

THE BREEN SCHOOL OF NURSING

# Doctor of Nursing Practice Handbook



Edition: 9-15-11

## **Introduction to the Doctor of Nursing Practice (DNP) Program**

The Breen School of Nursing, Doctor of Nursing Practice (DNP) program is consistent with the Ursuline College liberal arts tradition. The program emphasizes development of nurse leaders who use evidence-based practice for optimizing health care delivery through effective systems transformation. As graduates of the program 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; therefore, the DNP represents a very holistic approach to the provision of health promotion, maintenance, and restoration through advanced nursing practice.

The DNP program complements, strengthens, and reinforces implementation of the Ursuline College mission by extending the Ursuline tradition of educating women, and the program is built upon the academic excellence of its foundational courses in the BSN and MSN programs that are values-based and consistent with a liberal arts emphasis. The program extends the Ursuline tradition of focus on spirituality, social justice, and the development of relationship-based nursing care that is incorporated into the program learning goals. DNP educational content adds to and complements the required advanced nursing practice courses by preparing leaders with “Values, Voice, and Vision” thereby allowing graduates to actively participate in the transformation of health care for the future.

DNP degree education will assist nurses to function as leaders to address future change in health care and in the provision of care to patients. Essentially, DNP degree-granting programs will provide course and clinical work that expands preparation as expert practitioners, leaders, and change agents within the health care arena. Additional coursework is recommended and driven by the DNP Essentials (AACN, 2006) to include the study of evidence-based practice (EBP), quality improvement, organizational leadership, interdisciplinary collaboration, and health care policy and systems.

### DNP Program Vision

To prepare advanced practice nurses who are leaders in transforming the health and health care of the public and its individuals.

### DNP Program Mission

The Breen School of Nursing, 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 program graduates plan and implement their practice with individuals and populations, they learn to integrate the biological, social, psychological, cultural, and spiritual factors that influence human responses to health and illness.

Purpose and Outcomes of DNP Program: The purpose of the DNP program is to prepare doctoral level graduate nurses to provide high quality care to patients and patient aggregates and optimize health care delivery through effective systems transformation, or planned change. As graduates of the program plan and implement their practice with individuals and populations, they learn to integrate the biological, social, psychological, cultural, and spiritual factors that influence human responses to health and illness.

Program outcomes demonstrate that graduates of the DNP program will:

1. Provide the highest level of advanced nursing care resulting in high quality, cost-effective patient outcomes.
2. Lead healthcare organizations to promote comprehensive, holistic care as the foundation of a just society.
3. Implement change within integrated systems for high quality healthcare across the lifespan.
4. Make decisions and take action based on the integration of a strong knowledge base, personal and professional values, and diverse cultural, religious, spiritual and ethical perspectives.
5. Evaluate the best evidence for practice, including the use of informatics, to locate evidence for meeting the health promotion, maintenance, and restoration needs of individuals, families, groups, systems, and communities.
6. Develop and implement policy-based approaches to healthcare that advance population health from a nursing paradigm.
7. Function in independent and interdependent roles as the colleagues of other health professionals in various healthcare settings.

The American Association of Colleges of Nursing (AACN) established eight core curriculum essentials required for DNP programs (AACN, *DNP Essentials*, 2006). These eight curriculum essentials were used to guide development of the DNP curriculum (please see below).

## DNP Program Goals/Student Outcomes and the *DNP Essentials* (AACN, 2006)

Ursuline College Breen School of Nursing DNP Program Outcomes	<i>DNP Essentials</i>
<p>1. Provide the highest level of advanced nursing care resulting in high quality, cost-effective patient outcomes.</p>	<p><u>DNP Essential I</u>: Scientific underpinnings for practice:</p> <ul style="list-style-type: none"> <li>a. Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.</li> <li>b. Use science-based theories and concepts to: determine nature of health and health care delivery; describe actions and strategies to enhance health and alleviate problems; evaluate outcomes.</li> <li>c. Develop and evaluate new practice approaches based on nursing theories and theories from other disciplines.</li> </ul> <p><u>DNP Essential VII</u>: Clinical prevention and population health for improving the nation's health:</p> <ul style="list-style-type: none"> <li>a. Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.</li> <li>b. Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and /or address gaps in care of individuals, aggregates., or populations.</li> <li>c. Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.</li> </ul> <p><u>DNP Essential VIII</u>: Advanced nursing practice:</p> <ul style="list-style-type: none"> <li>a. Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.</li> <li>b. Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences.</li> <li>c. Develop and sustain therapeutic relationships and partnerships with patients (individual, family, group) and other professionals to facilitate optimal care and patient outcomes.</li> <li>d. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.</li> <li>e. Guide, mentor, and support other nurses to achieve excellence in nursing practice.</li> </ul>

