

# DNP PROGRAM STUDENT/FACULTY HANDBOOK

Effective Fall, 2019

**Mission:**

Develop nurse leaders who are empowered to generate, explore, and apply nursing knowledge for evolving health care environments.

**Core Values | iCARE:**

Integrity, Collaboration, Accountability, Respect, Excellence

**Vision:**

Through the creative leveraging of technology, innovation and inclusive excellence, we will lead and impact the transformation of health care through strategic partnerships.

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# **Section I.**

## **Doctoral Program**

### **General Information and Policies**

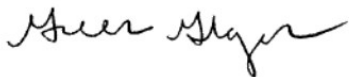
August 2019

Dear Doctor of Nursing Practice Students,

On behalf of the faculty and staff at the University of Cincinnati College of Nursing, I am pleased to welcome you to the doctoral program for the upcoming academic year. I hope that you will enjoy your academic experiences in the doctoral program and as a member of our community of scholars. We want your student experience at the College of Nursing to be filled with many diverse and exciting opportunities for both personal and professional growth. Roles in the healthcare professions are evolving faster now than ever before and we expect to see our graduates as leaders in a variety of advanced nursing roles.

We hope that you will find the student handbook to be a valuable resource in addressing your questions and concerns as a UC College of nursing doctoral student. Please familiarize yourself with our policies and procedures and use this for general information about the College and the University community. The resources here in the College of Nursing and in our academic community are too numerous to count and as we work to ensure the best in student experiences and outcomes. Please feel free to contact us for any questions you may have. I wish you the best in your doctoral studies.

Sincerely,



Greer Glazer, RN, CNP, PhD, FAAN  
Dean

# Relevant Terminology

## **Academic Advisor**

The academic advisor is a Doctor of Nursing (DNP) program faculty member assigned to the student upon entry into the program. For the BSN-DNP program, the academic advisor role is fulfilled by the faculty director of the student's advanced nursing practice track. For the post-master's program, the role is fulfilled by the DNP program director. The advisor guides the student throughout his or her doctoral studies. The academic advisor is responsible for being available to the student as needed to discuss academic progress.

## **American Nurses Association's Code of Ethics**

The American Nurses Association's Code of Ethics reflects the ethical obligations and duties of nurses, the nonnegotiable ethical standard for the profession of nursing, and nursing's commitment to society. All nurses and nursing students are held accountable to this Code of Ethics: [ANA Code of Ethics](#)

## **College of Nursing Student Handbook**

The College of Nursing (CON) Student Handbook houses additional policies and procedures. Students are responsible for obtaining and adhering to these policies and procedures in addition to those found in this DNP program handbook. The latest version of the College of Nursing Student Handbook is available at: [CON Handbook](#)

## **DNP Project**

The DNP Project embraces the synthesis of both coursework and practice application and focuses on quality improvement, evidence-based practice, and program evaluation. The outcome of the project is the implementation of a change in practice or to improve outcomes within an area of inquiry as well as a deliverable product of one publishable paper reviewed and evaluated by the student's DNP Project Chair.

### **DNP Project Chair**

The DNP Project Chair is a UC College of Nursing faculty member selected by the student or in conjunction with the DNP program director and/or the specialty program coordinator with approval of the DNP program director. The DNP Chair possesses a doctoral degree with knowledge and expertise in the specialty area of inquiry of the student. The role of the chair is to oversee the preparation and conduct of the DNP Project. This faculty member is responsible for supervising the student's proposal preparation, conduct of the project, and serves as lead faculty in the final writing seminar.

### **DNP Project Team**

The DNP Project Team consists of 2-4 persons including the DNP Project Chair. The DNP Project Team members may be external to the UC College of Nursing and should be inclusive of a content or subject matter expert or clinical mentor. The team may work with the chair to guide the student in their DNP Project and writing of the manuscript.

### **DNP Project Proposal**

During the first practicum course (Practicum I) in the DNP Program, the student will complete a thorough integrative review of the literature on the topic of choice. This literature review will guide the process of developing the proposal for the DNP Project. The proposal must include a description of the project with identified gaps, a review of the literature and the intended methods, data plan, and evaluation methods for the project. The formal oral proposal defense must be presented to the student's DNP Project Team and course faculty by the end of the first practicum course.

### **DNP Project Defense**

The DNP Project defense is the formal presentation of the DNP Project to the student's DNP Project Team and course faculty prior to graduation, by which all areas of the project are presented and justified as well as the presentation of the results and discussion. The defense must be completed prior to the student's anticipated graduation date and approved by the student's DNP Project Team and course faculty.

### **Program Schema**

The program schema is a written plan developed by the student's doctoral academic advisor with input from the DNP program director for the purpose of outlining the trajectory toward the degree.

# Doctoral Student Resources

## **Doctoral Program Administrators**

### **Sr. Associate Dean, Academic Affairs (Interim)**

Denise Gormley, PhD, RN

(513) 558-5101

[denise.gormley@uc.edu](mailto:denise.gormley@uc.edu)

### **Executive Director, Graduate Programs**

Christine Colella, DNP, APRN-CNP, FAANP

(513) 558-4662

[christine.colella@uc.edu](mailto:christine.colella@uc.edu)

### **Program Director, Doctor of Nursing Practice (DNP) Program**

Richard M. Prior, DNP, FNP-BC, FAANP

(513) 558-1703

[priorm@ucmail.uc.edu](mailto:priorm@ucmail.uc.edu)

### **Student Academic Advisor**

Lawrence O'Neal, PhD

(513) 558-5130

[onealle@ucmail.uc.edu](mailto:onealle@ucmail.uc.edu)

## **Institute for Nursing Research and Scholarship (INRS)**

### **Associate Dean for Research and Translation**

Gordon Gillespie, PhD, RN

(513) 558-5236

[gordon.gillespie@uc.edu](mailto:gordon.gillespie@uc.edu)

### **Biostatistician**

Joshua W. Lambert

214 Procter Hall

(513) 558-5296

[joshua.lambert@uc.edu](mailto:joshua.lambert@uc.edu)



**Grants Administrator**

Thomas Kelly  
Procter Hall, INRS suite  
(513) 558-5360  
[thomas.kelly@uc.edu](mailto:thomas.kelly@uc.edu)

**Center for Academic Technologies & Educational Resources (CATER)**

**CATER Help Desk**

Procter Hall, 4<sup>th</sup>  
Floor (513) 558-5205  
[conserdk@ucmail.uc.edu](mailto:conserdk@ucmail.uc.edu)

**College of Nursing Administrative Services**

**Director of Business Affairs**

Tracy Kilfoil  
Procter Hall, 4<sup>th</sup> Floor  
(513) 558-6716  
[tracy.kilfoil@uc.edu](mailto:tracy.kilfoil@uc.edu)

**Financial Administrator**

Rebecca Bogart  
Procter Hall, 4<sup>th</sup> Floor  
(513) 558-5170  
[rebecca.bogart@uc.edu](mailto:rebecca.bogart@uc.edu)

**Financial Analyst**

Erin Grant  
(513) 558-2385  
[erin.grant@uc.edu](mailto:erin.grant@uc.edu)

**University Services**

**Academic Writing Center**

Langsam Library, 4<sup>th</sup> Floor, Room 401N  
(513) 556-3912  
<https://www.uc.edu/learningcommons/writingcenter.html>

**Accessibility Resources (Accommodation/Assistive Technology)**

210 University Pavilion  
(513) 556-6823  
<https://www.uc.edu/campus-life/accessibility-resources/resources.html>

**Center for English as a Second Language (ESL)**

610 Teachers College/Dyer Hall  
(513) 556-3590  
<https://cech.uc.edu/centers/cesl.html>

**Center for the Enhancement of Teaching & Learning**

Langsam Library, Room 480  
(513) 556-3053  
<https://www.uc.edu/cetl.html>

**Counseling & Psychological Services**

316 Dyer Hall  
(513) 556-0648  
<https://www.uc.edu/campus-life/caps/student-services.html>

**Health Sciences Library (HSL)/HSL for College of Nursing Students**

Medical Sciences Building, 231 Albert Sabin Way

(513) 558-5628

<http://www.libraries.uc.edu/hsl/>

<https://guides.libraries.uc.edu/nursing>

<http://webcentral.uc.edu/hslclass/>

**International Services**

3134 One Edwards Center

(513) 556-4278

<http://www.uc.edu/international/services.html>

# Procedures for Extensions, Reinstatements, and Readmission

Requests for extensions, reinstatements, and readmission will be in accordance with the Graduate School policies. The Graduate Handbook clarifies minimum requirements and policies that apply to all graduate students throughout the University of Cincinnati: [UC Graduate Handbook](#). More information and additional resources, including commonly used forms are available at: [Graduate School Forms/Resources](#) or <https://grad.uc.edu/>

## University of Cincinnati Policy for Extensions

Under extenuating circumstances, the program may petition the Graduate School, on behalf of the student, for extension of the time limit for attaining his or her degree in accordance with the Graduate School policies and procedures. The student must complete all degree requirements within five (5) years regardless of full-time or part-time status. Extensions are coordinated through the student's doctoral academic advisor and DNP program director.

## University of Cincinnati College of Nursing Procedure for Extensions

In order for an extension to be allowed the student must first communicate with the doctoral academic advisor to make sure that he or she is still within the appropriate time frame (i.e., eligible to request an extension). If the student academic advisor agrees that the student is still within the allotted time frame the request moves forward. The procedure is coordinated through the student's academic advisor and is as follows:

1. Student submits a written request for an extension to his or her academic advisor. This request must describe the extenuating circumstances leading to the request and a plan for completing the degree requirements of the program.
2. The student and academic advisor will meet to review the student's request, completion of requirements to date, proposed plan of study, and timeline to completion of degree requirements. At this meeting, the program of study and completion timeline will be revised as necessary.
3. The student and academic advisor submit all this information along with the academic advisor's written approval to the Executive Director, who makes a final determination.

## **University of Cincinnati Policy for Reinstatements**

The student who has not been registered for at least one (1) graduate credit hour in his or her program in an academic year is automatically rendered inactive. To request reinstatement, the DNP program must petition the Director of the Graduate School on behalf of the student. Reinstatement is only available to the student who has been inactive for less than three (3) academic years. The student who has been on inactive status for more than three (3) consecutive academic years must petition for readmission to both the Graduate School and the DNP program.

The student who has not completed the requirements by time-to-degree limit and has neglected to request an extension before reaching the limit are put on inactive status regardless of his or her record of registration in each academic year. The student is required to apply for reinstatement and for an extension of the time to degree if he or she desires to continue in the program.

## **University of Cincinnati College of Nursing Procedure for Reinstatements**

To apply for reinstatement the student must:

1. Submit a written request to their doctoral academic advisor and/or DNP program director. The request should address why courses have not been completed in the previous academic year(s).
2. Meet with his or her academic advisor and/or DNP program director to review the student's written request, completion of requirements to date, proposed plan of study, and timeline to completion of requirements. At this meeting, the program of study and timeline will be revised as necessary.
3. The reinstatement process will be initiated in accordance with the Graduate School policies and procedures. For more information: Graduate School Reinstatement
4. The Director of the Graduate School will review the petition and if approved the student will also need to approve the petition and fee.

