

***Innovatively Weaving the
Measurement of Outcomes Content
into DNP Program Curricula***

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The purpose of this presentation is to enable the learner to identify key opportunities where content specific to the assessment of outcomes can be innovatively integrated into DNP Program Curricula.

- *Overview*
 - *Outcomes Assessment in Advanced Practice Nursing*
- *Curriculum Considerations*
 - *Course Grid Exemplars – Competency Based*
- *Summary – Way Ahead*

Presentation Agenda

What are outcomes of health care?

Outcomes in health care are the result of interventions based on the use of clinical judgment, scientific knowledge, skills and experience (Doran et al., 2011).

Overview

Why is the measurement of outcomes an important activity?

The measurement of outcomes has been identified as the most important activity in assessing the effectiveness of an intervention, in identifying effective practices, and in identifying practices that need improvement (US Department of Health and Human Services, Administration for Children and Families, 2010).

Overview

What does the measurement of APN practice outcomes involve?

Measuring outcomes of APN practice involves identifying and choosing indicators to be monitored and choosing a methodology to conduct the outcomes assessment (Kleinpell, 2013).

Overview

What are the dimensions of outcomes of APN care?

- **Care-Related Outcomes of APN** are those outcomes that result from APN involvement in care, or an APN intervention*.
- **Patient-Related Outcomes of APN Care** are those outcomes that impact patient perceptions, preferences, or knowledge*.
- **Outcomes of APN Care** include those outcomes that reflect the quality of care provided by APNs*.

* (Kleinpell, 2013)

Overview

What are the categories of APN outcome data?

- *Satisfaction (Patient, Family, Caregivers, Providers)**
- *Clinical Outcomes Measures**
 - *Care-Related Outcomes*
- *Efficiency (Timesaving) Outcomes**
- *Financial Outcomes**
- *Aggregate Data and/or Hospital Benchmark Data**

** (Kleinpell, 2013)*

Overview

- *Aggregate data are defined as data collected and reported by organizations and/or departments (e.g., QA, clinical data repositories) as a sum or total over a given time period (i.e., monthly or quarterly).*
- *The data are helpful and attractive to organizations because they can be translated into financial savings.*
- *Despite the common use of such outcome data, it is rarely possible to attribute such data to any one source or individual.*
- *The use of aggregate data may be helpful to follow trends but requires an in-depth understanding of the variable of interest to ensure accurate interpretation.*

(Burns & Quatrara, 2013)

***A word about aggregate data –
Caution!***

Why is the measurement of outcomes specifically important for APNs?

As the APN role changes, the assessment of outcomes will be an important parameter by which APN care can be evaluated (Kleinpell, 2013).

Thus, as APNs assume an increasing role in providing care to patients in a growing number of settings, measuring the impact of their care on patient outcomes and quality-of-care measures becomes a necessary component of performance evaluation.

Overview

Is the measurement of outcomes a standard part of APN practice?

Unfortunately, many practicing APNs lack knowledge and competency in outcomes assessment thus the measurement of APN outcomes is not usually a standard part of institutional or clinical practice (Doran et al., 2011).

Overview

How can we ensure that the measurement of outcomes becomes a standard part of clinical practice?

To ensure that the measurement of APN outcomes becomes a standard part of clinical practice there is a need for content related to the measurement of outcomes to be visible and threaded throughout the curriculum of APN DNP Programs.

However, threading of the content representative of the basic principles of outcomes measurement throughout an APN DNP curriculum can present a challenge.

Overview

Why thread or weave measurement of outcomes content into DNP Program curricula?

Measurement of outcomes is an integral part of the NP graduate nine (9) core competencies regardless of population focus.

Thus the content reflective of various aspects of measurement of outcomes must occur in all courses.

