MONMOUTH UNIVERSITY

MARJORIE K. UNTERBERG
SCHOOL OF NURSING AND HEALTH STUDIES
Department of Nursing
DNP NURSING STUDENT HANDBOOK

2025-2026

Office of the Dean

Shannon (Nikki) Clifford, PhD, MPT, PT, Acting Dean, Associate Dean for Academic Affairs, Scholarship and Strategic Initiatives, Marjorie K. Unterberg School of Nursing and Health Studies
Tina Agnello, Assistant to the Dean

Department of Nursing Faculty

Colleen Manzetti, DNP, RN, CNE, Acting Assistant Dean, Department Chair, Chief Academic Administrator
Patricia Sciscione, PhD, RN, CSN, DNP Program Director
Beth Gough, MSN, RN, CNE, BSN Program Director
Rose Knapp, DNP, RN, ACPN-BC, PMHNP-C, Family Nurse Practitioner, Adult-Gerontological Primary Care Nurse Practitioner Track Coordinator, MSN Program Director
Cheryl Leiningen, DNP, RN, APRN-BC, PMHNP-BC
Erica Sciarra, PhD, DNP, RN, APN, AGNP-C, CNE
Polina Amburg, PhD, RN
Janet Mahoney, PhD, RN, APN-C, NEA-BC
Giuseppina Pagnotta, DNP, MSN Ed, RN, NCSN, PED-BC
Joan Raso, MSN, RN, CHSE
Kathryn Vieira, DNP, APN, FNP-BC
Samantha Colangelo, MSN, RN, PCCN, MEDSURG-BC
Cristina Palmeri, DNP, RN, CCRN, NEA-BC

Department of Nursing Clinical Skills Lab

Arianna Duncan, MSN, RN, CCRN, Director, Nursing Skills and Simulation Lab

Department of Nursing Staff

Angela Michelli, Clinical Placement Coordinator
Janet Winquist, Office Coordinator

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Contact Information

Dr. Patricia Sciscione, DNP Program Director, Associate Professor, and Graduate Faculty

E-mail: psciscio@monmouth.edu

Office: McAllan Hall 307

Office Phone: 732-263-5639

The Nursing Department faculty reserves the right to revise the nursing requirements or the sequence as deemed necessary at any time to prepare students for new and emerging roles in nursing. Course requirements or sequence scheduling may be changed. The information contained in this handbook is informational only and not intended to be contractual.

Dear Nursing Student:

Welcome to the Marjorie K. Unterberg School of Nursing and Health Studies at Monmouth University!

Our expert faculty team is here to provide you with an excellent, personalized, and transformational educational experience with strong support from our dedicated administrators and staff. We are excited to offer you immersive learning, scholarship, and service opportunities that will enrich your nursing studies.

The Department of Nursing Student Handbook includes program-specific information and resources to supplement the Monmouth University Undergraduate and Graduate Catalogs as well as the University Student Handbook. This handbook serves as a guide for your academic journey at Monmouth University. We ask that you familiarize yourself with its content and abide by the program, school, and university policies.

Please do not hesitate to contact your Academic Advisor, Program Coordinator, or Program Director for an appointment if you have any questions, feedback, or concerns. I am also available to assist you if needed.

Thank you for choosing Monmouth University! I wish you much success during your academic journey with us as we learn and grow together.

Sincerely,

Shannon N. Clifford Acting
Dean
Associate Dean for Academic Affairs, Scholarship and Strategic Initiatives
Marjorie K. Unterberg School of Nursing and Health Studies
Email: scliffor@monmouth.edu

Dear Graduate Nursing Students,

Thank you for choosing Monmouth University!

As you advance your career toward the advanced nursing practice role, I encourage you to focus on the excitement of this new opportunity. This exciting opportunity begins with you, furthering your education as you move forward in the Graduate Programs in Nursing at Monmouth University.

This DNP Student Handbook includes program-specific information and resources to supplement the Monmouth University Graduate Catalog, as well as the University Student Handbook. It is your responsibility to familiarize yourself with these handbooks and catalogs so that you know how to abide by the program, school, and university policies. To support your success, become familiar with the many resources available.

Expert faculty committed to lifelong learning, along with support from dedicated administrators and staff, will provide you with a transformational educational experience. All are excited to offer you experiential learning, scholarship, and service opportunities that will prepare you to move forward in your career in the advanced nursing practice role. More importantly, your knowledge will further transform you into a well-prepared professional who can contribute to addressing the healthcare needs of individuals, families, and populations in an increasingly complex, interdependent world.

If you have questions, feedback, or concerns, contact the faculty who teach your courses and your Academic Advisor. They are your first line of support.

I wish you much success during your academic journey with us as we continue to learn and grow together.

Dr. Colleen Manzetti

Colleen Manzetti, DNP, CNE
Chief Nurse Administrator
Chair Dept. of Nursing
Associate Professor & Graduate Faculty
MARJORIE K. UNTERBERG SCHOOL OF NURSING AND HEALTH STUDIES
Office Location: MH #305
Office Phone#:732-923-4550
Cell #: 732-261-1761
cmanzett@monmouth.edu

DOCTOR OF NURSING PRACTICE (DNP) STUDENT HANDBOOK

This student handbook is designed for students enrolled in the Doctor of Nursing Practice Program (DNP) at the Marjorie K. Unterberg School of Nursing and Health Studies.

The Doctor of Nursing Practice (DNP) is a post-master's academic degree that focuses on organizational/systems leadership and scholarship in order to address the complexity of healthcare. DNP graduates are nurse leaders who excel in today's highly complex and rapidly evolving healthcare environments. The DNP is the "preferred pathway for those seeking preparation at the highest level of nursing practice" (AACN, 2015, p.1). DNP scholarship focuses on the translation of new science, its application, and evaluation. The DNP degree prepares nurses "to generate new knowledge through innovation of practice change, the translation of evidence, and the implementation of quality improvement processes" (AACN, 2015, p.2).

NURSING RESOURCES

DNP students at Monmouth University need to abide by the current policies and guidelines of the University and the Department of Nursing. Policies and guidelines that are presented in this DNP Student Handbook, Graduate catalogs, and University Student Handbook may change with each academic year. It is the student's responsibility to review the DNP Student Handbook. The document is located online under the heading "Student Resources." The website location for the DNP Student Handbook is noted in the syllabi and provided to students on the first day of class. The DNP Handbook is also posted in each DNP course in the Content area and is expected to be downloaded and carefully reviewed.

DNP Webpage
https://www.monmouth.edu/graduate/dnp-doctor-of-Nursing-Practice/

Graduate Catalog
https://catalog.monmouth.edu/graduate-catalog/

University Student Handbook
https://www.monmouth.edu/student-handbook/

AACN (2015). *The Doctor of Nursing Practice: Current Issues and Clarifying Recommendations*. Washington, DC: Author.

The baccalaureate degree in nursing, master's degree in nursing, Doctor of Nursing Practice and post-graduate APRN certificate at Monmouth University are accredited by the Commission on Collegiate Nursing Education (https://www.ccneaccreditation.org)

MISSION STATEMENT OF MONMOUTH UNIVERSITY

Monmouth University is an independent, comprehensive institution of higher education committed to excellence and integrity in teaching, scholarship, and service. Through its offerings in liberal arts, science, and professional programs, Monmouth University educates and prepares students to realize their potential as leaders and to become engaged citizens in a diverse and increasingly interdependent world.

DEPARTMENT OF NURSING MISSION

The mission of the Department of Nursing of the Marjorie K. Unterberg School of Nursing and Health Studies is to provide high-quality BSN, MSN, DNP, and Post-Graduate programs to a diverse student population for the development of nurse leaders. Graduates are committed to lifelong service to the nursing profession and are prepared to enhance the quality of life for individuals, families, diverse groups, and the community in a global and increasingly interdependent society.

DEPARTMENT OF NURSING PHILOSOPHY

The Department of Nursing philosophy supports the mission of Monmouth University by providing a learning process and environment that enables baccalaureate and graduate students to realize their full potential and to enhance wellness and the quality of life for individuals, families, diverse populations, and the community in a global and increasingly interdependent society.

Nursing is a learned profession with a unique body of knowledge. Nursing is a science derived through distinction in engaging in scholarly activities, evidence-based practice, and critical thinking, and also an art that reflects the performance of translating knowledge through skilled tasks and human interaction, focusing on the health and welfare of diverse populations.

Education for nursing is visionary and future-oriented, providing students with an opportunity to develop confidence in critical thinking and competence in clinical practice. This preparation occurs within a supportive academic environment that fosters individual differences, personal integration, social awareness, and a sense of commitment to the beliefs and values of the nursing profession.

2021 Essentials (Domains)

Domain 1: Knowledge for Nursing Practice
Domain 2: Person-Centered Care
Domain 3: Population Health
Domain 4: Scholarship for the Nursing Discipline
Domain 5: Quality and Safety
Domain 6: Interprofessional Partnerships
Domain 7: Systems-Based Practice
Domain 8: Informatics and Healthcare Technologies
Domain 9: Professionalism
Domain 10: Personal, Professional, and Leadership Development

2021 Essentials (Domains)
Domain 1: Knowledge for Nursing Practice
1.1 Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines
1.2 Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.
1.3 Demonstrate clinical judgment founded on a broad knowledge base.

Domain 2: Person-Centered Care
2.1 Engage with the individual in establishing a caring relationship.
2.2 Communicate effectively with individuals.
2.3 Integrate assessment skills in practice.
2.4 Diagnose actual or potential health problems and needs.
2.5 Develop a plan of care.
2.6 Demonstrate accountability for care delivery.
2.7 Evaluate outcomes of care.
2.8 Promote self-care management.
2.9 Provide care coordination.

Domain 3: Population Health
3.1 Manage population health.
3.2 Engage in effective partnerships.
3.3 Consider the socioeconomic impact of the delivery of health care.
3.4 Advance equitable population health policy.
3.5 Demonstrate advocacy strategies.
3.6 Advance preparedness to protect population health during disasters and public health emergencies.

Domain 4: Scholarship for the Nursing Discipline
4.1 Advance the scholarship of nursing.
4.2 Integrate best evidence into nursing practice.
4.3 Promote the ethical conduct of scholarly activities.
Domain 5: Quality and Safety

5.1 Apply quality improvement principles in care delivery.
5.2 Contribute to a culture of patient safety.
5.3 Contribute to a culture of provider and work environment safety.

Domain 6: Interprofessional Partnerships
6.1 Communicate in a manner that facilitates a partnership approach to quality care delivery.
6.2 Perform effectively in different team roles, using principles and values of team dynamics.
6.3 Use knowledge of nursing and other professions to address healthcare needs.
6.4 Work with other professions to maintain a climate of mutual learning, respect, and shared values.

Domain 7: Systems-Based Practice
7.1 Apply knowledge of systems to work effectively across the continuum of care.
7.2 Incorporate consideration of cost-effectiveness of care.
7.3 Optimize system effectiveness through application of innovation and evidence-based practice.

Domain 8: Informatics and Healthcare Technologies
8.1 Describe the various information and communication technology tools used in the care of patients, communities, and populations.
8.2 Use information and communication technology to gather data, create information, and generate knowledge.
8.3 Use information and communication technologies and informatics processes to deliver safe nursing care to diverse populations in a variety of settings.
8.4 Use information and communication technology to support documentation of care and communication among providers, patients, and all system levels.
8.5 Use information and communication technologies in accordance with ethical, legal, professional, and regulatory standards, and workplace policies in the delivery of care.

Domain 9: Professionalism
9.1 Demonstrate an ethical comportment in one's practice reflective of nursing's mission to society.
9.2 Employ participatory approach to nursing care.
9.3 Demonstrate accountability to the individual, society, and the profession.
9.4 Comply with relevant laws, policies, and regulations.
9.5 Demonstrate the professional identity of nursing.
9.6 Integrate diversity, equity, and inclusion as core to one's professional identity.

Domain 10: Personal, Professional, and Leadership Development
10.1 Demonstrate a commitment to personal health and well-being.
10.2 Demonstrate a spirit of inquiry that fosters flexibility and professional maturity.
10.3 Develop capacity for leadership.