A petition for reinstatement must be received in the Graduate School no later than three (3) weeks prior to graduation in order for the student to be eligible for graduation in that semester. A petition received in that three (3) week window immediately preceding graduation will not be approved in time for graduation that same semester and will be held for review in the subsequent semester and approval will be granted in time for the next graduation.

The student who interrupts his or her graduate studies by withdrawing from the University either officially or by failing to register within an entire academic year, will be held responsible for the graduate program requirements in force and published at the time he or she re-enters the program. The student who has been officially reinstated must follow the Graduate School stipulations to maintain his or her graduate student status.

### **University of Cincinnati Policy for Readmission**

The student who has been inactive for three (3) or more consecutive academic years is not eligible for reinstatement and must apply for readmission. The readmission process is an opportunity for careful consideration of the former student's progress and length of time between his or her inception into the program and completion of remaining requirements. This may result in readmission, readmission with conditions, or denial of readmission. To begin the readmission process, the student must contact his or her doctoral academic advisor and/or DNP program director who may petition the Graduate School for readmission on behalf of the student. Readmission does not change the student's original entry date. Time to degree will be calculated from his or her first entry date. If the student has exceeded time to degree limits, the program will need to petition for an extension with the readmission to specify the semester in which the student will graduate.

### **University of Cincinnati College of Nursing Procedure for Readmission**

To apply for readmission the student must:

1. Submit a written request to his or her academic advisor and/or DNP program director. The request should address why courses have not been completed in the previous academic years.
2. Meet with his or her academic advisor and/or DNP program director to review the student's written request, completion of requirements to date, proposed plan of study, timeline to completion of requirements, and any standing impediments to graduation. At this meeting, the program of study and timeline will be revised as necessary.
3. The academic advisor or DNP program director will begin the readmission process in accordance with the Graduate School policies and procedures. For more information: [Graduate School Readmission](#)
4. The Director of the Graduate School will review the information and if approved the student will also need to approve the petition and fee.
5. Upon approval, the student must pay a readmission fee equivalent to in-state tuition in effect at the time of readmission for three (3) graduate credits. The student will also be asked to complete, sign, and return the supplemental form for residency requirements to the Graduate School.
6. Readmitted students must meet conditions that rectify any prior unacceptable grades, such as F, I/F (Failure), or NG (No Grade Reported) before continuing to earn credits and meeting further requirements.

## Plagiarism Policy

Students are responsible for conducting themselves in a matter consistent with academic standards. The policy for ascertaining and documenting plagiarism by students in the Doctoral Programs at the University of Cincinnati, College of Nursing is outlined in the University's Student Code of Conduct.

## Grievance Policy

The University of Cincinnati provides a grievance procedure for the resolution of disputes involving a student in a fair and collegial manner. Concerns should be addressed within the College of Nursing if possible. The student is encouraged to seek assistance from the UC [Ombuds Office](#) for possible resolution before initiating the formal grievance process.

To learn more about the grievance policy and process: [Graduate School Grievances](#)

# Guidelines and Procedures for DNP Program Plan

## University of Cincinnati Graduate College Policy

Only courses with grades of **B- or better will be applied toward degree requirements** [Note: The University's Graduate School does not recognize grades of C, C-, D+, D, or D-]. A course may be retaken only once.

### Transfer credit policy

The College of Nursing may accept up to 12 credit hours from coursework completed prior to admission from another accredited university. The grade earned must be a B- or higher. The course must be doctoral level. The student must provide a transcript, the syllabus and a request to the DNP program director, who will make a final determination. Any course work accepted will be forwarded to the student academic advisor for final approval by the Graduate School and subsequent updating of the student's program of study.

Courses must be five years old or less at the time of admission to be considered for transfer approval. The exception to this policy is biostatistics taken at the University of Cincinnati, which must be less than ten years old at the time of admission. Students who transfer courses from previous UC work may be required by the graduate school to complete additional course work to meet the minimum credit hour threshold for a doctoral degree.

## University of Cincinnati College of Nursing Policy for Doctoral Study

All courses included in the doctoral program plan must be approved by the doctoral academic advisor. Only courses with grades of B- or better will be applied toward degree requirements. If a B- or better is not earned in a course in the doctoral program plan, the student must meet with his or her advisor to discuss plans for retaking the course. A course may be retaken only once. Students who do not achieve a grade of B- or better when a course is repeated will be referred by the DNP program director to the Student Affairs Council for action, which may include termination from the program.

### Procedures

Prior to the first semester of doctoral study, each student will be emailed an academic schema prepared by the student's academic advisor with consultation from the DNP program director. The program plan ***will include a listing of required courses in an order consistent with projected course offerings.***



## Modifying the Program Plan

As doctoral student learning evolves, it may be necessary to modify the schema. Changes to the program must have the student academic advisor's approval with consultation from DNP program director. Note: The program plan is, in fact, a planning document, not a record of activities completed. Once a student has received a satisfactory grade for a course, the course should not be removed from the plan. Schemas are always subject to change based on course availability.

## Grading Scale for Doctoral Program

Grade	Quality Points
A	4.0000
A-	3.6667
B+	3.3333
B	3.0000
B-	2.6667

Grade	Quality Points
C+	2.3333
C	2.0000
F	0.0000

## **Section II.**

# **Doctor of Nursing Practice (DNP) Specific Policies**

## **DNP Program Objectives**

1. Provide and/or direct exemplary patient care within the scope of practice for the specialty.
2. Integrate nursing science with knowledge from biophysical, psychosocial, political, economic, organizational, and analytical sciences as the basis for the highest level of nursing practice.
3. Apply concepts related to clinical prevention in developing and evaluating interventions and programs to address health promotion/disease prevention efforts.
4. Demonstrate leadership for the delivery of ethical, safe, cost-effective, high quality health care through expert collaboration, consultation, analysis, and administration.
5. Develop quality programs designed to improve health care of individuals, populations, or society through the use of multidisciplinary teams.
6. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from clinical information.
7. Formulate strategies for the development of institutional, local, or national health policy.

(University of Cincinnati, OBR Program Proposal, Approved 5/2010)

## DNP Semester Curriculum Full-Time Schema

Fall Year 1	Spring Year 1	Fall Year 2	Spring Year 2
NDNP 9006 Essentials of Research Methods for Evidence Based Practice (4)	NDNP 9030 Planning, Management, & Evaluation of Programs and Projects (4)	NURS 8014 Epidemiologic Methods in Healthcare (3)	NDNP 9040 DNP Leadership Seminar (2)
			NDNP 9042 DNP Manuscript Writing Seminar (3)
NDNP 9004 Biostatistics for Evidence-Based Practice (3)	NDNP 9015 Quality Improvement and Patient Safety (3)	NDNP 8010 Finance and Economics of Health Care (3)	NDNP 9010 Healthcare Policy for the Doctoral Prepared Nurse (3)
NDNP 9001 Informatics for DNP Practice (2)	NDNP 9025 DNP Practicum I (3)		
NDNP 8001 DNP Role Seminar (3)		NDNP 9035 DNP Practicum II (3)	NDNP 9038 DNP Practicum III (3)
<b>Total Credit Hours: 12</b>	<b>Total Credit Hours: 10</b>	<b>Total Credit Hours: 9</b>	<b>Total Credit Hours: 11</b>
	<b>Total DNP Immersion Hours: 168</b>	<b>Total DNP Immersion Hours: 168</b>	<b>Total DNP Immersion Hours: 168</b>
<b>Total DNP Immersion Hours: 504</b>			
<b>Total Semester Hours: 42</b>			

Approved 8/2019

## DNP Semester Curriculum Part-Time Schema

Fall Year 1	Spring Year 1	Fall Year 2	Spring Year 2
NDNP 9006 Essentials of Research Methods for Evidence-Based Practice (4)	NDNP 9015 Quality Improvement and Patient Safety (3)	NDNP 9001 Informatics for DNP Practice (2)	NDNP 9010 Healthcare Policy for the Doctoral Prepared Nurse (3)
NDNP 8001 DNP Role Seminar (3)	NDNP 9030 Planning, Management, and Evaluation of Programs and Projects (4)	NDNP 8010 Finance and Economics of Health Care (3)	NDNP 9025 DNP Practicum I (3)
		NDNP 9004 Biostatistics (3)	
Total Credit Hours: 7	Total Credit Hours: 7	Total Credit Hours: 8	Total Credit Hours: 4
			Total DNP Immersion Hours: 168
Fall Year 3	Spring Year 3		
NURS 8014 Epidemiologic Methods in Healthcare (3)	NDNP 9040 DNP Leadership Seminar (2)		
	NDNP 9042 DNP Manuscript Writing Seminar (3)		
NDNP 9035 DNP Practicum II (3)	NDNP 9038 DNP Practicum III (3)		
Total Credit Hours: 6	Total Credit Hours: 8		
Total DNP Immersion Hours: 168	Total DNP Immersion Hours: 168		
Program Total DNP Immersion Hours: 504			
Program Total Semester Hours: 42			

Approved 8/2019

\*\*\*BSN-DNP Schemas are available by contacting the program specialty coordinator for the DNP student's academic advisor.

## Course Descriptions and Learning Outcomes

COURSE NUMBER	<b>NDNP 8001/8002</b>
COURSE TITLE	<b>DNP Role Seminar/Role Seminar for the Doctorally Prepared APRN</b>
CREDIT HOURS	Three (3) graduate semester credit hours
CONTACT HOURS	Three (3) didactic hours per week
PRE/CO-REQUISITES	None
COURSE DESCRIPTION	<p>The focus of this seminar course is on transitioning to the role of clinical scholar. Emphasis is placed on developing an awareness and understanding of the essential knowledge and skills essential to implementation of the DNP role.</p> <ol style="list-style-type: none"> <li>1. Describe the role of the DNP in improving clinical and systems outcomes.</li> <li>2. Explore theoretical foundations and current thinking about the leadership role in clinical scholarship.</li> <li>3. Analyze the core leadership concepts and their implementation in healthcare organizations.</li> <li>4. Analyze the dynamic interrelationships among leader behaviors and organizational elements, such as design, culture, and effectiveness.</li> <li>5. Examine criteria for DNP roles and research.</li> <li>6. Analyze exemplars of the idealized clinical scholar.</li> </ol>

COURSE NUMBER	<b>NDNP 8010</b>
COURSE TITLE	<b>Finance and Economics of Healthcare</b>
CREDIT HOURS	Three (3) graduate semester credit hours
CONTACT HOURS	Three (3) didactic hours per week
PRE/CO-REQUISITES	None
COURSE DESCRIPTION	<p>This course explores healthcare finance and economics from the perspective of health care providers and non-financial managers of health services. Financial management principles, the healthcare reimbursement system, reimbursement process, and factors influencing the financial environment are discussed with emphasis on strategies to promote and sustain the financial viability of healthcare.</p> <ol style="list-style-type: none"> <li>1. Examine the impact of the health care reimbursement system, reimbursement processes, and models of health care practices on the fiscal viability of health care services.</li> <li>2. Use basic accounting and finance concepts and practices in the development and management of a budget.</li> <li>3. Analyze strategies for predicting costs, facilitating productivity, and achieving quality outcomes within health care settings.</li> <li>4. Employ cost benefit and variance analysis in planning and monitoring a budget.</li> <li>5. Apply strategies for optimizing reimbursement through compliant billing and coding.</li> </ol>

