Use of a DNP Essentials based Rubric for Guiding the Development of Student DNP Portfolios: Pilot Evaluation

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Purpose

- To assess the effectiveness of a DNP rubric/guideline developed for students to use to determine what exemplars to place in their DNP portfolio and that faculty could use to evaluate the quality and applicability of student portfolio exemplars.
- To describe student and faculty opinions about the value of the rubric in guiding the development of the DNP portfolio.

Background

- The DNP Essentials help maintain consistency across DNP programs (Brown et al, 2013), but they are complex and detailed.
- A portfolio is a collection of exemplars that demonstrate expertise or competence in a specific area (Melander et al, 2018), such as the DNP Essentials.
- Includes exemplars selected by students to illustrate achievement of competencies and skills
- Provides evidence of learning, for assessment of progress in program (Collins & Crowley, 2016)
- Can be used to determine if students meet program outcomes and competencies (Moriber et al, 2014)
- The rubric/guideline referenced in this poster provided criteria to evaluate achievement of the essential at an Exceptional, Proficient, or Developing level. This guideline was developed by a group of faculty over approximately a year period of time (Melander et al, 2018)

Methods

- This study employed a descriptive, comparative survey design using an online REDCap survey.
- A different survey developed to obtain faculty opinions and student opinions about use of the rubric.

Results

- Students (n=3) and faculty (n=3) agreed that the developmental categories used in the guideline were an accurate reflection of the student’s level of progress in the program
- Students & faculty felt referencing the guideline during advising sessions added value
- Students & faculty indicated that the rubric captured the student’s level of competency in relation to the essentials
- Students recommended that faculty incorporate information in course syllabi related to what assignments addressed specific essentials and focus within the course on evaluation of quality of assignments in relation to the portfolio rubric/guideline

Conclusion & Implications for Practice

- A DNP portfolio guide
  ➢ Can be useful to both students and faculty to help students create a well-designed portfolio
  ➢ Can be a valuable tool to help clarify the meaning of the essentials and to highlight applicable exemplars
  ➢ Can lead to an improved portfolio in that less quality work can be replaced by exceptional work
  ➢ The guideline may serve as a reminder to students about how they applied the essentials in their work environment, resulting in portfolio exemplars from student work settings

References