DNP Program Outcomes (2025)

1. Synthesize knowledge from nursing and related disciplines to advance healthcare outcomes and delivery systems. (Domain 1 AACN, 2021)
2. Synthesize evidence-based care that is person-centered, inclusive, equitable, holistic, respectful, and compassionate. (Domain 2 AACN, 2021)

3. Appraise evidence to develop and lead culturally relevant and scientifically-based health promotion and disease prevention initiatives for diverse populations and communities while promoting equitable health outcomes through interprofessional collaboration. (Domain 3 AACN, 2021)
4. Synthesize and disseminate advanced nursing knowledge to improve health outcomes and transform healthcare delivery systems. (Domain 4 AACN, 2021)
5. Synthesize national safety resources and guidelines that enhance quality improvement initiatives to further quality and safety processes in healthcare systems and minimize risk for all stakeholders. (Domain 5 AACN, 2021)
6. Apply effective communication and leadership strategies with inter-professional, intra-professional, and other stakeholders to optimize evidence-based quality healthcare delivery, collaboration, and effective interprofessional initiatives while strengthening outcomes within a climate of mutual learning and respect. (Domain 6 AACN, 2021)
7. Develop and evaluate effective, culturally relevant, evidence-based care approaches using principles of business, finance, and health policy that meet the current and future needs of diverse populations. (Domain 7 AACN, 2021)
8. Evaluate information, communication technologies, and informatics processes to analyze data that drives decision-making to advance quality, safety, and organizational efficiency in the delivery of evidence-based services in accordance with best practice and professional and regulatory standards. (Domain 8 AACN, 2021)
9. Demonstrate professional identity within practice and leadership roles guided by policies, regulations, and evidence-based practice while promoting social justice and health equity by addressing diversity, equity, and inclusion factors. (Domain 9 AACN, 2021)
10. Participate in activities and self-reflection that foster personal health, resilience, and well-being; ongoing development of professional responsibilities contributing to lifelong learning; and development as a leader both professionally and personally, including advocating for the patients and profession. (Domain 10 AACN, 2021)

DNP GRADUATE OUTCOMES

1. Graduates from the DNP program will have an employment rate of 70% or higher within 12 months of graduation.

2. Mean satisfaction scores on DNP program exit surveys will be greater than or equal to 5.5 on the Benchmark surveys.

3. The aggregate mean score on faculty course evaluations is 3.75 or higher on the IDEA survey 5-point Likert scale.

4. DNP Program Completion Rate will be at or above the 70% benchmark or higher over the three most recent calendar years, using the benchmark of 5 years to complete the program.

CURRICULUM

The curriculum is focused on evidence-based practice, organizational and systems leadership, health policy, economics and finance, interprofessional collaboration, information technology, and emerging practice challenges. Graduates will gain knowledge and skills to improve health outcomes, promote safety standards, and advocate at local, regional, and national levels for policy changes and quality improvement. The program culminates in the creation and implementation of a DNP project that demonstrates translation of research and scientific evidence for quality care at the highest level for a system and/or population.

All DNP degree students are required to complete a minimum of 1,000 supervised immersion hours. DNP Students may apply up to 500 hours of practicum from the post-baccalaureate degree and/or proof of a current national certification. A maximum of 500 hours can be awarded post-baccalaureate if they meet the Monmouth University DNP program criteria and can be verified. Students will not graduate from the DNP Program without a total of 1000 immersion hours.

Students who do not have the initial 500 post-baccalaureate hours must apply to begin collecting post-BSN hours to bridge the 500 initial hours. This is done by taking a Post BSN Immersion Hour Course (NU 799) for 3 credits. For post-baccalaureate hours, both the mentor and site must be approved, and students cannot begin collecting additional hours until approval is granted, contracts are in place, and clearance documents are completed and approved. Students will not be able to move forward in the immersion courses (NU 731, NU 733) without completion of the post-baccalaureate hours, which can delay progression in the DNP program.

The DNP curriculum is a 36-credit part-time program that provides six semesters of doctoral-level online didactic and leadership immersion experiences.

PROGRAM ADMISSION REQUIREMENTS

1. A master's degree in nursing or a related field (i.e., MBA, MPA, MH) from an accredited institution. Official transcripts must be sent from all previous colleges attended.
2. Master's GPA of 3.2 or higher on a 4.0 scale.
3. Possession of an active RN license.
4. Certification in a specialization is preferred.
5. Employed for at least one year after completing an MSN.
6. Statement of a vision of her/his leadership role to improve health care outcomes.
7. Resume that includes details of current practice.
8. Two professional and/or academic letters of recommendation.
9. Telephone or in-person interview may be part of the admission process.
10. Current liability and malpractice insurance of $1,000,000 to $3,000,000.

NOTE: Students who withdraw from the DNP program in good standing and seek readmission must file a new application.

TRANSFER CREDITS

A maximum of 12 transfer credits with a grade of B or higher from a CCNE-accredited doctoral program may be accepted. A copy of the course syllabi is required for DNP faculty review.

COMPUTER REQUIREMENTS AND SOFTWARE

Students are required to have a personal computer with adequate memory, speed, and software capabilities. http://www.monmouth.edu/resources/campus_technology/new_students.asp

Office 365 can be downloaded from Monmouth for PC or Mac.
https://www.monmouth.edu/technology/new-to-mu/install-office/

ACADEMIC ADVISOR

Each student in the program is assigned an academic advisor upon admission who serves to guide the student through the curriculum and registration for courses. Students should meet with the advisor at a minimum, once a year, or additionally, as warranted by academic circumstances.

LEADERSHIP IMMERSION FACULTY

Leadership immersion faculty will guide the student in developing a plan to focus their leadership immersion experience towards their goals and aspirations for their future leadership roles. The leadership immersion faculty will communicate with the student a semester before starting NU 731 Leadership Immersion I and as the student progresses through NU 733 Leadership Immersion II.

All requests must be uploaded to Exxat under "Wishlist." Be sure to include the following information:

- Full Name and Degree
- Office Address, telephone number, email, and office contact
- Current Nursing License
- National Certification (i.e., Nursing Admin.) *optional*
- CV

Securing preceptors and sites is very competitive. As we move closer to the beginning of each semester, be sure that your preceptor and clinical site are confirmed with the Clinical Placement Coordinator.

Students who do not meet the deadline for submission of clinical placement requests to the Wishlist may be dropped from the course. We cannot guarantee completion of the placement process if all paperwork is not submitted by the deadline.

DNP LEADERSHIP IMMERSION

The Monmouth University DNP program provides rich and varied opportunities for immersion experiences aimed at helping graduates achieve DNP competencies upon completion of the program. To achieve the DNP competencies, a minimum of 1,000 supervised hours of practice post-baccalaureate, as part of a supervised academic program, is required. Students will be credited with up to 500 hours from practicum hours obtained during their Master's level specialty education. If credited, an additional 500 practicum hours are required to successfully complete the DNP program**.** Three hundred hours will be completed in the Leadership Immersion Experience (NU 731-150 hours and NU 733-150 hours) and 200 hours in DNP Project I (NU 730 - 75 hours) and DNP Project II (NU 732 - 125 hours).

Leadership immersion experiences prepare the post-master's DNP student with the outcomes delineated in the DNP Essentials (see pages 30-32). Practice immersion experiences afford the opportunity to apply, integrate, and synthesize the DNP Essentials necessary to demonstrate achievement of desired outcomes in an area of advanced nursing practice. Immersion experiences enhance the synthesis of the DNP Essentials into a focused area of scholarship.

Faculty are responsible for assessing students' learning needs and designing immersion experiences that allow students to attain and demonstrate the DNP Essentials as well as integrate these Essential outcomes into their advanced practice. **Mentor and Site MUST be approved by the course faculty before submitting your documents to the Clinical Placement Coordinator.**

Leadership Immersion Mentor

Each student will obtain a leadership immersion mentor who is affiliated with the site where the immersion hours will take place. The mentor will provide guidance and support for the practice immersion experience. **Mentor MUST be approved by the course faculty.**

Leadership immersion experiences should be designed to help students achieve specific learning objectives as they relate to *AACN DNP Essentials*. These experiences provide systematic opportunities for feedback and reflection.

When choosing an immersion mentor and organization for the immersion experience, students should consider their future aspirations in leadership positions that improve health care outcomes. When choosing a mentor, the proposed candidate must work in a mid- to large-sized health care organization at an executive level, such as Chief Nursing Officer, Vice President, Executive Director, etc., influencing healthcare outcomes. The mentor should be prepared at the Doctoral or master's level. A baccalaureate prepared will NOT be acceptable regardless of position. The mentor does not have to be an RN. Placement may be done at your place of employment, provided that the experience will be above your normal work duties.

Academic mentors and/or settings (administrative or teaching roles) are NOT applicable for any of the DNP Immersion experiences. **Site MUST be approved by the course faculty.**

Examples of Settings for DNP Practice and Projects (AACN, 2015), see page 38

The Immersion Site requirements include:

- mid-size or larger health care organization focusing on improving health care outcomes
- contract in place between Monmouth University and the site
- a full-time venue that operates on a day-to-day basis with multiple layers of management

- compatible with the objectives of NU 731 & 733 and the DNP Essentials
- if at your place of employment, the experience **MUST be above your normal work duties and not in your current department**
- **NO academic settings** (administrative or teaching roles)

The Mentor requirements include:

- Doctorally prepared is preferred
- Mentor has a wide span of control, direct reports, and high-level interaction with other executives
- If at your place of employment, you cannot choose a mentor whom you report directly to.
- NO academic mentors (administrative or teaching roles)

Students enrolled in NU 731 & NU 733 will complete 150 direct hours each semester (total of 300 hours) at the approved immersion site with an approved mentor. Students are expected to begin participation at the immersion site starting week #1 of the course and complete the required number of hours (150) by the end of the semester. Students are actively engaged in the leadership role. Your immersion mentor will also assign immersion site projects such as chairing a committee, participating in committee work, working on quality improvement projects, etc. (This is NOT your DNP Project).

Students should NOT plan a vacation during the leadership immersion course experience.

The immersion site and mentor must be approved by the DNP Director & DNP Immersion Course Professor before the start of the semester/course. Contracts between the immersion site and the University must be in place, which may take six months or longer to finalize.

Student Requirements for Leadership Immersion

1. A current nursing license in the state where leadership practice immersion takes place.
2. Student health record containing health history, physical exam, and lab studies must be current, and immunizations up-to-date.
3. An affiliation agreement and contract must be in place between the practice immersion site and Monmouth University.
4. Student must have proof of a current $1,000,000 to $3,000,000 liability and malpractice policy
5. A signed agreement by the mentor/preceptor for the immersion experience.

Leadership immersion experiences can include:

- In-depth work with experts from nursing and health care
- Leadership opportunity for meaningful student engagement within practice environments
- Build and assimilate knowledge for advanced specialty practice at a high level of complexity
- Inter-professional collaboration with leaders in other disciplines
- Integrate and synthesize the *DNP Essentials* (AACN, 2006) and specialty requirements

DNP students are required to maintain a practice immersion log, which is reviewed weekly with their Leadership Immersion Mentor and course professor to ensure quality of practicum hours as they relate to the DNP Essentials.

Students may select to use their employment institution for their DNP project and experience; however, practice immersion hours are exclusive of the DNP candidate's job requirements.

Plan for Immersion Hours in the DNP Program
Students Awarded 500 Post-Baccalaureate Immersion Hours

DNP Course	Immersion Hours
NU730 DNP Project I	75
NU731 Leadership Immersion I	150
NU732 DNP Project II	125
NU733 Leadership Immersion II	150
Total	500

Students with less than 500 post-baccalaureate practicum hours will need to complete an additional number of DNP immersion hours to meet the 1000-hour DNP requirement. Students will be required to register for an independent study (NU 799), which will be used to gather the additional hours. The credit requirement for this course will be based on a mutually agreed-upon plan to secure the additional post-baccalaureate hours needed to meet the 500 hours.

