly Communication               | Exploration of scholarly writing and oral communication will assist the doctoral student in mastering methods of clear and persuasive argument. Emphasis will be placed on clear and articulate presentation of ideas to an audience of healthcare professionals and funding agencies.  | I. Scientific underpinnings for practice<br>III. Clinical scholarship and analytical methods for evidence-based practice  | Completed during first 9 units of Probationary Admission |
| N711 Evidence-based practice in healthcare | This course focuses on using research to evaluate policy, practice guidelines, and other related foci for improvement of patient care. Emphasized are critical analysis and synthesis of practice assessment, intervention, and evaluation of outcomes. Participants will evaluate research findings, develop, and support data-driven decisions. | I. Scientific underpinnings for practice<br>III. Clinical scholarship and analytical methods for evidence-based practice  | Completed during first 9 units of Probationary Admission |



|  |  |   |  |
|--|--|---|--|
| N716 Advanced Practice Roles                                 | Doctoral seminar: focus on analysis of the scope and nature of advanced practice roles and their implementation and utilization in health care systems. Issues and trends related to legislation, law, reimbursement and policy as it affects advanced nursing practice for direct and indirect care providers will be emphasized.   | II. Organizational and systems leadership for quality improvement and systems thinking<br>VI. Interprofessional collaboration for improving patient and population health outcomes<br>VIII. Advanced nursing practice |  |
| N754 Policy and ethical implications for healthcare outcomes | Course focuses on the development of the nurse's role in health care planning and policy and responsibility for patient outcomes. Content includes the critical analysis of bioethical issues in the delivery of health care services. The concepts of access, quality, ethics and cost containment will be overarching themes in the course discussions.  | I. Scientific underpinnings for practice<br>II. Organization and systems leadership for quality improvement and systems thinking<br>V. Healthcare policy for advocacy in healthcare                                   |  |
| N755 Leadership in complex adaptive systems                  | This course provides the doctoral student with an opportunity to engage in a study of current and cutting edge leadership theories and apply them directly to the practice of professional nursing at the advanced practice level. Historical, present-day, and future perspectives of leadership in nursing within the context of the dynamic nature of health care organizations will be explored. Specific emphasis will be on incorporating and viewing nursing leadership and organizations using the complexity science paradigm. Strategies for incorporating change management | I. Scientific underpinnings for practice<br>II. Organization and systems leadership for quality improvement and systems thinking<br>VIII. Advanced nursing practice   |  |

|   |  |  |  |
|---|--|--|--|
|   | theories will also be addressed through the perspective of the emerging roles of the nurse as clinical nurse leader and practitioner, advocate, manager of resources and member of the interdisciplinary team. Finally, through the practice of Ignatian Pedagogy and reflective praxis, the student will engage in self assessment and self evaluation of their own leadership styles and values, ultimately creating a vision statement for their own personal development and strategic acquisition of leadership skills and knowledge for their advanced practice as a DNP.  |  |  |
| N764 Advanced Management of Financial Resources | This course provides the DNP student with tools to critically analyze the principles of finance and fiscal management in health care systems. Economic issues that affect health care systems and patient care delivery will be analyzed. Financial reports and statements will be used to analyze the profitability and fiscal stability of organizations. Students will participate in all aspects of the budgeting process. Forecasting techniques and research will be used to evaluate the effectiveness of financial management strategies. The influence of global trends on the health care delivery system will be discussed. | <p>II. Organizational and systems leadership for quality improvement and systems thinking</p> <p>IV. Information systems/technology and patient care technology for the improvement and transformation of healthcare</p> <p>VI. Interprofessional collaboration for improving patient and population health outcomes</p> |  |
| N765 Project and practice management            | Doctoral seminar in which students will learn the basic principles of planning, scheduling and controlling activities related to practice in health care   | <p>I. Scientific underpinnings for practice</p> <p>II. Organizational and systems</p>  |  |

