Program: Nursing DNP (ETSU-TTU Joint DNP)

College and Department: Whitson-Hester School of Nursing

Contact: Dr. Barbara Jared

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.

Program Goals:

PG 1: *The ETSU-TTU Joint DNP will maintain compliance with required agencies.*

    a. *The ETSU-TTU Joint DNP program will demonstrate ongoing accreditation through the Commission on Collegiate Nursing Education (CCNE).*

    b. *The ETSU-TTU Joint DNP program will demonstrate ongoing full approval of the Tennessee State Board of Nursing.*

PG 2: *Graduates of the ETSU-TTU Joint DNP will pass national certification exams specific to their concentration.*

PG 3: The ETSU-TTU Joint DNP program will maintain strong graduation rates in the MSN program.

PG 4: Graduates of the ETSU-TTU Joint DNP program will be employed in their discipline within one year of graduation.

PG 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.

Student Learning Outcomes:

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

SLO 2: Assume leadership roles as advanced clinicians, nurse educators, and/or administrators.

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

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

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

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

SLO 7: Demonstrate advanced knowledge and skill in planning and delivery of health management.

A departmentally developed curriculum map can be found in Appendix 1 that shows the connections between courses and student learning outcomes.

Assessment Methods:

PG 1: Maintain compliance with required agencies

   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.

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

PG 2:   *Graduates of the ETSU-TTU Joint DNP will pass national certification exams specific to their concentration.*

   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.

   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.

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

PG 3:   *The ETSU-TTU Joint DNP program will maintain strong graduation rates in the MSN program.*

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.

Benchmark: 95% of DNP students will graduate within 7 years of admission.

PG 4:   *Graduates of the ETSU-TTU Joint DNP program will be employed in their discipline within one year of graduation.*

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.

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

PG 5:   *All faculty teaching in the Joint DNP program will maintain continuous graduate status and will be experientially and academically qualified for the courses they teach.*

Student Learning Outcomes (SLOs) are measurable statements that express what a student will know, do, or think at the end of the learning experience. They are consistent with standards of professional practice, the American Association of Colleges of Nursing (ACCN) 2011 DNP Essentials of DNP Education in Nursing and ETSU-TTU Joint DNP Program Learning Outcomes. The SLOs are developed and approved by faculty who are experts in their field and are reviewed annually to assess program effectiveness and guide programmatic improvements.

The seven SLO's are achieved with successful completion of the courses listed. The ETSU-TTU Joint DNP Curriculum Council is made up of faculty from both ETSU and TTU and provides evaluation and oversight of the curriculum to insure both the AACN Essentials and the SLO's are met over the curriculum. Changes to the curriculum is proposed by the Joint Curriculum Council and presented to the respective ETSU and TTU faculty organizations and the Joint Administrative Council (Deans, Directors, Program Directors and a faculty from each university).

SLO 1:   *Integrate specialized knowledge, theories, and research*

1. NRSE 5001 Research for Evidence-Based Practice (core course),

2. NRSE 5009 Health Assessment Throughout the Lifespan (core course for all NP concentrations),

3. NRSE 5016 Advanced Pathophysiology (core course for all NP concentrations),

4. DNP clinical courses,

5. NRSE 5000 Conceptual Systems for Advanced Nursing Practice (core course).

SLO 2: Assume leadership roles

1. DNP Clinical Courses, DNP Executive Leadership Courses,

2. NRSE 5006 Advanced Role Development (2018-2019 core course for all students).

SLO 3: Demonstrate accountability

1. All DNP clinical courses have outcomes related to managing health care,

2. NRSE 5603 (Acute Care and Pharmacotherapeutics)

SLO 4: Translate research findings into evidence-based practice

1. NRSE 6014,

2. NRSE 6711 Health Care Informatics and Technology,

3. All DNP Clinical Courses,

4. DNP residency /internship (NRSE 6800) 2017-18 curriculum) and

5. DNP Course(s)) (6801, 6802, 6803, 6804) (2018-19 curriculum).

SLO 5: Develop and implement policies at different levels of the health care system