A student who does not meet the initial 500 hours from their master's level program/s may request consideration for current certifications via the Post-Baccalaureate Immersion Credit Hours Consideration Request Form sent by the Director upon admission. Hours are granted based on the type of certification/s. For Example, A student who has a current certification, such as the Nurse Executive (NEA-BC AACN Nurse Executive-Advanced Certificate), will be granted hours towards their initial 500 hours. The hours awarded are based on a percentage of the hours required to take the certification exam.

Students Awarded LESS Than 500 Post-Baccalaureate Immersion Hours

DNP Course	Immersion Hours
NU 799 to Complete Post Baccalaureate Immersion Hours	Up to 500 hours, Minus Hours Granted for National Certification
NU730 DNP Project I	75
NU731 Leadership Immersion I	150
NU732 DNP Project II	125
NU733 Leadership Immersion II	150

Policies and Procedures Regarding Clinical Clearance Student Background Checks and Comprehensive Drug Screening

All students must complete clinical clearance requirements for the Immersion experience and, when required, for the DNP Project. The **SAMPLE Health Clearance and Immunization Forms** are located in the DNP Handbook. The students are responsible for contacting the **Clinical Placement Coordinator** for the actual clearance forms and updating the requirements in Exxat.

In addition, all students must complete requirements for a **national background check** within one month of matriculation into the program. Some clinical sites may require **additional screenings**, including site-specific background checks, fingerprinting, and drug testing, as a condition for participation in clinical rotations.

All screenings must be completed through the program-designated vendor. Students are responsible for all associated costs.

Any findings ("hits") on a background check must be reviewed and cleared by the clinical site. If a site declines to accept a student based on the results, the student will be ineligible to complete the required immersion experience and, consequently, unable to progress in the DNP program.

Decisions on accepting students at any clinical site reside with the clinical agencies.

Appeals Process

Students who are denied clinical placement due to background check findings may submit a written appeal to the Program Director within 7 business days of notification. The appeal must include:

- A personal statement addressing the findings
- Any relevant documentation (e.g., court records, letters of rehabilitation, legal resolutions)
- Evidence of attempts to resolve the issue with the clinical site

The Program Director, in consultation with the institutional legal counsel as needed, will review the appeal and issue a decision within 30 business days.

Decisions are final and based on the ability of the student to secure a compliant clinical placement. If no placement can be secured, the student will be unable to continue in the DNP program.

DNP CURRICULUM

"The Essentials of Doctoral Education for Advanced Nursing Practice" document, produced by the American Association of Colleges of Nursing (AACN, 2006), provides the guidelines for the development of programs and accreditation standards for DNP programs. This document, therefore, provides a framework for considering the adequacy of curricula that are being designed for DNP programs.

The Monmouth University curriculum consists of the following 12 courses that adhere to the DNP Essentials established by the Commission on Collegiate Nursing Education [CCNE]: AACN, 2006)

The courses are as follows:

NU 701 Translating Evidence to Clinical Practice (3 cr.)

NU 702 Health Promotion in Diverse Populations (3 cr.)

NU 703 Epidemiology and Genetics/Genomics (3 cr.)

NU 705 lnterprofessional Collaboration and Team Facilitation (3 cr.)

NU 715 Organizational Leadership in Health Care (3 cr.)

NU 716 Health Care Policy for Advocacy in Health Care (3cr.)

NU 718 Health Care Economics and Financial Management (3 cr.)

NU 720 Research Methods in Healthcare Leadership (3 cr.)

NU 730 DNP Project I (3 cr.)

NU 731 Leadership Immersion I (3 cr.)

NU 732 DNP Project II (3 cr.)

NU 733 Leadership Immersion II (3 cr.)

Total 36 credits

DNP SEQUENCE SAMPLE CHART

Fall

NU701 Translating Evidence to Clinical Practice (3 cr.)

NU715 Organizational Leadership in Health Care (3 cr.)

Spring

NU705 Interprofessional Collaboration and Team Facilitation (3 cr.)

NU720 Research Methods in Healthcare Leadership (3 cr.)

Summer

NU702 Health Promotion in Diverse Populations (3 cr.)

NU716 Health Care Policy for Advocacy in Health Care (3cr.)

Fall

NU703 Epidemiology and Genetics/Genomics (3 cr.)

NU730 DNP Project I (3 cr.)

Spring

NU718 Health Care Economics/Financial Management (3 cr.)

NU731 Leadership Immersion I (3 cr.)

Fall

NU732 DNP Project II (3 cr.)

NU733 Leadership Immersion II (3 cr.)

Total 36 credits & 1000 Immersion Hours (post-baccalaureate and DNP hours combined)

Signature Assignment Table for Syllabus
(Updated December 2024)

DNP Course	Program Outcomes Addressed by the Course	Signature Assignment	Program Outcome Related to the Signature Assignment
NU 701 Translating Evidence to Clinical Practice	1, 2, 4, 8, 9	Paper: Systematic Review of Evidence	PO 2. Synthesize evidence-based care that is person-centered, inclusive, equitable, holistic, respectful, and compassionate. **Domain 2: Person-Centered Care**
NU 702 Health Promotion in Diverse Populations	2, 3, 5, 9	Health Promotion Research	PO 3. Appraise evidence to develop and lead culturally relevant and scientifically-based health promotion and disease prevention initiatives for diverse populations and communities while promoting equitable health outcomes through interprofessional collaboration **Domain 3: Population Health**
NU 703 Epidemiology and Genetics/Genomics	1, 3, 4, 5	Genetics/Genomic Project	PO 5. Synthesize national safety resources and guidelines that enhance quality improvement initiatives to further quality and safety processes in healthcare systems and minimize risk for all stakeholders. **Domain 3: Population Health** **Domain 5: Quality and Safety**
NU 705 Interprofessional Collaboration and Team Facilitation	1, 2, 3, 5, 6, 9, 10	Research Paper on Collaboration	PO 6. Apply effective communication and leadership strategies with inter-professional, intra-professional, and other stakeholders to optimize evidence-based quality healthcare delivery, collaboration, and effective interprofessional initiatives while strengthening outcomes within a climate of mutual learning and respect. **Domain 6: Interprofessional Partnerships**
NU 715 Organizational Leadership in Health Care	1, 5, 6, 7, 8, 10	Organizational Analysis and Strategic Planning Paper	PO 8. Evaluate information, communication technologies, and informatics processes to analyze data that drives decision-making to advance quality, safety, and organization efficiency in the delivery of evidence-based

			services in accordance with best practice and professional and regulatory standards. **Domain 5: Quality and Safety** **Domain 8: Informatics and Healthcare Technologies**
NU 716 Health Care Policy for Advocacy in Health Care	3, 9	Health Care System Paper	PO 3. Appraise evidence to develop and lead culturally relevant and scientifically-based health promotion and disease prevention initiatives for diverse populations and communities while promoting equitable health outcomes through interprofessional collaboration **Domain 3: Population Health**
NU 718 Health Care Economics/Financial Management	2, 7, 8, 10	Paper: Developing a Health Care System Project	PO 7. Develop and evaluate effective, culturally relevant, evidence-based care approaches using principles of business, finance, and health policy that meet the current and future needs of diverse populations. **Domain 7: Systems-Based Practice**
NU 720 Research Methods in Healthcare Leadership	1, 4	Presentation: Critical Review Article Statistical Analyses Online Assignments	PO 1. Synthesize knowledge from nursing and related disciplines to advance healthcare outcomes and delivery systems. **Domain 1: Knowledge for Nursing Practice**
NU 730 DNP Project I	1, 3, 4, 8	DNP Project Proposal	PO 4. Synthesize and disseminate advanced nursing knowledge to improve health outcomes and transform healthcare delivery systems. **Domain 4: Scholarship for the Nursing Discipline**
NU 731 Leadership Immersion II	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Immersion Prospectus (standardized format for establishing the learning activities/plan of action, purpose, objectives, and outcome)	PO 10. Participate in activities and self-reflection that foster personal health, resilience, and well-being; ongoing development of professional responsibilities contributing to lifelong learning; and development as a leader both professionally and personally including advocating for the patients and profession. **Domain 10: Personal, Professional, and Leadership Development**

NU 732 DNP Project II	1, 2, 4, 8	Completed DNP Project	PO 4. Synthesize and disseminate advanced nursing knowledge to improve health outcomes and transform healthcare delivery systems. **Domain 4: Scholarship for the Nursing Discipline**
NU 733 Leadership Immersion III	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Immersion Prospectus (standardized format for establishing the learning activities/plan of action, purpose, objectives, and outcome)	PO 9. Demonstrate professional identity within practice and leadership roles guided by policies, regulations, and evidence-based practice while promoting social justice and health equity by addressing diversity, equity, and inclusion factors. **Domain 9: Professionalism**

Save all signature assignments. They will be needed to write a paper in NU 733.

GRADES

The DNP Program adheres to the method of calculating GPA as discussed in the Graduate Catalogue http://www.monmouth.edu/registrar/important_information.asp.

NURSING GRADING STANDARDS

Percentage	Grade	Interpretation
95-100%	A	**Exceptional Performance**
90-94%	A-	
87-89%	B+	**Average Performance**
83-86%	B	
80-82%	B-	**Poor Performance Failing**
77-79%	C+	
73-76%	C	
70-72%	C-	
Less than 70%	F	

A grade of "B" or better in each graduate course is required to satisfy the coursework in the curriculum. The students who earn less than a 'B' in a course will be allowed to repeat that course only once. Two grades below a 'B' in any individual course or two grades below 'B' in different courses will be grounds for dismissal from the program. If a student is required to repeat a course for academic reasons, a formal request to repeat the course and continue in the program should be filed with the director of the program. If a student earns less than a 'B' in a repeated course, the student will be academically dismissed from the program.

INCOMPLETE GRADES

A grade of incomplete "I" may be granted at the discretion of the lead instructor for a course consistent with institutional grade policy. Students must request a grade of incomplete prior to the end of the respective course. Faculty submitting an incomplete grade for a course will specify the final date for submission of materials for course completion. If no date is designated, the course requirements must be completed by the end of the following semester, or the incomplete grade will turn to an "F" grade.

https://catalog.monmouth.edu/graduate-catalog/academic-programs-support-services-regulations/grades/

WITHDRAWAL FROM A COURSE

Each semester, the University designates a specific date for withdrawal from a course to receive a "W" on the transcript. If a student withdraws after this date, the grade will be an "F".

STUDENT COMPLAINTS ABOUT GRADES APPEALS PROCESS

A student who wishes to file a complaint about a course grade should first attempt to resolve the matter through a discussion with the faculty member who taught the course. If the faculty member is unable to resolve the matter, the student may contact the Program Director in an attempt to further resolve the matter through a discussion with the faculty member who taught the course in question. If the Program Director is unable to resolve the matter, the student may contact the department chair in writing, stating the basis of the complaint. Such complaints should be sent to the appropriate department chair within six weeks following the receipt of final grades. The academic advisor is made aware of the written complaint by the department. chair. A student who is not satisfied with the decision of the department chair may appeal the decision in writing to the dean of the school housing the course. The decision of the academic dean is final.

https://catalog.monmouth.edu/graduate-catalog/academic-programs-support-services-regulations/grades/grade-reports/

LEAVE OF ABSENCE

A student who must take a leave of absence and intends to be away from the University for a full semester must file a Leave-of-Absence Form that can be found in MyMU and notify the Director of the Program to maintain the catalog of record in effect when they began the program. The lapse in the course sequence will require the student to join a subsequent cohort.

ACADEMIC PROBATION

A student who obtains a grade less than a “B” in a course or has a cumulative average less than 3.0 will be placed on probation for one semester.

ACADEMIC DISMISSAL

A student who is placed on probation has one semester to raise his or her grade point average to the required 3.0 standard. Failure to do so will result in academic dismissal.

DNP DEGREE COMPLETION TIMELINE

The usual timeline for completion of the DNP program is about 2.5 years when two courses are taken each semester. Students taking one course at a time should complete the program in about four years. All degree requirements, including course credits, transfer credits, and all program requirements, must be completed within five years from the start of DNP coursework.

