

**School of Nursing**

**DNP**

**2020-2021**

**Learning Outcomes:**

Program Learning Outcome (PLO)	Description of Learning Outcome
DNP PLO #1 Inquiring Faithfully	Students will demonstrate knowledge, skill, and behavior of the evidence- based practice of nursing, which integrates growth in reasoning, analysis, decision-making and the application of theory with the goal of advocating for others and/or self. This includes holistic nursing skills and the nursing process.

**Outcome Measures:**

Program Learning Outcome (PLO)	Course	Description of Outcome Measure
DNP PLO #1	GNSG 7090D: Doctor of Nursing Practice Project	<u>DNP Project Paper</u> All DNP students are required to complete an original scholarly work, "DNP Project," to demonstrate progress toward doctoral preparation. This paper is the final scholarly paper demonstrating the successful completion of their project: Development, implementation, evaluation, and demonstration of evidence-based quality improvement project conducted throughout the program.

**Criteria for Success:**

Program Learning Outcome (PLO)	Course	Statement of Criteria for Success
DNP PLO #1	GNSG 7090D: Doctor of Nursing Practice Project	<u>DNP Project Paper</u> 90% of students will achieve 81% or greater.

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

**Longitudinal Data:**

AY	Course	N	Students Meeting or Exceeding Success Criteria	Comments
2020-2021	GNSG7090D	2	100% (1/1): One student who completed the DNP project exceeded the benchmark.	1 out of 2 enrolled students was able to complete her project. The other student is expected to complete her project within six months.

**Conclusions Drawn from Data:**

Program Learning Outcome (PLO)	Conclusions Drawn from Data
DNP PLO #1	The student who completed the project is achieving the benchmark. Students are working on their DNP projects from the beginning to the end of the program as they go through each development, implementation, and evaluation process. In each of the 4 DNP Project courses (GNSG 7090 A-D), students have gone through multiple rigorous rounds of drafting and revising the five chapters of the paper: Introduction, Literature Review, Methods, Results, and Discussion. Thus, the final completed report is scholarly and high-quality.

**Changes to be Made Based on Data:**

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
DNP PLO #1	Continue to monitor—no changes to be made at this time. Multiple barriers at personal and professional levels have been identified for the student who could not complete the project on time. Identify students who need additional time and provide individualized support from the early stage of the program.

**Rubrics Used:** Attached at the end of this document

GNSG 7090D- DNP Project Report Grading Rubric

School of Nursing DNP  
2020-2021

Learning Outcomes:

Program Learning Outcome (PLO)	Description of Learning Outcome
DNP PLO #2 Caring Faithfully	The student will embrace a calling to the ministry of compassionate care for all people in response to God's grace, which aims to foster optimal health and bring comfort in suffering and death.

Outcome Measures:

Program Learning Outcome (PLO)	Course	Description of Outcome Measure
DNP PLO #2	GNSG 7080 Context of Practice, Population, and Outcome Management	<u>GNSG 7080 Final Project Description</u> Develop a written document that encompasses analysis and interpretations of the following through the lens of a chosen model: A population health issues, policies, social determinants of health, healthcare disparities, healthcare issues, and in-depth exploration of preventive measures and components.

Criteria for Success:

Program Learning Outcome (PLO)	Course	Statement of Criteria for Success
DNP PLO #2	GNSG 7080 Context of Practice, Population, and Outcome Management	<u>GNSG 7080 Final Project Description</u>  90% of students will achieve 81% or greater.

Aligned with DQP Learning Areas (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. **Applied and Collaborative Learning**
5. **Civic and Global Learning**

Longitudinal Data:

AY	Course	N	Students Meeting or Exceeding Success Criteria	Comments



2020-2021	GNSG 7080 Context of Practice, Population, and Outcome Management	3	100% of students (3/3) met the passing standard.	Overall, the average score was 46.3 out of 50 (ranging from 45-47).  Standardized 4- point grading rubric (initial, emerging, developing, and highly developed cariteria) was not used.
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**Conclusions Drawn from Data:**

Program Learning Outcome (PLO)	Conclusions Drawn from Data
DNP PLO #2	For Spring 2021, 100% of students met the passing standards. This assignment included assessing 6 specific content criteria: Project purpose, background, summary of proposal, healthcare initiatives, implementation plan, and evaluation of project. However, it was somewhat difficult to determine benchmark for 'developing' or 'highly developed' as a rubric was not used.

**Changes to be Made Based on Data:**

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
DNP PLO #2	Will revise the grading rubric as follows: (1) change the total score to 100 points; (2) convert grading criteria to the School of Nursing rubric template using the current sections as delineated; (3)revise the rubric criterion content for clarity; and (4) revise point distribution on the new rubric.

**Rubrics Used:** Attached at the end of this document  
GNSG 7080 -Grading Rubric

**School of Nursing  
DNP  
2020-2021**

**Learning Outcomes:**

Program Learning Outcome (PLO)	Description of Learning Outcome
DNP PLO #3 Communicating Faithfully	The student will actively engage in the dynamic interactive process that is intrapersonal and interpersonal with the goal of advocating for others and/or self. This includes effective, culturally appropriate communication conveys information, thoughts, actions and feelings through the use of verbal and nonverbal skills.

**Outcome Measures:**

Program Learning Outcome (PLO)	Course	Description of Outcome Measure
DNP PLO #3	GNSG7090D: Doctor of Nursing Practice Project	<u>Oral Presentation of the Final DNP Project Report</u> The oral presentation of the final DNP Project report occurs after near completion of the written paper to the Project Team and faculty, followed by a question and answer (Q & A) session. The student delivers a well-rehearsed 30-minute presentation that utilizes visual aids and prompts that summarizes the highlights of each chapter of the project.

**Criteria for Success:**

Program Learning Outcome (PLO)	Course	Statement of Criteria for Success
DNP PLO #3	GNSG7090D Doctor of Nursing Practice Project	<u>Oral Presentation of the Final DNP Project Report</u> 90% of students will achieve 81% or greater.

