

Marjorie K. Unterberg

School of Nursing and Health Studies

Doctor of Nursing Practice (DNP) Student Handbook

2023-2024

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The Nursing Department faculty reserve 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 requirement or sequence scheduling may be changed. The information contained in this handbook is informational only and not intended to be contractual in nature.

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 the first day of class. The DNP Handbook is also posted in each DNP course in the Content area and 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.aacnnursing.org/CCNE>)



DEPARTMENT OF NURSING PHILOSOPHY

The Department of Nursing reflects in its philosophy the mission of Monmouth University: to provide 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 groups, and the community in a global and increasingly interdependent society.

The faculty believes that nursing is a learned profession with a unique body of knowledge. Nursing is not only a science arrived through scientific research but also an art which reflects the performance of skilled tasks and human interaction. Such breadth of professional knowledgeable can only be attained with the system of higher education.

Education for nursing is idealistic and future-oriented yet sufficiently realistic to provide students with an opportunity to develop justifiable confidence in their intellectual, as well as clinical, proficiency in the practice of nursing. This preparation can occur only within an environment that allows for individual differences and fosters personal integration, healthy self-esteem, vital social awareness, enjoyment of leisure, and a sense of commitment to the attitudes and values of the nursing profession.

The Department of Nursing believes that the Monmouth University graduate programs in nursing prepare the graduate for advanced nursing practice and extend the values of autonomy, leadership, and professionalism that are stressed in the undergraduate nursing program to the nurse prepared at the graduate level. The function of the graduate is to promote, restore, and maintain health and/or allow for a peaceful, dignified death.

Professional nursing is an art and science that is concerned with human health and welfare. Nurses act individually and collaboratively by motivating persons to value health, promoting social change, and advocating for those in need.

MISSION OF THE DOCTOR OF NURSING PRACTICE PROGRAM

The mission of the DNP program at Monmouth University is to prepare nursing leaders with a doctorate that provides skills and competencies enabling graduates to contribute to advanced nursing practice at its highest level and improve delivery of healthcare in complex systems. Graduates will disseminate innovative practice changes based on best evidence obtained through scholarly inquiry and translation of research.

DNP PROGRAM OUTCOMES

1. Analyze scientific underpinnings for practice by using nursing science with knowledge from ethics, biophysical, psychosocial, analytical, and organization sciences to advance health and health care delivery systems (Essential I).
2. Develop and evaluate effective, culturally relevant, evidence-based care quality improvement and patient safety approaches, using principles of business, finance, and health policy that meet the current and future needs of patient populations (Essential II).
3. Design and implement scholarly evidence-based processes using information technology and research methods to improve practice and healthcare environments (Essential III).
4. Select, use and evaluate healthcare information systems and patient care technology to advance quality, patient safety and organization effectiveness (Essential IV).
5. Advocate social justice, equity, and ethics within health care arenas by contrasting major contextual factors and policies that influence health policy-making at various levels (Essential V).
6. Employ effective team leadership skills to create positive change and improve outcomes in complex healthcare systems (Essential VI).
7. Analyze epidemiologic, biostatistical, environmental, genetic and other appropriate scientific data to develop culturally relevant and scientifically based health promotion and disease prevention initiatives (Essential VII).
8. Employ advanced levels of critical thinking, clinical judgment, systems thinking and accountability to design, deliver, and evaluate evidence-based care to improve patient and population and health systems outcomes (Essential VIII).

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 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, provides six semesters of doctoral level online didactic and leadership immersion experiences.

PROGRAM ADMISSION REQUIREMENTS

1. A master's degree in nursing or related field (i.e. MBA, MPA, MH) from an accredited institution. Official transcripts must be sent from all previous colleges attended.
2. Masters 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.
11. After admission, prior to starting classes, students must submit to the school of Nursing and Health Studies a certificate of good health from a primary care practitioner, including a health history and physical examination with associated laboratory studies, immunizations, and criminal background checks in accordance with the special requirements of affiliation contracts with clinical agencies.

12. After admission, students are required to show proof of 500 post baccalaureate hours or take an additional course to complete these hours prior to registering for leadership immersion courses.

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

TRANSFER CREDITS

A maximum of 9 transfer credits with a grade of B or higher from a CCNE accredited doctoral program may be accepted. A copy of course syllabi are 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 732 Leadership Immersion II.

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, are 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 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 one's advanced practice.

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.