1. NRSE 6002 Health Policy Leadership (core course),

2. DNP clinical courses,

3. NRSE 6018 Integrative Application of Advanced Skills in Acute Care,

4. NRSE 5510 Organizational Theory and Nursing Administration,

5. NRSE 6713 Systems Management (core course),

6. NRSE 6002 Health Policy Leadership,

7. NRSE 5410 Interpersonal Treatment Modalities.

SLO 6: Provide multidisciplinary leadership

1. All clinical NP courses,

2. NRSE 5016 Pathophysiology (core course for NP concentrations),

3. NRSE 6019 Interprofessional Collaboration (2017/18 curriculum),

4. NRSE 6713 Systems Management (2018-19 curriculum core course).

SLO 7: Demonstrate advanced knowledge and skill in planning and delivery of health management

1. NRSE 5313 Advanced Pediatric Nursing

Results:

PG 1:   Maintain compliance with required agencies

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.

PG 2:   Graduates of the ETSU-TTU Joint DNP will pass national certification exams specific to their concentration.

The ETSU-TTU Joint DNP program began admitting students Fall 2017. The first graduates completed in August 2020 and were MSN-DNP graduates who held current certification in their respective concentrations.

Eleven students graduated in the May and August 2021 classes. The WHSON has official notification for 5 of these graduates as represented in the table below who were all successful with certification. A 6th graduate was previously certified in her concentration. The other five have self-reported the following: 2 have not tested as of August 2022, 2 passed their certification on first attempt and 1 student was unsuccessful (WHNP).

ANCC and AANP consistently send official reports and we were able to access an official report for the PNP graduates. However, the other agencies have been slow to release official results.

Joint DNP Certification Pass Rate Table	2021
Pediatric Nursing Board (PNCB)	100% (2/2)
ANCC Adult Gerontology Acute Care Nurse Practitioner	100% (3/3)

PG 3:   The ETSU-TTU Joint DNP program will maintain strong graduation rates in the ETSU-TTU Joint DNP program.

- The Joint DNP program admitted its first students in the Fall 2017 and the last students from that cohort graduated in Spring 2022. Since we are still within the 7-year time frame to meet the benchmark limited evaluative data is available in providing a three-calendar year completion

rate. The Fall 2017 students graduated within the 7-year time frame. The completion rate for the Fall 2017 cohort is higher than %.

- For accreditation purposes the Joint DNP program uses the following definition for completion: "The total number of students that graduate/complete within the expected time of 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 "
- 10 originally enrolled, 2 were excluded for above noted reasons and 1 was unsuccessful with 7 out of 8 completing: 88%.

Enrollment Semester	Number Enrolled	Student Withdrawals *(excluded from calculation)*	Student Failures	Current Enrollment	Student Completion	Rate
Fall 2017	**10**	2	1	0	**7**	88%
	4 BSN-DNP Adult Gerontology Acute Care NP (AGNP)				**2** BSN-DNP AGNP	
	2 BSN-DNP Pediatric Nurse Practitioner (PNPP)				**2** BSN-DNP PNPP	
	1 BSN-DNP Executive Leadership (EL)	**2** BSN-DNP AGNP	**1** BSN-DNP FNP		**1** BSN-DNP EL	
	2 BSN-DNP Family Nurse Practitioner (FNP)				**1** BSN-DNP FNP	
	1 MSN-DNP FNP				**1** MSN-DNP FNP	

PG 4: Graduates of the ETSU-TTU Joint DNP program will be employed in their discipline within one year of graduation.

All 11 graduates (Summer 2021-Spring 2022) from the ETSU-TTU Joint DNP program were employed at time of graduation. The employment includes acute care facilities, primary care facilities, administration and nursing education. Graduates location of employment includes Middle Tennessee, the Tri-Cities of Tennessee, East Tennessee, North Carolina and Alabama. This Benchmark has been met.

PG 5: All faculty teaching in the Joint DNP 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.

All benchmarks for the Aggregate Faculty Outcomes were met. In addition, all faculty (full-time and adjunct) were academically and experientially qualified to teach in their assigned concentration.

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.