**Aligned with DQP Learning Areas** (circle one or more but not all five):

1. **Specialized Knowledge**
2. Broad Integrative Knowledge
2. **Intellectual Skills/Core Competencies**
4. **Applied and Collaborative Learning**
5. Civic and Global Learning

**Longitudinal Data:**

AY	Course	N	Students Meeting or Exceeding Success Criteria	Comments
2020-2021	GNSG7090D: Doctor of Nursing Practice Project	2	100% (1/1): One student who completed and presented the DNP project exceeded the benchmark.	1 out of 2 enrolled students was able to complete her project and successfully defend her project. The other student is expected to complete her project within six months.

**Conclusions Drawn from Data:**

Program Learning Outcome (PLO)	Conclusions Drawn from Data
DNP PLO #3	The student who successfully defended the project is achieving the benchmark. Students near completion of the written projects are allowed to do oral defense in their last semester. The oral presentation is evaluated based on their critical summary and synthesis of key points of each project chapter, including background, evidence synthesis, methods, results, interpretation, and proposed areas of future research. Students also discuss the significance of their scholarly work, implications for nursing practice, and sustainability plan during the Q & A session. They are also evaluated their presentation skills, such as the organization and professional quality of all visual aids. Overall, the student exceeded all grading criteria.

**Changes to be Made Based on Data:**

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
DNP PLO #3	Continue to monitor—no changes to be made at this time.

**Rubrics Used:** Attached at the end of this document

GNSG 7090D

Final DNP Project Report: Oral Presentation Grading Rubric

**School of Nursing  
DNP  
2020-2021**

**Learning Outcomes:**

Program Learning Outcome (PLO)	Description of Learning Outcome
<b>BSN PLO #4 Following Faithfully</b>	Defined as claiming the challenge from Florence Nightingale that nursing is a “divine imposed duty of ordinary work.” The nursing student will integrate the ordinary work by complying with and adhering to regulatory and professional standards (e.g. American Nurses Association (ANA) Code of Ethics, the California Board of Registered Nursing (BRN), Scope of Nursing Practice, SON Handbook). This includes taking responsibility, being accountable for all actions and treating others with respect and dignity.

**Outcome Measures:**

Program Learning Outcome (PLO)	Course	Description of Outcome Measure
<b>DNP PLO #4</b>	GNSG7040: Writing for Publication	<u>Final Manuscript Draft</u> This assignment involves a manuscript preparation to disseminate the DNP project findings via drafting a manuscript according to the author guidelines of a selected journal.

**Criteria for Success:**

Program Learning Outcome (PLO)	Course	Statement of Criteria for Success
<b>DNP PLO #4</b>	GNSG7040: Writing for Publication	<u>Final Manuscript Draft</u> 90% of students will achieve 81% or greater.

**Aligned with DQP Learning Areas** (circle one or more but not all five):

1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. **Applied and Collaborative Learning**
5. Civic and Global Learning

**Longitudinal Data:**

AY	Course	N	Students Meeting or Exceeding Success Criteria	Comments
2020-2021	GNSG7090D: Doctor of Nursing Practice Project	2	2/2 (100%) met the benchmark.	Overall, the average score 87.5.

**Conclusions Drawn from Data:**

Program Learning Outcome (PLO)	Conclusions Drawn from Data
DNP PLO # 4	One student did not follow the grading rubric with the missing title page and abstract for this paper. Because her project was not completed at this point, her manuscript draft was from her Chapter 1 and Ch 2 of her DNP Project Paper. Despite her extenuating family circumstance with COVID-19 and death in the family, she still performed reasonably well.

**Changes to be Made Based on Data:**

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
DNP PLO #4	<ol style="list-style-type: none"> <li>(1) Keep highlight final manuscript assignment overview in each week's module;</li> <li>(2) Emphasize the difference between Literature Review in DNP Project Paper and Literature Review in a review paper. It requires a lot of critical reading and a solid understanding of how all studies fit together and explains 'what it all matters and why it matters'.</li> <li>(3) Provide an actual sample article written for a review paper.</li> </ol>

**Rubrics Used:** Attached at the end of this document  
GNSG 7040 Manuscript Grading Rubric



## School of Nursing

### DNP

2020-2021

#### Learning Outcomes:

Program Learning Outcome (PLO)	Description of Learning Outcome
BSN PLO #5 Leading Faithfully	The student will incorporate a foundational relationship with Christ and others and embrace a willingness to serve others in the midst of life- circumstances (e.g. illness, injustice, poverty). The student will role-model the need for “Sabbath Rest” as a means of personal renewal, and true care of the self so that service to others is optimally achieved. The student will incorporate the characteristics of a servant leader including: humility, courage, forgiveness, and discernment.

#### Outcome Measures:

Program Learning Outcome (PLO)	Course	Description of Outcome Measure
DNP PLO #5	GNSG 7008 Healthcare Leadership Perspective	<u>Personal Leadership Plan</u> Students develop, assess and prepare leadership philosophies as they align with their own philosophies and plans as they enter and continue in leadership within their organizations Students: a) appraise reflective practice as a means of personal growth and development (DNP Essential 2, 6, 8); b) analyze leadership models and theories applicable to nursing in clinical practice, clinical teaching and healthcare analysis; c) perform ongoing self-analysis of leadership behaviors through self-reflection and assessment of interpersonal skills and emotional intelligence; d) creates learning opportunities that promote life-long learning. (DNP Essentials I, II, III, VI, VII, VIII); e) appraise identified clinical practice problems for best practice implementation; and f) examine the effectiveness of verbal and non-verbal communication for ongoing improvement

#### Criteria for Success:

Program Learning Outcome (PLO)	Course	Statement of Criteria for Success
DNP PLO #5	GNSG 7008 Healthcare Leadership Perspective	90% of students will achieve 81% or greater.