	<p>f. Educate and guide individuals and groups through complex health and situational transitions.</p> <p>g. Use conceptual and analytical skills in evaluating the links among practice, organization, population, fiscal, and policy issues.</p>
<p>2. Lead healthcare organizations to promote comprehensive, holistic care as the foundation of a just society.</p> <p>3. Implement change within integrated systems for high quality healthcare across the lifespan.</p>	<p><u>DNP Essential II</u>: Organizational and systems leadership for quality improvement and systems thinking:</p> <p>a. Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, organizational, political, and economic sciences.</p> <p>b. Ensure accountability for quality of health care and patient safety for populations with whom they work.</p>
<p>4. Make decisions and take action based on the integration of a strong knowledge base, personal and professional values, and diverse cultural, religious, spiritual and ethical perspectives.</p>	<p><u>DNP Essential III</u>: Clinical scholarship and analytical methods for evidence-based practice:</p> <p>a. Use analytic methods to critically appraise existing literature and other evidence to implement best evidence for practice.</p> <p>b. Design processes to evaluate outcomes of practice against national benchmarks; determine variances in practice and population trends.</p> <p>c. Evaluate quality improvement methodologies to promote safe, timely effective, efficient, equitable, and patient-centered care.</p> <p>d. Apply relevant findings to develop practice guidelines and improve practice.</p> <p>e. Use information technology to design databases, collect data, analyze data from practice, examine patterns/trends, and identify gaps in evidence for practice.</p> <p>f. Disseminate findings from evidence-based practice.</p>
<p>5. Evaluate the best evidence for practice, including the use of informatics, to locate evidence for meeting the health promotion, maintenance, and restoration needs of individuals, families, groups, systems, and communities.</p>	<p><u>DNP Essential IV</u>: Information systems/technology and patient care technology for the improvement and transformation of health care:</p> <p>a. Design, select, use and evaluate program that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems.</p> <p>b. Analyze and communicate critical elements necessary to the selection, use, and evaluation of health care information systems and patient care technology.</p> <p>c. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases.</p>

<p>6. Develop and implement policy-based approaches to healthcare that advance population health from a nursing paradigm.</p>	<p><u>DNP Essential V</u>: Health care policy for advocacy in health care:</p> <ul style="list-style-type: none"> <li>a. Critically analyze health policy proposals; health policies.</li> <li>b. Demonstrate leadership in the development and implementation of institutional, local, state, federal, national and /or international levels to improve health care delivery and outcomes.</li> <li>c. Influence policy makers through active participation on committees, boards, or task forces at all levels.</li> <li>d. Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes.</li> <li>e. Advocate for the nursing profession within the policy and healthcare communities.</li> <li>f. Develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery.</li> </ul>
<p>7. Function in independent and interdependent roles as the colleagues of other health professionals in various healthcare settings.</p>	<p><u>DNP Essential VI</u>: Interprofessional collaboration for improving patient and population health outcomes:</p> <ul style="list-style-type: none"> <li>a. Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and /or other scholarly products.</li> <li>b. Lead interprofessional teams in the analysis of complex practice and organizational issues.</li> <li>c. Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.</li> </ul>

The DNP program within the Breen School of Nursing at Ursuline College will build upon the solid foundation of the MSN program for those nurses already prepared at advanced practice levels; thus, the students admitted and enrolled into the DNP program will be post-masters nursing students. Nurses with master’s degrees who return for the DNP can derive from any direct or indirect specialty practice area because they are already educated and often certified in their specialty areas (i.e., nurse practitioner, clinical nurse specialist, nurse anesthetist, nurse midwife, nurse administrator).

**Very Important**

**Students are expected to read and follow the academic policies detailed in the Ursuline College Graduate catalogue. The Graduate Catalogue is available at:**

**[http://www.ursuline.edu/Documents/Academics/Graduate Professional/Grad Catalog.pdf](http://www.ursuline.edu/Documents/Academics/Graduate%20Professional/Grad%20Catalog.pdf)**

### Post-Masters DNP Curriculum Overview

Course No.	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 & 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	Translating & Disseminating Evidence for Advanced Nursing Practice	3
NR 706	Advanced Healthcare Management	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 – 300 clinical hrs per semester for a total of 500 clinical hrs)	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
	Total Credits	38

## **DNP Course Descriptions**

### **NR 700 (a, b, c) Scientific Writing for Professional Nurses (1 credit each) Total of 3 credits**

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.

**Prerequisite:** Doctoral level or permission of graduate nursing program director

### **NR 701 Biostatistics for Outcomes Management & Evaluation (3 credits)**

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.

**Prerequisite:** Doctoral level or permission of graduate nursing program director

### **NR 702 Scientific & Theoretical Foundations for Advanced Nursing Practice (3 credits)**

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.

**Prerequisite:** Doctoral level or permission of graduate nursing program director

### **NR 703 Epidemiology for Population Health (3 credits)**

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.

**Prerequisite:** Doctoral level and NR 701 or equivalent doctoral level statistics course



### **NR 704 Analysis of Evidence for Advanced Nursing Practice (3 credits)**

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.

**Prerequisite:** Doctoral level and NR 702 or equivalent doctoral level theory course

### **NR 705 Translating & Disseminating Evidence for Advanced Nursing Practice (3 credits)**

This course focuses on the translation and dissemination of evidence into advanced practice for implementing a practice change in the clinical setting. Outcomes of the practice change are evaluated. The final product in this course is a poster presentation to the class with possible submission for presentation at a professional conference. The course prepares students to build upon principles learned in the previous course, NR 704: Analysis of Evidence for Advanced Nursing Practice.