<b>COURSE NUMBER</b>	<b>NURS 8014</b>
<b>COURSE TITLE</b>	<b>Epidemiology Methods in Healthcare</b>
<b>CREDIT HOURS</b>	Three (3) graduate semester credit hours
<b>CONTACT HOURS</b>	Three (3) didactic hours per week
<b>PRE/CO-REQUISITES</b>	None
<b>COURSE DESCRIPTION</b>	<p>The focus of this course is the application of epidemiological principles to improve practice and outcomes in clients and healthcare delivery systems. Students apply epidemiologic methodology relative to the measurement and control of a specific disease, injury, or event.</p> <ol style="list-style-type: none"> <li>1. Analyze the etiology of healthcare problems (i.e., disease, injury, or event) within a framework of causality.</li> <li>2. Evaluate epidemiologic methods used to measure morbidity, mortality, and risk in populations and systems.</li> <li>3. Interpret epidemiologic data to determine trends and plan interventions.</li> <li>4. Determine concepts of effects, sources of error, and bias in the analysis of epidemiologic methods.</li> </ol>

<b>COURSE NUMBER</b>	<b>NDNP 9001</b>
<b>COURSE TITLE</b>	<b>Informatics for DNP Practice</b>
<b>CREDIT HOURS</b>	Two (2) graduate semester credit hours
<b>CONTACT HOURS</b>	Two (2) didactic hours per week
<b>PRE/CO-REQUISITES</b>	None
<b>COURSE DESCRIPTION</b>	<p>This course assists DNP students acquire the knowledge and skills essential for using data from information systems/technologies to evaluate and improve health care. A foundation is provided for the appraisal of health information systems in various settings. Consideration is given to how those systems can be employed to maximize the quality of health care. Informatics tools for data extraction, organization, and interpretation are compared. Evaluation of information sources is examined. Communication and dissemination of findings through various informatics tools are discussed.</p> <ol style="list-style-type: none"> <li>1. Illustrate contributions of informatics to the process of scholarly inquiry and evidence-based practice.</li> <li>2. Critically appraise elements necessary to select, implement, and evaluate health information systems for usefulness in quality of care.</li> <li>3. Critique database applications to determine appropriate design.</li> <li>4. Demonstrate the conceptual ability to develop an evaluation plan involving data extractions from health information systems.</li> <li>5. Evaluate consumer health information sources for accuracy, timeliness, and appropriateness.</li> <li>6. Demonstrate effective communication of findings using informatics tools.</li> <li>7. Provide leadership in the resolution of ethical and legal issues relating to the use of information and health care technologies.</li> </ol>

COURSE NUMBER	<b>NDNP 9004</b>
COURSE TITLE	<b>Biostatistics for Evidence-Based Practice</b>
CREDIT HOURS	Three (3) graduate semester credit hours
CONTACT HOURS	Three (3) didactic hours per week
PRE/CO-REQUISITES	None
COURSE DESCRIPTION	<p>The focus of this course is the understanding of biostatistics for application to nursing and evidence-based practice. Emphasis is placed on the interpretation of and appraisal of data analyses for the selection and use of best evidence for making practical conclusions about empirical data. Demonstrate how concepts of biostatistics are used in the literature, nursing research, and evidence-based practice.</p> <ol style="list-style-type: none"> <li>1. Select appropriate statistical methods in situations of evidence-based practice.</li> <li>2. Interpret results of data analysis and statistical tables in a variety of contexts.</li> <li>3. Appraise the rigor of data analyses in relation to the findings in selected research and quality improvement science articles.</li> <li>4. Analyze a dataset using appropriate statistical methods in situations of evidence-based practice.</li> <li>5. Distinguish between statistical and clinical significance.</li> </ol>
COURSE NUMBER	<b>NDNP 9005</b>
COURSE TITLE	<b>DNP Scholarly Writing (Course requirements are per each program's schema)</b>
CREDIT HOURS	Two (2) graduate semester credit hours
CONTACT HOURS	Two (2) didactic hours per week
PRE/CO-REQUISITES	None
COURSE DESCRIPTION	<p>This elective is designed to provide graduate-level nurses with the knowledge and skills to be successful in articulating concepts and ideas in a logical and scholarly manner without bias throughout their doctoral studies. This course begins by providing some general principles of expository writing, ensuring each student has a clear understanding of the APA formatting. Development of strategies to use in achieving professional and effective communication through the written word will be stressed. Learning activities assist students to (a) write from an outline; (b) critique their own work; and (c) review and critique drafts from a colleague.</p> <ol style="list-style-type: none"> <li>1. Identify the basic principles for writing with clarity and precision.</li> <li>2. Identify potential audiences for writing and adjust format and tone without bias to meet the needs of targeted journals' author guidelines.</li> <li>3. Demonstrate scholarly writing based on APA style.</li> <li>4. Critically evaluate one's own work and that of colleagues.</li> </ol>



COURSE NUMBER	<b>NDNP 9006</b>
COURSE TITLE	<b>Essentials of Research Methods for Evidence-Based Practice</b>
CREDIT HOURS	Four (4) graduate semester credit hours
CONTACT HOURS	Four (4) didactic hours per week
PRE/CO-REQUISITES	None
COURSE DESCRIPTION	<p>This course focuses on the essentials of the research process to facilitate students' ability to knowledgeably and effectively find, appraise, and apply scientific findings to nursing practice. Students access credible sources using a systematic approach, evaluate the quality of research findings, discuss methods of translating and integrating findings into nursing practice, and evaluate outcomes.</p> <ol style="list-style-type: none"> <li>1. Access research findings relevant to clinical practice using advanced search methods.</li> <li>2. Appraise the quality of research evidence specific to the treatment and management of health care.</li> <li>3. Analyze evidence summaries as the foundation for clinical practice guidelines.</li> <li>4. Describe methods of translating and integrating scientific evidence into health care settings.</li> <li>5. Examine the endpoints derived from the integration of scientific findings into practice.</li> </ol>

COURSE NUMBER	<b>NDNP 9010</b>
COURSE TITLE	<b>Healthcare Policy for the Doctoral Prepared Nurse</b>
CREDIT HOURS	Three (3) graduate semester credit hours
CONTACT HOURS	Three (3) didactic hours per week
PRE/CO-REQUISITES	None
COURSE DESCRIPTION	<p>This course focuses on the role of the doctoral prepared nurse in relation to policy, practice, and research. The impact of policy on health care, particularly access, delivery, financing, and regulation, will be investigated. Nursing roles in policy development, political activism, and health policy research will be assessed. The ability to critically analyze the policy process and to engage in that process competently will be addressed.</p> <ol style="list-style-type: none"> <li>1. Analyze health policy and related issues from various stakeholder perspectives.</li> <li>2. Evaluate the influence of policy makers in impacting health care delivery and outcomes at institutional, local, state, regional, national, and/or international levels.</li> <li>3. Assess the role of advocate in addressing social justice, ethical decision making, access, and equity within health care.</li> <li>4. Examine the influence of nursing research in developing health policy.</li> <li>5. Develop positions on health care policy issues.</li> <li>6. Generate plans to educate others regarding nursing, health policy, and patient care outcomes.</li> </ol>

<b>COURSE NUMBER</b>	<b>NDNP 9015</b>
<b>COURSE TITLE</b>	<b>Quality Improvement and Patient Safety</b>
<b>CREDIT HOURS</b>	Three (3) graduate semester credit hours
<b>CONTACT HOURS</b>	Three (3) didactic hours per week
<b>PRE/CO-REQUISITES</b>	Theoretical Basis for Clinical Reasoning (NURS 8014); and DNP Role Seminar (NDNP 8001) or Role Seminar for the Doctorally Prepared APRN (NDNP 8002)
<b>COURSE DESCRIPTION</b>	<p>This course prepares students to design, implement, and evaluate evidence-based quality health care practices for patient populations (individuals and aggregates) in acute, home, and community settings. Working as partners in interdisciplinary teams, students will assess organizational culture, gather safety information, analyze data, and translate findings into systems changes through action learning experiences within an organization.</p> <ol style="list-style-type: none"> <li>1. Evaluate different models for quality improvement and risk assessment and quality outcomes.</li> <li>2. Employ principles of business, finance, economics, and health policy to develop initiatives that will improve the quality of healthcare outcomes.</li> <li>3. Critically apply micro-systems theory for the evaluation of quality improvement and patient safety initiatives.</li> <li>4. Analyze the cost-effectiveness of practice and system wide initiatives accounting for risk and improvement of health care outcomes.</li> <li>5. Demonstrate effective communication and leadership in quality improvement and patient safety initiatives in a health care system.</li> </ol>
<b>COURSE NUMBER</b>	<b>NDNP 9025</b>
<b>COURSE TITLE</b>	<b>DNP Practicum I</b>
<b>CREDIT HOURS</b>	Three (3) graduate semester credit hours
<b>CONTACT HOURS</b>	Twelve (12) immersion hours per week
<b>PRE/CO-REQUISITES</b>	Theoretical Basis for Clinical Reasoning (NURS 8014); DNP Role Seminar (NDNP 8001) or Role Seminar for the Doctorally Prepared APRN (NDNP 8002); Biostatistics for Evidence-Based Practice (NDNP 9004); Essentials of Research Methods for Evidence-Based Practice (NDNP 9006); Quality Improvement and Patient Safety (NDNP 9015); and Planning, Management, and Evaluation of Programs and Projects (NDNP 9030)
<b>COURSE DESCRIPTION</b>	<p>This practicum is the first of three sequential courses in the DNP program. This practicum focuses on the comprehensive and systematic assessment of healthcare problems in complex situations. Diverse and culturally sensitive approaches are used in developing an awareness of the role of the nurse leader.</p> <ol style="list-style-type: none"> <li>1. Integrate principles of evidence-based practice and appropriate theoretical frameworks into the nurse leader role as the foundation for the assessment of a healthcare problem.</li> </ol>

2. Conduct an analysis of a healthcare problem for the purpose of improving systems of care and health outcomes.
3. Interpret the results of problem analysis to ascertain the primary determinants that contribute to achievement of optimal outcomes.
4. Model the leadership behaviors needed to conduct assessment of healthcare problems.
5. Analyze the process of assessment and analysis of a healthcare problem utilizing principles of evidence-based practice and appropriate theoretical frameworks.
6. Engage in critical reflection regarding the components of the professional role of the nurse leader.