ARTIFICIAL INTELLIGENCE POLICY

Since written communication and critical thinking skills are part of the objectives of this class, all writing assignments should be prepared by the student. This course assumes that all work submitted by students is created by the students themselves with proper citations provided, as appropriate. Students are not allowed to use artificial intelligence tools or software that generate suggested text (e.g. ChatGPT), or to hire a person or company to complete or assist in any part of an assignment, including the generation of ideas, writing of text, or rewriting their work, unless specifically indicated by the professor. Violations could result in failure of the assignment or failure of the course at the discretion of the faculty.

DNP PROJECT

Students are required to complete a DNP Project. Doctoral education, whether practice or research, is distinguished by the completion of a specific project that demonstrates synthesis of the student's work and lays the groundwork for future scholarship. The final DNP Project produces a tangible and deliverable academic product focusing on a change that impacts healthcare outcomes either through direct or indirect care. The final DNP product documents outcomes of the student's educational experiences, provides a measurable medium for evaluating immersion experiences, and demonstrates the student's growth in knowledge, expertise, and leadership.

All DNP Projects Should:

- Focus on a change that impacts healthcare outcomes either through direct or indirect care.
- Have a system (micro-, meso-, or macro- level) or population/aggregate focus.
- Demonstrate implementation in the appropriate arena or area of practice.
- Include a plan for sustainability (e.g., financial, systems, or political realities, not only theoretical abstractions).
- Include an evaluation of processes and/or outcomes (formative or summative).
- DNP Projects should be designed so that processes and/or outcomes will be evaluated to guide practice and policy. Clinical significance is as important in guiding practice as statistical significance is in evaluating research.
- Provide a foundation for future practice scholarship.

Types of Scholarly Projects

This list reflects a range of types of scholarly projects. This is a sample list and is not exhaustive.

- Translate research into a practice change
- Quality improvement (care processes, patient outcomes)
- Implement and evaluate evidence-based practice guidelines

- Analyze policy: develop, implement, evaluate or revise policy
- Design and use databases to retrieve information for decision making, planning, evaluation
- Conduct financial analyses to compare care models and potential cost savings, etc.
- Implement and evaluate innovative uses of technology to enhance/evaluate care
- Design and evaluate new models of care
- Provide leadership of inter-professional and /or intra-professional collaborative projects to implement policy, evaluate care models, transitions, etc.
- Collaborate with researchers to answer clinical questions
- Collaborate on legislative change using evidence
- Work with lay and/or professional coalitions to develop, implement or evaluate health programs (such as health promotion and disease prevention programs for vulnerable patients, groups or communities)

DNP Project Process

1. In NU 720 Research Methods in HealthCare Leadership, ideas for a DNP Project will be discussed and then formally developed and refined in NU 730 DNP Project I.

2. In NU 730 DNP Project I, PICOT questions are refined within the first two weeks of the semester. The DNP Project proposal paper will be developed as one of the course assignments. A student may not proceed into NU 732 DNP Project II until an acceptable DNP Project proposal paper is completed and other course requirements are met.

Institutional Review Board (IRB) applications will be submitted at the end of the semester and revised as needed to address the IRB's questions and requirements. The requirements of the IRB at any outside institutions must be met. Students must submit the IRB approval letter(s) as evidence of approval. IRB approvals must be obtained before starting NU 732 DNP Project II.

3. In NU 732 DNP Project II, the DNP Project will be implemented and completed. All required revisions and/or edits in the final paper need to be completed before the end of the semester. All course requirements must be successfully completed with a grade of B or better in order to pass the course.

4. At the completion of NU 732 DNP Project II, students will have two artifacts that can be disseminated after graduation. The artifacts include the DNP Project paper and a poster presentation of the project.

SAMPLE OF DNP PROJECTS COMPLETED AT MONMOUTH

The Effect of an Education Program on Self-Care Beliefs in Adults with Congestive Heart Failure Living in an Adult Community

The Effect of a Telephone Intervention on Well-Being in Family Caregivers of Stroke Survivors

The Effect of an Education Program on Self-Efficacy and Readiness to Complete an Advance Directive in Adults Living in the Community

The Effect of a Nurse Residency Program on Perceived Work Experience in Newly Licensed Nurses

Acute Care Registered Nurse Perceptions of Hourly Rounding Before and After an Educational Presentation Inspired by Jean Watson's Theory of Human Caring

The Development of a Toolkit for Registered Nurses with Strategies and Resources to Support Parents of Children with Behavior Problems

The Effect of a Stress Management Program on Perceived Stress Among Spouses of Police Officers

The Effect of an Education Program on Evidence-Based Practice Self-Efficacy in Ambulatory Care Registered Nurses

The Effect of An Education Program on Perception of the Work Environment in Primary Care Team Members in a Patient Centered Medical Home

The Development and Evaluation of a Toolkit for Family Caregivers of Traumatic Brain Injury and Stroke Survivors

The Effect of an Education Program on Self-Efficacy in Older Adults with Type 2 Diabetes

The Effect of an Online Self-Learning Module on Perception of Rounding in Registered Nurses in an Acute Care Setting

The Effect of Telehealth Follow-Up by a Hospitalist Nurse Practitioner versus the Usual Follow-Up Care on 30-day Readmission Rates in Patients who have Undergone a Craniotomy

The Effect of a Sepsis Protocol Education Program on Attitude, Subjective Norm, Perceived Behavioral Control and Intent to Follow a Sepsis Protocol in Post-Acute Nurses
Development and Evaluation of a Toolkit for Registered Nurses on the Psychosocial Issues of Patients with Heart Failure

The Development and Evaluation of a Toolkit for Family Caregivers of Traumatic Brain Injury and Stroke Survivors

ACADEMIC INTEGRITY:

To provide a learning process and academic environment that permits students to pursue their educational goals, you are expected to exhibit honesty in this and every class in which you enroll at Monmouth University. Academic dishonesty includes cheating and plagiarism.

Cheating:

1. Submitting, without prior faculty permission, any work that has been submitted in identical or similar form in fulfillment of any other academic requirement at any institution.
2. Copying from someone's test.
3. Submitting material for academic evaluation that has been prepared by another individual or by a commercial agency.
4. Unauthorized collaboration with others on assignments, quizzes, and examinations in Traditional, Hybrid, and/or Online courses.

Plagiarism:

Submitting written material without proper acknowledgement of the source, deliberate attribution to or citation of a fictitious source, or submitting data which have been willfully altered or contrived.

Students cheating, plagiarizing, and/or involved in unauthorized collaboration on any assignment, paper or examination will receive a grade of 'F,' with no opportunity to resubmit for partial credit. As per the Academic Dishonesty policy in the Nursing Student Handbook, nursing students may face additional sanctions, up to and including dismissal from the program and the university.

Students should refer to the Student Handbook for guidance related to academic honesty and other relevant policies. (Article IV: Discipline Polices: http://www.monmouth.edu/university/student-handbook.aspx page 137-139).
(Faculty Desk Reference: 5.17 Enhancing Academic Honesty, pages 42-45).

TURNITIN

Turnitin: Assignments in this course may be checked for plagiarism using Turnitin (http://www.turnitin.com), a Web-based resource that compares the text of student papers to an extensive electronic database. Assignments submitted to the Dropbox of e-Campus will be checked for originality using Turnitin.

Students agree that, by taking this course, all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

ADDITIONAL RESOURCES

Student Advisement
In order to facilitate student progress through the DNP program, every student has a nursing faculty member who acts as his/her advisor. Students are expected to be in contact via telephone or email with their advisors at least once each semester. In addition, students are urged to check their school email daily.

Filing an Application for Graduation Form (Degree Audit)
Filing this form with the Office of Registration and Records will provide the student with an official audit of his/her status with respect to graduation. It provides confirmation of all courses completed toward the degree, either by transfer or taken at Monmouth. The required fee needs to be paid only once, so it is to the student's advantage to file prior to the student's last year, especially in cases where the transfer of credit is in doubt. Students can review their academic audits at any time by using their WEBstudent account. To do this, steps are as follows:
1. Go to www.monmouth.edu then click on MyMU on the upper right of the webpage to enter the portal.
2. Click on "WebAdvisor" and then on "WebAdvisor for Students" and see the dropdown menu.

Monmouth University Student E-Mail Accounts
To access Monmouth University email, the library's research databases, and computers in campus labs, students must use a "username" and "password."

Your username is your student ID. For example, s0123456.
New students or students needing to retrieve their password, please call 732-923-4600 and follow the prompts to log in to get your password

Accessing your Hawkmail@Live Email System:
1. Browse to http://office.monmouth.edu.
2. Enter your Monmouth University email address in the User name field.
3. Enter your email password in the password field.
4. Click Sign In.

Graduation
Only students who have met all requirements for graduation will be able to participate in Commencement. This applies to both undergraduate and graduate students. An e-form is located in MyMU must be completed and submitted to the Registrar's office.

Requirements for Written Work
Students are expected to keep an electronic copy of all work submitted. Papers and other written work are expected to be of scholarly quality. Papers constitute a major portion of the students' course grade and should reflect appropriate learning. This encompasses content, style, format, grammar, spelling, and punctuation. All papers must be typed. APA format is required for all papers.

Library Facilities
Students are expected to familiarize themselves with the holdings of the Monmouth University Library as well as how to utilize the Library's resources to best advantage. Explore the Monmouth University Library Site http://library.monmouth.edu.

Monmouth University Professional Nurses Association (MUPNA)

Upon enrollment, all Monmouth University nursing students are automatically members of the Monmouth University Professional Nurses Association (MUPNA). Doctoral students are encouraged to actively participate in this association.

https://www.monmouth.edu/school-of-nursing-health/student-resources/mupna/

Lambda Delta Chapter of Sigma Theta Tau
Lambda Delta is the Monmouth University chapter of the nursing honor society, Sigma Theta Tau International. Undergraduate students who have completed one-half of their undergraduate nursing courses, have a 3.2 grade point average, and are in the upper 35% of their class are eligible to apply.

DNP students who have completed one quarter of their graduate courses, have a 3.5 grade point average are eligible to apply.

https://www.monmouth.edu/school-of-nursing-health/student-resources/lambda-delta/

Nursing Scholarships
Nursing scholarships are available based on merit and/or need. To be eligible for scholarship awards, undergraduate students must maintain a "B" average (3.0 or better) and carry a minimum of six credits per semester. Graduate students are eligible to apply for scholarships if they carry a minimum of 6 credits per semester and maintain a 3.0 or better GPA. Graduate assistantship applications are also available.

Graduate Costs and Financial Aid
https://www.monmouth.edu/graduate/cost-and-financial-aid/

School of Nursing and Health Studies
Doctor of Nursing Practice Program

Request for Immersion I & II (NU731 & NU733)

Today's Date:

Track (select one)**:** ☐ **DNP**
☐ **DNP with Nursing Education Electives**

Student/Applicant Name:

Student Email:

Student MU- ID (#):

Student Cell Phone (#):

Student Work Phone (#):

Are you receiving funding from the Nurse Faculty Loan Program (NFLP)? ☐ **Yes** ☐ **No**

Are you planning on taking the Nurse Educator Elective Courses (12 credits)?

Yes ☐ **DNP only**

Yes ☐ **DNP with Nursing Education Course**

Course Immersion Hours

For students who have completed 500 MSN practicum hours, DNP immersion hours are met in the following courses:

DNP Course	Immersion Hours
NU730 DNP Project I	75
NU731 Leadership Immersion I	150
NU732 DNP Project II	125
NU733 Leadership Immersion II	150
Total	500

*Students **with less than 500** MSN practicum hours will need to complete an increased number of DNP immersion hours in order to meet the 1000 hour MSN/DNP requirement. You must meet with the Immersion Course Professor for planning of additional immersion hours prior to the start of the course.

