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DNP Accreditation
A Comprehensive Program Evaluation,
Curriculum Review, Revision and
Accreditation Plan
University of Missouri-Kansas City
• Graduate MSN program-graduate studies
• BSN completion
• SON with expanded MSN tracks
  – CNS, PNP, WHNP, ANP, FNP, NE, NNP
• Nursing PhD
  – BSN to PhD
• BSN
• Post-Master’s DNP
• BSN to DNP
• Health Science BS

Objectives
• Describe the process and outcomes of a comprehensive program review
• Identify specific strategies and challenges that may serve as model
• Discuss collaborative approaches, planning and evaluation tools that are useful in continuous program evaluation

School of Nursing
Program Evaluation Goals
• Continuous Program Evaluation (PE) plan
• PE includes scheduled curriculum review
• Part of the SON Continuous Quality Program Improvement Plan
DNP Program Background

DNP Development
Timeline 2004-2006
DNS program
Concerns/Affect PhD
Collaboration CRNA

DNP Program Background

• Post-Master’s program for APRNs only
• NP, CRNA, CNS, CNM
• Developed & Implemented 2004-2006
• First Cohort admitted 2007
• Based on the current American Association of Colleges of Nursing (AACN) guidelines (at that time)

DNP Program Background

• First DNP cohort class graduated 12/08
• Timeline for Accreditation
  – MSN program re-accreditation visit fall 2009
  – DNP program first accreditation visit fall 2009
DNP Program Evaluation Process

- Identify
  - Curriculum Strengths
  - Curriculum Weaknesses
- Align
  - Program outcomes with AACN Essentials (2006)

Program Evaluation Process

- Systematic Data Review Ensured:
  - Individual and group faculty review
  - Community Partner Survey
  - Student and alumni focus group data
  - Ongoing articulation with students
  - Assuring program outcomes align with AACN 2006 Essentials

Curriculum Strengths

Inception through first cohort

- Online Post-Master’s APRN program
- Two residencies on campus
  - Promote professional & personal connections, student cohort, faculty, UMKC
- Course work guides DNP project
- Project outcomes measured against AACN Essentials
Curriculum Strengths
Inception through first cohort
• Faculty embrace technology
  – Blackboard & Library
  – Accentuate & simplify distance education
• Initial 18 month full-time plan of study
  – Good news and bad news

Student & Alumni Data
• Post first cohort program evaluation
  – Student/Faculty NP, CRNA, CNS
• Student course and faculty evaluation
• Focus student group data
  – Multiple cohort groups

Student & Alumni Data
• Revisions to courses prior to CCNE
  – Competencies & some course objectives
• CCNE student data
  – Comments, feedback during visit
  – Review of student work
• Post CCNE data collection
• Additional program revision
Curriculum Strengths

- 25 hours to 31 credit hours
- Epidemiology and Biostats course
- Evidenced Based Practice II course
- Two-year full-time Plan of Study
- Quantitative student and program outcomes
- Projects measured against AACN Essentials (2006)

Curriculum Strengths

- Faculty clinical and research mix
- Content expert mentors/preceptors
- IRB review of all projects
- Project Synthesis paper
- Manuscript submitted to peer-reviewed journal

Curriculum Strengths

- Curricula aligns with AACN Essentials
- All Course Content reflects AACN Essentials
- Program evaluation process allowed ALL faculty input
- Final Plan Of Study reviewed & approved by the SON and University
Curriculum Strengths

- PE process assisted to streamline the DNP evaluation process post first graduating class December 2008
- PE process positive related to short time frame for review and revision prior to CCNE visit Fall 2009

Curriculum Strengths

- Granted 5 year CCNE accreditation
- Maximum for a new program
- New plan of study starts May 2011

Next Steps

- BSN to DNP Plan of Study
- Finalized, start date pending
- Continue evaluation of collaborative courses
- Review Health Promotion course BSN to PhD
Next Steps

- Research partnerships
  Health Science Schools
  Task Force
- DNP students take
  epidemiology and
  statistics course
- Develop opportunities for
  collaboration with DNP &
  PhD students and faculty

Next Steps

- Design creative
  approaches for
  collaborative research
  efforts between DNP &
  PhD, PharmD and Health
  Care MBA students

Conclusion

- Interdisciplinary
  collaboration
  provides an avenue
  to redesign health
  care with enhanced
  patient outcomes in
  all programs.
Conclusion

- Continuous Program Evaluation
- Multi-focal
- Essential to coordinating change
- Strengthened the program
- Strengthened outcome measurements
- Timely and essential

Conclusion

- AACN DNP Essentials in each course
- Course Objectives mapped to illustrate:
  - Alignment with DNP Essentials
  - CCNE Accreditation Standards
  - NONPF Competencies
- 5 year accreditation

Questions?

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