

Curriculum Guide: DNP



The Doctor of Nursing Practice (DNP) program focuses on the development of nurse leaders who use evidence-based practice for optimizing health care delivery through effective systems transformation. As DNP graduates plan and implement their practice with individuals and populations, they learn to integrate the spiritual, biological, social, psychological and cultural factors that influence human responses to health and illness. The goal of DNP practice, in addition to providing excellent care to patients, is to optimize health care delivery through effective systems transformation, or planned change.

Course #	Course Title	Credits
NR 700 (a, b, c)	Scientific Writing for Professional Nurses	3
NR 701	Biostatistics for Outcomes Management and Evaluation	3
NR 702	Scientific and Theoretical Foundations for Advanced Nursing Practice	3
NR 703	Epidemiology for Population Health	3
NR 704	Analysis of Evidence for Advanced Nursing Practice	3
NR 705	Methods for Conducting Evidenced-Based Projects	3
NR 706	Advanced Healthcare Management and Policy	3
NR 707	Interdisciplinary Organizational Leadership	3
NR 708	Advanced Healthcare Informatics	3
NR 709	Evaluation Strategies for Quality Improvement	3
NR 800	CAPSTONE Project: Identification/DNP Residency (100 to 300 clinical hours per semester for a total of 500 clinical hours)	2
NR 801	CAPSTONE Project: Proposal/DNP Residency	2
NR 802	CAPSTONE Project: Implementation/DNP Residency	2
NR 803	CAPSTONE Project: Dissemination/DNP Residency	2

38 credit hours and 500 clinical hours

DNP Curriculum Guide: “One Step at a Time” Plan

	Fall (<i>August – December</i>)	Spring (<i>January – May</i>)	Summer (<i>May – August</i>)
Year One 1 st Half semester	NR 701: Biostatistics for Outcomes Management and Evaluation (3 credits)	NR 703: Epidemiology for Population Health (3 credits)	NR 707: Interdisciplinary Organizational Leadership (3 credits)
	NR 702: Scientific and Theoretical Foundations for Advanced Nursing Practice (3 credits) NR 700a: Scientific Writing for Professional Nurses (1 credit)	NR 704: Analysis of Evidence for Advanced Nursing Practice (3 credits) NR 700b: Scientific Writing for Professional Nurses (1 credit)	NR 800: CAPSTONE Project: Identification/DNP Residency* (100 residency hours/2 credits)
Year Two 1 st Half semester	NR 709: Evaluation Strategies for Quality Improvement (3 credits)	NR 708: Advanced Healthcare Informatics (3 credits)	NR 706: Advanced Healthcare Management and Policy (3 credits)
	NR 705: Methods for Conducting Evidenced–Based Projects (3 credits)	NR 802: CAPSTONE Project: Implementation/DNP Residency (200 clinical hours/2 credits)	NR 803: CAPSTONE Project: Evaluation & Dissemination/DNP Residency (100 residency hours/2 credits)

2 nd Half semester	NR 700c: Scientific Writing for Professional Nurses (1 credit) NR 801: CAPSTONE Project: Proposal/ DNP Residency (100 clinical hours/2 credits)		
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* DNP Residency clinical hours required by each individual student will be determined based on previous education and experience in conjunction with the selected specialty practice requirements.

Course Descriptions

Course	#	Credit Hours	Pre/co-requisite	Semester offered	Description
Scientific Writing for Professional Nurses	700	3	Graduate status	Fall and Spring	This course provides an introduction to scientific writing for nurses pursuing graduate education in nursing. Through the course students will learn skills for scientific writing in the dissemination of nursing research, implementation of evidence-based projects, project narratives, for the purpose of building nursing science in practice; other examples of scientific writing include articles for peer reviewed journals, grant proposals, and theses/dissertations/capstone projects in the sciences.
Biostatistics for Outcomes Management and Evaluation	701	3	Graduate status	Fall	This course is an introduction to biostatistics for students in nursing and the health sciences. The course is designed to provide knowledge for effective use of biostatistics in translational research to include: descriptive and inferential statistical analyses, probability theory, hypothesis testing, and measures of central tendency, parametric and nonparametric analyses. Skills acquired by the student will assist in the critical appraisal of research for evidence-based practice with a focus on comprehension of consistency between research designs and statistical tests (correlation, regression, t-tests, analysis of variance and nonparametric tests). Additional skills include use of statistical software packages to practice analysis and interpretation of statistical tests.