COURSE NUMBER	<b>NDNP 9030</b>
COURSE TITLE	<b>Planning, Management, And Evaluation of Programs &amp; Projects</b>
CREDIT HOURS	Four (4) graduate semester credit hours
CONTACT HOURS	Four (4) didactic hours per week
PRE/CO-REQUISITES	Theoretical Basis for Clinical Reasoning (NURS 8014); DNP Role Seminar (NDNP 8001) or Role Seminar for the Doctorally Prepared APRN (NDNP 8002); and Quality Improvement and Patient Safety (NDNP 9015)
COURSE DESCRIPTION	<p>This course focuses on the acquisition of knowledge and skills necessary for assessment, design, implementation, and evaluation of effective health programs and projects. Emphasis is placed on the use of health programs and projects to improve systems of care and health outcome and the evaluation of these systems.</p> <ol style="list-style-type: none"> <li>1. Integrate principles of evidence-based practice and appropriate theoretical frameworks as the foundation for designing, planning, implementation, management, and evaluation of effective programs and projects.</li> <li>2. Demonstrate accountability in the responsible use of resources in all phases of health programs and projects.</li> <li>3. Design outcome-driven methods and processes for evaluation of programs and projects.</li> <li>4. Apply scientific measurement principles to the identification, collection, measurement, and interpretation of evaluation data.</li> </ol>
COURSE NUMBER	<b>NDNP 9035</b>
COURSE TITLE	<b>DNP Practicum II</b>
CREDIT HOURS	Three (3) graduate semester credit hours
CONTACT HOURS	Twelve (12) immersion hours per week
PRE/CO-REQUISITES	Theoretical Basis for Clinical Reasoning (NURS 8014); DNP Role Seminar (NDNP 8001) or Role Seminar for the Doctorally Prepared APRN (NDNP 8002); Finance and Economics of Healthcare (NDNP 8010); Quality Improvement and Patient Safety (NDNP 9015); Planning,

COURSE DESCRIPTION	<p>Management, and Evaluation of Programs and Projects (NDNP 9030); and DNP Practicum I (NDNP 9025)</p> <p>This practicum is the second of three sequential courses in the DNP program. This practicum focuses on the design of evidence-based interventions to address a healthcare problem. The nurse leader's role in fostering effective relationships in systems of care is explored.</p> <ol style="list-style-type: none"> <li>1. Integrate principles of evidence-based practice and appropriate theoretical frameworks in constructing interventions to address the healthcare problem.</li> <li>2. Develop a comprehensive approach to positively improve outcomes related to a healthcare problem.</li> <li>3. Model the leadership behaviors needed to foster interprofessional and intraprofessional relationships in systems of care.</li> <li>4. Analyze the development of evidence-based interventions to positively address a healthcare problem.</li> <li>5. Engage in critical reflection regarding the leadership behaviors essential to developing positive interprofessional and intraprofessional relationships.</li> </ol>
<p>COURSE NUMBER</p> <p>COURSE TITLE</p> <p>CREDIT HOURS</p> <p>CONTACT HOURS</p> <p>PRE/CO-REQUISITES</p>	<p><b>NDNP 9038</b></p> <p><b>DNP Practicum III</b></p> <p>Three (3) graduate semester credit hours</p> <p>Twelve (12) immersion hours per week</p> <p>Theoretical Basis for Clinical Reasoning (NURS 8014); DNP Role Seminar (NDNP 8001) or Role Seminar for the Doctorally Prepared APRN (NDNP 8002); Finance and Economics of Healthcare (NDNP 8010); Quality Improvement and Patient Safety (NDNP 9015); Planning, Management, and Evaluation of Programs and Projects (NDNP 9030); and DNP Practicums I and II (NDNP 9025 and 9035)</p>
COURSE DESCRIPTION	<p>This practicum is the third of three sequential courses in the DNP program. The focus of this practicum is the planning, implementation, and relevant evaluation of evidence-based interventions to address a healthcare problem. The nurse leader's role in guiding and mentoring others in the selection of evidence-based interventions is explored.</p> <ol style="list-style-type: none"> <li>1. Integrate principles of evidence-based practice and appropriate theoretical frameworks in planning, implementing, managing, and evaluating interventions to address a healthcare problem.</li> <li>2. Implement a comprehensive approach to planning, managing, and evaluating projects and programs to positively affect healthcare outcomes.</li> <li>3. Analyze the planning, implementation, management, and evaluation of evidence-based interventions to address the healthcare problem.</li> <li>4. Model the leadership behaviors needed to guide and mentor others.</li> <li>5. Engage in critical reflection regarding the leader behaviors essential to guiding and mentoring others.</li> </ol>

<b>COURSE NUMBER</b>	<b>NDNP 9040</b>
<b>COURSE TITLE</b>	<b>DNP Leadership Seminar: Synthesis of the Leadership Role</b>
<b>CREDIT HOURS</b>	Two (2) graduate semester credit hours
<b>CONTACT HOURS</b>	Two (2) didactic hours per week
<b>PRE/CO-REQUISITES</b>	Theoretical Basis for Clinical Reasoning (NURS 8014); DNP Role Seminar (NDNP 8001) or Role Seminar for the Doctorally Prepared APRN (NDNP 8002); Finance and Economics of Healthcare (NDNP 8010); Quality Improvement and Patient Safety (NDNP 9015); Planning, Management, and Evaluation of Programs and Projects (NDNP 9030); and DNP Practicums I and II (NDNP 9025 and 9035)
<b>COURSE DESCRIPTION</b>	<p>This practicum is the third of three sequential courses in the DNP program. The focus of this practicum is the planning, implementation, and relevant evaluation of evidence-based interventions to address a healthcare problem. The nurse leader's role in guiding and mentoring others in the selection of evidence-based interventions is explored.</p> <ol style="list-style-type: none"> <li>1. Integrate principles of evidence-based practice and appropriate theoretical frameworks in planning, implementing, managing, and evaluating interventions to address a healthcare problem.</li> <li>2. Implement a comprehensive approach to planning, managing, and evaluating projects and programs to positively affect healthcare outcomes.</li> <li>3. Analyze the planning, implementation, management, and evaluation of evidence-based interventions to address the healthcare problem.</li> <li>4. Model the leadership behaviors needed to guide and mentor others.</li> <li>5. Engage in critical reflection regarding the leader behaviors essential to guiding and mentoring others.</li> </ol>
<b>COURSE NUMBER</b>	<b>NDNP 9042</b>
<b>COURSE TITLE</b>	<b>DNP Manuscript Writing Seminar</b>
<b>CREDIT HOURS</b>	Three (3) graduate semester credit hours
<b>CONTACT HOURS</b>	Forty-Five (45) seminar hours
<b>PRE/CO-REQUISITES</b>	Completion of all didactic work; Concurrent with DNP Leadership (NDNP 9040)
<b>COURSE DESCRIPTION</b>	In this seminar, all students who are working on the DNP Project will meet, either face-to-face or virtually on a regular basis with their chair to discuss progress, timelines, problems, and lessons learned in order to progress in a timely manner through the writing portion of the DNP Project process. The seminar is led by the student's DNP Project Chair with goals and objectives being set between the student and the faculty.

# DNP Progression Policy

The DNP program follows the requirements of the Graduate School and the College of Nursing (CON) for progression and maintenance of good academic status.

## **Maintaining Student Status**

Maintenance of full or part-time status as a graduate student and requesting reinstatement follows the Graduate School policies and procedures. Please refer to [UC Graduate Handbook](#) for a full and up-to-date student handbook.

## **Maintaining Satisfactory Progress Toward Degree**

All DNP students must maintain satisfactory progress toward their degree per Graduate School, College of Nursing, and DNP program policies.

## ***Time to Degree***

All DNP students must complete all requirements within five (5) years from the date of matriculation into the degree program. Since the DNP is a practice doctorate, students pursuing a DNP are not required to achieve candidacy. Time to degree includes completion of course work, DNP immersion experience, and DNP Project.

## **Required Credit Hours**

Per the Graduate School, doctoral students must complete a minimum number of credits to meet UC Graduate School and programmatic requirements. Per the Graduate School, the required number of last credit hours must be completed under the direction of University of Cincinnati graduate faculty. Nurse practitioner post-master's students must complete the minimum number of graduate credits beyond a master's degree required by the UC Graduate School, including the required number of credit hours related to the DNP immersion experience and DNP Project.

For BSN-DNP students, degree credit hour requirements are determined by their advanced practice specialty track and includes 42 hours of DNP specialty courses.

All Post-master's DNP students are required to complete 42 credit hours of DNP specialty courses.

## **Documentation of Progress**

Advisors monitor student progress for successful progress through coursework and completion of the DNP Project. Students not making reasonable progress in their program as determined by their advisor will receive a written warning from the DNP



program director. Students who have received a written warning of lack of satisfactory progress towards degree:

1. Will meet with their advisor and obtain a description and timeline of objectives and activities that must be met to maintain satisfactory progress towards degree. This may include taking additional coursework or repeating courses as a condition of maintaining their status in the DNP program.
2. If objectives and activities are not met according to the established timeline, the DNP program director will send a written warning to the student and academic advisor notifying them that the student is at risk for imminent dismissal. A copy of this formal written warning should be placed in the student's program file.
3. A student who fails to meet the agreed upon objectives and activities in three (3) academic terms will become eligible for dismissal from the DNP program.

### **Probation**

A DNP student will be placed on probation when he or she meets any of the criteria for probation for doctoral study as listed below. The process for the DNP student who meets the criteria for probation will follow the College of Nursing policies and procedures related to probation.

Criteria for probation for DNP students:

1. Failure to maintain a cumulative GPA of 3.0 or better.
2. Failure to earn a B- or better in a required DNP course.
3. Failure to adhere to the University's Student Code of Conduct.

### **Dismissal**

Dismissal means that a student is permanently excluded from the College of Nursing. A notation of dismissal is posted on the student's permanent University and College record. A student dismissed from the College of Nursing may be eligible for admission to another college of the university. For any doctoral student that meets criteria for dismissal, the process will follow the UC College of Nursing policies and procedures related to dismissal and request for reconsideration.

Causes for dismissal for DNP students:

1. Failure to meet the terms of provisional admission.
2. Failure to earn a grade of B- or above when repeating a required DNP course.
3. Meeting the criteria for probation a second time.

4. Meeting the criteria for probation or suspension following a previous suspension and readmission.
5. Failure to make satisfactory progress toward the degree as determined by the student's academic advisor and DNP program director (see documentation of progress section).
6. Failure to maintain a 3.0 program grade point average.

### **Requirements for Graduation**

Requirements for graduation from the DNP program follow the Graduate School policies and procedures.

#### ***Applying for Graduation***

One term prior to the term in which a student anticipates graduating the student should:

- Confer with their program, Office of Student Affairs staff.
- Consult the Graduate School website for graduation application deadlines and commencement information.
- Students must complete the official online Application to Graduate by the deadline for the semester in which they expect to graduate. Deadlines are firm and failure to meet them will delay the student's graduation. A fee is assessed when filing an application for graduation. For more information: [UC Graduation Information](#)

#### ***Requirements for Graduation***

1. Successful completion of all required course work and credit hours.
2. Successful completion of the DNP Project.
3. Completion of all Graduate School requirements.

#### ***Confirmation that Graduation Requirements are Met:***

1. The transcript of each graduation candidate is reviewed by the Dean of the College or appointed designee who certifies to the Graduate School that the graduating student has met all College requirements.
2. The certification process assesses that the University's minimum requirement for the Doctor of Nursing Practice degree, per Graduate School and College of Nursing policies and procedures, are met.
3. The Graduate School certifies to the Registrar's Office that the student has met the requirements of the Graduate School.
4. Following certification, the Registrar's Office posts confirmation of graduation in the student's records and generates the diploma.



# DNP Project

## Overview

A hallmark of the practice doctorate is the successful completion of a DNP Project demonstrating the synthesis of the student's experiences. The DNP Project embraces the synthesis of both coursework and practice application, a deliverable product reviewed and evaluated by a faculty mentor/advisor and DNP Project Team. Dissemination modes are a public defense and the preparation of an article for publication in a peer-reviewed journal. The nature of the DNP Projects will vary. Projects are related to advanced practice in the nursing specialty and benefit a group, population, or community rather than an individual patient. Projects most often evolve from practice and may be done in partnership with another entity, such as a clinical agency, health department, government agency, or community group. Types of DNP projects may include: quality improvement initiatives; implementation and evaluation of evidence-based practice guidelines; policy analysis; the design and use of databases to retrieve information for decision-making, planning, evaluation; the design and evaluation of new models of care; designing and evaluating health care programs.