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 a leadership positions that improve health care outcomes. When choosing a mentor the proposed candidate 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. The mentor should be prepared at the Doctoral or Masters level. Baccalaureate prepared will NOT be acceptable regardless of position. The mentor does not have to be a RN. Placement may be done at your place of employment provided that 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.

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 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 who you report directly to.
- ☐ NO academic mentors (administrative or teaching roles)

Students enrolled in NU 731 & NU 733 will spend 150 direct hours each semester (total of 300 hours) at the approved immersion site with an approved mentor. Immersion hours are done during normal business hours (Monday to Friday from 8am-6pm) in order to have optimal leadership experiences with the immersion mentor. No weekends or evenings are permitted. Students must make accommodations to their normal work day to fulfill the immersion requirements. Students are expected to begin participation at the immersion site starting week #1 of the course and complete a minimum 6 hours or more each week. 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 vacation during the leadership immersion course experience.

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.

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* (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 assure 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 in order 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

POSTER PRESENTATIONS AND PUBLICATIONS

The course faculty for NU 730 DNP Project I and NU 732 DNP Project II must be included as author on all dissemination activities related to the DNP Project during and following the DNP program. DNP course faculty must be included in dissemination activities during the DNP program as content relates to course activities.

The *Author Guidelines* for many journals require that student papers meet the requirements of the journal and that papers be co-authored by a university faculty member(s) who has contributed to work including worked with the student to ensure the paper is in publishable form and that it represents the best quality paper from their institution. This expectation also applies to presentations at conferences.

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 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 Interprofessional 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 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)

SEQUENCE CHART

Optional Nursing Education Electives

Students may take 12 credits of nursing education electives.

Fall Semester

NU764: Curriculum Development and Instruction in Nursing (3 cr.)

NU766P: Nurse Educator Practicum I (2 cr.)

NU766S: Nurse Educator Seminar I (1 cr.)

Spring Semester

NU762: Tests and Measures (3 cr.)

NU767P Nurse Educator Practicum II (2 cr.)

NU767S: Nurse Educator Seminar II (1 cr.)

Signature Assignments

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, 3, 4, 5, 7, 8	Paper: Systematic Review of Evidence	1. Analyze scientific underpinnings for practice by using nursing science with knowledge from ethics, biophysical, psychosocial, analytical, and organization sciences to advance health and health care delivery system
NU 702 Health Promotion in Diverse Populations	1, 2, 3, 5, 6, 7, 8	Power Point Presentation on Health Promotion Research	8. Employ advanced levels of critical thinking, clinical judgment, systems thinking, and accountability to design, deliver, evaluate evidence-based care to improve patient and population and health care outcomes
NU 703 Epidemiology and Genetics/Genomics	1, 2, 3, 4, 5, 7, 8	Genetics/Genomic Project	7. Analyze epidemiologic, biostatistical, environmental, genetic and other appropriate scientific data to develop culturally relevant and scientifically based health promotion and disease prevention initiatives
NU 705 Interprofessional Collaboration and Team Facilitation	1, 2, 3, 4, 5, 6, 7, 8	Research Paper on Collaboration	6. Employ effective team leadership skills to create positive change and improve outcomes in complex healthcare systems
NU 715 Organizational Leadership in Health Care	1, 2, 3, 4, 5, 6, 7, 8	Organizational Analysis and Strategic Planning Paper	4. Select, Use, and evaluate healthcare information systems and patient care technology to advance quality, patients safety and organizational effectiveness
NU 716 Health Care Policy for Advocacy in Health Care	2, 5, 6, 7, 8	Health Care System Paper	5. Advocate social justice, equity, and ethics within the health care arenas by contrasting major contextual factors and policies that influence health policy-making at various levels

DNP Course	Program Outcome s Addressed by the Course	Signature Assignment	Program Outcome Related to the Signature Assignment
NU 718 Health Care Economics/Financial Management	2, 4, 6, 8	Semester Project: Developing Health Care System, Town of Being Healthy, Parker Family Health Visits and Project	2. Develop and evaluate effective, culturally relevant, evidence-based care quality improvement and patient safety approaches using principles of business, finance and health policy that meet the current and future needs of patient populations
NU 720 Research Methods in Healthcare Leadership	1, 3, 4, 7, 8	Presentation: Critical Review Article, Statistical Analyses, Online Assignments	1. Analyze scientific underpinnings for practice by using nursing science with knowledge from ethics, biophysical, psychosocial, analytical, and organization sciences to advance health and health care delivery system
NU 730 DNP Project I	1, 2, 3, 4, 5, 6, 7, 8	DNP Project Proposal	3. Design and implement scholarly evidence-based processes using information technology and research methods to improve practice and healthcare environments
NU 731 Leadership Immersion II	1, 2, 3, 4, 5, 6, 7, 8	Immersion Prospectus (standardized format for establishing the learning activities/plan of action, purpose, objectives, and outcome)	2. Develop and evaluate effective, culturally relevant, evidence-based care quality improvement and patient safety approaches using principles of business, finance and health policy that meet the current and future needs of patient populations