Scientific and Theoretical Foundations for Advanced Nursing Practice	702	3	Graduate Status	Fall	This course focuses on the relationship between theory and methods of inquiry. Selected theories, concepts, and issues related to nursing and health are explored; application of theory to nursing practice is emphasized. Course content includes inquiry based on interaction of theory, research, and practice in the development of nursing knowledge and the improvement of clinical outcomes. Students also explore and examine the ways in which nursing philosophy and nursing knowledge impact professional nursing. The final project of this course involves a concept analysis linking theory to practice in areas related to the students' advanced practices.
Epidemiology for Population Health	703	3	NR 701 or equivalent course	Spring	This course introduces students to the principles and methods of epidemiological investigations. Infectious and noninfectious disease examples are utilized. The focus involves epidemiological research methods and their practical applications to the study of determinants and distributions of disease.
Analysis for Evidence for Advance Nursing Practice (EBP I)	704	3	NR 701, or Director permission	Spring	This course assists the student in learning principles and processes of evidence-based practice (EBP) for analyzing research and other forms of evidence. The evidence is then validated and selected for use in advanced nursing practice. Evidence-based nursing models are reviewed and students learn how to ask and develop practice-related questions. Computerized literature searches form the basis for finding, critically assessing, and selecting the best available evidence for implementation and evaluation in practice. This foundational course provides students with the skills necessary to synthesize evidence relevant to their practice and to propose an

					EBP implementation project with a plan for evaluating patient outcomes.
Methods for Conducting Evidenced-Based Projects	705	3	NR 704	Fall	This course focuses on the analysis and adaptation of research methods relevant to evidence-based practice (EBP) projects. The course will include a review of qualitative research designs and quantitative research designs with associated statistics and corresponding levels of evidence. Additional research methods content will include: samples and sampling techniques, measurement principles and instrument psychometrics, intervention protocols, data collection procedures, human subjects review, and scientific integrity. Students will analyze the cohesion of their EBP clinical questions with methods used to collect, enter, and analyze to augment their project evaluation. The course prepares students to build upon principles learned in the previous course, NR 704: Analysis of Evidence for Advanced Nursing Practice; and this course supplements NR 709: Evaluation Strategies for Quality Improvement.
Advanced Healthcare Management	706	3	NR 701 or equivalent course	Summer	This course provides students with the advanced skills and knowledge to analyze and evaluate current health policies and contribute to the development of new policy using evidence and research. Budgetary planning and management as well as the general fiscal analysis of health care projects, programs, and systems are also addressed. Finally, legal aspects of management and legislation in healthcare, including the interrelationships among policy, financing, legal issues, and legislation are analyzed.

Interdisciplinary Organizational Leadership	707	3	Graduate status	Summer	This course will prepare nursing students for intraprofessional and interprofessional leadership through an interdisciplinary perspective that includes leadership psychology, an understanding of organization behavior and politics, as well as reflective practice to appreciate the impact of personal spirituality, ethics, and values on leadership roles and effectiveness. Students will examine the psychology of leadership by studying the personal qualities of successful leaders and the inner drive for power. Particular attention will be given to the ways in which culture and gender influence individuals and groups and their identities and dynamics. Throughout the semester, students will integrate values, cultural sensitivity, and spirituality into health leadership and ethical decisions to promote comprehensive, holistic care as the foundation of a just society.
Advanced Healthcare Informatics	708	3	Graduate status	Spring	This course provides DNP students with the knowledge and skills to use information technology for augmenting the evaluation of nursing practice and healthcare outcomes. Students will learn to design databases for the collection and analysis of data, especially for the examination of patterns/trends; determination of variances in practice, and the evaluation of research, programs, and practices using national benchmarks.
Evaluation Strategies for Quality Improvement	709	3	Graduate status	Fall	This course will prepare DNP students to evaluate patient outcomes through quality improvement methodologies emphasizing the promotion of safe, effective, and efficient patient-centered care. Each student will learn to design and implement an evaluation plan involving data extraction from practice, information

