

**Assurance of Student Learning Report  
2020-2021**

College of Health and Human Services

School of Nursing and Allied Health

Doctor of Nursing Practice - 0011

Dr. Eve Main - Program Coordinator

*Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.*

**Student Learning Outcome 1:** The student will critically appraise theoretical concepts and knowledge from nursing and other disciplines and integrate this evidence in developing best practices for improved health outcomes.

**Instrument 1** Direct: Analysis of Doctor of Nursing Practice (DNP) Project Proposal Paper

**Instrument 2** Indirect: DNP End of Program and Feedback on Resources Survey

**Instrument 3** Direct: Analysis of DNP Portfolio: Essential VIII Advanced Nursing Practice Summary Paper

Based on your results, check whether the program met the goal Student Learning Outcome 1.  Met  Not Met

**Student Learning Outcome 2:** The student will develop, integrate, and evaluate evidence-based health care innovations while considering cultural, economic, ethical, legal, political, and technological issues across diverse health systems and models.

**Instrument 1** Direct: Analysis of Systematic Review Paper

**Instrument 2** Indirect: Course Evaluations (DNP courses NURS 712, NURS 714, NURS 750)

**Instrument 3** Direct: Analysis of DNP Portfolio: Essential III Clinical Scholarship and Analytic Methods for EBP Summary Paper

Based on your results, check whether the program met the goal Student Learning Outcome 2.  Met  Not Met

**Student Learning Outcome 3:** The student will apply the relevant advanced practice role to improve patient health outcomes and health care systems.

**Instrument 1** Direct: BSN to DNP Family Nurse Practitioner certification examination first time pass rate

**Instrument 2** Direct: Analysis of DNP Project Proposal Paper

**Instrument 3** Indirect: Preceptor Evaluations, NURS 554 Primary Care Practicum

Based on your results, check whether the program met the goal Student Learning Outcome 3.  Met  Not Met

**Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)**

Overall, the results from this assessment indicate that the program has reached and/or exceeded the self-reported assessment goals in each category with the exception SLO -3, measurement of FNP certification first time pass rate which is pending. For SLO 1 content on research topic background the identification of patient outcomes has been added to NURS 750, Program Evaluation. Students will be reminded multiple times to complete the DNP end of program survey in an attempt to improve the response rate. DNP End of Program Feedback results were reported to the SONAH Program Evaluation Committee. Assessment of SLO 2 and SLO 3 did not identify areas for improvement and will be reassessed in SP 22.