DNP Course	Program Outcomes Addressed by the Course	Signature Assignment	Program Outcome Related to the Signature Assignment
NU 732 DNP Project II	1, 2, 3, 4, 5, 6, 7, 8	Completed DNP Project	7. Analyze epidemiologic, biostatistical, environmental, genetic and other appropriate scientific data to develop culturally relevant and scientifically based health promotion and disease prevention initiatives
NU 733 Leadership Immersion III	1, 2, 3, 4, 5, 6, 7, 8	Immersion Prospectus (standardized format for establishing the learning activities/plan of action, purpose, objectives, and outcome)	8. Employ advanced levels of critical thinking, clinical judgment, systems thinking, and accountability to design, deliver, evaluate evidence-based care to improve patient and population and health care outcomes

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

Graduate grading system is:

A, A- = Exceptional Performance

B+, B = Strong Performance

B-, C, C+, C- = Poor

F = Failing This grade is given for failure in a course; for withdrawal from a course after (W) date; failure to remove an (I) Incomplete by the end of the next semester.

NURSING GRADING STANDARDS

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

A grade of “B” is the minimum passing grade for each course. The student who earns less than a “B” in a course will be allowed to repeat that course once. Only one course may be repeated during the academic 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. The student must then meet with the academic advisor for a new plan to complete the program requirements. If a student earns less than a “B” in a repeated course, the student will be academically dismissed. All courses must be successfully completed before starting the DNP project sequence. A student in the Doctor of Nursing Practice program is required to maintain a minimum cumulative average of 3.0 during 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 in order to receive a “W” on the transcript. If a student withdraws after this date the grade will be an “F”.

STUDENT COMPLAINTS ABOUT FINAL GRADE

Grievance Process

- 1- The informal process for students with problems or concerns is that they should first speak with the faculty involved in hopes of resolving the problem at the level at which it is initiated.
- 2- A student may formally appeal within six weeks following the notification of final grade/s.
- 3- A student may formally appeal to the Chair of the Nursing Department for FINAL GRADE APPEAL only in writing. The student will state their rationale for the dispute of the final grade.
- 4- The Chair initiates the Grade Appeal Committee. The committee is made up of 3 full-time professors selected by the dept Chair creating an unbiased approach to grade resolution. The committee cannot be comprised of the professor teaching the course.
- 5- The chair participates in the committee discussion but does not vote.
- 6- Within 2 weeks of notification of the request for final grade appeal the committee shall convene.
- 7- The student and the course Professor are invited to speak before the committee.
- 8- The committee hears all parties and decides within 3 business days.
- 9- If the decision is in favor of the student, the chair consults with the Course Professor and discusses the findings and recommendations of the committee. Only the course faculty can change the official grade at this point.
- 10- The student is notified in writing by the Chair within 1 week by email.
- 11- 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 of Nursing and Health Studies. The decision of the academic Dean is final.

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 in order to maintain the catalog of record in effect when they began the program. The lapse in 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 an 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.

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 measureable 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 systems (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 completed.

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 prior to 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

SCHOOL OF NURSING AND HEALTH STUDIES

ACADEMIC INTEGRITY: In order 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 On-Line 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 Policies: <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.

Informal Grievance Process

The informal process for students who are having problems or concerns is that they should first speak with the faculty involved in hopes of resolving the problem at the level at which it is initiated. If the problem persists, students may contact the Department of Nursing Chair in writing stating the reason for

the complaint. A student may appeal to the Dean to the School in writing if not satisfied with the decision.

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>.

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.

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

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 assistantships applications are also available.

Graduate Costs and Financial Aid

<https://www.monmouth.edu/graduate/cost-and-financial-aid/>

Nurse Faculty Loan Program

<https://www.monmouth.edu/finaid/types/graduate/loans/nflp/>

Scholarships

<https://www.monmouth.edu/finaid/graduate-aid/grants-and-scholarships/graduate-scholarships/>

DNP ESSENTIALS

The characteristics of the graduate reflect the *Essentials for Doctoral Education in Advanced Nursing Practice* (<http://www.aacn.nche.edu/publications/position/DNPEssentials.pdf>) (AACN, 2006, pg 8-17). These essentials focus on eight areas of advanced nursing practice. The areas are as follows:

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, and patient-centered care.