Part 1- Using your award letter for Post Baccalaureate hours, complete the following:

Post Baccalaureate hours Awarded: **Date Awarded:**

Part 2- Selecting an immersion site and mentor for the Direct Immersion Experience

When choosing a mentor and organization for your immersion experience, consider your future aspirations in a leadership positions that improve health care outcomes. When choosing a **mentor** they must work in a **mid to large size health care organization** at an **executive level** such as Chief Nursing Officer, Vice President, Executive Director, etc., influencing healthcare outcomes. Your mentor should be prepared at the Doctoral or Masters level. Baccalaureate prepared will NOT be acceptable regardless of position. They do not have to be a RN. The **health care organization** connected to the mentor is the **immersion site** and requires a **contract between the 2 organizations**. ***Placement is not guaranteed if a fully executed contract is not in place one week prior to the start of classes.*** See examples of settings towards the end of this form.

Academic mentors and/or settings (administrative or teaching roles) are NOT applicable for any of the DNP Immersion experiences.

Submit your proposed mentors CV/Resume with your immersion consideration form for further review. The immersion site and mentor must be approved by the DNP Director & DNP Immersion Course Professor prior to start of the semester/course.

Contracts between the immersion site and the University must be in place, which may take six months or longer to finalize. Therefore, it is essential that you complete the required information well in advance.

The immersion site and mentor that you choose and is approved is typically used for Immersion I & II. If a student wishes to change the immersion site and/or mentor they must contact the course instructor & clinical placement coordinator at least 120 days prior to the start of the next semester**.**

Students will spend **150 direct hours** at the approved immersion site with an approved mentor. Students should NOT plan vacation during the immersion course experience.

****The placement may be done at your place of employment provided that experience will be above your normal work duties.***

You can use the same approved mentor and/or immersion site for 731 & 733, however, you will need to confirm with the Coordinator of Clinical Placements if you intend to use the same and/or change your mentor and/or immersion site.

The Immersion Site requirements include:

- ✓ *mid size or larger health care organization focusing on improving health care outcomes*
- ✓ *a full-time venue that operates on a day to day basis with multiple layers of management*
- ✓ *compatible with the objectives of NU 731 & 733 and the DNP Essentials*
- ✓ *if at your place of employment, the experience MUST be above your normal work duties and not in your current department*
- ✓ *NO academic settings (administrative or teaching roles)*

The Mentor requirements include:

- ✓ *doctorally prepared is preferred*
- ✓ *mentor has a wide span of control, direct reports and high-level interaction with other executives*
- ✓ *if at your place of employment, you cannot choose a mentor who you report directly to.*
- ✓ *NO academic mentors (administrative or teaching roles)*

I- Student to identify and describe their Focused Area of Immersion (*For Example*: Education, Administration, Informatics, Policy, etc…-***See Examples of Settings for DNP Practice and Projects***):

II- Student to describe how the immersion experience at the proposed site will meet the 8 DNP Essentials. Include the Preceptors Official Title and Department:

III- If the student is employed by the immersion site, explain how this experience will be above their normal work duties:

IV- **Will you be doing your DNP Project at the immersion site?** ***(Student to place an X)***

Yes: ☐ **NO:** ☐ **TBD** :

<u>Part 4</u>- Immersion Experience-

Students will spend 150 direct hours at the approved immersion site. Students are expected to begin participation at the immersion site starting **week #1 of the cours**e and c**omplete a minimum 8 hours or more each week**. Students are actively engaged in the leadership role ***(this is NOT an observation only).*** Your mentor should assign you projects such as chairing a committee, participating in committee work, doing research, etc. ***(This is NOT your DNP Project)***. Students should NOT plan vacation during the immersion course experience.

Failure to submit all appropriate forms and requirements in a timely manner may result in the inability to complete the immersion experience in the desired session.

I. Proposed Immersion Site for Leadership Experience (List First 3 sites by preference)

1. **Site Name:**

Contact person at site to secure a contract:
(this is not the proposed mentor)

Address:

Site City: **Site State:** **Site Zip:**

Email:

Phone:

II. Proposed Mentor for Leadership Experience

1. **Proposed Mentor Name:**

Job Title:

Credentials:

Agency Name:

Agency Address:

Agency City: **Agency State:** **Agency Zip Code:**

Email:

Phone Number:

Upload Mentor's CV

Examples of Settings for DNP Practice and Projects (AACN, 2015)

The following are **examples** of settings, areas of practice, and final projects that could be considered to provide a broader array of opportunities particularly in geographic areas with limited access to traditional practice sites. A project developed in any of these settings or areas of practice delineated here should include planning, implementation, and evaluation.

· **Organizational Systems Leadership:**
Work with the Director of the Red Cross exploring
ways to improve disaster preparedness; Work with a director of system IT exploring the preparedness strategies to prevent an IT shutdown and strategies for communication and charting to continue during a shutdown, or focus on the nursing leadership role in leading IT design and implementation issues; Work with the System Safety Office evaluating the disaster plan incorporating national best practices and making recommendations for quality improvement of the system plan.

· **Population Health:**
Partner with community organizations that affect the health of high risk populations to address screening or health education processes, financial challenges (including how to raise money and manage money), volunteerism, and interactions/collaborative opportunities with the healthcare system. Examples of community agencies include: Habitat for Humanity, food pantries, Catholic Charities, homeless shelters, Salvation Army, and Hope Center. Other opportunities might include collaboration with privatesector companies to design healthcare facilities, or design and implement wellness/health programs in conjunction with business such as the airline or auto industry.

· **Policy Projects**:
Evaluate evidence to develop a policy to reduce major events that trigger an ED visit, e.g. by notifying a provider that a fall has occurred, document evidence of need for the policy change; Evaluate geriatric trauma screening for triage; make a recommendation for policy change to revise criteria.

· **Long-Term Care Facilities:**
Evaluate and implement a quality improvement program within a long-term care facility, e.g. Evercare or a Medicare Advantage plan, to improve antibiotic selection for symptomatic UTIs in older adults without indwelling catheters and to decrease the inappropriate use of nitrofurantoin. Implement a policy and care
practice for antibiotic selection guided by the Infections Disease Society of America guidelines for treatment
of UTIs.

· **Urgent Care:**
Focus on achieving the national benchmark of urgent care visit times lasting less than 60 minutes, identifying and mitigating impediments to efficient patient flow at a Family Medicine Center Walk-in Clinic. Implement a quality improvement project to 49 identify measure and rectify bottlenecks impacting patient flow through the clinic while tracking total visit times.

· **Prison Systems:**
Explore the effectiveness of chronic disease management models and mental health services among the aging population in prison systems. Focus on the institution of mental health screening and care models to be integrated into the prison system of care.

· **School Systems:**
Evaluate Tobacco Free Teens program as a mobile device application, introduce the mobile application in a middle school classroom and evaluate the adolescents' satisfaction with the tool; other areas of focus may include evaluating immunizations, weight loss, and healthy eating.

• **Community-based Care Network**:
Implement a quality improvement project developed to address the gaps in APRN practice and evaluate the impact of a competency- based training program on the translation of evidence in the APRNs' practice. Specific projects may include:

- Increase documentation of didactic training and skills validation for transvaginal ultrasounds and endometrial biopsy from 0% to 90%.
- Increase the number of APRNs who perform transvaginal cervical length measurement in the assessment of symptomatic preterm labor patients from less than 40% to 75%.
- Decrease the number of fetal fibronectin studies run without a corresponding cervical length measurement by20%.
- Decrease the number of inadequate endometrial samples from the current 25% to less than 10% by X date.
- Increase the percent of endometrial biopsies being done by APRNs in the region to greater than 50%.

• **Rural Native American Reservation:**
Form a working group with health department personnel to discuss and address the issues of health literacy and cultural sensitivity; Develop a case management model for more complex patients that includes the development of a cost sharing plan that proposes utilizing social workers from the senior center to coordinate this service and proposes to the community council the need to add a professional nurse FTE position to the clinic to help coordinate the effort of the social workers in ensuring regular follow up of patients; implement the use of community health workers as a means of further engaging the community and as a means of increasing follow-up visits.

• **Public Health Department:**
Collaborate with state government units to improve access to health care, negotiating tribal governance, gender issues, language, and culture in a 50 population by training lay health promoters e.g. to improve the diet and access to fresh foods or providing zinc supplementation to the under age 5 population in Guatemala.

• **Non-governmental Organizations and Community Health Organizations**:
Collaborate with in country NGOs to decrease stigmatization and increase screening for breast cancer in Zambia; or collaborate

with the American Heart Association or other organization to improve outcomes in the community.

- **Corporations:**
  Focus on decreasing the percentage of employees in a manufacturing plant with a BMI in the obese or overweight category by changing cafeteria food options, educational initiatives and a voluntary employer-based 16 week wellness program.

DNP
Essentials

Essential I: Scientific Underpinnings for Practice
The DNP program prepares the graduate to:

1. Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.
2. Use science-based theories and concepts to:
   a. determine the nature and significance of health and health care delivery phenomena;
   b. describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and health care delivery phenomena as appropriate; and evaluate outcomes.
3. Develop and evaluate new practice approaches based on nursing theories and theories from other disciplines.

Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking
The DNP program prepares the graduate to:

1. 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, as well as organizational, political, and economic sciences.
2. Ensure accountability for quality of health care and patient safety for populations with whom they work:
   a. Use advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems.
   b. Employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level and/or system-wide practice initiatives that will improve the quality of care delivery.
   c. Develop and/or monitor budgets for practice initiatives.
   d. Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement of health care outcomes.
   e. Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers.
3. Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research.

Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice
The DNP program prepares the graduate to:

1. Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.
2. Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends.
3. Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, andpatient-centered care.
4. Apply relevant findings to develop practice guidelines and improve practice and the practiceenvironment.
5. Use information technology and research methods appropriately to:
   a. collect appropriate and accurate data to generate evidence for nursing practice
   b. inform and guide the design of databases that generate meaningful evidence for nursing practice
   c. analyze data from practice
   d. design evidence-based interventions
   e. predict and analyze outcomes
   f. examine patterns of behavior and outcomes
   g. identify gaps in evidence for practice
6. Function as a practice specialist/consultant in collaborative knowledge-generating research.
7. Disseminate findings from evidence-based practice and research to improve healthcare outcomes

Essential IV: Information Systems /Technology and Patient Care Technology for the Improvement and Transformation of Health Care
The DNP program prepares the graduate to:

1. Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems.
2. Analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology.
3. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extractionfrom practice information systems and databases.
4. Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the useof information, information technology, communication networks, and patient care technology.
5. Evaluate consumer health information sources for accuracy, timeliness, andappropriateness.

Essential V: Health Care Policy for Advocacy in Health Care
The DNP program prepares the graduate to:

1. Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums.
2. Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy.
3. Influence policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve health care delivery and outcomes.
4. Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes.
5. Advocate for the nursing profession within the policy and healthcare communities.
6. Develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery.
7. Advocate for social justice, equity, and ethical policies within all healthcare arenas.

Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes
The DNP program prepares the graduate to:

1. 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.
2. Lead interpofessional teams in the analysis of complex practice and organizational issues.
3. Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.

Essential VII: Clinical Prevention and Population Health for Improving the Nation's Health
The DNP program prepares the graduate to:

1. Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.
2. 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.
3. Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.

Essential VIII: Advanced Nursing Practice
The DNP program prepares the graduate to:

1. Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches. Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences.
2. Develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes.
3. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.
4. Guide, mentor, and support other nurses to achieve excellence in nursing practice.
5. Educate and guide individuals and groups through complex health and situational transitions.
6. Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues.

Responsibilities of Immersion Mentor
For the Immersion Site Experience for NU 731 or NU 733

The Student is responsible for contacting the immersion mentor and have this formed completed. Upon completion the student will return the signed form to the immersion advisor as soon as possible.

Student Name:

Student ID/Email: **@monmouth.edu**

Immersion Mentor:

Email:

Phone #:

Immersion Site Address:

City: State: Zip Code:

The Monmouth University Doctor of Nursing Practice (DNP) program immersion experience requires the DNP student to meet the outcomes of the DNP program and the DNP Essentials. For this semester the student will be spending 150 hours at the immersion site.