					systems, and databases for the monitoring and evaluation of quality patient outcomes.
CAPSTONE Project: Identification/ DNP Residency	800	2	All previous Graduate Nursing courses	Summer	This course guides DNP students in identifying their capstone projects with an advisor and two committee members. At the completion of the course, students will have a clearly stated, measurable, evidence-based practice (EBP) question supported with a thorough literature review, and project framework. In addition, students will begin their DNP Residencies with advanced practice nurses holding expertise in the students' practice areas. At minimum the students must complete 100–300 contact hours of residency per semester until approximately 500 hours are completed for the post-MSN student (depending on previous hours achieved in MSN program) and 1000 hours are completed for the post-BSN.
CAPSTONE Project: Proposal/ DNP Residency	801	2	NR 800	Fall	This course guides DNP students in developing the proposal for their capstone projects to include: EBP question/purpose/specific aims, review of literature, project framework, methods (sample, instruments, measures, intervention, data collection procedures), and an evaluation plan. At the completion of the course, students will be prepared to defend their proposals to their appropriate capstone project committees, and seek institutional review board approval. In addition, students will continue with their DNP Residencies. At minimum the students must complete 100 – 300 contact hours of residency per semester until approximately 500 hours are completed for the post-MSN student (depending on previous hours achieved in MSN program) to achieve the required 1000 DNP residency hours.

CAPSTONE Project: Implementation/ DNP Residency	802	2	NR 800, 801	Spring	<p>This course guides DNP students with the implementation of their capstone projects. At the completion of the course, students will have implemented the project and collected data for evaluating the project. Writing for dissemination will progress. Students will continue their DNP Residencies. At minimum the students must complete 100 – 300 contact hours of residency per semester until approximately 500 hours are completed for the post-MSN student (depending on previous hours achieved in MSN program) and 1000 hours are completed for the post-BSN.</p>
CAPSTONE Project: Dissemination/ DNP Residency	803	2	NR 800, 801, 802	Summer	<p>This course guides DNP students with the evaluation and dissemination of their capstone projects. At the completion of the course, students will have evaluated the projects based on their evaluation plans and complete the writing of a publishable paper for dissemination of the projects' outcomes. Students will bring their DNP Residencies to termination. At minimum the students must complete 100 – 300 contact hours of residency per semester until approximately 500 hours are completed for the post-MSN student (depending on previous hours achieved in MSN program) and 1000 hours are completed for the post-BSN.</p>

Culminating Capstone Project

The major assessment of DNP student learning is the culminating capstone product. This project involves scholarly development, proposal defense, implementation, data collection and evaluation of an evidence-based change in an area of the DNP residency, or practice work – whether in direct advanced nursing practice one-to-one with individual patients, patient groups, or communities; or in indirect advanced nursing practice as a nurse administrator or informatics nurse. The phases of this project correspond to the required residency/capstone courses designed to guide, instruct, and keep the student moving forward with project progress:

Phase I (NR 800): Proposal identification – at the completion of this course, students will have a clearly stated, measurable, evidence-based practice (EBP) question supported with a thorough literature review and project framework.

Phase II (NR 801): Proposal development – this course is designed to guide DNP students in developing the proposal for their capstone projects to include: EBP question/purpose/specific aims, review of literature, project framework, methods (sample, instruments, measures, intervention, data collection procedures), and an evaluation plan. At the completion of the course, students will defend their proposals to their appropriate capstone project committees and seek institutional review board approval. The proposal defense will also serve as an oral examination to establish doctoral candidacy. Success with the proposal defense and candidacy exam denotes that the student has successfully achieved doctoral level knowledge and learning.

Phase III (NR 802): Project implementation – this course is designed to guide DNP students with the implementation of their capstone projects. At the completion of the course, students will have implemented the project and collected data for evaluating the project. Writing for dissemination will progress.

Phase IV (NR 803): Project evaluation/dissemination – this course is designed to assist DNP students with the evaluation and dissemination of their capstone projects. At the completion of the course, students will have evaluated the projects based on their established evaluation plans and completed the writing of a publishable paper for dissemination of project outcomes.