**Aligned with DQP Learning Areas** (circle one or more but not all five):

1. **Specialized Knowledge**
2. **Broad Integrative Knowledge**
3. Intellectual Skills/Core Competencies
4. **Applied and Collaborative Learning**
5. Civic and Global Learning

**Longitudinal Data:**

AY	Course	N	Students Meeting or Exceeding Success Criteria	Comments
2020-2021 (FA2020)	GNSG 7008 Healthcare Leadership Perspective	3	All 3 students (100%) who completed the Personal Leadership Plan exceeded the benchmark.	All enrolled students were able to complete her Personal Leadership Plan

**Conclusions Drawn from Data:**

Program Learning Outcome (PLO)	Conclusions Drawn from Data
DNP PLO # 5	All students enrolled in the course for FA 2020 achieved the benchmark. Students worked to integrate this leadership plan into evaluation of their DNP projects as they examined sustainability of their projects as they relate to their organization's goals. This realistic examination of how their understanding of their approach and leadership styles, align with their organization 5 and 10-year goals.

**Changes to be Made Based on Data:**

Program Learning Outcome (PLO)	Description of Changes to be Made Based on Data
DNP PLO #5	Continue to monitor—no changes to be made at this time.

**Rubrics Used:** Attached at the end of this document

GNSG 7008: Development of Planning Leadership Document Grading Rubric



**GNSG 7040- Writing for Publication  
Grading Rubric for Final Manuscript**

Name:

Title:

Score: /100 pts

Section	Initial (< 70%)	Emerging (70-79%)	Developing (80-89%)	Highly developed (90-100%)	Score
<b>Abstract (5 pts)</b>	Inadequate summary of key elements of the project  0-3 pts	Missing 2-3 key elements  3.5 pts	Missing 1 key elements of abstract  4 pts	Succinct summary of background, purpose, methods, results, and conclusions (unstructured)  Limits to 250 words (single paragraph without indentation, citations)  5 pts	
<b>Introduction (20pts)</b>	Inadequate discussion of known knowledge; lacking narrative of significance of the proposed project; Absence of statistical perspectives  Lack of apparent understanding of the evidence  Aim statement missing  <b>Points &lt;14 pts</b>	Narrative attempts establishing connection between the proposed project and nursing; statistical briefs are inappropriate  Insufficient synthesis of evidence  Vague aim statement, framework/assumption  <b>14-15 pts</b>	General discussion of scope and significance of the proposed problem; Attempts to provide statistical perspectives  General synthesis of evidence without clarity or focus  Appropriate aim statements but lacks clarity and completeness; framework/assumption appropriate  <b>16- 17 pts</b>	Clear discussion of nature, scope and significance of the proposed problem with statistical perspectives  Concise discussion of similarities and differences of current available knowledge (evidence) from multidisciplinary articles  Clear description of aim statement, framework, and assumptions  <b>18-20 pts</b>	
<b>Methods / 20 pts</b>	More than 3 elements are missing or poorly discussed  <b>Points &lt;14 pts</b>	Vague description of the key elements of the Methods section and missing 1-2 elements.  <b>14-15 pts</b>	All key points of the Methods section (sublevel headers) are stated, but lacks depth or clarity in one or two areas  <b>16- 17 pts</b>	<ul style="list-style-type: none"> <li>•<b>Setting:</b> Discuss the project setting</li> <li>•<b>Design:</b> The best and most appropriate study design is selected.</li> <li>•<b>Sample:</b> The sampling methods, including inclusion/exclusion criteria and sample size, are described thoroughly;</li> <li>• <b>Intervention:</b> sufficient detailed</li> </ul>	

				<p>description of the intervention</p> <p><b>•Measurements:</b> Detailed description of selected instruments is provided; Evidence of reliability and validity is included; data collection tool is provided in Appendix</p> <p><b>•Data collection procedures:</b> detailed description of data collection procedures.</p> <p><b>•Data analysis:</b> clear discussion of data analysis ;</p> <p><b>•Ethical consideration:</b> discussed human subject protection procedure (i.e. IRB approval, informed consent process)</p> <p><b>Points 18-20</b></p>	
<b>Results /20 pts</b>	<ul style="list-style-type: none"> <li>• Partial list of results</li> </ul> <p><b>Points &lt;14 pts</b></p>	<ul style="list-style-type: none"> <li>• Vague presentation</li> <li>• Tables/Figures with vague discussion</li> </ul> <p><b>• 14-15</b></p>	<ul style="list-style-type: none"> <li>• General presentation of findings</li> <li>• Tables/Figures are satisfactory</li> </ul> <p><b>16-17</b></p>	<p>Detailed description of project findings on outcome and process measures; All results are presented logically in clear and concise manner</p> <p>Tables/Figures are appropriate and logical</p> <p><b>18-20 pts</b></p>	
<b>Tables/Figures /5 pts</b>	<ul style="list-style-type: none"> <li>• Absence of Tables/Figures</li> </ul> <p>0 pts</p>	<ul style="list-style-type: none"> <li>• Tables/Figures with vague discussion</li> </ul> <p>3 pts</p>	<ul style="list-style-type: none"> <li>• Tables/Figures are satisfactory</li> <li>• Awkward flow</li> </ul> <p>4 pts</p>	<p>Tables/Figures are appropriate and logical</p> <p>5 pts</p>	
<b>Discussion / 20 pts</b>	<ul style="list-style-type: none"> <li>• Inappropriate interpretation of project findings</li> <li>• <b>Pts&lt; 14 pts</b></li> </ul>	<ul style="list-style-type: none"> <li>• Limited discussion and interpretation of the project findings</li> </ul> <p><b>14 – 15 pts</b></p>	<ul style="list-style-type: none"> <li>• General interpresentation; clarity is lacking</li> </ul> <p>Provide general summary of previous study findings</p> <p><b>16-17 pts</b></p>	<p>Interpretation of key project findings are clearly presented and connection to clinical significance is congruent.</p> <p>Compare/contrast the project results clearly with previous study findings</p> <p><b>18-20 pts</b></p>	