The Immersion Mentor:

1. Facilitates the student's participation in upper level management/administrative processes.
2. May assign project/s for the DNP student to lead, manage or implement.
3. Assists the DNP student in selecting realistic and specific goals that support the DNP Essentials and the program outcomes of the Monmouth University DNP program.
4. Guides the DNP student in development and acquisition of key leadership skills required by the DNP Essentials, Course Outcomes and the DNP project* (if appropriate).
5. Meets with the DNP student on a regular basis and provides feedback accordingly.
6. Mentor submits a current Curriculum Vitae (CV) to Monmouth University DNP program
7. Assist the student in meeting the objectives outlined in the student prospectus.
8. Provide ongoing feedback to the student.
9. Provide timely evaluation reports to the immersion faculty as requested or as deemed appropriate.
10. Validate the final immersion prospectus documentation form accounting for the immersion hours for the semester by providing your signature.
11. If the DNP student is doing their immersion experience at their employment site, the hours must be above their normal work responsibilities.

I agree to serve as an Immersion Mentor to the Monmouth University DNP program DNP student named in this agreement.

DNP Immersion Mentor Signature:

Today's Date:

MONMOUTH UNIVERSITY

Annual Health Clearance Form

To be completed by applicant:

Name: _____Date of birth: _____

Email: _____Phone#:_____

Student ID#:_____

I understand that I must meet all health requirements mandated by the NJ Dept. of Health and the JCAHO for employees of any health care facility. I understand the agency to which I am assigned may require more health data than listed below. I hereby authorize Monmouth University to release my health clearance information to any health care provider which may require it in connection with my participation in a clinical course. I also understand that it is my responsibility **to update my Annual Health Clearance Form annually**. I have provided the **original of the required completed and signed health clearance documents** and kept an additional copy for my own records.

Applicant Signature: _____Date: _____

To be completed by physician or certified nurse practitioner:

An exam was performed on the above named individual. The following assessments were included:

1. **History and Physical exam:** Date of exam:_____

2. **Tuberculosis Screening:** either a Mantoux TB (PPD) skin test or an interferon gamma release assay (IGRA) blood test such as Quantiferon Gold is acceptable. A **2-Step PPD** is necessary unless a PPD was done in the last calendar year. If a 1-step PPD was done, documentation of the previous 1-step done within the past calendar year must be entered below. If an annual PPD is missed, a 2-step must be performed. **Incoming students are required to have a 2-step PPD.**

   PPD (Mantoux) #1 Date: _____ Results: _____
   PPD (Mantoux) #2 Date: _____ Results: _____
   OR
   IGRA (Quantiferon Gold) Date: _____Results: _____(lab results must be attached)

   - Positive PPD or IGRA results require Chest X-ray
     Date: _____Radiology report must be attached.

3. **Flu vaccine:** Date of vaccine:_____

4. **COVID-19 vaccine (optional): Date of vaccine:**_____

By signing below, I have determined that the named individual is eligible for clinical practice.

Signature of physician/NP/PA: _____

Print or typed name: _____

Date: _____ License #: _____

Address: _____Phone: _____

MONMOUTH UNIVERSITY

Immunization Form

To be completed by applicant:

Name: _____Date of birth: _____

Email: _____Phone#:_____

Student ID#:_____

I understand that I must meet all health requirements mandated by the NJ Dept. of Health and the JCAHO for employees of any health care facility. I understand the agency to which I am assigned may require more health data than listed below. I hereby authorize Monmouth University to release my health clearance information to any health care provider which may require it in connection with my participation in a clinical course. I also understand that it is my responsibility **to update my Annual Health Clearance Form annually**. I have provided the **original of the required completed and signed health clearance documents** and kept an additional copy for my own records.

Applicant Signature: _____Date: _____

To be completed by physician or certified nurse practitioner:

Required: All applicants must have titers drawn and all laboratory reports must be attached for Rubeola, Mumps, Rubella & Varicella. Documentation of Hepatitis B series is acceptable or HBsAB titer with lab report. Tdap proof of vaccination with the adult vaccine (Adacel® or Boostrix®) within the past 10 years. (Note: Childhood vaccines called DTAP are NOT acceptable substitutions).

		Circle	Revaccination Date if titer is negative or equivocal
Rubeola (Measles)	Date: _____	Immune or Not Immune	_____
Mumps	Date: _____	Immune or Not Immune	_____
Rubella (German Measles)	Date: _____	Immune or Not Immune	_____
Varicella	Date: _____	Immune or Not Immune	_____
Hepatitis B	Date #1_____	#2 _____	#3 _____
	OR		
HBsAB Titer	Date: _____	Positive or Negative	_____
Tdap (Tetanus, diphtheria, acellular pertussis)	Date: _____	Circle one: Adacel Boostrix	

Signature of Physician/NP/PA _____

Print or Type Name: _____

Date: _____ License Number: _____

Address: _____

Phone: _____

COURSE DESCRIPTIONS

NU 701
Translating Evidence to Clinical Practice (3 cr.)

Components central to the concept of evidence-based practice are introduced, and emphasis is placed on evaluating systematically, research, and evidence from multiple sources. Critical appraisal of evidence utilizing clinical informatics, databases, multidisciplinary best practices, and systematic reviews of randomized clinical trials will be included in an approach to a clinical question or problem for a practice change. Strategies for creating a culture of evidence-based practice for individuals and clinical systems will be explored. Tools for diffusing the change or innovation are included. The concept of translational science will prepare students to begin the formulation of a DNP project. Students must earn a grade of B or higher in this course, or it will have to be repeated.

NU 702
Health Promotion in Diverse Populations (3 cr.)

Examines the influence of culture on nursing care delivery. Explores the DNP's role in providing culturally appropriate care for increasingly diverse populations. The focus of the course is on global health issues, factors affecting health, disparities in healthcare, and infrastructure of populations. Students will utilize evidence-based research to analyze various social, cultural, and economic factors that impact health, illness, and the perceptions/behaviors of diverse ethnic and minority groups as they relate to health promotion. Content includes an examination of social, psychological, and cultural theories, a review of current research about health and illness beliefs/behaviors, and the development of health promotion strategies to improve care provided to individuals, aggregates, and populations. Students must earn a grade of B or higher in this course or it will have to be repeated.

NU 703
Epidemiology and Genetics/Genomics (3 cr.)

Explores the key features of epidemiological and genetic concepts and theories in relation to populations. Epidemiological principles will be examined in relation to public health issues to plan and evaluate strategies to prevent illness and study diseases. Exploration of the risks health care personnel deal with: environmental catastrophes, (chemical, biological, and radiation), nuclear attacks, disease outbreaks and global conflicts. Investigation into local, regional, national and international databases regarding health disparities, disease entities, genetic problems, global threats and the response preparedness and effectiveness of various agencies and governments. The student will identify risk factors for genetic disease and explore the influence of genetics and genomics on human diseases as they relate to the ethical, legal and financial responsibilities of the advanced practice nurse. Students must earn a grade of B or higher in this course or it will have to be repeated.

NU 705
Interprofessional Collaboration and Team Facilitation (3 cr.)

Examines advanced communication skills and other behaviors that provide the knowledge and skills needed for exemplary leadership, with an emphasis on relationships and team building. Strategies for building interdisciplinary, collaborative relationships from a leader's perspective will be explored. Conflict management and resolution is analyzed, along with group process and techniques for effective meeting management. Adult learning principles, emotional intelligence, and team characteristics are discussed in order to envision a quality professional practice environment.

NU 715
Organizational Leadership in Healthcare (3 cr.)

Examines organizational systems and processes that emphasize the demand for clinical practice leadership, improvement of health outcomes, and ensured patient safety. Students are provided the tools to develop expertise in assessing the vision, mission, and organizational strategic plans. Emphasis is placed on executive decision making, leading change efforts, and instituting innovative methodologies for system improvement. Organizational behaviors directed towards quality improvement, negotiation, conflict resolution, performance evaluation and ethical conduct in a business environment. Enhances the student’s ability to use power and influence to achieve goals, build teams and alliances, establish strong communication channels, and empower others. Students must earn a grade of B or higher in this course or it will have to be repeated.

NU 716
HealthCare Policy for Advocacy in Healthcare (3 cr.)

Examines healthcare economics, political and public health issues, and their relation to development and implementation of health policies at regional, national, and international levels. Health policy influences multiple care delivery issues, including health disparities, underserved populations, cultural sensitivity, ethics, law, healthcare financing, and issues of equity and social justice in the delivery of healthcare. The DNP role will be discussed in the creation of such policies. Students must earn a grade of B or higher in this course or it will have to be repeated.

NU 718
Healthcare Economics and Financial Management (3 cr.)

Provides an in-depth exploration of economics and finance, budget, reimbursement mechanisms and innovative business models for health care organizations and practice settings. Students will have an opportunity to develop and review business plans and to evaluate cost-benefit analyses as they relate to the DNP role. The practical application of management of financial resources, tools for decision making and communication strategies will be integrated. Students must earn a grade of B or higher in this course or it will have to be repeated.

NU 720
Research Methods in Healthcare Leadership (3 cr.)

Focus is on the critical analysis of the research process. There is an emphasis on the data collection and data analysis steps of research. Skills are developed in the use of the SPSS statistical program and the interpretation of descriptive and inferential statistics for outcome evaluation in healthcare. Interpretation and evaluation of statistical analysis in published research are emphasized. Skills are refined in the dissemination of research to healthcare professionals.

NU 730
DNP Project I (3 cr.)

The DNP project culminates in a practice immersion experience that affords the student the opportunity to integrate and synthesize information from a variety of areas and previous course work to exhibit mastery of an advanced specialty within nursing practice. Students will demonstrate synthesis of the DNP education and advanced nursing practice specialty which focuses on change that impacts healthcare outcomes either through direct or indirect care. Students will share their journey toward developing the DNP project through class discussion using a variety of communication modalities. In consultation with the DNP Project Advisor, students will select an area of specialty practice and propose a project. The end result will be a proposed project based on the principles of evidence-based practice that incorporates planning, implementation, evaluation and dissemination concepts. This will provide a foundation for continued scholarship while making significant contributions in the student's area of interest. Students must earn a grade of B or higher in this course or it will have to be repeated. Prerequisites: NU-720 passed with a grade of B or higher.

NU 731
Leadership Immersion I (3 cr.)

Immersion into the leadership role provides the student an opportunity to expand their leadership skillset and apply, integrate, and synthesize the DNP Essentials through a collaborative partnership between the university and an approved practice partners. The student will develop specific learning objectives related to the DNP Essentials, application of theory, and role requirements jointly with the assigned professor to develop their nursing specialty expertise. This course is individualized to each student's specific area of practice interest. This experience should provide opportunities to work with experts including interdisciplinary to build and assimilate knowledge for advanced nursing practice at the highest level of complexity.

DNP Essentials guideline state that graduates should have 1000 hours of combined clinical and experience through the MSN and DNP studies. It is expected that all students in the DNP program complete 500 hours in addition to the 500 hours previously completed in their master's level program or if additional hours are required to meet with their advisor to construct a plan. Weekly journals document the student's progress. Students will keep a log of clinical hours. This is a pass/fail course. Prerequisites: NU-701, NU-702, NU-703, NU-705, NU-715, NU-716, all passed with a grade of B or higher.

NU 732
DNP Project II (3 cr.)

DNP Project II builds on the content and processes developed in DNP Project I towards implementation. Students will share their journey of implementation and evaluation of the DNP project through class discussion using a variety of communication modalities. In consultation with the DNP Project Advisor students will implement and evaluate the project. This course is a continuation of DNP Project I course. Students will continue to integrate and apply information from a variety of areas to demonstrate expertise in an advanced specialty within nursing practice. Students will continue to demonstrate synthesis of the DNP education and advanced nursing practice specialty which focuses on change that impacts healthcare outcomes either through direct or indirect care. The end result will be an executed project based on the principles of evidence-based practice that incorporates planning, implementation, evaluation and dissemination concepts. Students must earn a grade of B or higher in this course or it will have to be repeated. Prerequisites: NU-730 passed with a grade of B or higher.

NU 733
Leadership Immersion II (3 cr.)