## Student Learning Outcome 1

<b>Student Learning Outcome</b>	The student will critically appraise theoretical concepts and knowledge from nursing and other disciplines and integrate this evidence in developing best practices for improved health outcomes.		
<b>Measurement Instrument 1</b>	<b>Direct: Analysis of Doctor of Nursing Practice (DNP) Project Proposal Paper</b>		
<b>Criteria for Student Success</b>	Direct: Students will score of $\geq 160$ of 200 pts on the DNP Project Proposal paper completed in NURS 750 (Program Evaluation). In this paper students appraise literature on a problem in health care, develop a purpose for their DNP project, and integrate the evidence into the project plan to explore and improve health outcomes.		
<b>Program Success Target for this Measurement</b>	96%	<b>Percent of Program Achieving Target</b>	100%
<b>Methods</b>	Annual review of all DNP Project Proposal Papers (n = 18) in SP21. A rubric identifying the sections of background (35 pts), problem and purpose (30 pts), literature review (30 pts), theoretical framework (15 pts), and methodology (75 pts) was used for grading by course faculty and academic advisor. The average score was 184/200 pts and 13 of 18 students scored $\geq 180$ pts and 5 students scored between 160 and 179.5 pts. Overall students scored the lowest in the Background section with an average score of 29 of 35 pts.		
<b>Measurement Instrument 2</b>	<b>Indirect: DNP End of Program and Feedback on Resources Survey</b>		
<b>Criteria for Student Success</b>	Students will self-report “agree” on the item “the knowledge gained from this course will assist in meeting the following outcome: critically appraise theoretical concepts and knowledge from nursing and other disciplines and integrate this evidence in developing, implementing, and evaluating best practices for improved health outcomes” on the DNP End of Program Survey.		
<b>Program Success Target for this Measurement</b>	92%	<b>Percent of Program Achieving Target</b>	100%
<b>Methods</b>	The DNP End of Program Survey is completed in the spring prior to graduation and reviewed annually for DNP program outcome attainment. In Sp21 100% of survey completers (n = 8) selected “agree” on a 3 point Likert scale of <i>disagree (1), neither agree (2) or disagree, and agree (3)</i> on the program outcome of “the knowledge gained from this course will assist in meeting the following outcome: critically appraise theoretical concepts and knowledge from nursing and other disciplines and integrate this evidence in developing, implementing, and evaluating best practices for improved health outcomes.” on the DNP End of Program Survey.” The survey response rate was 31% from all graduating DNP students.		
<b>Measurement Instrument 3</b>	<b>Direct: Analysis of DNP Portfolio: Essential VIII Advanced Nursing Practice Summary Paper</b>		
<b>Criteria for Student Success</b>	Students will score $\geq 9.0$ of 12 pts on the Essential VIII-Advanced Nursing Practice Summary paper.		
<b>Program Success Target for this Measurement</b>	92%	<b>Percent of Program Achieving Target</b>	92%
<b>Methods</b>	All DNP students compile a DNP portfolio organized by the eight DNP essentials which are considered foundational competencies for DNP programs by the American Association of Colleges of Nursing (AACN). The portfolio includes DNP Essential Summary Papers. The graduating student’s DNP portfolio components are assessed throughout the program and must be finalized during their last year of the program. The DNP summary paper of Essential VIII rubric was scored on a 4 point Likert scale of <i>needs remediation (1), competent(2), good(3), and exemplary (4)</i> . The Essential VIII summary paper rubric includes the following items: “describe course activities and the relationship to DNP Essential VIII” (4 pts); “demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing and evaluating evidence-based care to improve patient outcomes” (4 pts); and “evaluate the links among practice, organizational, population, fiscal, and/or policy issues” (4 pts). Ninety-two percent (21/23 students) scored $\geq 9$ pts on the Essential VIII Advanced Nursing Practice Summary paper with an average total score of 12.7. The item “ demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing and evaluating evidence-based care to improve patient outcomes” had the lowest average score of 4.16.		
<b>Based on your results, highlight whether the program met the goal Student Learning Outcome 1.</b>		<input checked="" type="checkbox"/> <b>Met</b>	<input type="checkbox"/> <b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			

Content on research topic background the identification of patient outcomes has been added to NURS 750, Program Evaluation. Students will be reminded multiple times to complete the DNP end of program survey in an attempt to improve the response rate. DNP End of Program Feedback results were reported to the SONAH Program Evaluation Committee.
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)
SLO1 will be assessed by the above identified measurements in Spr 22.
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)
SLO1 will be assessed in the SP22 through the artifacts of the DNP Project Proposal, DNP End of Program Survey, and DNP Essential VIII Summary Paper. Eve Main will be responsible for the data collection.