<p><b>Writing style , grammar, spelling, &amp; APA format</b></p> <p>____/10 pts</p>	<ul style="list-style-type: none"> <li>• The paper includes mechanical and grammatical errors, and uses little critical language.</li> <li>• The paper is written rather diffusely and does not flow smoothly.</li> <li>• There are frequent deviations from the current APA format.</li> </ul> <p><b>Points 0-6</b></p>	<ul style="list-style-type: none"> <li>• Occasional errors of grammar and mechanics are displayed.</li> <li>• Part of the paper is written cogently, and the flow is a bit awkward.</li> <li>• There is occasional deviation from the current APA format.</li> </ul> <p><b>Points 7</b></p>	<ul style="list-style-type: none"> <li>• A few minor grammatical errors</li> <li>• Most of the paper is written cogently</li> <li>• A few deviation from the current APA format</li> </ul> <p><b>Points 8</b></p>	<p>The style is virtually free of grammatical or mechanical errors.</p> <p>The entire paper is written cogently and flows smoothly.</p> <p>The paper adheres to the current APA format throughout the paper (levels of headings, intext/references citations)</p> <p><b>Points 9-10</b></p>	
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**GNSG 7008 Development of Planning Leadership Document (Final Step)**

**Rubric**

	<b>Initial &lt;69%</b>	<b>Emerging 70%-79%</b>	<b>Developing 80% - 89%</b>	<b>Highly Developed (90%-100%)</b>	<b>Points Possible</b>	<b>Points Awarded</b>
Appraise reflective practice as a means of personal growth and development (DNP Essential 2, 6, 8)	Points: 0-6  Meets criteria in highly developed column	Points: 7  Meets criteria in highly developed column	Points: 8  Meets criteria in highly developed column	Points: 9-10  Meets criteria in highly developed column  <ul style="list-style-type: none"> <li>Create a work plan incorporating service, values, culture, and diversity as part of a leadership philosophy</li> </ul>	10	
Analyze leadership models and theories applicable to nursing in clinical practice, clinical teaching and healthcare analysis B. Perform ongoing self-analysis of leadership behaviors through self-reflection and assessment of interpersonal skills and emotional intelligence.  (DNP Essential 2, 5, 6, 8)	Points: 0-6  Meets criteria in highly developed column	Points: 7  Meets criteria in highly developed column	Points: 8  Meets criteria in highly developed column	Points: 9-10  Meets criteria in highly developed column  Choose one of the leadership development examples and begin to build your plan and articulate how you will develop your plan within the framework of example A, B or C	10	
Creates learning opportunities that promote life-long learning. (DNP Essentials I, II, III, VI, VII, VIII)	Points: 0-6  Meets criteria in highly developed column  <ul style="list-style-type: none"> <li></li> </ul>	Points: 7  Meets 7 criteria in highly developed column	Points: 8  Meets criteria in highly developed column	Points: 9-10  Meets criteria in highly developed column  <ul style="list-style-type: none"> <li>Modify your selected example with specific instructions on what you will do related to your goals/plans and philosophies.</li> <li>Comprehensive layout and format that adheres to the provided Leadership examples</li> </ul>	10	
Appraises identified clinical practice problems for best practice implementation (DNP Essentials I, II, III, IV, VII)	Points: 0-6  Meets criteria in highly developed column	Points: 7  Meets criteria in highly developed column	Points: 8  Meets criteria in highly developed column	Points: 9-10  Meets criteria in highly developed column  <ul style="list-style-type: none"> <li>Background or applicable relevance to your Leadership example framework.</li> </ul>	10	
Examines the effectiveness of verbal and non-verbal	Points: 0-6	Points: 7	Points: 16-17	Points: 18-20	20	

<p>communication for ongoing improvement. (DNP Essentials II, VI, VII, VIII)</p>	<p>Meets criteria in highly developed column</p>	<p>Meets criteria in highly developed column</p>	<p>Meets criteria in highly developed column</p>	<p>Meets 9-10 criteria in highly developed column</p> <ul style="list-style-type: none"> <li>• Streamlined information and content not to exceed 10 pages.</li> <li>• Scholarly writing and citations of at least 3 professional references or professional journals to support implementation of leadership components in the document. <ul style="list-style-type: none"> <li>• Appendixes with appropriate tables.</li> </ul> </li> </ul>		
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**Final DNP Project Report: Oral Presentation Grading Rubric**

Date:  
 Title:  
 Name:  
 Score:    /100 pts

Section	Initial (< 70%)	Emerging (70-79%)	Developing (80-89%)	Highly developed (90-100%)	Score
<b>Chapter 1: Introduction</b>  /15 pts	-Lack of understanding background information or a missing key point          Points <11	- Vague presentation of the key points          Points 11	-Key points are stated, but lacks depth or clarity in 1-2 areas          Points 12	-A clinical problem and its significance described with statistical briefs -Local problem and overall goals of the project are described -Project framework + assumptions discussed- matched with overall study plan          Points 13-15	
<b>Chapter 2: Literature Review</b>  /15 pts	-PICO/search strategies are missing -Lack of apparent understanding of the evidence          Points <11	-Vague description of PICO and search strategies - Insufficient/vague synthesis of essential findings of key studies          Points 11	-Incorrect PICO and general description of search strategies - General discussion of evidence without depth or focus          Points 12	-PICO and search strategies are appropriate -Critical synthesis of essential study findings with depth and focus          Points 13-15	
<b>Chapter 3: Methods</b>  /15 pts	-Poor description of each criteria or missing criteria          	-Vague or general description of 3-4 essential criteria          	-All essential criteria are stated, but lacks depth or clarity in 1-2 criteria          	Following key elements are discussed: • <b>Aims:</b> project aims are clear, well- focused and measurable; • <b>Setting:</b> • <b>Design:</b> appropriate for the project • <b>Sample:</b> • <b>Intervention:</b> sufficient detailed description • <b>Measurements:</b> Description of data collection tools	