Curriculum Considerations

Refining Curricula Through Mapping and Gap Analysis of Existing Curricula

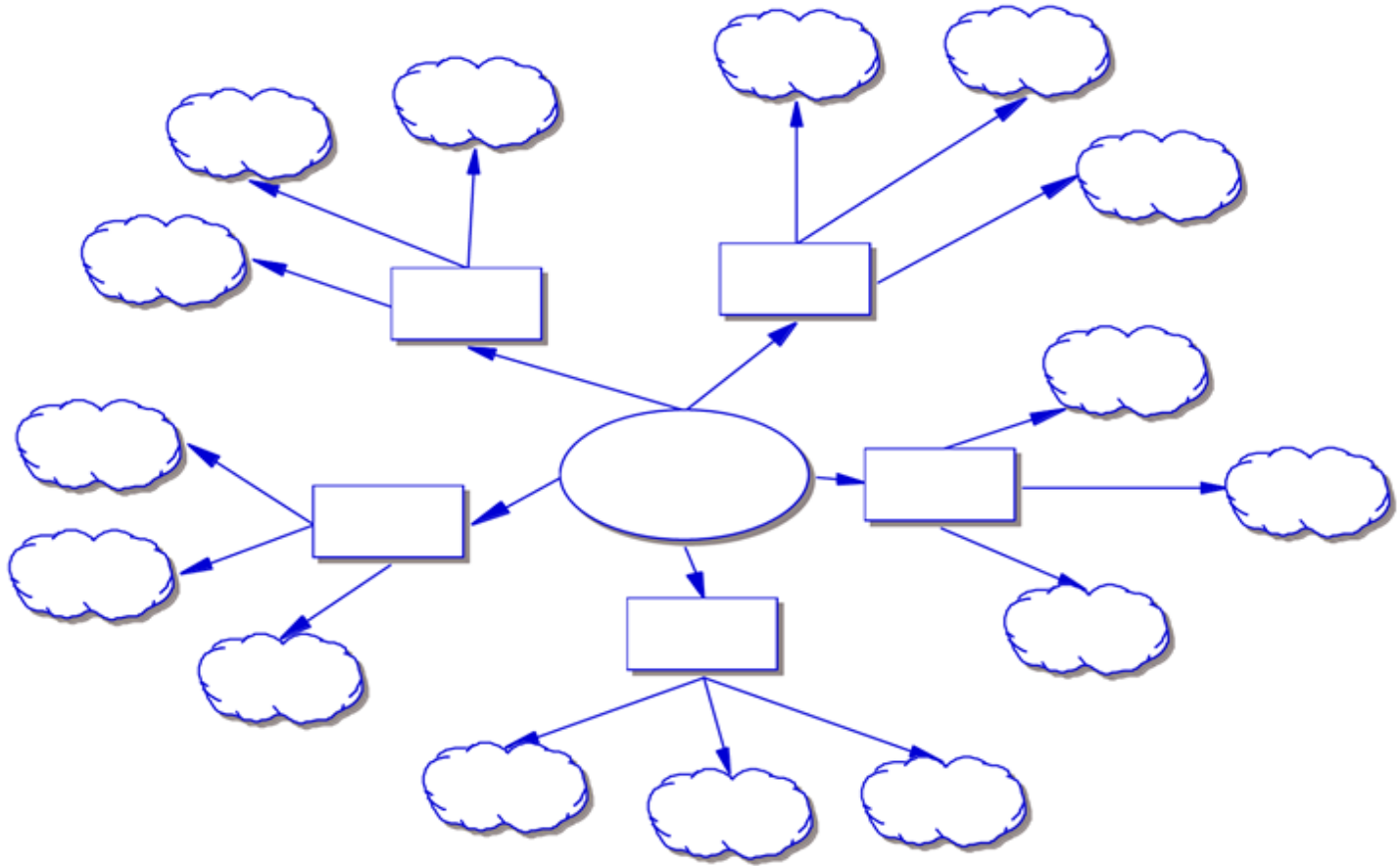
1. *Conduct faculty and subject matter expert discussions to identify the required measurement of outcomes content appropriate for your program.*
2. *Perform a comprehensive review and "map" each of the program courses, to include their content, competency statements, student outcome measures, and teaching strategies to identify gaps in the existing content related to the measurement of outcomes.*

Re-call that the measuring of the outcomes of APN practice involves identifying and choosing indicators to be monitored and choosing a methodology to conduct the outcomes assessment.