The DNP student identifies an inquiry within their practice area at the time of their applications. During the first semester students work with faculty to begin exploring concepts related to their inquiries while evaluating sources of evidence related to the problem or need. The inquiry will be further defined throughout the evolution of the program with the guidance of the student's academic advisor or DNP Project Chair, DNP Project Team members and course faculty. A design appropriate to the purpose of the inquiry will be developed based on the evaluation of the evidence, needs assessment, overall project goals, outcomes, and process objectives. During the course of the program, the project will be implemented integrating economic, political, ethical, and legal factors as appropriate. Evaluation of the process and outcomes of implementation and dissemination of findings complete the DNP Project process.

Students work closely with their DNP Project Team, under the direction of the DNP Project Chair, who may be the student's advisor. The DNP Project Chair is engaged in all aspects of the process.

## DNP Project Team

After identifying the project topic, a DNP Project Team is appointed with the guidance of the student's advisor and the DNP program director as necessary. Each DNP Project Team must have at least two members inclusive of the chair, one of which is faculty of the University of Cincinnati and holds a doctoral degree in their areas of expertise. The students may select one member from outside the University. The chair is selected

matching the project interest and/or method of inquiry identified by the student. The chair will help the student identify potential DNP Project Team members within the College of Nursing. Once the DNP Project Team is identified, the student must complete the DNP Project Team Appointment Request form, obtaining appropriate signatures. The original form is forwarded to the DNP program director. The student will identify their DNP Project Team members by the middle of Practicum I (NDNP 9025).

If the DNP Project chair or other DNP Project Team members are unable to continue working with the student, the student will coordinate with the DNP program director regarding an action plan. Changes in the DNP Project Team must be submitted in writing to the DNP program director and a new Appointment form completed.

The DNP Project Team is responsible for the following activities:

- Guiding the student in the development of the DNP Project.
- Critiquing the readiness of the project proposal for formal presentation.
- Mentoring the student during the implementation and evaluation phases of the project.
- Evaluating the student's performance on both the formal proposal and defense presentations.

The student is required to share a copy of the DNP Project Process (see Appendices) with the DNP Project Chair and each member of the DNP Project Team. The DNP Project Chair will evaluate all written work and will guide the student's final DNP manuscript writing course (NDNP 9042). It is not the responsibility of the other DNP Project team members to do a thorough critique or edit written work. Their expertise is to be used in formation of ideas, mentoring through DNP process steps, and evaluation of the DNP Project as a whole.

### ***DNP Project Team Meetings***

The progression of the DNP student throughout the project process is monitored by the DNP Project Team during meetings at least twice per Practicum course, either in person or via any virtual method. The student is responsible for scheduling these meetings and is required to document the agenda and minutes. This documentation will be in partial fulfillment of the practicum course requirements.

### **Practicum Courses**

Students complete three practicum courses, which offer mentored opportunities to identify, develop, implement, evaluate, and disseminate the independent, analytical DNP Project. Each course assumes the synthesis of knowledge gleaned from subsequent and concurrent DNP courses and the unique practice expertise of the DNP student. Although these courses are separate entities, course objectives and student's individual objectives may transition into a subsequent practicum course reflecting the student's progress with the project in collaboration with the DNP Project Chair and course faculty. Throughout

these three courses, the student is expected to complete a minimum of 500 hours in an area related to their practice inquiry. It is important to remember that these are practicum and DNP Project courses, not didactic.

The courses are project focused and consistent from start to finish. Practicum assignments will be submitted through Canvas and/or OneDrive and accessible by course faculty, the DNP Project Chair, and DNP program director.

***Each Practicum includes:***

1. Completion of required hours and related documentation attesting to completed hours.
2. No fewer than two (2) DNP Project Team meetings:
  - Meetings should be spaced through the semester appropriately; students must conduct one meeting prior to midterm and one prior to the end of the semester. Additional meetings may be required in accordance with the course syllabus.
  - Documentation of meetings, including agendas, progress, and next steps.
  - Meeting will be attended by student and chair, at minimum; if remaining DNP Project Team members are unavailable, minutes must be distributed to those members.
3. Timeline Development
  - Initial timeline will be developed in the Planning, Management, & Evaluation course (NDNP 9030) and will continue into Practicum I.
  - Timeline will be updated at the beginning of each subsequent semester.
  - Timeline will reflect all aspects of the student's DNP Project and process.
  - Timeline will be developed by the student and reviewed for input with the student's DNP Project Team.
  - Timeline needs to be made available to all members of the DNP Project Team upon revision.

***Practicum I***

- Identification and refining of topic of interest.
- Submission of DNP Project Team Appointment Request form.
- Course specific assignments: CITI training, DNP Project proposal paper, DNP Project proposal oral defense, and IRB determination.

***Practicum II***

- Implementation phase of DNP Project.
- Course specific assignments, including dissemination plan.

### ***Practicum III***

- Successful defense of DNP Project.
- Submission of signed DNP Scholarly Project Defense Evaluation form to the DNP program director.

### ***DNP Manuscript Writing and DNP Leadership Seminars***

- Successful completion of DNP Project manuscript.
- Submission of approved final manuscript must be completed within seven (7) days of expected graduation.
- Electronic DNP Portfolio submission documenting DNP program work and achievement of competencies.

## **DNP Project Progression**

All students are expected to meet the requirements for completing the DNP Project in conjunction with the practicum courses. These three courses provide a mechanism for formal grading of progress through the DNP Project. If extenuating circumstances prevent the student from meeting the expectations for completion of the project during the final semester, the student will receive an incomplete or SP for the final DNP Leadership and DNP Manuscript Writing courses. A student receiving an incomplete will need to enroll the following semester in an independent study. The student must receive a grade of B in the independent study in order to graduate.

## **Institutional Review Board (IRB)**

All DNP Projects require approval from the University of Cincinnati and/or the UC Medical Center Institutional Review Board (IRB) prior to the implementation of the project. In order to protect human subjects, IRB approval is indicated. Because dissemination of findings from the project is an expectation of the DNP program graduate, IRB approval is required as well. IRB at the University of Cincinnati is accomplished through the [Research Administrative Portal \(RAP\)](#) online system.

Completion of the Human Subjects Research Curriculum through the Collaborative Institutional Training Initiative (CITI) is required prior to the submission of the online application. This web-based training is available on the [UC IRB](#) web site. The CITI training is usually completed in conjunction with the Practicum I course. The IRB application is submitted ***only after*** the DNP Project Chair and Team have formally approved the student's project proposal and the chair has reviewed and approved the application. A copy of the letter of approval must be submitted to the chair before implementation of the project. Additional IRB approvals and CITI training may be required from the agency or institution in which the project will be implemented. **The student needs to ascertain this requirement prior to the submission of the UC IRB.**

## **DNP Project Evaluations**

To graduate from the DNP program, the student must successfully defend the DNP Project proposal as well as the DNP Project defense during enrollment in the Practicum courses.

## **DNP Project Proposal**

The DNP student collaborates with his or her DNP Project Chair and DNP Project Team on the development of the written proposal. Requirements for the written proposal are reviewed during Practicum I. Once the proposal is finalized and reviewed by the chair, the student delivers an oral presentation using PowerPoint, or other media, to the DNP Project Team and course faculty describing the key components of the proposed DNP Project. The presentation is held at the College of Nursing. The student is responsible for scheduling this defense after coordinating with the DNP Project Chair and other DNP Project Team members. The DNP student must pass the proposal defense in order to meet course requirements and progress in the program. A written evaluation with recommendations as appropriate will be given to the student at the completion of the proposal defense. All members of the DNP Project Team must sign the Approval of DNP Project Proposal form. A copy must be submitted to the DNP Program Director. If a student fails to pass the proposal defense, a plan for remediation and second proposal defense will be developed by the Practicum I course faculty, DNP Project Team, DNP program director, and the student. Failure to successfully pass the second proposal defense will result in failure of the course. ***Students may not begin their projects until they successfully complete their proposal defense.***

## **DNP Project Defense**

The DNP student must successfully complete the DNP Project defense to be eligible for graduation. The oral presentation using PowerPoint, or other media, will take place at the College of Nursing. The defense will be open to the public. All DNP Project Team members are expected to be in attendance. Practice mentors, stakeholders, family members, and friends are encouraged to attend.

All presentations must be scheduled ahead of time in coordination with the Practicum III course faculty, DNP Project Chair, DNP Project Team members, and DNP program director. The defense will be facilitated by the Practicum III course faculty. The student will present the project, after which the Practicum III course faculty and chair will open the floor for questions/discussion from the DNP Project Team and audience. Following questions and discussion, the audience will be excused and the DNP Project Team may pose additional questions about the project to the student. The student is then excused while the DNP Project Team members and course faculty deliberate on the outcome of the defense. A written evaluation with recommendations as appropriate will be provided

to the student. All members of the DNP Project Team will sign the DNP Project Defense Evaluation form. A copy must be

submitted to the DNP program director. If a student fails to pass the defense, a plan for remediation will be developed by the Practicum III course faculty, DNP Project Team, DNP program director, and the student. Failure to pass the second defense will result in dismissal from the program. The project must be successfully defended at least two weeks prior to semester end for the student to be eligible for graduation. Once the DNP Project Team has agreed that the student has met all the requirements for graduation, the student will submit an electronic version of the final written manuscript.