	<b>Points &lt;11</b>	<b>Points 11</b>	<b>Points 12</b>	<ul style="list-style-type: none"> <li>•Data collection procedures</li> <li>•Data analysis</li> <li>•Ethical consideration: IRB approval process</li> </ul> <b>Points 13-15</b>	
<b>Chapter 4: Results /15 pts</b>	<p>Partial list of the findings are presented</p> <p>Graphics are missing</p> <p><b>Points &lt;11</b></p>	<p>Vague presentation of the key findings</p> <p>Occasional errors in Graphics</p> <p><b>Points 11</b></p>	<p>General presentation of overall findings</p> <p>Graphics are appropriate</p> <p><b>Points 12</b></p>	<p>Key study findings are presented logically and clearly</p> <p>Graphics (Graphs, Tables, or Figures) summarized the key findings- clear and professional</p> <p><b>Points 13-15</b></p>	
<b>Chapter 5: Discussion / 15 pts</b>	<p>Diffuse summary and interpretation – lack of coherence</p> <p>Diffuse or lacking discussion of implications, sustainability, limitations, &amp; recommendations</p> <p><b>Points&lt;11</b></p>	<p>Vague summary of the findings and interpretation is missing</p> <p>Absence of existing evidence</p> <p>Vague discussion of implications, sustainability, limitations</p> <p><b>Points 11</b></p>	<p>General summary of the key findings</p> <p>Existing evidence presented</p> <p>General interpretation of the findings, implications, sustainability, &amp; limitations</p> <p><b>Points 12</b></p>	<p>Clear summary and interpretation of the key findings</p> <p>Compare/contrast to existing evidence</p> <p>Implications for practice, sustainability, limitations, &amp; recommendations are coherent and logical</p> <p><b>Points 13-15</b></p>	
<b>Presentation /10 pts</b>	<p>-Lack of structure and a majority of key points are missing/incorrect</p> <p>-Voice: mumbling and no audience engagement</p> <p><b>Points 0-6</b></p>	<p>-Vague presentation of the key points with a few missing area</p> <p>-Voice: soft and difficult to hear</p> <p><b>Points 7</b></p>	<p>-Appropriate organization, but transition at times unclear</p> <p>-Voice: needs more enthusiasm</p> <p><b>Points 8</b></p>	<p>- Key points presented with good organization and clarity; logical and smooth transition</p> <p>-Clear and strong voice; energetic</p> <p><b>Points 9-10</b></p>	
<b>Visual /5 pts</b>	<p>-Visual aids disconnected from presentation; too many typos: difficult to follow</p>	<p>-Visual aids are unclear, occasional typos</p>	<p>-Visual aids are professional, but too much text</p>	<p>-Visuals (PPT slides) are professional, clear and easy to read; emphasized the key points</p>	

	<b>Points &lt;3</b>	<b>Points: 3</b>	<b>Points: 4</b>	<b>Points: 5</b>	
<b>Q+A session: Overall quality / 10 pts</b>	-Lack of evidence of a clear understanding of the questions and presentation  <b>Points&lt;7</b>	-Needs more insights or thoughts to the overall proposal  <b>Points 7</b>	-Meets all elements on all questions and answers, but needs more attention to detail  <b>Points 8</b>	-Exceeds expectations on all questions and answers -Well-prepared and has a solid grasp of the subject;  <b>Points 9-10</b>	

**DNP Project Report Grading Rubric - 1**  
**Abstract + Introduction (20 pts)**

Criteria	Initial (< 70%)	Emerging (70-79%)	Developing (80-89%)	Highly developed (90-100%)
Abstract	Inadequate summary of key elements of the project	Missing 2-3 key elements	Missing 1 key elements of abstract	Succinct summary of background, purpose, methods, results, and conclusions  Limits to 250 words (single paragraph without indentation, citations)
Background and significance  ILO: 1 PLO: 1.1, 1.2, 1.3, 2.1, 2.2, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3 Essential: 1, 3, 8	Inadequate discussion of known knowledge; lacking narrative of significance of the proposed project to nursing  Absence of statistical perspectives  Definitions of key terms are missing	Narrative attempts establishing connection between the proposed project and nursing.  Provides vague description of statistical perspectives  Vague definition of key terms	General discussion of scope and significance of the proposed problem to healthcare and nursing.  Attempts to provide statistical perspectives  General description of a few terms	Clear discussion of scope and significance of the proposed problem; fully communicated its implications to healthcare and nursing  Provides comprehensive clinical and statistical perspectives  Clear description of key terms and definitions related to project outcome measures
Description of a local problem  ILO: 1 PLO: 1.1, 3.3, 3.5, 4.1, 4.2, 5.1 Essential: 1, 2, 3, 8	Vaguely stated	Stated without details	General description of a local problem	Clearly stated and detailed description of a local problem; Provides insightful relevance to the identified problem

Purpose of the project ILO: 1 PLO: 1.1, 2.2, 3.1, 3.3, 3.4, 4.1 Essential: 1, 8	Inadequate goals – outcomes not stated	Vague statement of overall goals of the project	Lacks clarity and completeness in overall goals of the project	Clear statement of overall goals of the project with clarity.
Project framework ILO: 1 PLO: 1.1, 1.2, 3.1, 3.3, 3.4, 4.1, 4.2, 4.3 Essential: 1, 2, 7, 8	Framework not appropriate for EBP Project proposed  Rationale poorly stated	Identifies framework  Vague explanation for framework selected; poorly matched with the goals of the project plan	Framework appropriate for the project  Provides rationale for framework selected but lacking in details and insight.	Comprehensive description of theoretical framework or EBP models for the project  Provides insightful rationale for framework selected and its match with the overall goals of the project plan
Assumptions ILO: 1 PLO: 1.1, 1.3, 1.5, 3.1, 3.3, 3.4, 4.1, 4.2, 4.3 Essential: 2, 6, 7, 8	Assumptions not identified	Some assumptions identified without rationales	Clear discussion of assumptions with attempts at rationales	Succinct discussion of assumptions (anticipation) and rationales why the proposed interventions are expected to work