Joint DNP Aggregate Program Outcomes

Attributes	CY2021 Met/Not Met
95% tenured/tenure track faculty hold a terminal degree.	100% Met
80% adjunct faculty members hold a master's degree in nursing or higher.	100% Met
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% Met
100% of full time faculty hold a master's degree or higher.	100% Met
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.	93.3% Met
90% full time faculty maintain college/university/community service contributions consistent with designated rank.	100% Met
100% full time faculty who require national certification for teaching advanced practice nursing maintain certification in their specialty.	100% Met
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.	97.5% Met

SLO 1-7:

The seven SLO's are addressed throughout the curriculum in multiple courses. An evaluation of the SLO's are provided in the table below in relationship to the AACN Essentials for DNP Education.

Relationship of DNP Essentials Standards and Guidelines to Expected Student Outcomes

DNP Standard and Related DNP SLO	Summary of Curriculum Evaluation	Judgment Relative to Curricular Consistency	Strategies to Address Areas of Need
DNP Essential I: Scientific Underpinnings for Practice **SLO 1: Integrate specialized knowledge, theories, and research from nursing science and related disciplines for application to nursing practice.**	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 practice. 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.	Met with recommendations for improvement	To further augment student ability to integrate knowledge, theory and research, within their writing, NRSE 5030 Scholarly Writing course was added to the curriculum effective fall 2018. This course was first offered in Summer 2019.

DNP Standard and Related DNP SLO	Summary of Curriculum Evaluation	Judgment Relative to Curricular Consistency	Strategies to Address Areas of Need
DNP Essential II: Organizational & Systems Leadership for Quality Improvement and Systems Thinking DNP Program Outcome: Affect desired change by developing and implementing policies at different levels of the health care system and with different constituencies. **SLO 5: Develop and implement policies at different levels of the health care system** **SLO 7: Demonstrate advanced knowledge and skill in planning and delivery of health management**	NRSE 6002 Health Policy Leadership (core course): ·Evaluate the congruence between leadership theories and health policy developments. 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 procedures. NRSE 5510 Organizational Theory and Nursing Administration: (outcome) ·Formulate nursing administration strategies to resolve, improve, or enhance customer service and organizational effectiveness. 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 change. 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. changeprocess).	Met	

DNP Standard and Related DNP SLO	Summary of Curriculum Evaluation	Judgment Relative to Curricular Consistency	Strategies to Address Areas of Need
DNP Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice DNP Program Outcome: Use information technology to translate research findings into evidence-based practice at the individual and health system levels. **SLO 3: Demonstrate accountability in nursing practice according to accepted standards of patient care and safety.** **SLO 4: Translate research findings into evidence-based practice**	NRSE 6014 Measurement of Clinical Outcomes: ·Systematically evaluate the efficacy of selected care strategies throughoutcome 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. 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.	Met with recommendations for improvements	Beginning Fall 2018, NRSE 6050 reflected integration of measurement of clinical outcomes and quality management which had been separate courses. Ongoing assessment of curriculum changes for this course is warranted .

DNP Standard and Related DNP SLO	Summary of Curriculum Evaluation	Judgment Relative to Curricular Consistency	Strategies to Address Areas of Need
DNP Essential IV; Information Systems/ Technology and Patient Care Technology for the Improvement and Transformation of Health Care DNP Program Outcome: Use information technology to translate research findings into evidence-based practice at the individual and health system levels. **SLO 4: Translate research finding into evidence based practice.**	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. 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 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.	Met	

DNP Standard and Related DNP SLO	Summary of Curriculum Evaluation	Judgment Relative to Curricular Consistency	Strategies to Address Areas of Need
DNP Essential V: Health Policy for Advocacy in Health Care DNP Program Outcome: Affect desired change by developing and implementing policies at different levels of the health care system and with different constituencies. **SLO 5: Develop and implement policies at different levels of the health care system.**	NRSE 6002 Health Policy Leadership: (outcome) ·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. NRSE 5410 Interpersonal Treatment Modalities (outcome): ·Analyze the individual, family, cultural, socioeconomic, educational elements that may impact the safety and effectiveness of therapy for individual patients.	Met	

DNP Standard and Related DNP Program SLO	Summary of Curriculum Evaluation	Judgment Relative to Curricular Consistency	Strategies to Address Areas of Need
DNP Essential VI: Interprofessional Collaboration for Improving the Nation's Health DNP Program Outcome: Provide multidisciplinary leadership through analysis of critical indicators within health care systems to provide optimal client care and safety. **SLO 6: Provide multidisciplinary leadership**	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 strategies. NRSE 6019 Interprofessional Collaboration (2017-18 curriculum): (outcome) ·Develop a plan for integrating collaboration into practice. 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.	Met	