<b>Student Learning Outcome 2</b>			
<b>Student Learning Outcome</b>	The student will develop, integrate, and evaluate evidence-based health care innovations while considering cultural, economic, ethical, legal, political, and technological issues across diverse health systems and models.		
<b>Measurement Instrument 1</b>	<b>Direct: Analysis of Systematic Review Paper</b>		
<b>Criteria for Student Success</b>	Students will score $\geq 80$ of 100 pts on the Systematic Review paper		
<b>Program Success Target for this Measurement</b>	92%	<b>Percent of Program Achieving Target</b>	100%
<b>Methods</b>	A systematic review of the student's DNP project topic is the final paper in NURS 712 (Evidence Based Practice). All (n = 11) systematic review papers were reviewed in SP21. The systematic review rubric contains six sections: introduction (10 pts), methods (15 pts), results (25 pts), discussion (20 pts), caring for my patients (20 pts) and APA format (10 pts). The systematic reviews are graded by each student's academic advisor. Eight students scored $\geq 90$ pts and three students scored from 80 to 89 pts. Analysis of the individual sections revealed the lowest section scores were found in the results section (9.1 pts out of 10 pts) and APA formatting (7.1 pts out of 10 pts).		
<b>Measurement Instrument 2</b>	Indirect: Course Evaluations (DNP courses NURS 712, NURS 714, NURS 750)		
<b>Criteria for Student Success</b>	Students will self-report "agree" on course evaluations of NURS 712 (Evidence-Based Practice), NURS 714 (Finance), and NURS 750 (Program Evaluation) when asked "the knowledge gained from this course will assist in meeting the following outcome: develop, integrate, and evaluate evidence-based health care innovations while considering cultural, economic, ethical, legal, political, and technological issues across diverse health systems and models."		
<b>Program Success Target for this Measurement</b>	92%	<b>Percent of Program Achieving Target</b>	94%
<b>Methods</b>	Student course evaluations are distributed by course faculty and reviewed each semester by the Program Evaluation Committee, program coordinator, and faculty. The course evaluations include all DNP program outcomes and students are asked to indicate <i>agree, neither agree or disagree, disagree</i> . Course evaluations of NURS 714 (n = 21), NURS 712 (n = 4) and NURS 750 (n = 7) were analyzed for percent of "agree" on the DNP outcome develop, integrate, and evaluate evidence-based health care innovations while considering cultural, economic, ethical, legal, political, and technological issues across diverse health systems and models. 94% (29/32) of the students selected agree for the DNP outcome with an overall student response rate of 52%.		
<b>Measurement Instrument 3</b>	Direct: Analysis of DNP Portfolio: Essential III Clinical Scholarship and Analytic Methods for EBP Summary Paper		
<b>Criteria for Student Success</b>	Students will score of $\geq 12.0$ of 16 pts on the Essential III Summary Paper.		
<b>Program Success Target for this Measurement</b>	92%	<b>Percent of Program Achieving Target</b>	95.6%
<b>Methods</b>	All DNP students compile a DNP portfolio organized by the eight DNP essentials which are considered foundational competencies for DNP programs by the American Association of Colleges of Nursing. The portfolio includes a DNP Essential III Summary Paper and the student relates their program activities to the essential. The graduating student's DNP portfolio components are assessed throughout the program and must be completed during their last year of the program. The DNP summary paper for DNP Essential III (Clinical Scholarship and Analytical Methods for Evidence-based Practice) is assessed on a 4 point Likert scale of <i>needs remediation (1), competent(2), good(3), and exemplary(4)</i> and 95.6% (22/23) of students scored $\geq 12$ pts of 16 pts on the Essential III summary paper with an average score of 14.1. The subsections include (1)use analytic methods to critically appraise existing literature and other evidence to determine best evidence for practice; (2)use information technology and research methods appropriately to analyze data from practice, (3)identify gaps in evidence for		

	practice and (4) disseminate findings from EBP and research to improve healthcare outcomes. The subsection scores were lowest in “identify gaps in evidence for practice” with an average score of 4.2.		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>		<input checked="" type="checkbox"/> <b>Met</b>	<input type="checkbox"/> <b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
SLO2 as measured by the Systematic Review papers, course evaluations (NURS 712, NURS 714, Nurs 750), and DNP Essential III summary paper were examined in relation to in SP21. No areas for improvement were identified. The course evaluation results were also reported in the SONAH program evaluation committee.			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
SLO2 will be assessed by the above identified measurements in Spr 22.			
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)			
SLO 2 through the artifacts of the systematic review paper, course evaluations of NURS 712, 714, & 750, and DNP Essential III summary paper will be assessed in Sp 22. Currently, Eve Main is responsible for data collection and reporting.			