3. *Based on the faculty and subject matter expert discussions and the gap analysis, identify opportunities to integrate (weave) the needed outcomes measurement content into existing courses (if possible).*
4. *Match the new content with DNP competencies, student outcome measures, and teaching strategies.*

Curriculum Considerations

CONCEPT MAP



Basic Example of a Concept Map

- *The backdrop for this presentation is a course grid exemplar from a University with a post-Master's DNP program for APNs.*
- *The course grid exemplars demonstrate how the gap analysis can be conducted using the Course Outline (course content), DNP APN Competencies, Outcome Measures & Teaching Strategies.*
- *Of note the gap analysis will not only demonstrate gaps in the content but also in the areas of outcome measures and teaching strategies.*

Curriculum Considerations

Post-Master's DNP Program
Competency Focus Areas by Course
Selective Example – NOT COMPLETE

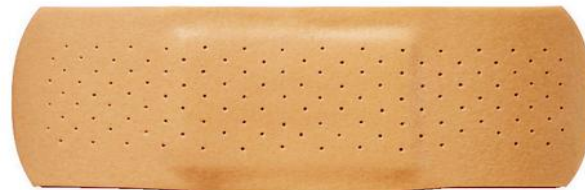
	618	628	638	658	668	678	685	688	700	795	796
Scientific Foundation											
1. Critically analyses data for practice by integrating knowledge from the arts and sciences within the context of nursing's philosophical framework and scientific foundation. 2. Translates research and data to anticipate, predict and explain variations in practice.	x	x	x	x	x	x	x	x	x	x	x
Leadership											
1. Assumes increasingly complex leadership roles and provides leadership to foster <u>interprofessional</u> collaboration. 2. Demonstrates leadership style that uses critical and reflective thinking		x	x		x	x	x	x			x
Quality											
1. Uses best available evidence to enhance quality in clinical practice. 2. Evaluates how organizational structural, financial, marketing and policy decisions impact cost, quality and accessibility of health care. 3. Demonstrates skills in peer review that promote a culture of excellence.	x	x	x	x	x	x	x	x		x	x
Practice Inquiry											
1. Applies clinical investigative skills for evaluation of health outcomes at patient, community systems, etc levels 2. Provides leadership in translation of new knowledge into practice. 3. Disseminates evidence from inquiry to diverse audiences	x	x	x	x	x	x	x	x		x	x

618	<u>Epi in Adv Prac Nsg</u>	678	Professional Practice/HC Finance	796	DNP Capstone
628	<u>Information Tech in HC</u>	685	DNP Practicum		
638	<u>Concepts in Adv EBP</u>	688	<u>Adv Nsg Leadership in HC</u>		
658	<u>Applied Genomics</u>	700	<u>Adv Nurs Theory</u>		
668	<u>Population Centered HC</u>	795	<u>DNP Capstone Seminar</u>		