**DNP Project Report Grading Rubric – 2**  
**Chapter 2: Literature Review**

Criteria	Initial (< 70%)  Points <11	Emerging (70-79%)  Points 11	Developing (80-89%)  Points 12 – 13	Highly developed (90-100%)  Points 14 - 15
Content	Did not address topic.	Analysis lacks depth or clarity.	General coverage of topic with attempts at analysis and synthesis.	Comprehensive and insightful analysis with depth and clarity.
PICO & search strategies  ILO 1, 2 PLO: 1.1, 1.2, 1.3, 3.3, 3.4, 4.1, 4.2, 4.35.1, 5.3	Not apparent within this chapter and no main outcomes were addressed	One or more element missing and general description of outcomes	PICO statement lacking clarity and general description of main outcomes	Clear description of PICO question and addresses main outcomes

Essential: 2, 3, 6, 8	Elementary summary of literature without key terms listed	Elementary search strategies outlined with major key terms listed	Search strategies stated, unfocused with most key terms used	Search strategies are clearly stated and focused, including key terms used.
Evidence Synthesis  ILO: 1 PLO: 1.1, 1.2, 1.3, 1.5, 2.1, 2.1, 3.2, 3.3, 3.4, 4.1, 4.2 Essential: 1, 2, 3, 8	Literature presented as a summary of individual studies, connection and synthesis not attempted  Diffuse presentation without organization  Lack of apparent understanding of the evidence	Attempts at synthesis but thematic progression not clear  Lack of organization  Insufficient synthesis of evidence	General discussion of currently available knowledge (evidence) from multidisciplinary articles  General synthesis of evidence without clarity or focus  Initial application made of prior research	Clear discussion of similarities and differences of currently available knowledge (evidence) from multidisciplinary articles (< 5 years old)  Critical analysis and synthesis of key study findings with clarity and focus  Content with good organization  The literature review shows a clear understanding of the topic.
Summary  ILO: 1 PLO: 1.2, 2.3, 3.3, 3.4, 3.5, 4.1, 4.3, 5.3 Essential: 1, 3, 8	Lack of summary of evidence and gaps not clearly identified	Vague description of overall summary;  Addressing gaps not in evidence	General description of overall summary;  Correct gaps identified and explanation provided. Initial attempt as resolution provided.	Clear description of the overall summary of evidence  Identification of gaps between evidence and practice  Explains how gaps will be addressed in the project

**DNP Project Report Grading Rubric - 3**

**Chapter 3: Methods (15 pts)**

Criteria	Initial (< 70%)  Points <11	Emerging (70-79%)  Points 11	Developing (80-89%)  Points 12-13	Highly developed (90-100%)  Points 14-15
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Content	Did not address topic.	Analysis lacks depth or clarity.	General coverage of topic with attempts at analysis and synthesis.	Exceptionally thorough and insightful analysis with depth and clarity.
Specific Aims of the Project  ILO: 1 PLO: 1.1, 2.2, 3.1, 3.3, 3.4, 4.1 Essential: 1, 8	Aim statement missing	Vague aim statement	Appropriate aim statements but lacks clarity and completeness	Clear description of specific aims of the project, including outcomes and processes measures
Setting  ILO: 1,2 PLO: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 5.1, 5.2 Essential: 1, 3, 6, 8	Description of setting is missing	Incomplete description of setting	General description of setting	Clear description of the project setting
Project Design  ILO: 2 PLO: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 5.1, 5.2 Essential: 2, 3, 5, 6, 8	Project design not articulated	Incomplete description of project design  Design is not matched with the project aims	General description of project design  Appropriate design in relation to the project aims	Clear description of project design  Appropriate design in relation to the project aims
Sample  ILO: 1,2 PLO: 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 5.1, 5.2 Essential: 1, 3, 6, 8	Sampling not articulated	Incomplete description of sampling methods	Description of sampling with 1-2 partial information	Clear description of sampling methods, inclusion/exclusion criteria
Project Implementation (or intervention)  ILO: 2 PLO: 1.5, 2.2, 3.3, 3.4, 3.5, 4.1, 4.2 Essential: 2, 3, 4, 5, 6, 8	Limited description of project implementation, step by step processes not included.	Vague discussion regarding the description of project implementation; Limited discussion of step by step processes	General description of project implementation including step by step processes.	Detailed description of the project implementation and step-by-step procedures that others could reproduce it

	<p>Limited description of anticipated deviations</p> <p>Description of team members and their roles are missing</p>	<p>Anticipated deviations listed and explained with resolution not present</p> <p>Vague description of team members and their roles</p>	<p>Anticipated deviations are explained with resolution partially identified</p> <p>Clear description of team members, but their roles are not clear</p>	<p>Anticipated deviations are clearly explained with a resolution for any conflicts that may have occurred.</p> <p>Clear description of team members and their roles involved in the project</p>
<p>Measurements</p> <p>Data Collection Procedures</p> <p>Data Analysis</p> <p>Ethical Considerations</p> <p>ILO: 2</p> <p>PLO: 1.1, 1.2, 1.3, 1.5, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2, 5.1, 5.2, 5.3</p> <p>Essential: 2, 3, 6, 7, 8</p>	<p>Inadequate description of data collection tools for both outcomes/process measures</p> <p>Instruments identified, validity and reliability not included.</p> <p>Inadequate description of data collection procedures</p> <p>Limited attempts outlining statistical analysis completed.</p> <p>Limited discussion on ethical considerations</p> <p>IRB approvals included for all institutions</p>	<p>Incomplete discussion of data collection tools</p> <p>Incomplete data collection tools for both outcome/process measures</p> <p>Limited discussion of instruments present including validity and reliability.</p> <p>Limited description of timelines and data collection procedures;</p> <p>Statistical analysis process outlined, discussion regarding appropriateness not clearly identified.</p> <p>Partial list Actual/Potential ethical considerations identified, limited discussion regarding how to address</p>	<p>General discussion of the data collection tools including questionnaires, surveys</p> <p>Data collection tools for outcome measures only; tools for process measures are missing</p> <p>Discussion of validity and reliability.</p> <p>Sample of data collection tool included in Appendix– permission of copyrighted tool addressed.</p> <p>General description of timelines and data collection procedures</p> <p>Statistical analysis process outlined, appropriate for project aims/ design</p>	<p>Thorough, clear discussion of the description of data collection tools for outcome and process measures such as surveys, observation checklists, audit tools, or psychometric instruments</p> <p>Discussion of validity and reliability analysis.</p> <p>Sample of data collection tool included in Appendix– permission of copyrighted tool addressed.</p> <p>Clear description of the timelines of the project and data collection procedures</p> <p>Statistical analysis process clearly outlined, appropriate for project aims</p> <p>Actual/Potential ethical considerations discussed</p> <p>IRB approvals included for all institutions</p>