<b>Student Learning Outcome 3</b>			
<b>Student Learning Outcome</b>	The student will apply the relevant advanced practice role to improve patient health outcomes and health care systems.		
<b>Measurement Instrument 1</b>	Direct: BSN to DNP Family Nurse Practitioner certification examination first time pass rate		
<b>Criteria for Student Success</b>	Students will pass on their first attempt of the Family Nurse Practitioner certification examination.		
<b>Program Success Target for this Measurement</b>	92%	<b>Percent of Program Achieving Target</b>	Data is incomplete for this target
<b>Methods</b>	Family nurse practitioner (FNP) certification first time pass rates are reviewed each semester for all BSN to DNP students with a concentration of FNP. As of August 26, 2021 100% (n = 13) of BSN to DNP students graduating in Su20, F20 and Sp 21 passed the FNP examination on their first attempt. Six students graduating in Sp 21 have not taken the FNP certification examination.		
<b>Measurement Instrument 2</b>	Direct: Analysis of DNP Project Proposal Paper.		
<b>Criteria for Student Success</b>	Students will score $\geq$ 160 pts of 200 total pts on the DNP Project Proposal.		
<b>Program Success Target for this Measurement</b>	92%	<b>Percent of Program Achieving Target</b>	100%
<b>Methods</b>	The DNP Project Proposal Paper rubric is attached. All DNP Project Proposal Papers (n = 18) from SP21 were reviewed. A rubric identifying the sections of background (35 pts), problem and purpose (30 pts), literature review (30 pts), theoretical framework (15 pts), and methodology (75 pts) was used for grading by course faculty and academic advisor. The average score was 184/200 pts and 13 of 18 students scored $\geq$ 180 pts and 5 students scored between 160 and 179.5 pts. Overall students scored the lowest in the Background section with an average score of 29 of 35 pts.		
<b>Measurement Instrument 3</b>	<b>Indirect: Preceptor Evaluations, NURS 554 Primary Care Practicum</b>		
<b>Criteria for Student Success</b>	Students enrolled in NURS 554 (Primary Care Practicum) will score $\geq$ 9 pts on the preceptor clinical evaluation section of “Plan of care and implementation of treatment.”		
<b>Program Success Target for this Measurement</b>	92%	<b>Percent of Program Achieving Target</b>	100%
<b>Methods</b>	NURS 554 is the final clinical course for BSN to DNP (family nurse practitioner concentration) students. Final preceptor evaluations are completed by the clinical preceptor and reviewed each semester by clinical faculty. Each student is assessed on a 4 point Likert scale with <i>competency not met (1); inconsistent performance, preceptors assistance more than expected (2); consistently improving in this area, preceptor assistance as expected (3); and consistently demonstrates competency (4)</i> by the clinical preceptor. Students are expected to score at least a 3 on each clinical evaluation item. The preceptor evaluation section of plan of care and implementation of treatment includes three items: “formulates patient care management plan in collaboration with preceptor”; “implements health promotion and disease prevention education”; and “recommends referral for those patients beyond the NP scope of practice” for a maximum score of 12 pts. Preceptor evaluations for NURS 554, Primary Care Practicum are were reviewed in F20 and Sp21 and 100% (n = 23) scored $\geq$ 9 pts on the plan of care and implementation section. The subsection item average scores were 3.9 (formulates patient care management plan in collaboration with preceptor, 3.9 (implements health promotion and disease prevention education), and 3.8 (recommends referral for those patients beyond the		

NP scope of practice).		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>	<input checked="" type="checkbox"/> <b>Met</b>	<input type="checkbox"/> <b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)		
The Program outcomes as measured by first time FNP certification rates, DNP Project proposal papers, and preceptor evaluations Systematic Review were examined in relation to SLO3 in SP21. Data collection continues on FNP certification rates throughout SU21.		
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)		
SLO3 will be assessed by the above identified measurements in Spr 22.		
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)		
This outcome will be assessed in Sp22 using the identified measurement instruments. Dr. Eve Main will be responsible for the data collection.		