Continuation of the practice immersion experience provides the student with an additional opportunities to apply, integrate, and synthesize the DNP Essentials. The student will again develop specific learning objectives related to the DNP Essentials, application of theory, and role requirements jointly with the assigned professor to develop their nursing specialty expertise. This course is individualized to each student's specific area of practice interest. This experience should provide opportunities to work with experts including interdisciplinary to build and assimilate knowledge for advanced nursing practice at the highest level of complexity.

DNP Essentials guideline state that graduates should have 1000 hours of combined clinical and experience through the MSN and DNP studies. It is expected that all students in the DNP program complete 500 hours in addition to the 500 hours previously completed in their master's level program or if additional hours are required to meet with their advisor to construct a plan. This is a pass/fail course. Prerequisites: NU-731 with a grade of Pass.

Optional Nursing Education Electives

Fall Semester

NU 764
Curriculum Development and Instruction in Nursing Education (3 cr.)

The primary focus of this course is the process of curriculum development in nursing. Factors influencing curriculum development, the process of curriculum development, and evaluation methods are emphasized. Instruction and evaluation in didactic nursing courses and clinical experiences are addressed. Individuals completing this course will be prepared for the role of nurse educator in academic settings. Students must earn a minimum of a "B" in the course. Students who receive less than a "B" will be required to repeat the course. Students will be allowed to repeat the course no more than once. A second grade below a "B" will make students ineligible to continue in programs requiring this course. Also listed as NU-564. Students who have taken NU-764 are not eligible to take NU-564.

NU 766P
Nurse Educator Practicum I (2 cr.)

Provides an opportunity for the student to practice in the role of the novice academic nurse educator in diverse settings. Students apply teaching and learning principles in both academic and clinical settings under the guidance of a preceptor. Through reflection and sharing, students refine their practice and explore the eight core competencies outlined by the National League for Nursing. This is a pass/fail course. Requires 90 practicum hours. Also listed as NU-566P. Students who have taken NU-766P are not eligible to take NU-566P. Corequisite: NU-766S.

NU 766S
Nurse Educator Seminar I (1 cr.)

Through discussion and sharing, students refine their educational practice and identify the tasks associated with the eight core competencies of the academic nurse educator outlined by the National League for Nursing. Also listed as NU-566S. Students who have taken NU-766S are not eligible to take NU-566S. Corequisite: NU-766P.

Spring Semester

NU 762
Tests and Measures (3 cr.)

Considers evaluation methods related to norm-referenced and criterion-referenced evaluation methods in education. Students will investigate criteria used to develop reliable and valid evaluation measures. Current issues and research related to educational testing instruments, alternatives to standardized evaluation methods, and outcome measurement in education will be discussed. Students will explore measurement theory and evaluate measures that are used to identify cognitive, affective, and psychomotor domains as they relate to education. Students must earn a minimum of a B in the course. Students who receive less than a B will be required to repeat the course. Students will be allowed to repeat the course no more than once. A second grade below a B will make students ineligible to continue

in programs requiring this course. Also listed as NU-562. Students who have taken NU-762 are not eligible to take NU-562.

NU 767P
Nurse Educator Practicum II (2 cr.)

Provides additional opportunities for the student to function in the role of the novice academic nurse educator in diverse settings. Students continue to apply teaching and learning principles in both academic and clinical settings under the guidance of a preceptor during an additional 90 hours of practicum experiences. Through continued reflection and sharing, students refine their practice and explore the eight core competencies outlined by the National League for Nursing. This is a pass/fail course. Ninety practicum hours required. Also listed as NU-567P. Students who have taken NU-767P are not eligible to take NU-567P. Corequisite: NU-767S.

NU 767S
Nurse Educator Seminar II (1 cr.)

Through further discussion, and sharing, students refine their practice and identify the tasks associated with the eight core competencies of the academic nurse educator outlined by the National League for Nursing. Also listed as NU-567S. Students who have taken NU-767S are not eligible to take NU-567S. Corequisite: NU-767P.

THE ESSENTIALS (2021):
CORE COMPETENCIES FOR
PROFESSIONAL NURSING EDUCATION

Advanced Level

Evaluation Code: Discussion Board= DB, Paper=P, Presentation = PR
Exam = E, Quiz = Q, Simulation = S, Clinical Encounter Notes = CE, Case Study = CS, Leadership Immersion = LI, Learning Activity= LA

Domain Name: 1: Knowledge of Nursing Practice

Comp #	Competency Name	Subcomp #	Subcompetency Name
1.1	Demonstrate an understanding of the discipline of nursing's distinctive perspective and where shared perspectives exist with other disciplines	1.1e	Translate evidence from nursing science as well as other sciences into practice
		1.1f	Demonstrate the application of nursing science to practice.
		1.1g	Integrate an understanding of nursing history in advancing nursing's influence in health care.
1.2	Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.	1.2f	Synthesize knowledge from nursing and other disciplines to inform education, practice, and research
		1.2g	Apply a systematic and defendable approach to nursing practice decisions
		1.2h	Employ ethical decision-making to assess, intervene, and evaluate nursing care
		1.2i	Demonstrate socially responsible leadership
		1.2j	Translate theories from nursing and other disciplines to practice
1.3	Demonstrate clinical judgement founded on a broad knowledge base.	1.3d	Integrate foundational and advanced specialty knowledge into clinical reasoning.
		1.3e	Synthesize current and emerging evidence to influence practice

		1.3f	Analyze decision models from nursing and other knowledge domains to improve clinical judgment

Domain Name: 2: Person-Centered Care

Comp #	Competency Name	Subcomp #	Subcompetency Name
2.1	Engage with the individual in establishing a caring relationship	2.1d	Promote caring relationships to effect positive outcomes.
		2.1e	Foster caring relationships
2.2	Communicate effectively with individuals	2.2g	Demonstrate advanced communication skills and techniques using a variety of modalities with diverse audiences.
		2.2h	Design evidence-based, person-centered engagement materials.
		2.2i	Apply individualized information, such as genetic/genomic, pharmacogenetic, and environmental exposure information in the delivery of personalized health care.
		2.2j	Facilitate difficult conversations and disclosure of sensitive information.
2.3	Integrate assessment skills in practice	2.3h	Demonstrate that one's practice is informed by a comprehensive assessment appropriate to the functional area of advanced nursing practice.
2.4	Diagnose actual or potential health problems and needs	2.4f	Employ context driven, advanced reasoning to the diagnostic and decision-making process.
		2.4g	Integrate advanced scientific knowledge to guide decision making.
2.5	Develop a plan of care	2.5h	Lead and collaborate with an interprofessional team to develop a comprehensive plan of care.
		2.5i	Prioritize risk mitigation strategies to prevent or reduce adverse outcomes.
		2.5j	Develop evidence-based interventions to improve outcomes and safety.
		2.5k	Incorporate innovations into practice when evidence is not available.

2.6	Demonstrate accountability for care delivery.	**2.6e**	Model best care practices to the team.
		2.6f	Monitor aggregate metrics to assure accountability for care outcomes.
		2.6g	Promote delivery of care that supports practice at the full scope of education.
		2.6h	Contribute to the development of policies and processes that promote transparency and accountability.
		2.6i	Apply current and emerging evidence to the development of care guidelines/tools.
		2.6j	Ensure accountability throughout transitions of care across the health continuum.
2.7	Evaluate outcomes of care	**2.7d**	Analyze data to identify gaps and inequities in care and monitor trends in outcomes.
		2.7e	Monitor epidemiological and system-level aggregate data to determine healthcare outcomes and trends.
		2.7f	Synthesize outcome data to inform evidence-based practice, guidelines, and policies.
2.8	Promote self-care management	**2.8f**	Develop strategies that promote self-care management.
		2.8g	Incorporate the use of current and emerging technologies to support self-care management.
		2.8h	Employ counseling techniques, including motivational interviewing, to advance wellness and self-care management.
		2.8i	Evaluate adequacy of resources available to support self-care management.
		2.8j	Foster partnerships with community organizations to support self-care management.
2.9	Provide care coordination	**2.9f**	Evaluate communication pathways among providers and others across settings, systems, and communities.
		2.9g	Develop strategies to optimize care coordination and transitions of care.
		2.9h	Guide the coordination of care across health systems.
		2.9i	Analyze system-level and public policy influence on care coordination.

		2.9j	Participate in system-level change to improve care coordination across settings.

Domain Name: 3: Population Health

Comp #	Competency Name	Subcomp #	Subcompetency Name
3.1	Manage population health	3.1j	Assess the efficacy of a system's capability to serve a target sub-population's healthcare needs.
		3.1k	Analyze primary and secondary population health data for multiple populations against relevant benchmarks.
		3.1l	Use established or evolving methods to determine population-focused priorities for care.
		3.1m	Develop a collaborative approach with relevant stakeholders to address population healthcare needs, including evaluation methods.
		3.1n	Collaborate with appropriate stakeholders to implement a sociocultural and linguistically responsive intervention plan.
3.2	Engage in effective partnerships.	3.2d	Ascertain collaborative opportunities for individuals and organizations to improve population health.
		3.2e	Challenge biases and barriers that impact population health outcomes.
		3.2f	Evaluate the effectiveness of partnerships for achieving health equity.
		3.2g	Lead partnerships to improve population health outcomes.
		3.2h	Assess the preparation and readiness of partners to organize during natural and manmade disasters.
3.3	Consider the socioeconomic impact of the delivery of health care.	3.3c	Analyze the cost-benefits of selected population-based interventions.
		3.3d	Collaborate with partners to secure and leverage resources necessary for effective, sustainable interventions.
		3.3e	Advocate for interventions that maximize cost effective, accessible, and equitable resources for populations.

		3.3f	Incorporate ethical principles in resource allocation in achieving equitable health.
3.4	Advance equitable population health policy.	**3.4f**	Identify opportunities to influence the policy process.
		3.4g	Design comprehensive advocacy strategies to support the policy process.
		3.4h	Engage in strategies to influence policy change.
		3.4i	Contribute to policy development at the system, local, regional, or national levels.
		3.4j	Assess the impact of policy changes.
		3.4k	Evaluate the ability of policy to address disparities and inequities within segments of the population.
		3.4l	Evaluate the risks to population health associated with globalization.
3.5	Demonstrate advocacy strategies.	**3.5f**	Appraise advocacy priorities for a population.
		3.5g	Strategize with an interdisciplinary group and others to develop effective advocacy approaches.
		3.5h	Engage in relationship-building activities with stakeholders at any level of influence, including system, local, state, national, and/or global.
		3.5i	Demonstrate leadership skills to promote advocacy efforts that include principles of social justice, diversity, equity, and inclusion.
3.6	Advance preparedness to protect population health during disasters and public health emergencies.	**3.6f**	Collaboratively initiate rapid response activities to protect population health.
		3.6g	Participate in ethical decision making that includes diversity, equity, and inclusion in advanced preparedness to protect populations.
		3.6h	Collaborate with interdisciplinary teams to lead preparedness and mitigation efforts to protect population health with attention to the most vulnerable populations.
		3.6i	Coordinate the implementation of evidence based infection control measures and proper use of personal protective equipment.
		3.6j	Contribute to system-level planning, decision making, and evaluation for disasters and public health emergencies.

Domain Name: 4: Scholarship for the Nursing Discipline

Comp #	Competency Name	Subcomp #	Subcompetency Name
4.1	Advance the scholarship of nursing.	4.1h	Apply and critically evaluate advanced knowledge in a defined area of nursing practice.
		4.1i	Engage in scholarship to advance health.
		4.1j	Discern appropriate applications of quality improvement, research, and evaluation methodologies.
		4.1k	Collaborate to advance one's scholarship.
		4.1l	Disseminate one's scholarship to diverse audiences using a variety of app roaches or modalities.
		4.1m	Advocate within the interprofessional team and with other stakeholders for the contributions of nursing scholarship.
4.2	Integrate best evidence into nursing practice.	4.2f	Use diverse sources of evidence to inform practice.
		4.2g	Lead the translation of evidence into practice.
		4.2h	Address opportunities for innovation and changes in practice.
		4.2i	Collaborate in the development of new/revised policy or regulation in the light of new evidence.
		4.2 j	Articulate inconsistencies between practice policies and best evidence.
		4.2k	Evaluate outcomes and impact of new practices based on the evidence.
4.3	Promote the ethical conduct of scholarly activities.	4.3e	Identify and mitigate potential risks and areas of ethical concern in the conduct of scholarly activities.
		4.3f	Apply IRB guidelines throughout the scholarship process.
		4.3g	Ensure the protection of participants in the conduct of scholarship.
		4.3h	Implement processes that support ethical conduct in practice and scholarship.
		4.3i	Apply ethical principles to the dissemination of nursing scholarship.