**Prerequisite:** Doctoral level and NR 704

### **NR 706 Advanced Healthcare Management (3 Credits)**

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.

**Prerequisite:** Doctoral level and NR 701 or equivalent course.

### **NR 707 Interdisciplinary Organizational Leadership (3 credits)**

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.

**Prerequisite:** Doctoral level or permission of graduate nursing program director

### **NR 708 Advanced Healthcare Informatics (3 credits)**

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.

**Prerequisite:** Doctoral level or permission of graduate nursing program director

### **NR 709 Evaluation Strategies for Quality Improvement (3 credits)**

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.

**Prerequisite:** Doctoral level or permission of graduate nursing program director

### **NR 800 CAPSTONE Project Identification/DNP Residency (2 credits)**

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. Post-MSN student are given credit for previous hours achieved in their MSN program. A total of a minimum of 1000 residency hours are completed for the identified Capstone project.

\*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 documented in the student's prior Masters Program.

**Prerequisite:** Completion of all other DNP didactic course work.

### **NR 801 CAPSTONE Proposal Development /DNP Residency (2 credits)**

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 defend their proposals to their appropriate Capstone project committees, and seek institutional review board approval. In addition, students will continue with their DNP Residencies. Progress must be documented toward completion of the required 1000 DNP residency hours.

**Prerequisite:** Completion of NR 800

**NR 802 CAPSTONE Project Implementation/DNP Residency (2 Credits)**

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 with progression toward completing the required 1000 residency hours.

**Prerequisite:** Completion of NR 801

**NR 803 CAPSTONE Project Evaluation & Dissemination/DNP Residency (2 credits)**

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 a minimum the student must have completed a total of 1000 residency hours.

**Prerequisite:** Completion of NR 802

**Please refer to the following section titled Capstone Residency Handbook for detailed information related to the Capstone Residency.**

**DNP Capstone Project/Residency Handbook**

**Ursuline College  
The Breen School of Nursing**

## **Introduction to the NR 800 Course Series– Capstone Project/Residency Hours**

### **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. A sample outline for the Capstone project content follows. 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:

### **Proposal identification (NR 800):**

At the completion of the NR 800 course, students will have a clearly stated, measurable, evidence-based practice (EBP) question supported with a thorough literature review, and project framework. This course guides DNP students in identifying their Capstone projects with their committee chair and two committee members. In addition, students will begin their DNP Residencies in their project area of study. The student must complete residency hours as outlined by their academic advisor; the residency requirements vary based upon previous clinical hours achieved in their MSN program.

**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 serve as an oral examination to establish doctoral candidacy.**

**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.

**GS 702 – Completion of project** – If the student has not defended the proposal and completed the required residency hours at the completion of NR 803, 1 credit hour per semester, as needed, will be allocated for the conclusion of said project.

## Sample Content Outline of Capstone Project

<ul style="list-style-type: none"><li>I. Title</li><li>II. Introduction and Needs Assessment<ul style="list-style-type: none"><li>A. Introduction</li><li>B. Statement of the Problem</li><li>C. Purpose of Study/Objectives</li><li>D. Conceptual Framework</li><li>E. Significance to Nursing</li></ul></li><li>III. Literature Review<ul style="list-style-type: none"><li>A. Review of literature – evidence to support problem and overview of the research that are most relevant to the study/project you plan to conduct</li><li>B. Short discussion of the problem as it relates to the literature review and project</li><li>C. Identify gaps or limitations in the literature</li></ul></li><li>IV. Methodology<ul style="list-style-type: none"><li>A. Introduction and brief description of the problem</li><li>B. Statement of purpose with a congruent flow from problem</li><li>C. Primary methods for achieving goals, objectives, solving practice problem, answering practice question Clear description of the rationale for selected project activities</li><li>D. Goals and objectives</li><li>E. Patients / clientele served by project</li><li>F. Description of the setting</li><li>G. Description of sequence of activities with timeline</li><li>H. Description / budget of resources needed/available to complete project:<ul style="list-style-type: none"><li>a. Personnel</li><li>b. Supplies</li><li>c. Equipment</li><li>d. Building/space/facilities</li><li>e. Materials, etc.</li></ul></li></ul></li></ul>	<ul style="list-style-type: none"><li>V. Evaluation Plan<ul style="list-style-type: none"><li>A. Formative Evaluation<ul style="list-style-type: none"><li>a. Clarification of program /project goals</li><li>b. Plan for monitoring goal/objective accomplishment</li><li>c. Plan for performance improvement of problems encountered during implementation</li><li>d. Meetings; informal interactions during implementation</li><li>e. Relations between process and progress toward outcomes</li><li>f. Implications for program practices and specific changes in operations/implementation</li></ul></li><li>B. Summative Evaluation<ul style="list-style-type: none"><li>a. Documentation of final program/project outcomes</li><li>b. Analysis of final data addressing outcomes</li><li>c. Formal final reports</li><li>d. Implications for future practice, policy, and administration</li></ul></li></ul></li><li>VI. Protection of Human Subjects</li><li>VII. APA 6<sup>th</sup> edition format</li></ul>
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**Advisors and Capstone Committee Chairs:** Each student is assigned an academic advisor upon admission to the DNP program. The advisor begins working with the student by advising about academic coursework. The advisor will provide guidance on the selection of a committee chair, or may also serve as the chair of the Capstone project committee. The chair must work in close collaboration with faculty teaching in courses NR 800, 801, 802 and 803 in order to assist the student will smooth and efficient transitions through proposal development, implementation, evaluation, and dissemination. If, at any time, the student wishes to change advisors or chairs, the student must first contact the Director of the Graduate Nursing program before proceeding. The Director will then assist the student in changing advisors/chairs.