DNP Standard and Related DNP Program SLO	Summary of Curriculum Evaluation	Judgment Relative to Curricular Consistency	Strategies to Address Areas of Need
DNP Essential VII: Clinical Prevention & Population Health DNP Program Outcome: Demonstrate advanced knowledge and skill in planning and delivery of health management. **SLO 1: Integrate specialized knowledge, theories, and research** **SLO 8: Demonstrate advanced knowledge and skill in planning and delivery of health management.**	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.	Met with recommendations for improvement	Effective Fall 2018, NRSE 5100 is added to all programs of study to consistently address basic principles of population health analysis for advanced nursing practice. Course will be offered for the first time in Summer 2019 and therefore will require follow up evaluation.

DNP Standard and Related DNP Program SLO	Summary of Curriculum Evaluation	Judgment Relative to Curricular Consistency	Strategies to Address Areas of Need
DNP Essential VIII: Advanced Nursing Practice DNP Program Outcome: Assume leadership roles as advanced clinicians, nurse educators, and/or administrators. **SLO 1: Integrate specialized knowledge, theories, and research** **SLO 2: Assume leadership roles** **SLO 5: Translate research findings into evidence-based practice** **SLO 7: Provide multidisciplinary leadership** **SLO 8: Demonstrate advanced knowledge and skill in planning and delivery of health management**	DNP clinical courses all have course outcomes related to role development and related topics of collaboration, research, and case management of clients. Role is a 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. 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. 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) ·Evaluate own professional goals and practice requirements/expectations. Students develop their personal philosophy and goals related to advanced nursing role. ·Apply selected theories and principles applicable to advanced nursing roles.	Met with recommendations for improvement	NRSE 5006 added to curriculum effective Fall 2018 and will require ongoing evaluation of new course addition since it is now part of all programs of study.

DNP Standard and Related DNP Program SLO	Summary of Curriculum Evaluation	Judgment Relative to Curricular Consistency	Strategies to Address Areas of Need
NP Essential (APN): Separate core courses in Advanced Health/ Physical Assessment, Advanced Physiology and Pathophysiology and Advanced Pharmacology	There are separate courses required for all DNP NP concentration students. ·NRSE 5009/5010 Health Assessment and Practicum; ·NRSE 5016 Pathophysiology for Nursing, Diagnoses and Interventions ·NRSE 5018 Advanced Pharmacology	Met	

DNP Standard and Related DNP Program SLO	Summary of Curriculum Evaluation	Judgment Relative to Curricular Consistency	Strategies to Address Areas of Need
NP Programs: The program/track has a minimum of 500 supervised clinical hours overall… distributed in a way that represents the population needs served by the graduate.	NP clinical courses for young and middle adults; older adults; women; children and adolescents each have a minimum of 120 clinical hours; health assessment requires 60 clinical hours. The total minimum of 500/600 for WHCNP clinical hours focusing on population needs is met.	Met	

DNP Standard and Related DNP Program SLO	Summary of Curriculum Evaluation	Judgment Relative to Curricular Consistency	Strategies to Address Areas of Need
ANA Scope Administration: Standard 7. Quality of Practice The nurse administrator systematically enhances the quality and effectiveness of nursing practice, nursing services administration, and the delivery of services.	NRSE 6004 Quality Management (2017-18 curriculum) and NRSE 6050 Quality/Translation (2018-19 curriculum) Assignments focus on healthcare delivery, leadership, quality management, use of information technology, patient-centered care, and evidence-based healthcare delivery. Students analyze the role of leadership in driving improvements and re-design a healthcare process/system integrating organizational strategies to provide safe, effective, and efficient care. NRSE 6713 Systems Management (2017-18 required EL curriculum) (2018-19 curriculum core course for all students): (outcome) ·Formulate strategies to effect change in health care systems, considering dynamics of group and organizational behavior.	Met	
ANA Scope Administration: Standard 12. Ethics The nurse administrator integrates ethical provisions in all areas of practice. Areas of concentration	In the interprofessional course NRSE 5530 Health Care Organizations and Law (required course in EL concentration), Codes of Ethics from ANA and AMA are given to students, resulting in rich discussion across disciplines. Organizational ethics is a course topic.	Met	
ANA Scope Administration: Standard 14. Resource Utilization The nurse administrator considers factors related to safety, effectiveness, cost, and impact on practice in the planning and delivery of nursing and other services.	NRSE 5510, Organizational Theory and Nursing Administration: Students propose a framework for improving patient safety and effectiveness of health care systems and formulate nursing administration strategies to resolve, improve, or enhance customer service and organizational effectiveness. NRSE 5520 Fiscal Management: Students propose ways to improve cost effectiveness for delivery of nursing services and analyze staff productivity.	Met	