Domain Name: 5: Quality and Safety

Comp #	Competency Name	Subcomp #	Subcompetency Name
5.1	Apply quality improvement principles in care delivery.	5.1i	Establish and incorporate data driven benchmarks to monitor system performance.
		5.1j	Use national safety resources to lead team-based change initiatives.
		5.1k	Integrate outcome metrics to inform change and policy recommendations.
		5.1l	Collaborate in analyzing organizational process improvement initiatives.
		5.1m	Lead the development of a business plan for quality improvement initiatives.
		5.1n	Advocate for change related to financial policies that impact the relationship between economics and quality care delivery.
		5.1o	Advance quality improvement practices through dissemination of outcomes.
5.2	Contribute to a culture of patient safety.	5.2g	Evaluate the alignment of system data and comparative patient safety benchmarks.
		5.2h	Lead analysis of actual errors, near misses, and potential situations that would impact safety.
		5.2i	Design evidence-based interventions to mitigate risk.
		5.2j	Evaluate emergency preparedness system-level plans to protect safety.
5.3	Contribute to a culture of provider and work environment safety.	5.3e	Advocate for structures, policies, and processes that promote a culture of safety and prevent workplace risks and injury.
		5.3f	Foster a just culture reflecting civility and respect.
		5.3g	Create a safe and transparent culture for reporting incidents.
		5.3h	Role model and lead well-being and resiliency for self and team.

Domain Name: 6: Interprofessional Partnerships

	Competency Name	Subcomp #	Subcompetency Name
6.1	Communicate in a manner that facilitates a partnership approach to quality care delivery.	6.1g	Evaluate effectiveness of interprofessional communication tools and techniques to support and improve the efficacy of team-based interactions.
		6.1h	Facilitate improvements in interprofessional communications of individual information (e.g. EHR).
		6.1i	Role model respect for diversity, equity, and inclusion in team-based communications.
		6.1j	Communicate nursing's unique disciplinary knowledge to strengthen interprofessional partnerships.
		6.1k	Provide expert consultation for other members of the healthcare team in one's area of practice.
		6.1l	Demonstrate capacity to resolve interprofessional conflict.
6.2	Perform effectively in different team roles, using principles and values of team dynamics.	6.2g	Integrate evidence-based strategies and processes to improve team effectiveness and outcomes.
		6.2h	Evaluate the impact of team dynamics and performance on desired outcomes.
		6.2i	Reflect on how one's role and expertise influences team performance.
		6.2j	Foster positive team dynamics to strengthen desired outcomes.
6.3	Use knowledge of nursing and other professions to address healthcare needs.	6.3d	Direct interprofessional activities and initiatives.
6.4	Work with other professions to maintain a climate of mutual learning, respect, and shared values.	6.4e	Practice self-assessment to mitigate conscious and implicit biases toward other team members.
		6.4f	Foster an environment that supports the constructive sharing of multiple perspectives and enhances interprofessional learning.
		6.4g	Integrate diversity, equity, and inclusion into team practices.
		6.4h	Manage disagreements, conflicts, and challenging conversations among team members.

		6.4i	Promote an environment that advances interprofessional learning.

Domain Name: 7: Systems-Based Practice

Comp #	Competency Name	Subcomp #	Subcompetency Name
7.1	Apply knowledge of systems to work effectively across the continuum of care.	7.1e	Participate in organizational strategic planning.
		7.1f	Participate in system-wide initiatives that improve care delivery and/or outcomes.
		7.1g	Analyze system-wide processes to optimize outcomes.
		7.1h	Design policies to impact health equity and structural racism within systems, communities, and populations.
7.2	Incorporate consideration of cost-effectiveness of care.	7.2g	Analyze relevant internal and external factors that drive healthcare costs and reimbursement.
		7.2h	Design practices that enhance value, access, quality, and cost-effectiveness.
		7.2i	Advocate for healthcare economic policies and regulations to enhance value, quality, and cost-effectiveness.
		7.2j	Formulate, document, and disseminate the return on investment for improvement initiatives collaboratively with an interdisciplinary team.
		7.2k	Recommend system-wide strategies that improve cost-effectiveness considering structure, leadership, and workforce needs.
		7.2l	Evaluate health policies based on an ethical framework, considering cost-effectiveness, health equity, and care outcomes.
7.3	Optimize system effectiveness through application of innovation and evidence-based practice.	7.3e	Apply innovative and evidence-based strategies focusing on system preparedness and capabilities.
		7.3f	Design system improvement strategies based on performance data and metrics.
		7.3g	Manage change to sustain system effectiveness.
		7.3h	Design system improvement strategies that address internal and external system processes and structures that perpetuate structural racism and other forms of discrimination in healthcare systems.

Domain Name: 8: Informatics and Healthcare Technologies

	Competency Name	**Subcomp #**	**Subcompetency Name**
8.1	Describe the various information and communication technology tools used in the care of patients, communities, and populations.	**8.1g**	Identify best evidence and practices for the application of information and communication technologies to support care.
		8.1h	Evaluate the unintended consequences of information and communication technologies on care processes, communications, and information flow across care settings.
		8.1i	Propose a plan to influence the selection and implementation of new information and communication technologies.
		8.1j	Explore the fiscal impact of information and communication technologies on health care.
		8.1k	Identify the impact of information and communication technologies on workflow processes and healthcare outcomes.
8.2	Use information and communication technology to gather data, create information, and generate knowledge.	**8.2f**	Generate information and knowledge from health information technology databases.
		8.2g	Evaluate the use of communication technology to improve consumer health information literacy.
		8.2h	Use standardized data to evaluate decision-making and outcomes across all system levels.
		8.2i	Clarify how the collection of standardized data advances the practice, understanding, and value of nursing and supports care.
		8.2j	Interpret primary and secondary data and other information to support care.
8.3	Use information and communication technologies and informatics processes to deliver safe nursing care to diverse populations in a variety of settings.	**8.3g**	Evaluate the use of information and communication technology to address needs, gaps, and inefficiencies in care.
		8.3h	Formulate a plan to influence decision-making processes for selecting, implementing, and evaluating support tools.
		8.3i	Appraise the role of information and communication technologies in engaging the patient and supporting the nurse-patient relationship.
		8.3j	Evaluate the potential uses and impact of emerging technologies in health care.

		8.3k	Pose strategies to reduce inequities in digital access to data and information.
8.4	Use information and communication technology to support documentation of care and communication among providers, patients, and all system levels.	**8.4e**	Assess best practices for the use of advanced information and communication technologies to support patient and team communications.
		8.4f	Employ electronic health, mobile health, and telehealth systems to enable quality, ethical, and efficient patient care.
		8.4g	Evaluate the impact of health information exchange, interoperability, and integration to support patient-centered care.
8.5	Use information and communication technologies in accordance with ethical, legal, professional, and regulatory standards, and workplace policies in the delivery of care.	**8.5g**	Apply risk mitigation and security strategies to reduce misuse of information and communication technology.
		8.5h	Assess potential ethical and legal issues associated with the use of information and communication technology.
		8.5i	Recommend strategies to protect health information when using communication and information technology.
		8.5j	Promote patient engagement with their personal health data.
		8.5k	Advocate for policies and regulations that support the appropriate use of technologies impacting health care.
		8.5l	Analyze the impact of federal and state policies and regulation on health data and technology in care settings.

Domain Name: 9: Professionalism

Comp #	**Competency Name**	**Subcomp #**	**Subcompetency Name**
9.1	Demonstrate an ethical comportment in one's practice reflective of nursing's mission to society.	**9.1h**	Analyze current policies and practices in the context of an ethical framework.
		9.1i	Model ethical behaviors in practice and leadership roles.
		9.1j	Suggest solutions when unethical behaviors are observed.
		9.1k	Assume accountability for working to resolve ethical dilemmas.
9.2	Employ participatory	**9.2h**	Foster opportunities for intentional presence in practice.

	approach to nursing care.	**9.2i**	Identify innovative and evidence-based practices that promote person-centered care.
		9.2j	Advocate for practices that advance diversity, equity, and inclusion.
		9.2k	Model professional expectations for therapeutic relationships.
		9.2l	Facilitate communication that promotes a participatory approach.
9.3	Demonstrate accountability to the individual, society, and the profession.	**9.3i**	Advocate for nursing's professional responsibility for ensuring optimal care outcomes
		9.3j	Demonstrate leadership skills when participating in professional activities and/or organizations.
		9.3k	Address actual or potential hazards and/or errors.
		9.3l	Foster a practice environment that promotes accountability for care outcomes.
		9.3m	Advocate for policies/practices that promote social justice and health equity.
		9.3n	Foster strategies that promote a culture of civility across a variety of settings.
		9.3o	Lead in the development of opportunities for professional and interprofessional activities.
9.4	Comply with relevant laws, policies, and regulations.	**9.4d**	Advocate for polices that enable nurses to practice to the full extent of their education.
		9.4e	Assess the interaction between regulatory agency requirements and quality, fiscal, and value-based indicators.
		9.4f	Evaluate the effect of legal and regulatory policies on nursing practice and healthcare outcomes.
		9.4g	Analyze efforts to change legal and regulatory policies that improve nursing practice and health outcomes.
		9.4h	Participate in the implementation of policies and regulations to improve the professional practice environment and healthcare outcomes.
9.5	Demonstrate the professional	**9.5f**	Articulate nursing's unique professional identity to other interprofessional team members and the public.

	identity of nursing.	9.5g	Evaluate the practice environment to ensure that nursing core values are demonstrated.
		9.5h	Identify opportunities to lead with moral courage to influence team decision-making.
		9.5i	Engage in professional organizations that reflect nursing's values and identity.
9.6	Integrate diversity, equity, and inclusion as core to one's professional identity.	9.6d	Model respect for diversity, equity, and inclusion for all team members.
		9.6e	Critique one's personal and professional practices in the context of nursing's core values.
		9.6f	Analyze the impact of structural and cultural influences on nursing's professional identity.
		9.6g	Ensure that care provided by self and others is reflective of nursing's core values.
		9.6h	Structure the practice environment to facilitate care that is culturally and linguistically appropriate.
		9.6i	Ensure self and others are accountable in upholding moral, legal, and humanistic principles related to health.

Domain Name: 10: Personal, Professional, and Leadership Development

Comp #	Competency Name	Subcomp #	Subcompetency Name
10.1	Demonstrate a commitment to personal health and well-being.	10.1c	Contribute to an environment that promotes self-care, personal health, and well-being.
		10.1d	Evaluate the workplace environment to determine level of health and well-being.
10.2	Demonstrate a spirit of inquiry that fosters flexibility and professional maturity.	10.2g	Demonstrate cognitive flexibility in managing change within complex environments.
		10.2h	Mentor others in the development of their professional growth and accountability.
		10.2i	Foster activities that support a culture of lifelong learning.
		10.2j	Expand leadership skills through professional service.

10.3	Develop capacity for leadership.	**10.3j**	Provide leadership to advance the nursing profession.
		10.3k	Influence intentional change guided by leadership principles and theories.
		10.3l	Evaluate the outcomes of intentional change.
		10.3m	Evaluate strategies/methods for peer review.
		10.3n	Participate in the evaluation of other members of the care team.
		10.3o	Demonstrate leadership skills in times of uncertainty and crisis.
		10.3p	Advocate for the promotion of social justice and eradication of structural racism and systematic inequity in nursing and society.
		10.3q	Advocate for the nursing profession in a manner that is consistent, positive, relevant, accurate, and distinctive.