**The Director of Graduate Nursing** will oversee the coordination of all Capstone project committees to include committee member orientation. Faculty members from all of the disciplines throughout Ursuline College will be available as members of Capstone project committees. The interdisciplinary focus offered by this arrangement strengthens the DNP program and provides a highly scholarly nature to the Capstone projects

Each Capstone project committee will consist of a total of three members; two faculty members and one expert from the community. The Capstone Project Committee Chair must be a full-time nursing faculty member from Ursuline College who teaches in the DNP Program. A second faculty member may be from Ursuline College or from the faculty of another university/college. The third committee member will be from the community and preferably the preceptor of the student's residency.

Every effort will be made to match the chairperson's discipline appropriately to the focus of the DNP student's project. Responsibilities of the chairperson include:

1. Guiding the student toward development of a professionally written proposal based on a thorough literature review and project framework.
2. Preparing the student for a successful Capstone project proposal defense.
3. Assisting committee members in the development of pertinent questions for the Capstone project proposal defense.
4. Guiding the student toward successful completion of the institutional review board (IRB) proposal.
5. Overseeing the student's implementation of the project with assistance from the advanced practice nurse preceptor.
6. Supervising the student's collection and analysis of data for project evaluation.
7. Guiding the student toward writing a publishable paper for dissemination of project outcomes.
8. Completing the appropriate forms for recording student progression through the DNP program: (a) Capstone Project Committee Membership approval form, (b) Capstone Project Proposal Defense, (c) Confirmation of student candidacy status, (d) Final Capstone Project Defense results. These are accessible on the G drive for student use.

## **DNP Practice Residency Requirements**

In order to award the DNP degree, the CCNE requires that students complete a total of 1,000 hours of practice residency in their declared project area. As applicants are admitted to the DNP program, the determination of clinical residency hours credited to the student from previous MSN/masters degree work, and the determination of additional clinical residency hours required, will be designated on a form that will be maintained in the student's file with a copy provided to the student. This designated clinical residency requirement will be recognized by both the faculty advisor and the student. The additional necessary clinical hours will be pursued as the student's DNP residency is being planned (see Plan for Residency, page 21).

Course assignments, electives and residency experiences should build on one another, culminating in the production of a clinical leader who will impact practice for a chosen population. To accomplish this, students must take responsibility for their learning. Students must examine themselves, reflect on their learning needs, and articulate their goals for achieving program competencies related to their selected areas of practice. Next, students need to work with their advisors, and eventually their preceptors, to tailor their residencies to meet these unique needs and goals. Students bring differing backgrounds and strengths, address differing needs, and pursue different interests. Therefore, residency experiences also differ.

**Planning for the student's residency is the responsibility of the student and his/her preceptor with final approval of the plan by the faculty advisor.** Any significant discrepancies, issues, or questions arising about the plan will be referred to the DNP Steering Committee for review and determination of outcome.

### **Residency Program Site:**

The student and faculty advisor will identify sites appropriate for residency experiences and an affiliation agreement will be implemented. Criteria for identifying the site and preceptor will vary according to the student's program, specialty area of practice, and individual learning goals. Preceptors and sites must adhere to CCNE standards for graduate nursing education.

### **Residency Contract with Preceptor:**

The purpose of the clinical experience for residency is to increase the student's exposure to and involvement in doctoral level clinical practice under the direction of a clinical preceptor; however, initial residency experiences may include exploration of populations at risk, existing programs/ interventions and similar experiences in order to refine the project goals and objectives. The student is responsible for identifying and initiating a contract with a clinical preceptor with expertise in practice. Input from the Capstone Project Chair/Advisor and Director, Graduate Nursing Programs is required as the contract is developed (see DNP Residency Contract, pages 22-23).

The student and clinical preceptor must establish mutually agreed upon objectives and evaluation criteria. The specific objectives, requirements and evaluation criteria will depend on the practice focus in which the student is participating, the student's level of education and the student's educational needs. Objectives and requirements must address active involvement by the student in the project. The DNP Residency Contract must be signed by the student, clinical preceptor and the



DNP Project Chair and placed in the student’s academic file. The clinical preceptor, the Project Chair, and the Director, Graduate Programs will decide at the completion of each Capstone course if the objectives were met as agreed upon.