Modifications for Improvement:

The ETSU-TTU Joint DNP Program submitted it's Continuous Improvement Progress Report, a midcycle report for ongoing accreditation December 1, 2022. This process is a review of all aspects of the program.

American Association of Colleges of Nursing (AACN) adopted new Essentials of Nursing Education in Spring 2021 with a planned implementation over a 3-year time frame. However, the accrediting body, CCNE will start reviewing the AACN Essentials in late 2022 and will make a decision on approval and implementation by January 2024.

The Joint DNP Curriculum Council has established a regular schedule for course evaluation insuring all courses are reviewed a minimum of one time every 3 years. This process addresses both content and quality such as accessibility.

Outcome data is limited in this report as the program is still young with few graduates.

Academic Support Services was one area surveyed with the exit EBI survey. Twenty-seven items were surveyed with 22 of the items meeting the 75% benchmark. Items 16, 17, 18, 19 and 20 ranged in scores from 65-73%. : Item 16 consisted of 5 questions related to Patient Care Technology, Item 17 consisted of 5 questions related to Health Information Technology, Items 18 and 19 consisted of 10 questions related to Health Care Policy, and Item 20 consisted of 2 questions related to Health Policy Education. Twenty-five percent of the graduates surveyed were MSN-DNP students who had completed a Health Policy course in their MSN education preparation and who we assumed studied Health Care and Health Information Technology in their Advanced Role Development courses in the MSN program. This may have contributed to the responses to these items. The Joint Curriculum Council reviewed both the content areas related to these items for both currency and location in the curriculum. Current assignments were reviewed as well related to these topics. Recommendations have been made for integration of Health Information Technology, Patient Care Technology and Health Policy into later courses in the curriculum.

The administration of both ETSU College of Nursing and the TTU WHSON will continue to meet every semester to review issues related to differences in the academic calendar between universities, incongruencies in use of software, learning management systems, and clinical management systems.

TTU Faculty have successfully chaired DNP Project committees. Multiple TTU faculty were mentored by ETSU faculty in the role of Project Chair. Going forward, TTU faculty will begin mentoring other TTU faculty in the role as project chair.

Dean/Director/Graduate Programs Coordinator will participate in education sessions related to the National Task Force on Quality Nurse Practitioner Education as changes are anticipated over the next two years.

Appendices
 1. Curriculum Map

Appendix 2: Curriculum Map

Course Number	Title	SLO 1	SLO 2	SLO 3	SLO4	SLO 5	SLO 6	SLO 7
DNP Core Courses (Required for both BSN-DNP and MSN-DNP Students)								
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		
Adult-Gerontology Acute Care Nurse Practitioner: Concentration Courses								

Code	Course	1	2	3	4	5	6	7
NRSE 5603	Acute Care and Pharmaco-therapeutics	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
NRSE 5590	Strategic Planning for Health Care Organizations	X	X	X	X		X	X
Women's Health Care Nurse Practitioner: Concentration Courses								
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
Pediatric Nurse Practitioner-Primary Care: Concentration Courses								
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

Course	Title							
NRSE 5305	Pediatric Primary Care I: Well Child	X		X				X
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
Family Nurse Practitioner: Concentration Courses								
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
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
Psychiatric Mental Health Nurse Practitioner: Concentration Courses								
NRSE 5303	Psychopharmacology	X			X			X
NRSE 5404	Advanced Family Psychiatric Nursing Care I	X			X			X

Code	Course							
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
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	
Executive Leadership in Nursing: Concentration Courses								
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
NRSE 5504	Executive Leadership Practicum III		X	X			X	X