Course Title / Number
EXAMPLE – NOT COMPLETE

Content Outline	DNP Competencies	Student Outcome Measures	Teaching Strategies	Comments
<p>I. Providing Population Health</p> <p>A. The Spectrum of Care**</p> <p>B. Behavior Change**</p> <p>C. Health System Navigation: The Role of Health Advocacy & Assistance Programs</p> <p>D. Continuity of Care</p> <p>E. Population Health Quality & Safety</p> <p>F. Risk Management & Law</p> <p>II. The Business of Health</p> <p>A. Making the Case for Population Health Management: The Business Value of Better Health**</p> <p>B. The Business Case for Cultural Change: From Individuals to Communities**</p> <p>C. Information Technology</p> <p>D. Decision Support</p> <p>E. Marketing and Communication: Methods for Reaching Populations</p> <p>III. Making Policy to Advance Population Health</p> <p>A. Policy Implications for Population Health: Health Promotion & Wellness**</p> <p>B. Ethical Dimensions of Population Health</p> <p>C. Population Health in Action: Successful Models</p> <p>D. Research and Development in Population Health</p> <p>E. Population Health Education</p> <p>F. The Political Landscape in Relation to Health & Wealth of Nations</p> <p>IV. The Future of Population Health: Moving Upstream</p>	<p>Scientific Foundation Competencies</p> <ol style="list-style-type: none"> Critically analyzes data and evidence for improving advanced nursing practice. Integrates knowledge from the humanities and sciences within the context of nursing science. Translates research and other forms of knowledge to improve practice processes and outcomes. Develops new practice approaches based on the integration of research, theory, and practice knowledge. <p>Leadership Competencies</p> <p>Quality Competencies</p> <p>Practice Inquiry Competencies</p> <p>Technology and Information Literacy Competencies</p> <p>Policy Competencies</p> <p>Health Delivery system Competencies</p> <p>Ethical Competencies</p> <p>Independent Practice Competencies</p>	<ol style="list-style-type: none"> Examines historical aspects of public health, community nursing and the impact on current healthcare delivery systems. Analyzes current trends in advanced nursing practice and integrate evidence of population based care to improving health outcomes. Identifies factors that contribute to gaps in the delivery of healthcare to individuals, aggregates, or populations. Formulates a healthcare program, based on research evidence, designed to augment an already existing program or will address an identified community based need. Recommends systematic dynamics that could improve care delivery. Demonstrates skill in collaboration with multiple disciplines in integrating a comprehensive program of care. Integrates knowledge of organizational and communication theory with planning and marketing a proposed program. Designs cost effective health promotion strategies with target populations across the life span. Applies theoretical constructs in the planning of program designed to improve health-related behavior addressing systems related issues that will promote and/or impede change. Creates an appropriate plan for the implementation and 	<p>Analyzes Evidence: Analyzes the strength of evidence available to assist in caring for a population of people with a selected problem. (Evaluation of an Existing Population Centered Healthcare Initiative – Project; Clinical Opportunity).</p> <p>Practice Evidence: Compares and contrasts what constitutes evidence for nurses, physicians, and patients. (Professional Literature Critiques - Papers).</p> <p>Analyzes Interventions: Selects common interventions utilized in daily practice and analyzes the extent in which the intervention is based on solid research findings. If not based on research findings, what is the source for the relevance. (Case Studies; Clinical Opportunity).</p> <p>Evidence-based practice guidelines: Critiques or develops an evidence-based Clinical Practice Guideline (CPG) to address a health care problem related to a national or global health initiative. (Review of a Population Health Care Practice Guideline – paper. If selecting to develop or re-model an evidence based CPG then Capstone – involves clinical opportunity)</p>	<p>Potential gaps:</p> <ol style="list-style-type: none"> Assessing effectiveness of interventions, identifying effective practices, and in identifying practices that need improvement. Identifying and choosing indicators to be monitored and choosing a methodology to conduct the outcomes assessment. Consider care-related outcomes; patient-related outcomes; and performance-related outcomes. Consider cost, efficiency, effectiveness..... Value of NP vs.....

- *Although very important, assessment of outcomes is not the only key curriculum component that may be of urgent interest.*
- *It is possible to do curriculum mapping and gap analyses for more than one key component.*
- *However, in the future, when able, it is **strongly suggested** that a full mapping and gap analysis of the curriculum be done. The purpose of this full mapping and gap analysis is to identify clusters of other concepts that could be missing and possible places in the existing curriculum where they could be placed or if bloat occurs suggest the addition of new courses.*
- *May need consultant assistance as well as technology assistance such as the use of Cmap tools to develop visual maps to compare what exists with the ideal (or benchmark documents from accrediting agencies).*



Way Ahead

Questions

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