4. Apply relevant findings to develop practice guidelines and improve practice and the practice environment.
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 extraction from practice information systems and databases.
4. Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology.
5. Evaluate consumer health information sources for accuracy, timeliness, and appropriateness.

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

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 private sector 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 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:
- **Public Health Department:** Collaborate with state government units to improve access to health care, negotiating tribal governance, gender issues, language, and culture in a 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.

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 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.

Nurse Faculty Loan Program (NFLP)

DNP students can apply and if approved, receive loan support under the **Nurse Faculty Loan Program (NFLP)** at **Monmouth University**. If interested please contact Dr Colleen Manzetti. Her email is cmanzett@monmouth.edu

Students must agree to successfully complete the Nursing Education Courses (12 credits) that are required to fulfill the NFLP requirements. The nursing education courses extend the students progression in the DNP program at least an **additional year**. Students must be enrolled for at least two consecutive terms/semesters each academic year of loan support, sign the NFLP Promissory Note for each year of NFLP loan support, complete the required nursing education courses/components prior to graduating from the DNP program, maintain good academic standing within the program, and maintains integrity both academically and professionally (See University & Nursing Student Handbook).

Following graduation from the program, NFLP recipients must obtain full-time employment as a nurse educator in an accredited school of nursing in order to qualify for the loan cancellation provision set forth in the NFLP Promissory Note. The full-time employment obligation may be fulfilled by obtaining a full-time nurse faculty position, or a part-time faculty position in conjunction with a clinical educator or clinical preceptor position, or two part-time faculty positions (e.g., adjunct, clinical instructor, or part-time faculty) at an accredited school of nursing within 12 months. NFLP recipients must agree to complete NFLP surveys requesting updated information and participate in the nurse faculty employment support activities (e.g. job fairs, resume writing workshop, networking at nursing conferences, etc.) offered by Monmouth University.

Once awarded, NFLP recipient students who fail to complete the required 12 credits nursing education courses successfully will be placed in immediate repayment status & no longer eligible for the loan cancellation provision set forth in the NFLP Promissory Note.

- Nursing education courses are required to be taken within the first year of the DNP program.
- Nursing education courses are only offered in FALL and SPRING semesters (No summer courses).
- Nursing education practicum courses require 180 practicum hours (90 hrs. Fall & 90 hrs. Spring).
- Students are mentored in both the classroom and clinical components of a pre-licensure program with a qualified preceptor. Students must meet the clinical requirements.
- Practicum hours are typically done during normal business hours. Students are expected to accommodate work/life schedules to meet the requirements of the preceptor & site.

Nursing Education Courses Required for NFLP *(see course Descriptions)*

Fall Semester

Nu 764 Curriculum & Development (3cr.)

NU 766 Nurse Educator Practicum I (2cr.) and Seminar (1cr.) (90 practicum hours)

Spring Semester

NU 762 Test & Measures (3cr.)

NU 767 Nurse Educator Practicum II (2cr.) and Seminar (1cr.) (90 practicum hours)

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.

M.U.P.N.A. BYLAWS

To view the website for the Monmouth University Professional Nurses Association, please go to <https://monmouth.desire2learn.com/d2l/home> and log into ecampus.

MONMOUTH UNIVERSITY PROFESSIONAL NURSES ASSOCIATION MUPNA BYLAWS

Article I. Name and Purpose

Section 1: The name of this organization shall be Monmouth University Professional Nurses Association, herein after referred to as MUPNA. This organization was previously known as Monmouth University Student Nurses Association.

Section 2: The purpose of the MUPNA is:

1. to assume responsibility for contributing to nursing education in order to provide for the highest quality of healthcare
2. to contribute to the overall development of its membership through it's many functions
3. to aid in the development of the whole person, his/her professional role and his/her responsibility for health care of people in all walks of life
4. to provide programs representative of fundamental and current professional interests and concerns, such programs being designed to aid in personal development, responsibility and accountability
5. to promote awareness and involvement in nursing education
6. to act as a liaison between nursing faculty, administration, student government and nursing students; to represent student opinions, needs, interests, and to disseminate and promote the exchange of information from the administration to students and vice versa
7. to play an active role in the student government of Monmouth University
8. to facilitate the exchange of information and ideas among all students enrolled in the Marjorie K. Unterberg School of Nursing & Health Studies, Monmouth University

Article II. Meetings

Meetings will be held the first Monday of each month from September to May and at other times as deemed necessary. Meetings may be canceled or rescheduled by a majority vote of all officers. Meetings shall be held at a location and time that is deemed appropriate by the officers. Monthly meetings may be held in a common location at the Marjorie K. Unterberg School of Nursing & Health Studies, Monmouth University or on a virtual location.