DNP students will select, with the input and approval from the DNP faculty a clinical preceptor for the clinical experience. If the student has more than one clinical experience for their residency experience, additional clinical preceptors may be needed. The clinical preceptor must be an expert in the clinical, educational, or administrative area in which the DNP student wishes to develop expertise. Since there are currently very few nurses prepared at the DNP level who can serve as the clinical preceptor to DNP students, the clinical preceptor will not necessarily be a DNP-prepared advanced practice nurse. A preceptor may be a professional with a masters degree or doctoral degree preferred; an advanced practice nurse with considerable experience and recognition as an expert certified in a particular clinical field; a medical doctor with specialized training and experience; a nurse with an administrative position as the Director, Vice President, President or Chief Executive Officer within a health care organization; a doctorally prepared nurse educator; etc. The clinical preceptor must hold a position in the organization where he/she can facilitate the DNP student’s access to organizational information, decision makers, and other personnel in order to complete the development and implementation of the DNP student’s clinical project. The preceptor must have worked at the site for at least one year and be willing to complete a preceptor evaluation and other student evaluations as required.

When possible and practical, DNP students are encouraged to select clinical preceptors who work outside of their current work settings. The line between current employment and clinical residency/project hours must remain clear to the organization, the clinical preceptor, and the DNP Capstone project committee. DNP students must be able to demonstrate achievement of DNP residency objectives, competencies, goals, regardless of whether they are working within their current place of employment or in a different clinical setting. Potential preceptors may be selected based on the student’s interests in direct or indirect practice.

<b>Direct Practice</b>	
<b>Student’s Goal</b>	<b>Preceptor</b>
Adult nurse practitioner	ANP, FNP, other NPs, or physician
Family nurse practitioner	FNP, ANP, other NPs, or physician
Adult health clinical nurse specialist	CNS, ANP, FNP, other NPs, or physician
<b>Indirect Practice (post-masters students only)</b>	
<b>Student’s Goal</b>	<b>Preceptor</b>
Nursing education*	A nurse educator specializing in an area of teaching that matches the student’s anticipated area of teaching

Nursing administration	A nurse or other type of health care administrator with at least a masters level of educational degree preparation (i.e., MSN, MBA, MPA, etc.; a nurse administrator, chief nursing officer, chief operating officer, chief executive officer in hospital or other health care arena)
Nursing informatics	An individual who has established expertise in the area of nursing and/or health care informatics and possesses a masters degree level of educational preparation at minimum.

The DNP residency preceptor is responsible for working with the student and faculty to plan the student's residency based broadly on the following program objectives/student outcomes:

<b>Program Objective/Student Outcome</b>	<b>Opportunities (examples) actual opportunities available through residency should be described.</b>
1. Implement the highest levels of advanced nursing care.	Provide direct advanced care to individual patients, groups of patients, communities and/or plan for the administration of indirect care with hospital/health facility administration – staffing, or informatics planning and implementation; analysis of aggregate patient outcomes and recommendations made; analysis of quality outcomes; costs involved – recommendations for improving cost effectiveness of care.
2. Provide leadership in healthcare organizations for the promotion of comprehensive, holistic patient care.	Opportunities for demonstrating leadership of projects, programs, etc. Analysis of experience through scholarly leadership paper. Strategic business plan developed for project/program including evaluation of outcomes; budget and cost analysis.
3. Implement change within integrated healthcare systems.	Project/program* (above) should introduce a systems change to implement and evaluate a quality approach to care for patients and groups of patients across the lifespan.
4. Make decisions based on the integration of a strong knowledge base, personal and professional values, and diverse cultural, religious, spiritual and ethical perspectives.	Plan for above project/program should reflect knowledge base utilized through an evidence-based review of literature for planning project/program. Analysis of personal and professional values with discussion of perspectives should be part of the basis of the project/program development.
5. Utilize evidence-based practice, including the use of informatics, in meeting the health promotion, maintenance, and restoration needs of individuals, families, groups, systems, and communities.	Develop plan for project/program using evidence from the literature, research, experts, etc. Use informatics for developing databases and a plan for analyzing data collected through the project's implementation and evaluation phases.

6. Implement policy-based approaches to healthcare that advance population health.	Use the nursing paradigm factors of patient, health, environment, and nursing to develop and propose policy based on the project outcomes.
7. Function in independent and interdependent roles as the colleagues of other health professionals in various healthcare settings.	Demonstrate independent practice and decision-making as well as consultation with other practitioners from various disciplines during actual direct or indirect practice and as project/program is developed, implemented, and evaluated.

The following areas should be the focus of residency hours for the DNP capstone courses and should be included in the student's goals and objectives. Students should plan residency experiences focused on these suggested areas for residency/project development.

- Completion of a needs assessment.
- Demonstration of evidence of the need for the project based upon research and validation of the need in the setting in which the project will be implemented.
- Delineation of goals and specific measurable outcomes.
- Population identification and identification of project sponsors and key stakeholders.
- Development of a program plan with well supported rationale for program activities and a clear flow from the objectives to proposed activities.
- Completion of a timeline for the project implementation and completion.
- Assessment of available resources needed/available to complete the project.
- Identification of tools.
- Identification of desired outcomes.
- Development of a plan for formative and summative evaluation.
- The student should be prepared to demonstrate that the Capstone project reflects a synthesis of knowledge and progression toward meeting required competencies.