<b>DNP Program Evaluation Proposal Rubric</b>		
200 Points		
<b>Title</b>		<b>5 Points</b>
Succinctly articulates the program proposal's purpose.		
<b>Abstract (structured &lt; 200 words)</b>		<b>15 Points</b>
Includes the following headings: <i>Introduction/Background, Problem Statement, Program's Purpose, Methods</i>		
<b>Introduction/Background</b>		<b>15 Points</b>
Discuss <i>importance, relevance, prevalence/scope</i> of the program proposal's topic by discussing Global, National, State, and Regional/Local background on topic. <i>Discussion begins broad (global) and narrows to your program proposal's population focus.</i>	1 pgs	
Succinctly discuss the program proposal's problems that have been identified in the literature.		
Makes it clear to the reader why the reader should be interested in this program proposal's topic.		
Clearly leads into the program proposal's problem statement.		
<b>Problem Statement</b>		<b>15 Points</b>
Succinctly and clearly articulate the breadth/depth of the problem and why it should be evaluated.	.5 pg	
Conclude this section with a statement indicating why this topic is a problem for society and that this topic should be evaluated.		
<b>Program Proposal's Purpose</b>		<b>15 Points</b>
Limit your program proposal's purpose to one or two key areas that are clearly articulated.	1 pg	
Succinctly describe what the program proposal will involve and what it will accomplish.		
Provides the reader with a clear understanding of the program proposal.		
<i>Each purpose is succinct and is related to the problem statement.</i>		
<b>Clinical Question</b>		<b>15 Points</b>
Clearly describes the program proposal's phenomenon of interest using the PICO approach.	0.5	
<i>Each clinical question is succinct, limited to one sentence, and includes PICO components.</i>		
<b>Literature Review</b>		<b>15 Points</b>
Succinctly synthesize the results of the literature search related to the program proposal.	2 pgs	
Discuss how the program proposal is needed to address the gap.		
<b>Theoretical Framework</b>		<b>15 Points</b>
Succinctly discuss the framework's/model's concepts as it relates to structure/process of the project.	.5 pg	
<b>Methodology (Total points 75 points) WRITE IN FUTURE TENSE BEGINNING HERE</b>		<b>20 Points</b>
<i>Identify appropriate design plan for proposed project.</i>		
Describe the program proposal's plan in detail connecting the plan to the program proposal's purpose.		
<b>Subjects</b>		<b>15 Points</b>
Discuss how participants will be evaluated and/or recruited.	.5 pg	
Discuss inclusion and exclusion criteria.		
<b>Setting</b>		<b>10 Points</b>
Discuss the program proposal's setting.	5 pg	
Identify potential extraneous variables that may influence the program proposal's outcome		
<b>Tools</b>		<b>15 Points</b>
Discuss the Data Source(s): <i>tools, instruments, questionnaires, evaluations, or surveys</i> used to evaluate	.5 pg	
Discuss the validity and reliability of the Data Source(s).		
<b>Data Collection</b>		<b>15 Points</b>
Describe the program proposal's data collection process.	1.0	
Discuss location of data collection and who will be responsible for collecting data. <i>Provide the primary</i>		
Discuss the program proposal's expected timeline.		
Identify the Data Source(s)' response rate that will be considered acceptable for the program proposal.		
Discuss how to increase Data Source(s) response rate and how to track non---responders.		
<b>Appendix</b>		<b>5 Points</b>
Data Source		
<b>APA Formatting, Grammar, and Syntax</b>		<b>10 Points</b>
The narrative sections of your paper should not exceed 12 pages.		
<b>Total Points and Comments</b>		

<b>Systematic Review Paper</b>	
<b>Title and Abstract</b>	<b>5 pts</b>
Title: <i>Identify the report as a systematic review or integrative review.</i>	
Abstract: <i>Provide a structured abstract including, as applicable: background; objectives; data sources; study eligibility criteria, participants, and interventions; study appraisal and synthesis methods; results; limitations; conclusions and implications of key findings.</i>	
<b>Introduction: Rationale and Objectives</b>	<b>5 pts</b>
Rationale: <i>Describe the rationale for the review in the context of what is already known</i>	
Objectives: <i>Provide an explicit statement of questions being addressed with reference to participants, interventions, comparisons, outcomes, and study design (PICOS).</i>	
<b>Methods</b>	<b>15 pts</b>
Eligibility criteria: <i>Specify study characteristics (e.g., PICOS, length of follow-up) and report characteristics (e.g., years considered, language, publication status) used as criteria for eligibility, giving rationale</i>	
Information sources: <i>Describe all information sources in the search (e.g., databases with dates of coverage, contact with study authors to identify additional studies) and date last searched.</i>	
Search: <i>Present the full electronic search strategy for at least one major database, including any limits used, such that it could be repeated.</i>	
Study Selection: <i>State the process for selecting studies (i.e., for screening, for determining eligibility, for inclusion in the systematic review).</i>	
Data Collection Process: <i>Describe the method of data extraction from reports (e.g., piloted forms, independently by one or two reviewers) and any processes for obtaining and confirming data from investigators.</i>	
Data Items: <i>List and define all variables for which data were sought (e.g., PICOS, funding sources).</i>	
<b>Results</b>	<b>25 pts</b>
Study Selection: <i>Give numbers of studies screened, assessed for eligibility, and included in the review, with reasons for exclusions at each stage, ideally with a flow diagram.</i>	
Study Characteristics: <i>For each study, present characteristics for which data were extracted (e.g., study size, PICOS, follow-up period) and provide the citation.</i>	
Risk of Bias Within Studies: <i>Present data on risk of bias of each study and, if available, any outcome-level assessment (see PRISMA Item 12).</i>	
Results of Individual Studies: <i>For all outcomes considered (benefits and harms), present, for each study: (a) simple summary data for each intervention group and (b) effect estimates and confidence intervals.</i>	
Synthesis of Results: <i>Present the main results of the review.</i>	
<b>Discussion</b>	<b>20 pts</b>
Synthesis of Evidence: <i>Summarize the main findings, including the strength of evidence for each main outcome; consider their relevance to key groups (e.g., health care providers, users, and policy makers).</i>	
Limitations: <i>Discuss limitations at study and outcome level (e.g., risk of bias), and at review level (e.g., incomplete retrieval of identified research, reporting bias).</i>	
Conclusions: <i>Provide a general interpretation of the results in the context of other evidence, and implications for future research.</i>	
<b>Will the results help me in caring for my patients?</b>	<b>20 pts</b>
<i>Are the results relevant to persons in similar situations?</i>	
<i>Are the results relevant to patient values and/or circumstances?</i>	
<i>How may the results be applied to clinical practice?</i>	
<b>APA Rubric</b>	<b>10 pts</b>