|  |  |   |   |
|--|--|---|---|
|  | <p>organizations. The conceptual underpinnings to apply knowledge, skills, tools and techniques to a broad range of activities in order to develop and manage a project to successful completion will be emphasized.</p>   | <p>leadership for quality improvement and systems thinking</p> <p>IV. Information systems/technology and patient care technology for the improvement and transformation of healthcare</p> <p>VI. Interprofessional collaboration for improving patient and population health outcomes</p> |   |
| N789 DNP project                       | <p>Evidence-based practice project addressing a clinically relevant problem including review of literature, translation of findings to the practice setting, collaborative project design, implementation, and the evaluation of impact on patient outcomes and the care environment.</p> <p>The project is a faculty-guided scholarly experience that provides evidence of critical thinking and ability to apply research principles through problem identification, proposal development, implementation, and evaluation.</p> | <p>I. Scientific underpinnings of practice</p> <p>II. Organizational and systems leadership for quality improvement and systems thinking</p> <p>III. Clinical scholarship and analytical methods for evidence-based practice</p>  |   |
| N790 HSL Practicum I: Role Development | <p>A clinical practice course that provides for the role development of the health care systems leader at the doctoral level under the supervision of a preceptor and facilitated by faculty. Students will select a setting (i.e., hospital, long term, community health agency, etc.) where evidence-based leadership activities can</p>   | <p>II. Organizational and systems leadership for quality improvement and systems thinking</p> <p>IV. Information systems/technology and patient care technology for the improvement and</p>   | <p>Students can register for a range of units (2-5 units) for this course. For each unit of</p> |

|  |   |   |   |
|--|---|---|---|
|  | be employed. Students will determine individual goals and learning objectives consistent with a learning contract negotiated with a preceptor and approved by faculty. Students will develop and manage a project that will benefit the setting. Placement in a practicum site will be based on the students' clinical interest and the availability of preceptors.   | transformation of healthcare<br>VI. Interprofessional collaboration for improving patient and population health outcomes<br>VIII. Advanced nursing practice   | credit during this practicum course, the student must complete 3 hours of practice (5 Units = 225 hours). The unit load for the course will be individualized to each student in consultation with the academic advisor.<br>Co-requisite N711 |
| N791 HSL Practicum II: Role implementation | Clinical practice course in which the student implements the role of the clinical systems leader under the supervision of a preceptor. Students will select a setting (hospital, long term or community health agency) where concepts, theories, and principles of administration and management can be applied. Students will determine individual goals and learning objectives consistent with a learning contract negotiated with a preceptor and approved by faculty. Clinical placement | II. Organizational and systems leadership for quality improvement and systems thinking<br>IV. Information systems/technology and patient care technology for the improvement and transformation of healthcare<br>VI. Interprofessional collaboration for improving patient and population health outcomes | N790 or equivalency and permission of Instructor and academic advisor   |

|   |   |   |   |
|---|---|---|---|
|   | will be based on students' clinical interest and the availability of preceptors.  | VIII. Advanced nursing practice   |   |
| N792 HSL Practicum III: Role evaluation | <p>Clinical practice course in which the student evaluates the role of the healthcare systems leader. Students will develop, implement and evaluate an evidence-based program designed to positively impact patient care outcomes. Students will determine individual goals and learning objectives consistent with a learning contract negotiated with a preceptor and approved by faculty.</p> <p>Clinical placement will be based on students' clinical interest and the availability of preceptors.</p> | <p>II. Organizational and systems leadership for quality improvement and systems thinking</p> <p>IV. Information systems/technology and patient care technology for the improvement and transformation of healthcare</p> <p>VI. Interprofessional collaboration for improving patient and population health outcomes</p> <p>VIII. Advanced nursing practice</p> | N790, 791 or equivalency and Permission of Instructor and Academic Advisor. |

|                                       |  |   |  |
|---------------------------------------|--|---|--|
| N793 HSL Practicum IV: Role Synthesis | <p>Clinical practice focused on synthesis of the healthcare systems leader in an advanced practice role based on an evidence-based practice approach designed to bring high level change in a clinical system. Students will determine individual goals and learning objectives consistent with a learning contract negotiated with a preceptor and approved by faculty.</p> <p>Clinical placement will be based on students' clinical interest and the availability of preceptors. Faculty may serve as preceptor in this course.</p> | <p>II. Organizational and systems leadership for quality improvement and systems thinking</p> <p>IV. Information systems/technology and patient care technology for the improvement and transformation of healthcare</p> <p>VI. Interprofessional collaboration for improving patient and population health outcomes</p> <p>VIII. Advanced nursing practice</p> | N790, 791, 792 or equivalency and Permission of academic   |
| N795 DNP Residency                    | Advanced practice residency. Structured immersion to mastery of a specific advanced nursing practice or systems leadership role. Individual contracts will be developed to meet the needs of the students and practicum placements will be dependent on current experiences and students' goals.   | VIII. Advanced nursing practice   | Successful completion of Qualifying Exam & Progression to Residency. Permission of DNP chairperson |
| N799 DNP Directed Study               | Variable   | Depends on topic area   | Permission of instructor and advisor   |