		IRB approvals included for all institutions	Actual/Potential ethical considerations identified and limited discussion of how these will be addressed	
			IRB approvals included for all instructions	

DNP Project Report Grading Rubric - 4

Chapter 4: Results (15 pts)

Criteria	Initial (< 70%) Points <11	Emerging (70-79%) Points 11	Developing (80-89%) Points 12 – 13	Highly developed (90-100%) Points 14 - 15
Content	Did not address topic.	Analysis lacks depth or clarity.	General coverage of topic with attempts at analysis and synthesis.	Exceptionally thorough and insightful analysis with depth and clarity.
<p>Reports of Project Findings</p> <p>Modifications to Intervention and any Unintended Consequences (if applicable)</p> <p>ILO: 2 PLO: 1.3, 1.4, 3.1, 3.3, 3.4, 3.5, 4.1, 4.3, 5.1, 5.2 Essential: 3, 4, 7, 8</p> <p>Tables, Charts, or Figures</p>	<p>Partial list of results presented.</p> <p>Findings are not identified by significance. Presentation is without clarity</p> <p>Tables/charts are presented with limited discussion for interpretation. Difficult to read.</p>	<p>Results are presented with attempts at a logical presentation</p> <p>Findings are presented, significance not identified</p> <p>Tables/charts with adequate discussion of interpretation, presentation has some detail. Reading is sometimes difficult.</p>	<p>Results are presented with attempts at a logical and systematic presentation</p> <p>Significant findings are presented.</p> <p>Tables/charts and narrative discussion is clear and logical with minimal gaps.</p>	<p>Detailed description of project findings on outcome and process measures; All results are presented logically and systematically</p> <p>Significant findings are presented clearly and concisely.</p> <p>Tables/charts and narrative discussions are presented in exceptional detail and logical sequence.</p>

**DNP Project Report Grading Rubric – 5**  
**Chapter 5: Discussion (15 pts)**

Criteria	Initial (< 70%)  Points <11	Emerging (70-79%)  Points 11	Developing (80-89%)  Points 12-13	Highly developed (90-100%)  Points 14-15
Content	Did not address topic	Analysis lacks depth or clarity.	Topical analysis lacks depth or clarity.	Exceptionally thorough and insightful analysis with depth and clarity.
Summary and interpretation of Key findings  ILO: 2 PLO: 1.2, 1.3, 2.2, 4.1, 4.2, 4.3, 5.1, 5.3 Essential: 1, 3, 5, 6, 7, 8	Initial findings presented, but connection to clinical significance absent.  Effect of the results is absent	Findings are presented without clarity; Initial connection to clinical significance attempted  Limited discussion attempted of effect of the results to aid in comprehension of project findings.	Some key findings are presented with clarity lacking. Initial connection to clinical significance provided.  The effect of the results to the project are presented to aid in comprehension of significance of project findings	All key project findings on outcomes/process measures are clearly presented, and connection to clinical significance is congruent.  The effect of the results to the project is clearly and concisely presented to aid in the comprehension of significance of project findings.
Comparison of findings with existing evidence  ILO: 2 PLO: 2.1, 3.4, 3.5, 4.2, 5.1, 5.3 Essential: 1, 3, 4, 5, 7, 8	Initial comparison; Some duplication of literature review included. Connection to literature not provided.	Initial comparison to the literature without clarity	Compare the project results with findings from existing evidence with repetition	Compare the project results with findings from existing evidence without repeating the literature review –with depth and clarity
Implications for practice  ILO: 3 PLO: 1.5, 2.1, 2.2, 2.3, 3.3, 3.4, 3.5, 4.1, 4.2, 4.3, 5.3, 5.2	Explanation not provided	Partial explanation on what the results indicate in the real world: nursing practice, nursing education, or policy	General explanation on what the results indicate in the real world: nursing practice, nursing education, or policy	Explained clearly what the results indicate in the real world: nursing practice, nursing education, or policy

Essential: 2, 3, 4, 5, 6, 7, 8	Interpretations missing	Interpretations not focused	Interpretations adequate	Interpretations well-founded on project findings and consistent
	Limited discussion of applicability of project results, connection to practice or leadership not in evidence	Vague discussion presented relating applicability of project results to current practice, education, policy, or leadership.	Discussion and attempts at analysis regarding the applicability of the project results in current practice, education, policy, or leadership.	Insightful analysis and discussion of the applicability of the project results in current practice, education, policy, or leadership.
Sustainability and spread to other contexts  ILO: 3 PLO: 1.3, 1.4, 2.1, 2.2, 3.4, 3.5, 4.2, 4.3, 5.3 Essential: 3, 5, 7, 8	Sustainability not addressed	Initial discussion On sustainability	General discussion on either short or long term change of practice/leadership within healthcare for sustainability and spread to other settings	Detailed discussion on short and long term change of practice/leadership within healthcare for sustainability and spread to other settings
Limitations and recommendations for further study  ILO:3 PLO:1.5, 2.3, 3.5, 4.2, 5.3 Essential:2,5,6,7,8	Limitations are not discussed  Recommendations not articulated.	Vague discussion of potential limitations  Vague recommendations for future study  Recommendations will include a narrative description of potential changes are being proposed for future projects.	General discussion on a few limitations as it relates to the dissemination  General recommendations for future study  Recommendations will include a narrative description of what changes are being proposed for future projects.	A thorough discussion on potential limitations of the project findings as it relates to the dissemination  Clear and detailed recommendations for future study  Recommendations will include a comprehensive narrative description of what changes are being proposed for future projects.