### **Format for Written Scholarly DNP Project Manuscript**

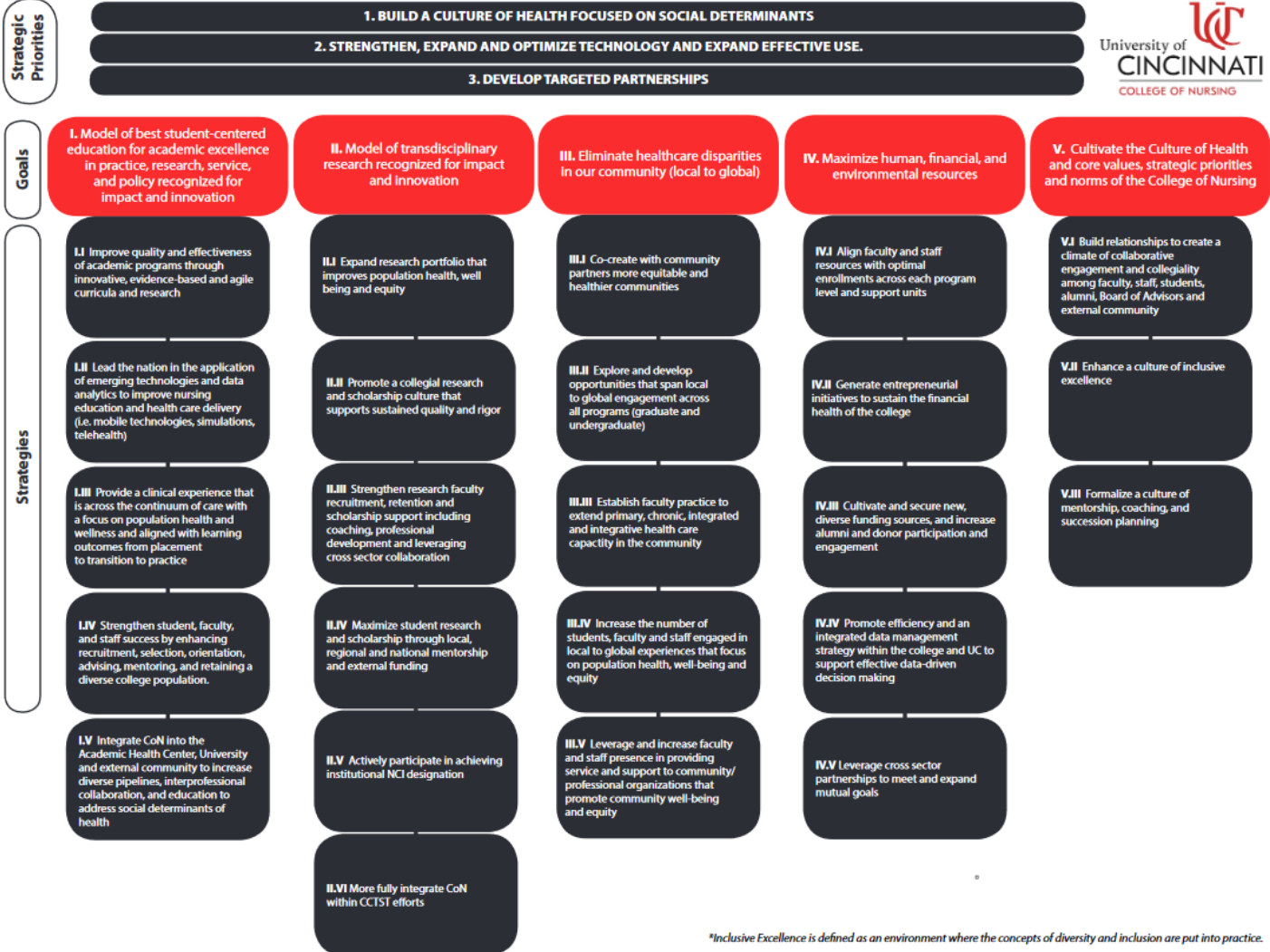
The DNP Project will come full circle as the student develops a manuscript based on the project. Using the IRB and/or DNP Project Team approved project outlines, the student will write up their project findings. The student will choose an appropriate journal based on the project. Once selected, the student will write the manuscript according to the requirements of the journal. The organization and content of the final manuscript will vary according to the project as well as the journal selected and recommendations of the DNP Project Chair and DNP Project Team members. Journal selection and the writing process will be covered throughout the DNP coursework and a timeline for writing will be established between the student and the DNP Project Chair.

# **Section IV. Appendices**



## Strategic Map

THROUGH THE CREATIVE LEVERAGING OF TECHNOLOGY, INNOVATION AND INCLUSIVE EXCELLENCE\*, UNIVERSITY COLLEGE OF NURSING WILL LEAD AND IMPACT THE TRANSFORMATION OF HEALTH CARE THROUGH STRATEGIC PARTNERSHIPS.



\*Inclusive Excellence is defined as an environment where the concepts of diversity and inclusion are put into practice.



# DNP Project Process

The practice doctorate is designed to prepare experts who will “focus heavily on practice that is innovative and evidence-based, reflecting the application of credible research findings” (American Association of Colleges of Nursing [AACN], 2006, p.3). The application of evidence-based practice is best defined as the systematic search, critical appraisal, and synthesis of the most relevant and best external research, coupled with one’s own clinical expertise, and taking careful consideration of patient preferences and values (Melnik & Fineout-Overholt, 2011).

The Doctor of Nursing Practice (DNP) program is designed to prepare advanced practice nurses to translate research into clinical practice by evaluating practice, applying current research, and implementing clinical innovations to change practice. The implementation of evidence-based practice is the foundation of clinical scholarship and leadership. “Rather than a knowledge-generating research effort, the student in a practice-focused program generally carries out a practice application-oriented final DNP project...” (AACN, 2006, p. 3). The DNP program focuses on scholarly inquiry and translation while engaging partners from diverse disciplines to improve health care outcomes. In addition, DNP graduates generate evidence through their practice to guide improvements in practice and outcomes of care (DePalma & McGuire, 2005).

## DNP Project

The DNP Project is to be designed to meet the criteria of the American Association of Colleges of Nursing (2006), *Essentials of Doctoral Education for Advanced Nursing Practice*. The DNP Project must:

1. Demonstrate Scientific Underpinnings for Practice
2. Incorporate Organizational and Systems Leadership for Quality Improvement and Systems Thinking
3. Utilize Clinical Scholarship and Analytical Methods for Evidence-Based Practice
4. Incorporate Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care
5. Consider Health Care Policy for Advocacy in Health Care
6. Demonstrate Interprofessional Collaboration for Improving Patient and Population Health Outcomes
7. Incorporate Clinical Prevention and Population Health for Improving the Nation’s Health
8. Exemplify the Role of Advanced Nursing Practice

## DNP Project Team

The purpose of the DNP Project Team is to facilitate the process of clinical scholarship for the doctoral student. The team is responsible for:

1. Assisting the student in identifying an area of inquiry within their practice specialty and begin exploring concepts related to evidence of a problem or need within that area of inquiry.
2. Facilitating the IRB process.
3. Discussing the systematic review of the literature as it pertains to the evidence related to the problem area of inquiry.
4. Assisting in the development of the DNP Project which addresses evidence-based solutions designed to improve outcomes within the area of inquiry.
5. Providing support, guidance, and mentorship in the implementation of the DNP Project.
6. Assisting the student in the evaluation of the DNP Project process and outcomes as it translates into clinical practice.
7. Facilitating the dissemination of the DNP Project findings through a formal presentation and defense of the DNP Project to the College of Nursing.
8. Facilitating the preparation of a journal article for publication in a peer-reviewed journal.

### **Responsibilities of DNP Project Team Members**

The DNP Project Team is typically composed of 2-4 members depending on the scope and requirements of the DNP Project. The DNP Project Chair **MUST** be on faculty at the University of Cincinnati of the College of Nursing, unless otherwise approved by the DNP program director. Additional members are selected by the student in conjunction with the DNP Project Chair. Additional members may be included as experts who add to the rigor of the DNP Project.

#### **DNP Project Chair:**

The role of the DNP Project Chair is to provide leadership and mentorship of the student in the development, implementation, and evaluation of the DNP Project. The chair is a faculty member of the College of Nursing with a doctoral degree with knowledge and expertise in the specialty area of inquiry of the student. The DNP Project Chair is invited to participate as the chair by the student's academic advisor in NDNP 9030 (Planning, Management and Evaluation). The DNP Project Chair may be the student's academic advisor.

#### **Responsibilities of the DNP Project Chair:**

1. Facilitates the student's completion of the DNP Project Team Appointment Request Form to be forwarded to the DNP Practicum course faculty and DNP program director.
2. Assists the student in the selection of other team members as needed.
3. Reviews the PICOT<sup>1</sup> question, literature review, and theoretical framework or model as well as the student's completed DNP Project related coursework for the

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<sup>1</sup> PICOT is an acronym for (P) patient, population, or problem, (I) intervention or issue of interest, (C) comparison, (O) outcome(s), and (T) time frame. Together, these elements are used in evidence-based practice as a systematic way to answer a clinical or health care related question (Richardson, Wilson, Nishikawa, & Hayward, 1995).

- purpose of discussing the significance of the problem of inquiry, search strategy, and summary of evidence for the DNP Project. The purpose of submission of documents to the DNP Practicum I, II, and III courses is to ensure the student completes work related to the DNP Project.
4. Facilitates the student's completion of the UC IRB application for category determination (i.e., exempt, expedited, and full board). Additional IRB approvals may be required at each external location where the DNP Project is implemented. The DNP Chair must review each IRB application and provide written approval to the student prior to IRB submission. IRB approval or acknowledgement is required before a DNP Project may begin.
  5. Attends the DNP Project Team meetings. The DNP Project Chair is expected to review the DNP Project Team meeting minutes developed by the student and indicate attendance and approval of the minutes via signature. The chair helps to ensure the student has ongoing communication with other members of the DNP Project Team who are unable to attend a meeting.
  6. Attends the DNP Project Proposal as well as the DNP Project Defense oral examination presentations as a member of the DNP Project Team.
  7. Reviews and critiques the PowerPoint or Keynote presentation of the DNP Project Proposal and DNP Project Defense developed by the student for the purpose of defending the project. Upon the completion of each presentation, the DNP Project Chair and all DNP Project Team members must sign the respective DNP Project evaluation form to be submitted to the DNP program director for final approval. These documents should be completed and submitted as a component of DNP Practicum I and III courses.
  8. If the student fails to pass the defense of the DNP Project Proposal or DNP Project Defense, the chair will coordinate a plan for remediation along with the DNP Practicum course faculty and a second defense will be developed by the student with approval by the DNP Project Team. Failure of either the DNP Project Proposal or DNP Project Defense MUST be reported to the DNP program director. The remediation plan should also be submitted to the DNP program director within one week of the failed primary defense.
  9. Facilitates and assists with the development and submission of the final manuscript for publication as the second author. Works with the DNP Project Team members to determine authorship and contributions to the final manuscript prior to submission.
  10. Notifies the student's course faculty and DNP program director of concerns, including any issues related to the student's progression of the DNP Project.

**DNP Project Team Members:**

The role of the other DNP Project Team members is to facilitate the student's DNP Project with the knowledge and resources specific to the specialty area or specialized expertise. Clinical specialty areas may include, but are not limited to: Community Health, Acute Care, Pediatrics, Women's Health, Family Practice, Palliative Care, Geriatrics, Nurse Anesthesia, and Nurse Midwifery. In addition, specialty focus may include nursing administration and leadership in the health care system. One of the DNP Project Team Members may be an

organizational mentor, outside the University of Cincinnati, to aide in the navigation of resources within a community or population for the implementation of the DNP Project.

**Responsibilities of the DNP Project Team Member:**

1. Participates within the DNP Project Team to assist in the clarification of a clinical or health care related problem within the student's area of inquiry to facilitate the planning, implementation, and evaluation phases of the DNP Project.
2. Assists in identifying resources applicable to the DNP Project.
3. Identifies barriers to the DNP Project and facilitates problem-solving.
4. Reviews and approves the DNP Project objectives, problem statement, and DNP Project Proposal.
5. Assists with the IRB application if deemed necessary. IRB approval or acknowledgement is required before a DNP Project may begin.
6. Provides feedback to the student related to the area of inquiry and notifies the student and DNP Project Chair of changes within the organization that may impact the DNP Project.
7. Attends the DNP Project Team meetings. Each member is expected to review the DNP Project Team meeting minutes developed by the student and indicate attendance and approval of the minutes via signature.
8. Attends the DNP Project Proposal as well as the DNP Project Defense oral examination presentations as a member of the DNP Project Team. Upon the completion of each presentation, each DNP Project Team member must sign the respective DNP Project evaluation form.
9. If the student fails to pass the defense of the DNP Project Proposal or DNP Project Defense, a second defense will be developed by the student with approval by the DNP Project Team.
10. Assists as necessary with the development and submission of the final manuscript for publication during the evaluation phase of the DNP Project. Works with the student and other DNP Project Team members to determine authorship and contributions to the final manuscript prior to submission.
11. Notifies the student's DNP Project Chair, course faculty, and DNP program director of concerns, including any issues related to the student's progression of the DNP Project.