Examples of acceptable residency hours:

1. Time spent with a preceptor/agency in an area of specialization performing direct patient care (hours dedicated to DNP level experience; not the student's current role in an organization).
2. Projects related to specialization.
3. Conferences and workshops that expand clinical expertise as long as the student demonstrates use of this content within expanded clinical hours.
4. Time spent attending clinical agency committee meetings to evaluate a practice protocol, guidelines, and process improvement projects.
5. Time spent participating in a health initiative in local, state, regional health departments.
6. Students may have reasonable access to information from various departments to examine financial and policy implications of proposed changes.
7. Opportunities for using databases to evaluate outcomes of care.

Examples of unacceptable residency hours/experiences:

1. Time spent in seminars/conferences that are counted toward a course in which you receive credit.
1. Time spent traveling to and from seminars/conferences.
2. Literature reviews, time spent studying, contemplation, etc.
3. Residency preceptors cannot be related to the immediate supervision and employment of the student.
4. Students cannot use regular employment hours to count for the residency hours.



**Ursuline College  
The Breen School of Nursing  
Doctor of Nursing Practice Program  
DNP Residency Contract**

Student Name: \_\_\_\_\_ Preceptor Name: \_\_\_\_\_

Address: \_\_\_\_\_ Title: \_\_\_\_\_

\_\_\_\_\_ Address: \_\_\_\_\_

Work Phone: \_\_\_\_\_ \_\_\_\_\_

Home Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_

Email Address: \_\_\_\_\_ Email address: \_\_\_\_\_

This contract, for a DNP Residency experience, provides for mutual agreement between \_\_\_\_\_, DNP graduate student at Ursuline College, Breen School of Nursing and \_\_\_\_\_, preceptor \_\_\_\_\_ at \_\_\_\_\_ (organization). The purpose of this contract is to assist the DNP student in accomplishing learning outcomes for the DNP Residency experience. This contract is for the period beginning \_\_\_\_\_ (month, year) \_\_\_\_\_ and approximately ending \_\_\_\_\_ (month, year).

**Section I: Learning Outcomes:** The purpose of this experience is to assist the student to:

- 1.
- 2.
- 3.
- 4.

**Section II: Evaluation**

The student will be evaluated throughout the NR 800 series of Capstone project/residency courses as pass/fail and the residency preceptor will evaluate the student based on the student’s progress in meeting the contract-specified learning outcomes as well as general Capstone project/residency learning outcomes.

**Section III: Additional Considerations**

In the event of illness, or other unplanned events, the commitment will be rescheduled with the mutual consent of the above mentioned parties. There will be no reimbursement for this experience. The terms of this contract may be renegotiated with the mutual consent of the undersigned parties.

_____	_____
DNP Student Signature	Date
_____	_____
Preceptor Signature	Date
_____	_____
Capstone Project Chair	Date
_____	_____
Director, Graduate Nursing	Date





**Ursuline College**  
**The Breen School of Nursing**  
**DNP Residency Evaluation Form**

<b>Objective</b>	<b>Describe Residency Experience</b>	<b>Analyze Residency Experience</b>	<b>Meets Expectations Explain</b>	<b>Does Not Meet Expectations Explain</b>
Synthesize a variety of sources for immersion in the appropriate practice setting.				
Organize a realistic time table for successfully completing a capstone project.				
Hand in bi-weekly logs that report the following elements: direct patient care hours, special projects, conferences/ workshops attended, etc.				
Complete a needs assessment.				
Validate the need in the setting in which the project will be implemented.				
State project purpose that is clear and relevant to advanced practice.				
Delineate goals and specific measurable outcomes.				

<b>Objective</b>	<b>Describe Residency Experience</b>	<b>Analyze Residency Experience</b>	<b>Meets Expectations Explain</b>	<b>Does Not Meet Expectations Explain</b>
Identify population, project sponsor, and key stakeholders.				
Complete a timeline for the project implementation and completion				
Assess available resources needed/available to complete the project.				
Identify desired outcomes.				
Develop a plan for formative and summative evaluation				

Student: \_\_\_\_\_

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

DNP Residency Preceptor: \_\_\_\_\_

Capstone Project Chair: \_\_\_\_\_

NR 8 Faculty: \_\_\_\_\_

The following information outlines and describes the entire proposal defense process. This information includes the student appeals process for appealing grades and/or defense failures.

### **Capstone Project Proposal Defense**

**Capstone Project Proposal:** Students begin the development of their stated areas of interest early in their coursework. As students move through their DNP courses, the areas of interest become increasingly refined with attention to theoretical/conceptual framework foundation, thorough review of the literature with expertise in the areas of interest enhanced, an understanding about mission, marketing, and management of advanced practice projects; and an appreciation for using all of this work toward evaluation/continuous quality improvement and future policy development. Students should work with their Advisors/Capstone Project Committee Chairs as early in their coursework as possible in order to continue to refine and focus their Capstone project/areas of interest toward proposal development.