DNP Essential Eight Summary Rubric

DNP Essential Eight Summary Rubric	Exemplary (4)	Good (3)	Competent (2)	Needs Remediation(1)
Describes course activities and the relationship to DNP Essential VIII				
Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing and evaluating evidence-based care to improve patient outcomes.				
Evaluate the links among practice, organizational, population, fiscal, and/or policy issues.				



Western Kentucky University  
DNP Program Family Nurse Practitioner Track  
Preceptor Evaluation Form Nursing 554  
Final Evaluation

Student Name \_\_\_\_\_ Date of Evaluation \_\_\_\_\_  
Preceptor Name and Clinical Site \_\_\_\_\_ Total number of hours \_\_\_\_\_

Directions: In each section please rate the student's performance based on these four levels of performance:

4 - Consistently demonstrates competency

2 - Inconsistent performance

3 - Consistently improving in this area  
Preceptor assistance as expected

Preceptor assistance more than expected

1 - Competency not met

		Circle number to indicate rating:			
<b>I.</b>	<b>Professional Role</b>				
	A. Communicates effectively with patients, families, and health professionals	4	3	2	1
	B. Demonstrates professionalism in appearance and demeanor	4	3	2	1
<b>II.</b>	<b>Assessment of Health Status</b>				
	A. Obtains and accurately documents a relevant history	4	3	2	1
	B. Performs and accurately documents expected physical examination	4	3	2	1
	C. Analyzes client data	4	3	2	1
<b>III.</b>	<b>Diagnosis of Health Status</b>				
	A. Identifies clinical presentation of primary care problems in children	4	3	2	1
	B. Selects appropriate diagnostic tests and screening procedures	4	3	2	1
	C. Formulates comprehensive differential diagnosis	4	3	2	1
<b>IV.</b>	<b>Plan of Care and Implementation of Treatment</b>				
	A. Formulates patient care management plan in collaboration with preceptor	4	3	2	1
	B. Implements health promotion and disease prevention education	4	3	2	1
	C. Recommends referral for those patients beyond the NP scope of practice	4	3	2	1
<b>V.</b>	<b>Clinical Judgment and Decision-making</b>				
	A. Demonstrates sound clinical judgment	4	3	2	1
	B. Collaborates with other health professionals appropriately	4	3	2	1

Comments: \_\_\_\_\_

Preceptor signature \_\_\_\_\_

Student signature \_\_\_\_\_

Additional Comments:

Revised  
2017

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DNP Essential Three Summary Rubric

	Exemplary (4)	Good (3)	Competent (2)	Needs Remediation (1)
Use analytic methods to critically appraise existing literature and other evidence to determine best evidence for practice.				
Use information technology and research methods appropriately to analyze data from practice.				
Identify gaps in evidence for practice.				
Disseminate findings from evidence based practice and research to improve healthcare outcomes.				