**DNP Student:**

The role of the DNP student is to assume ownership of the DNP Project and lead all efforts of the project in collaboration with their respective DNP Project Chair, DNP Project Team, and academic advisor. The student is receptive to feedback and flexible in project progression.

**Responsibilities of the DNP Student:**

1. Formation of the DNP Project Team in conjunction with the DNP Project Chair.
2. Completes the DNP Project Team Appointment Request Form to be forwarded to the DNP practicum course faculty and DNP program director.

3. Shares PICOT question, literature review, and theoretical framework or model as well as completed DNP Project related coursework with DNP Project Chair and DNP Project Team members.
4. Shares all DNP Practicum I, II, and III coursework with the DNP Project Chair to ensure ongoing communication and guidance throughout DNP Project development, implementation, evaluation as well as the proposal and defense.
5. The student, in collaboration with the DNP Project Chair, is responsible for scheduling the DNP Project Team meetings and providing a written meeting agenda as well as minutes for each meeting. The DNP Project Team meeting agendas and minutes are to be submitted as part of the practicum course requirements each semester.
6. Develops a DNP Project timeline and plan in coordination with the DNP Project Chair and Team members.
7. Works with the DNP Project Chair to complete the UC IRB application for category determination (i.e., exempt, expedited, and full board). Additional IRB approvals may be required at each external location where the DNP Project is implemented. Obtains written approval from the DNP Project Chair prior to IRB submission. IRB approval or acknowledgement is required before a DNP Project may begin.
8. Submits DNP Project Proposal and DNP Project Defense presentations to the DNP Project Chair at an agreed upon time for critique prior to each presentation.
9. Submits the DNP Project Proposal Form for approval during DNP Practicum I. This form should be complete and signed by the student and all DNP Project Team members.
10. Submits the DNP Project Defense Form for approval during DNP Practicum III. This form should be complete and signed by the student and all DNP Project Team members.
11. Responsible for the development of a manuscript during the evaluation phase of the DNP Project as the first author and works with the DNP Project Chair and possibly other DNP Project Team members on manuscript revisions and submission prior to graduation.

#### **DNP Academic Advisor:**

The role of the DNP student's academic advisor is to direct and challenge the advisee and assure scholarship and rigor throughout the program. The advisor serves as both an advocate and facilitator for the student. For BSN to DNP students, the academic advisor is the coordinator or director of the student's advanced practice specialty track. For post-master's DNP students, the academic advisor is the DNP program director. The academic advisor may or may not be an active participant within the DNP Project Team. However, the advisor should be notified, by the student or any the DNP Project Team members, of problems with the student's completion of DNP Project Team objectives or timelines.

#### **Responsibilities of the Academic Advisor:**

1. Schedules regular meetings *as needed* to develop a working Academic Program of Study.

2. Meets with the student as needed to assure program progression.
3. Facilitates and problem solves academic dilemmas per University policies should they arise.

### **Change of DNP Academic Advisor and/or DNP Project Team Members**

In the event that the student, academic advisor, or DNP Project Team members are unable to continue in the academic process, the student is responsible for notifying the DNP Practicum course faculty and DNP program director to formulate an alternative plan of academic achievement according to the College of Nursing policies.

### **DNP Practicum Courses: DNP Practicum I, II, and III**

The DNP curriculum consists of three DNP Practicum courses. These courses are designed to offer mentored opportunities to identify, develop, implement, evaluate, and disseminate the outcomes of the DNP Project. Each course assumes the synthesis of knowledge acquired from subsequent or concurrent DNP courses and the unique practice expertise of the student. Although these courses are separate entities, course objectives and the student's DNP Project objectives may transition into a subsequent practicum course reflective of the student's progress with the DNP Project in collaboration with the DNP Project Team. Each DNP Practicum consists of 3 semester hours and requires a designated time commitment in the area related to their DNP Project and DNP Essentials.

### **DNP Project Progression**

The student is expected to meet the requirements for each DNP Practicum to ensure progression of the DNP Project. If the student is unable to complete the DNP Practicum course requirements, they cannot progress to the next DNP Practicum course.

### **DNP Project Defense**

During DNP Practicum III, the student must successfully complete the DNP Project Defense to be eligible for graduation. The oral presentation takes place at the College of Nursing. The defense will be open to the public. All DNP Project Team members are expected to be in attendance. Practice mentors, stakeholders, family members, and friends are encouraged to attend.

All presentations must be scheduled ahead of time in coordination with the student (i.e., candidate), DNP Practicum course faculty, DNP Project Chair, DNP Project Team Members, and DNP program director. The presentation will be posted on the College of Nursing calendar. The defense will be facilitated by the DNP Practicum course faculty or DNP Project Chair. The candidate will present a 30-minute explanation of the DNP Project, after which the student will be required to respond to questions from the DNP Project Team, DNP Practicum course faculty, and audience. Following questions and any discussion, the candidate is excused while the DNP Project Team members and DNP Practicum course faculty deliberate on the outcome of the defense. A written evaluation with recommendations, as appropriate, will be provided to the candidate. All members of the DNP Project Team will sign the DNP Project Defense Evaluation Form. A copy must be



submitted to the DNP program director who will forward it to the Associate Dean in the College of Nursing. If a student fails to pass the defense, a plan for remediation will be developed by the DNP Practicum course faculty, DNP Project Team, DNP program director, and student. This plan will be submitted to the DNP program director for approval within one week of the date of the defense. Failure to pass the second defense will result in dismissal from the program. The DNP Project must be successfully defended at least two weeks prior to the end of the semester for the student to be eligible for graduation.

**National Organization of Nurse Practitioner Faculties (NONPF)**  
**General for All Nurse Practitioners Core Competencies**  
Updated September 2019

- 1) Scientific Foundation Competencies
  - A) Critically analyzes data and evidence for improving advanced nursing practice.
  - B) Integrates knowledge from the humanities and sciences within the context of nursing science.
  - C) Translates research and other forms of knowledge to improve practice processes and outcomes.
  - D) Develops new practice approaches based on the integration of research, theory, and practice knowledge.
- 2) Leadership Competencies
  - A) Assumes complex and advanced leadership roles to initiate and guide change.
  - B) Provides leadership to foster collaboration with multiple stakeholders (e.g., patients, community, integrated health care teams, and policy makers) to improve health care.
  - C) Demonstrates leadership that uses critical and reflective thinking.
  - D) Advocates for improved access, quality, and cost-effective health care.
  - E) Advances practice through the development and implementation of innovations incorporating principles of change.
  - F) Communicates practice knowledge effectively, both orally and in writing.
  - G) Participates in professional organizations and activities that influence advanced practice nursing and/or health outcomes of a population focus.
- 3) Quality Competencies
  - A) Uses best available evidence to continuously improve quality of clinical practice.
  - B) Evaluates the relationships among access, cost, quality, and safety and their influence on health care.
  - C) Evaluates how organizational structure, care processes, financing, marketing, and policy decisions impact the quality of health care.
  - D) Applies skills in peer review to promote a culture of excellence.
  - E) Anticipates variations in practice and is proactive in implementing interventions to ensure quality.
- 4) Practice Inquiry Competencies
  - A) Provides leadership in the translation of new knowledge into practice.
  - B) Generates knowledge from clinical practice to improve practice and patient outcomes.
  - C) Applies clinical investigative skills to improve health outcomes.
  - D) Leads practice inquiry, individually or in partnership with others.



- E) Disseminates evidence from inquiry to diverse audiences using multiple modalities.
  - F) Analyzes clinical guidelines for individualized application into practice.
- 5) Technology and Information Literacy Competencies
  - A) Integrates appropriate technologies for knowledge management to improve health care.
  - B) Translates technical and scientific health information appropriate for various users' needs.
    - a. Assess the patient's and caregiver's educational needs to provide effective, personalized health care.
    - b. Coaches the patient and caregiver for positive behavioral change.
  - C) Demonstrates information literacy skills in complex decision making.
  - D) Contributes to the design of clinical information systems that promote safe, quality, and cost-effective care.
  - E) Uses technology systems that capture data on variables for the evaluation of nursing care.
- 6) Policy Competencies
  - A) Demonstrates an understanding of the interdependence of policy and practice.
  - B) Advocates for ethical policies that promote access, equity, quality, and cost.
  - C) Analyzes ethical, legal, and social factors influencing policy development.
  - D) Contributes in the development of health policy.
  - E) Analyzes the implications of health policy across disciplines.
  - F) Evaluates the impact of globalization on health care policy development.
  - G) Advocates for policies for safe and healthy practice environments.
- 7) Health Delivery System Competencies
  - A) Applies knowledge of organizational practices and complex systems to improve health care delivery.
  - B) Effects health care change using broad based skills including negotiating, consensus- building, and partnering.
  - C) Minimizes risk to patients and providers at the individual and systems level.
  - D) Facilitates the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders.
  - E) Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment.
  - F) Analyzes organizational structure, functions, and resources to improve the delivery of care.
  - G) Collaborates in planning for transitions across the continuum of care.
- 8) Ethics Competencies
  - A) Integrates ethical principles in decision making.

- B) Evaluates the ethical consequences of decisions.
  - C) Applies ethically sound solutions to complex issues related to individuals, populations, and systems of care.
- 9) Independent Practice Competencies
- A) Functions as a licensed independent practitioner.
  - B) Demonstrates the highest level of accountability for professional practice.
  - C) Practices independently managing previously diagnosed and undiagnosed patients.
    - a. Provides the full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative, and end-of- life care.
    - b. Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings.
    - c. Employs screening and diagnostic strategies in the development of diagnoses.
    - d. Prescribes medications within scope of practice.
    - e. Manages the health/illness status of patients and families over time.
  - D) Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making.
    - a. Works to establish a relationship with the patient characterized by mutual respect, empathy, and collaboration.
    - b. Creates a climate of patient-centered care to include confidentiality, privacy, comfort, emotional support, mutual trust, and respect.
    - c. Incorporates the patient's cultural and spiritual preferences, values, and beliefs into health care.
    - d. Preserves the patient's control over decision making by negotiating a mutually acceptable plan of care.
    - e. Develops strategies to prevent one's own personal biases from interfering with delivery of quality care.
    - f. Addresses cultural, spiritual, and ethnic influences that potentially create conflict among individuals, families, staff, and caregivers.
  - E) Educates professional and lay caregivers to provide culturally and spiritually sensitive, appropriate care.
  - F) Collaborates with both professional and other caregivers to achieve optimal care outcomes.
  - G) Coordinates transitional care services in and across care settings.
  - H) Participates in the development, use, and evaluation of professional standards and evidence-based care.