**To emphasize: there are two defenses that are discussed in the DNP program: (1) the PROPOSAL defense, which follows development of the Capstone project proposal, and (2) the defense of the final project itself following full implementation, evaluation, and completion of a written report.** Students are eligible to defend their Capstone project PROPOSALS after they complete course NR 801 in which they develop the Capstone project proposal. The purpose of the proposal defense is to determine a student's readiness for transition to the next phases of project implementation, evaluation, and dissemination. The proposal defense experience allows the student to demonstrate breadth, depth, and synthesis of philosophy/theory, evidence-based practice, statistics, organizational operations/management, leadership, and specialized content/practice area.

**Scheduling the Proposal Defense/Examination and Deadlines:** The student and Capstone committee chair should schedule the proposal defense in early fall during NR 801. Scheduling is completed by contacting the Graduate Nursing program secretary.

The Capstone project committee chair is responsible for the development of questions for the proposal defense in consultation with the other committee members. The chair is also responsible for (a) supervising the scheduling and process of the proposal defense with the student and Graduate Nursing program secretary, (b) coordinating the proposal defense, and (c) providing oral feedback, as necessary, to the student following completion of the defense.

**The Defense:** The proposal defense allows the student to present the Capstone project proposal, defend questions about the proposal directly, and answer questions related to any portion of the DNP education. The proposal defense is a closed session made up of the candidacy committee and the student; however, the student may be asked to allow other DNP students and faculty to attend in order to provide an educational experience/orientation to the project defense.

**Review and Assessment of the Proposal Defense:** The defense will be assessed by the faculty committee as pass/fail. In the event the student is not successful, the student is given a written plan of action or performance improvement that might include remedial work (i.e. additional course work or repeating specified courses). This written plan is placed in the student's academic file. The chair, in consultation with the committee members, develops and reviews the written plan

with the student and a repeat defense is scheduled. After a total of two failed defense proceedings, the student is dismissed from the program.

### **Student Appeals Process: Academic Appeals**

An instructor's evaluation of student performance in an academic area is ordinarily final.

Any student who objects to a final course evaluation or other faculty decision (proposal defense failure) should consult first with the instructor/committee chair within one month following receipt of the decision or the posting of the final grade on the student's transcript to determine if an error was made in computing or recording the grade or if other circumstances warrant a change.

An instructor's assessment of the quality of student work will not be overturned absent evidence of bias, discrimination or injustice. If after consultation with the instructor, the student remains dissatisfied, she/he should present the grievance to the program director who will make an appropriate recommendation. This step must be taken within two weeks after the student receives notice of the instructor's final decision.

If the student remains dissatisfied after receiving the program director's recommendation, the student has one week to file a grievance with the Dean of Nursing. Appeals to the dean must include a written statement of the grounds for the appeal, the specific relief sought, copies of all relevant documents including the syllabus and the graded assignment(s), and any other relevant information. The statement and documentation must be submitted at least one week prior to any scheduled meeting between the student and the dean. The dean will consult with the student, the faculty member and any other person who has relevant information before rendering a decision, normally within two weeks of meeting with the student.

Any student who remains convinced of an injustice after receiving the dean's decision may present a formal statement to the Academic Standing and Appeals Board. Forms may be obtained in the Academic Affairs Office. This form must be presented within one week after the student receives notice of the dean's decision. The appeals process may extend beyond eight weeks following the issuance of grades, only in exceptional circumstances and with the permission of the Vice President for Academic Affairs and the Dean of Nursing. The Academic Standing and Appeals Board, consisting of faculty and student members, will review the student's appeal and determine if the appeal should be upheld or denied. The decision of the Appeals Board is final and not subject to further review.

**DNP Doctoral Candidacy:** The student becomes a candidate upon successful completion of the proposal defense as judged by a majority of the candidacy committee members.

**DNP Doctoral Forms** used for the scheduling, process, and progress of the Capstone proposal defense, approval of Capstone Committee members, etc. are provided in the following pages. Students and committee chairs should use these forms as appropriate to related proposal activities.

**Ursuline College  
The Breen School of Nursing  
Doctor of Nursing Practice Program  
Capstone Project Committee Membership**

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

To: Director, Graduate Nursing

From: \_\_\_\_\_, DNP Capstone Project Committee Chair

Subject: Capstone Project Committee Selection/Recommendation

The following committee is hereby recommended as the Capstone Project Committee\* for

\_\_\_\_\_  
(Student's Full Name)

\_\_\_\_\_  
DNP Capstone Project Committee Chair

\_\_\_\_\_  
Professional Credentials

\_\_\_\_\_  
Committee Member

\_\_\_\_\_  
Professional Credentials

\_\_\_\_\_  
Committee Member

\_\_\_\_\_  
Professional Credentials

**Approved:**

\_\_\_\_\_  
Director, DNP Program

\_\_\_\_\_  
Approval Date

\*1. All Capstone Project committees shall have a minimum of three committee members, including one member from outside the home department. At the discretion of the doctoral chair or the Graduate Dean, the committee may consist of additional members.