Policy generation (if applicable)  ILO: 3 PLO: 1.4, 2.1, 2.2, 3.4, 3.5, 4.2, 4.3, 5.3 Essential: 3, 5, 7, 8	Policy not addressed	Proposes a potential policy change, does not incorporate generated project findings	Proposes a possible policy change, connection to the project results attempted	Articulates a possible policy that is generated by the project findings
Conclusions  ILO: 3 PLO: 1.5, 2.3, 3.5, 4.3, 5.1, 5.3 Essential: 1, 3, 4, 7, 8	Conclusions with minimal summary  Interpretations of the conclusions attempted  Conclusions presented have minimal connection to the purpose and findings of the project.	Presents a vague summary of conclusions  Provides initial interpretations  Conclusions presented have vague connection to the purpose and findings of the project.	Presents a general summary of conclusions  Provides general interpretations  Conclusions presented have general connection to purpose and findings of the project.	Presents a detailed summary of conclusions.  Provides clear insightful interpretations  Conclusions presented clearly connect to the purpose and findings of the project.

**DNP Project Report Grading Rubric – 6  
Scientific Writing (15 pts) + Appendices (5 pts)**

Criteria	Initial (< 70%)	Emerging (70-79%)	Developing (80-89%)	Highly developed (90-100%)
16. Writing style , grammar, spelling, & APA format  / 15 pts 17. 18.	<ul style="list-style-type: none"> <li>The paper includes mechanical and grammatical errors, and uses little critical language.</li> <li>The paper is written rather diffusely and does not flow smoothly.</li> <li>There are frequent deviations from the current APA format.</li> </ul>	<ul style="list-style-type: none"> <li>Occasional errors of grammar and mechanics are displayed.</li> <li>Part of the paper is written cogently, and the flow is a bit awkward.</li> <li>There is occasional deviation from the current APA format.</li> </ul>	<ul style="list-style-type: none"> <li>A few minor grammatical errors</li> <li>Most of the paper is written cogently</li> <li>A few deviation from the current APA format</li> </ul>	<p>The style is virtually free of grammatical or mechanical errors.</p> <p>The entire paper is written cogently and flows smoothly.</p> <p>The paper adheres to the current APA format throughout the paper</p>

	<ul style="list-style-type: none"> <li>•</li> <li>• Points &lt;11</li> </ul>	<ul style="list-style-type: none"> <li>• Points 11</li> </ul>	<ul style="list-style-type: none"> <li>• Points 12-13</li> </ul>	<ul style="list-style-type: none"> <li>(levels of headings, intext/references citations)</li> <li>• Points 14-15</li> </ul>
<p>19. Table of Contents, Appendices (Tables, Figures)</p> <p>/ 5 pts 20.</p>	<ul style="list-style-type: none"> <li>• Incomplete Table of Content, Appendices with major errors</li> <li>• Points &lt;3</li> </ul>	<ul style="list-style-type: none"> <li>• Incomplete Table of Content, Appendices with some errors</li> <li>• Points 3.5</li> </ul>	<ul style="list-style-type: none"> <li>• Table of Content, Appendices with minor errors</li> </ul> <p>Points 4</p>	<p>Table of Content, Appendices included as appropriate</p> <ul style="list-style-type: none"> <li>• Points 5</li> </ul>

## GNSG 7080 Final Project Description

Develop a written document that encompasses your analysis and interpretations of the following through the lens of your chosen model:

1. Policies
  2. State events
  3. Healthcare Disparities
  4. Healthcare Issues
  5. In-depth exploration of preventive measures and components.
- Looking into social determinants of health, upstream thinking and epigenetics, you decide to apply for funding to address an issue of interest in your community. A local organization is accepting proposals for this year's grant money to direct your application. This proposal includes a background of the issue, plan, and evaluation focused on improving health in the community.
  - This written document will be developed over the duration of 4 weeks. It will consist of 10 pages that depict your execution of a politically effective action to improve population health. Attach your Final Project Part 1 model as an appendix to support the dissemination of your plan.
  - Consider a population health issue/DNP topic that you are concerned about and using your model to change hearts and minds, behaviors, and structures to impact this issue. Consider frames or a way of explaining this issue that would be compelling for those you seek to influence. What are the data and research that support your strategies and frames? Who are you seeking to influence and why? Who can you bring on as allies? Who might be an adversary, and what are some counter arguments for this possible opposition? Can you think of any personal stories that are illustrative of your issue? Include your model diagram from part 1 depicting the specifics of your topic within the model. Present a timeline or plan for implementation (model and timeline can be appendices)

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Rubric:

1. **Overall purpose of your project described clearly, with specific, measurable objectives (10 points)**
2. **Background (10 points)**
  1. Provide a short narrative to describe the current healthcare situation and the problem to be addressed using statistics to support your initiative
  2. What current policies or programs are in place, describe their effectiveness
  3. What barriers do you anticipate in implementing your change and how will you address them?
3. **Summary: (10 points)**
  1. Describe in detail the context or community this proposal is addressing
  2. Share the management plan details including an analysis of costs, personnel, and any other expenses
4. **Healthcare Initiatives (8 points)**

1. How will this proposal help to address current US, medicare, medicaid, Healthy People 2030, etc initiatives? Cite at least 2 examples.

**5. Implementation (5 points)**

Refer to your model document to describe how you will implement your plan step by step

**6. Evaluation (7 points)**

1. How will you evaluate the effectiveness of your plan? Give examples of metrics, surveys, etc. to be used.
2. What methods will you employ to ensure sustainability?
3. Record and submit a short presentation (2-3 minutes) to the grant committee