## **Advanced Practice Nursing Specific Competencies**

### **Adult-Gerontology Acute Care and Primary Care Nurse Practitioner Competencies**

National Organization of Nurse Practitioner Faculties. (2016). Adult-gerontology acute care and primary care NP competencies. Retrieved from <https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Adult-Gero-NP-Comp-2016.pdf>

### **Family Nurse Practitioner, Pediatric Nurse Practitioner Acute Care and Primary Care, and Psychiatric-Mental Health Competencies**

National Organization of Nurse Practitioner Faculties. (2013). Population-focused nurse practitioner competencies. Retrieved from <https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Population-Focused-NP-Competencies-2013.pdf>

### **Nursing Leadership/Nursing Administration Competencies**

American Organization of Nurse Executives. (2015). Nurse manager competencies. Retrieved from <https://www.aonl.org/system/files/media/file/2019/04/nurse-manager-competencies.pdf>

American Organization of Nurse Executives. (2015). Nurse executive competencies. Retrieved from <https://www.aonl.org/system/files/media/file/2019/06/nec.pdf>

American Organization of Nurse Executives. (2015). Nurse executive competencies: Population health. Retrieved from <https://www.aonl.org/system/files/media/file/2019/04/population-health-competencies.pdf>

American Organization of Nurse Executives. (2015). Nurse executive competencies: Post-acute care. Retrieved from [https://www.aonl.org/system/files/media/file/2019/06/nec-post-acute\\_0.pdf](https://www.aonl.org/system/files/media/file/2019/06/nec-post-acute_0.pdf)

American Organization of Nurse Executives. (2015). Nurse executive competencies: System CNE. Retrieved from <https://www.aonl.org/system/files/media/file/2019/06/nec-system-cne.pdf>

## **Examples of DNP Projects**

- I. Translating Research into Practice**
  - A. Quality Improvement Analysis Related to Patient Care and Outcomes
  - B. Development of Evidence Based Practice Guidelines
  - C. Analysis of Organization, State or National Policy and the Development, Implementation, or Revision of Policy
  - D. Development and/or Evaluation of Care Models or Patient Care Programs to Address Health Promotion and/or Disease Prevention
  - E. Analysis and/or Development of Informational Technology for the Purpose of Planning the Enhancement and/or Evaluating Patient Care and Outcomes
  - F. Analysis of Financial Cost/Benefit of Care Models for the Purpose of Improving Cost Savings with the Utilization of Specific Care Models
  - G. Joint Inter-Professional Collaboration with PhD Researchers to Implement Current Research
- II. Evaluate Interventions or Innovations in Care Techniques**
  - A. Obtain Baseline Data Related to a Specific Health Care Problem and Design an Evidence-Based Interventional Plan and Evaluation Process
  - B. Collaborate with other APRNs or Interdisciplinary Colleagues to Compare/Evaluate Group Interventions
  - C. Analyze Data on a Significant Health Care Problems and the Effectiveness of Treatments with Recommendations for Change
  - D. Evaluate the Management of Patients with Mental Health Disorders and Develop an Evidence-Based Treatment Management Program
  - E. Evaluate Peer-Led Support Groups and Measure Outcomes
  - F. Evaluate Pain Control Within Palliative Care Models and Measure Outcomes
  - G. Promote Patient Safety with the Implementation of Medication Administration Program and Measure Outcomes
  - H. Evaluate Home Care Interventions and Compare Patient Satisfaction Between Physicians and APRNs
- III. Health Promotion and Community Health**
  - A. Compare Strategies for Health Promotion/Disease Prevention Within Community Health Departments
  - B. Evaluate Trends and Patient Satisfaction with Patient Visits and the Effects of Outreach Programs
  - C. Launch Interprofessional Collaborative Health Promotion Programs Within a Vulnerable Community Population and Evaluate Outcomes
  - D. Compare and Contrast Patient Monitoring Tools or Screening Programs and Evaluate their Effectiveness, Cost Savings, and/or Outcomes
  - E. Evaluate Community Resources and Program Responses to Community Disasters
  - F. Develop and Evaluate Transition Protocols to Promote Continuity of Care Across Care Settings

**IV. Health Care Policy**

- A. Evaluate and/or Compare Extended Care Facility Policies for the Treatment of Chronic Pain and Compare with National Guidelines
- B. Evaluate High Risk Patient Populations and Develop Plans for Risk Reduction Related to Policy Changes
- C. Evaluate Employer Policies Regarding Employee Health and Potential Cost Savings of New Policies
- D. Evaluate and/or Develop Evidence-Based Policies Related to High Risk Populations Within the NICU

**V. Integration of Technology in Care and Informatics**

- A. Create a Database for Monitoring Childhood Injuries in Urgent Care Settings and Evaluate the Outcomes
- B. Develop and/or Evaluate Informational Technology's Impact on Care Related to Patient's Transfer of Care
- C. Develop and/or Evaluate Protocols that Integrate Technology in Patient Assessments Within an Urgent Care Setting

**VI. Nursing Administration**

- A. Policy Development to Increase Efficiency and Reduce Wait Times for ED/ICU Handoffs
- B. Interdepartmental Float Nurse Pool Policy and Procedure
- C. Development of Phone Coaching for Hospital Customer Service Staff to Increase Customer Satisfaction
- D. Generational Training Among Nurses to Improve Communication and Teamwork on Mixed Generational Teams

## DNP Program Annual Student Evaluation of Progress

Date: \_\_\_\_\_

DNP Student Name: \_\_\_\_\_

Academic Year: \_\_\_\_\_

DNP Academic Advisor: \_\_\_\_\_

DNP Project Chair: \_\_\_\_\_

<b>Part 1: Course Work and Curriculum Requirements</b>				
<b>Courses</b>	<b>Credits</b>	<b>Semester Planned</b>	<b>Semester Taken</b>	<b>Comments</b>
<b>CORE COURSES</b>				
Biostatistics for Evidence-Based	3			
Scientific Basis for Clinical Reasoning	4			
Epidemiologic Methods in Healthcare	3			
Healthcare Policy	3			
<b>DNP SPECIALTY COURSES</b>				
DNP Role Seminar (NDNP 8001/8002)	3			
Informatics for DNP Practice	2			
Applications of Advanced Clinical Reasoning	4			
Essentials of Research Methods for Evidence-Based Practice	4			
Quality Improvement and Patient Safety	3			
Practicum I	3			
Planning, Management, and Evaluation	4			
Finance and Economics of Healthcare	3			
Practicum II	3			
DNP Manuscript Writing Seminar	3			
DNP Leadership Seminar	2			
Practicum III	3			

## Part 2: Narrative Summary of Progress and Student Accomplishments (DNP student completes)

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4. What are your objectives for the next academic year?
5. If you were a student last year, please evaluate your objectives from last year.
6. Please report on your scholarly activities during this past academic year:

Publications

Scholarly Presentations

Honors and/or Awards

Conferences Attended

Scholarships and/or Assistantships

### **Part 3: Narrative Evaluation**

(completed by the DNP advisor or DNP Project Chair)

1. Summarize the DNP student's progress relative to the objectives and overall program plan. State any major obstacles to progress. If there have been delays in progress is an extension needed and should an extension be given?



2. Provide a brief report on whether or not the DNP student is in good academic standing according to College of Nursing procedures, including:
  - a. Skills that require the student's attention.
  - b. Suggested actions to remedy deficits.
  - c. Milestones reached.
  - d. Deadlines that have been agreed upon by student and advisor.
- c. Specific advice given to the student to assist the student in meeting objectives.
3. Appraisal of overall progress. Please circle the appropriate response and provide written specifics.  
1 = Unsatisfactory    2 = Needs Improvement    3 = Meets Expectations  
4 = Exceeds Expectations    5 = Outstanding

Comments:

**I recommend that:**

- (1) The DNP student should continue in the program with registration of courses during the next academic year.
- (2) A decision about progression needs to be forwarded to the Student Affairs Council for the following reasons:
  - a) Failure to complete required course work
  - b) Failure to progress on the DNP Project
  - c) Other: (explain)
- (3) The DNP student should be terminated and records forwarded to the Student Affairs Council for the following reason(s):

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DNP Student

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Date

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Doctoral Advisor

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Date

Revised 08/2019

*Doctor of Nursing Practice Program*  
**DNP SCHOLARLY PROJECT TEAM APPOINTMENT REQUEST**

**Name of Student:**

**DNP Project Title:**

**DNP Project Team Membership Composition**

**DNP Project Chair:**

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Printed Name	Signature	Date
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**DNP Project Team Member:**

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Printed Name	Signature	Date
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**DNP Project Team Member:**

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Printed Name	Signature	Date
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**DNP Project Team Member:**

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Printed Name	Signature	Date
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**APPROVAL:**

**DNP Program Director:** Richard M. Prior, DNP, FNP-BC, FAANP

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Signature	Date
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*Doctor of Nursing Practice Program*  
**DNP SCHOLARLY PROJECT PROPOSAL EVALUATION**

**Name of Student:**

**Date and Time of Proposal:** \_\_\_\_\_ ☐ First ☐ Second

**PICOT:**

**IRB Submission Date:**

**IRB Approval:** Approved or Exempt ☐ Pending Approval ☐

**DNP Project Type:** QI ☐ EBP ☐ Needs Assessment ☐ Program Evaluation ☐  
Policy Development ☐ Other ☐ \_\_\_\_\_

**Evaluation:** Approved ☐ Conditional Approval Not Approved ☐

Conditions:

\_\_\_\_\_  
**DNP Student:**

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**DNP Project Team Members**

**DNP Project Chair:**

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**DNP Project Team Member:**

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**DNP Project Team Member:**

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**DNP Project Team Member:**

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**DNP Program Director:** Richard M. Prior, DNP, FNP-BC, FAANP

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

*Doctor of Nursing Practice Program*  
**DNP SCHOLARLY PROJECT DEFENSE EVALUATION**

**Name of Student:**

**Date and Time of Defense:**

**DNP Project Title:**

**Evaluation:** Approved ☐ Conditional Approval ☐ Not Approved ☐

Conditions:

---

**DNP Student:**

---

Printed Name

Signature

Date

**DNP Project Team Members**

**DNP Project Chair:**

---

Printed Name

Signature

Date

**DNP Project Team Member:**

---

Printed Name

Signature

Date

**DNP Project Team Member:**

---

Printed Name

Signature

Date

**DNP Project Team Member:**

---

Printed Name

Signature

Date

**DNP Program Director:** Richard M. Prior, DNP, FNP-BC, FAANP

---

Signature

Date

*Doctor of Nursing Practice Program*  
**OFFICIAL NOTIFICATION**  
**CHANGE OF DNP PROJECT TEAM REQUEST**

**Date:**

**To: DNP Program Director, Richard M. Prior, DNP, FNP-BC, FAANP**

**DNP Student:**

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Printed Name	Signature	Date
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**Please make the following addendum to the above named students' DNP Project Team:**

**REMOVE**

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Printed Name	Signature	Date
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Printed Name	Signature	Date
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**ADD**

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Printed Name	Signature	Date
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Printed Name	Signature	Date
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**DNP Project Chair Approval:**

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Printed Name	Signature	Date
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**APPROVAL:**

**DNP Program Director:** Richard M. Prior, DNP, FNP-BC, FAANP

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Signature	Date
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*Doctor of Nursing Practice Program*  
**OFFICIAL NOTIFICATION**  
**CHANGE OF DNP PROJECT CHAIR REQUEST**

**Date:**

**To: DNP Program Director, Richard M. Prior, DNP, FNP-BC, FAANP**

**DNP Student:**

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Printed Name	Signature	Date
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**Please make the following addendum to the above named students' DNP Project Chair:**

**FORMER DNP CHAIR**

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Printed Name	Signature	Date
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**NEW DNP CHAIR**

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Printed Name	Signature	Date
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**APPROVAL:**

**DNP Program Director:** Richard M. Prior, DNP, FNP-BC, FAANP

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Signature	Date
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