2. Each Capstone project committee will consist of a total of three members; two faculty members and one expert from the community. The Capstone Project Committee Chair must be full – time nursing faculty from Ursuline College that teach in the DNP Program. A second faculty member will be from Ursuline College or from the faculty of another university/ college. The third committee member will be an expert from the community and preferably the preceptor of the student's residency.

3. At the time the Capstone committee is constituted the committee chair shall submit this form regarding committee membership to the Director of the DNP program for ratification and approval. If there are any changes to the committee membership thereafter, the Capstone committee chair shall send revised committee membership lists to the Director, DNP Program for further ratification and approval.

**Ursuline College  
The Breen School of Nursing**

**Doctor Nursing Practice Program  
Capstone Project PROPOSAL Defense Results**

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

To: Director, Graduate Program

From: \_\_\_\_\_  
DNP Capstone Project Committee Chair

Subject: Capstone Project Defense Results

The DNP Capstone Project of \_\_\_\_\_,  
(Student's full name)  
entitled: \_\_\_\_\_

\_\_\_\_\_ ,  
was successfully\*/unsuccessfully\*\* defended on \_\_\_\_\_.  
(Date)

The members of the Capstone project committee hereby record and attest to the above:

Committee Chair  
\_\_\_\_\_  
Signature  
\_\_\_\_\_  
Printed Name

Committee Member  
\_\_\_\_\_  
Signature  
\_\_\_\_\_  
Printed Name

Committee Member  
\_\_\_\_\_  
Signature  
\_\_\_\_\_  
Printed Name

\*successfully = no more than one "fail" vote recorded  
\*\*unsuccessfully = more than one "fail" vote recorded

**Ursuline College  
The Breen School of Nursing  
Doctor of Nursing Practice Program**

**Student Performance Improvement Plan: PROPOSAL Defense for DNP Candidacy Status**

This form is to be used to document student weaknesses identified during the DNP Capstone project proposal defense and oral candidacy examination. A plan is hereby developed for improving upon these weaknesses and resolving issues in order to make the student more successful for the transition to candidacy.

Issue, objective, or requirement not met:

Summary of discussion with student:

Student response:

Strategies to bring student to required level of performance:

Outcome/goal to be achieved:

Deadlines/timeframe for plan accomplishment:

\_\_\_\_\_  
Capstone Project Committee Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Nursing Student

\_\_\_\_\_  
Date

**Ursuline College  
The Breen School of Nursing**

**Confirmation of Successful Completion of Capstone PROPOSAL Defense/Candidacy  
Exam and Conferred Status of “DNP (c)”**

Date \_\_\_\_\_

The below named student has successfully completed the Capstone proposal defense/oral candidacy examination on (date) \_\_\_\_\_, and is therefore permitted to proceed with application for Institutional Review Board approval, Capstone project implementation, and data collection.

Name of DNP Student \_\_\_\_\_

Name of Faculty Capstone Project Committee Chair \_\_\_\_\_

Capstone Committee Members:

Name \_\_\_\_\_

Name \_\_\_\_\_

Signatures:

_____	_____
Student	Date
_____	_____
Capstone Committee Chair	Date
_____	_____
Committee Member	Date
_____	_____
Committee Member	Date



### **Capstone Project: After Achieving Candidacy:**

As students develop a schedule for completing Capstone projects they must be certain to leave enough time for writing and revising the project report and preparing a manuscript. Unlike a course paper, the project will need to be revised many times until it is acceptable to the committee. Students must remember to provide a reasonable amount of time for committee members to critically read each (a minimum of 2-3 weeks due to faculty schedules and potential out-of-town travel). There is no rule to or estimate of the number of revisions that may be required but it is prudent to allow for at least 2 or 3 fairly extensive revisions before a final editing is reached.

Remember that the timely completion of the Capstone project is the student's responsibility and this includes identifying a project area and faculty person for guidance, starting with the academic advisor. The student must persist in working on the project through completion while staying in touch with the advisor/Capstone project committee chair frequently. Should the student become concerned about the timely response of faculty to questions and reviews of project drafts, the process is: (a) contact the faculty via email, telephone, or face-to-face, and (b) if problems continue to exist regarding faculty response, discuss the issues with the Director, Graduate Nursing.

**Ursuline College  
The Breen School of Nursing**

**Doctor Nursing Practice Program  
Final Capstone Project Defense**

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

To: Director, Graduate Program

From: \_\_\_\_\_  
Capstone Project Committee Chair

Subject: Final Capstone Project Defense Results

The DNP Capstone Project of \_\_\_\_\_,  
(Student's full name)  
entitled: \_\_\_\_\_

\_\_\_\_\_ ,  
was successfully\*/unsuccessfully\*\* defended on \_\_\_\_\_.  
(Date)

\*successfully = no more than one "fail" vote recorded  
\*\*unsuccessfully = more than one "fail" vote recorded

The members of the Capstone project committee hereby record and attest to the above:

Committee Chair \_\_\_\_\_  
Signature \_\_\_\_\_  
Printed Name \_\_\_\_\_

Committee Member \_\_\_\_\_  
Signature \_\_\_\_\_  
Printed Name \_\_\_\_\_

Committee Member \_\_\_\_\_  
Signature \_\_\_\_\_  
Printed Name \_\_\_\_\_