Time of the meeting shall be determined by the officers.

Special meetings may be called at any time as decided by the board of directors. Also, any 2 officers may request a special meeting through the board of directors, in writing. In all cases, special meetings shall be limited to the stated purpose, which must be communicated in advance to all board members.

A quorum of 3 executive board members shall be present at any regular or special meeting in order for MUPNA business to be conducted. A majority vote of the board members present is needed to approve any business not otherwise specified in the Bylaws herein.

A majority of executive board members shall be present at any regular or special meeting before the election of officers or amendments MUPNA bylaws can commence. A majority vote of the officers present is needed to approve amendments to the bylaws, or to elect officers.

Each board member shall have one vote in all matters.

The use of written proxies is hereby permitted for those board members unable to attend any regular or special meeting. A proxy vote will be counted when it pertains to a specific issue previously discussed by the board members, not to issues brought up and decided at the missed monthly meeting.

All meetings of the association shall be open to all members unless voted otherwise. Meeting dates, locations and times will be made available to all student members and board members, a minimum of 14 days in advance.

Article III. Officers Positions and Duties

Section 1: The Board of Directors of MUPNA, also referred to as the executive board, shall consist of the elected officers and the appointed representatives of the association. A consultant shall serve as an ex-officio member without a vote.

Section 2: The officers, AKA executive board, of MUPNA shall be the president, vice president, secretary and treasurer.

Section 3: There shall be a minimum of four elected representatives. MUPNA will also have a designated faculty advisor.

Section 4: General Duties of the Executive Board

- Transacting business of the association between membership meetings and shall report such transactions at the next regularly scheduled membership meeting and or on a virtual site
- Filling vacancies in any office, except President or Vice- President, by a two thirds majority vote of the executive board.
- Reviewing monetary disbursements, acquisitions and fund raising events.

Section 5: Eligibility

Only individuals who are currently nursing students at Marjorie K. Unterberg School of Nursing & Health Studies, Monmouth University with active membership status throughout the term of office shall be eligible for the elected office of president, vice president, secretary or treasurer. These positions are available to any undergraduate or graduate nursing student attending The Marjorie K. Unterberg School of Nursing & Health Studies, Monmouth University

Section 6: Term of Office

The term of office shall be one year from the last week of April of the year in which the officers obtain their office to the last week of April of the following year.

Section 7: Duties of Officers and Directors

The officers shall perform the duties prescribed by MUPNA:

1. The president shall:

- Preside at all meetings of the association and the Board of Directors.
- Appoint special committees with the approval of the Board of Directors.
- Serve as ex-officio member of all committees except the nominating committee.
- Represent MUPNA in matters relating to the association and perform all other duties pertaining to the office.
- Serve as a member of the Faculty/Student Advisory committee.
- Meet with the MUPNA faculty advisor a minimum of once a semester, or as deemed needed, to sustain a dialogue as to the organizations current concerns.

2. The Vice President shall:

- Assume the duties of the president in the absence or disability of the president.
- In the event of a vacancy occurring in the office of the president, the vice-president shall assume the duties of the president.
- See that the bylaws are reviewed annually by the Board of Directors.
- Chair nominating committee.
- Assist with the planning issues involved with special events.
- Make all updates and revisions to MUPNA webpage.

3. The Secretary shall:

- Keep on file an accurate list of the names and addresses of the following:
 - Board members
 - Individual members of MUPNA
- Arrange locations for all meetings of the association.
- Notify all members of the time and place of all meetings of MUPNA.

- Conduct the correspondence of the association as requested by the president or the Board of Directors.
- Prepare the minutes of all business meetings of the association and the Board of Directors and forward copies to the appropriate individuals.
- Be responsible for the past minutes of MUPNA.

4. The Treasurer shall:

- Act as custodian of organization funds; maintain a member list and update to the executive board and faculty advisor every other month
- Sign checks for monetary disbursements as the bylaws provide and with a co-signature of the faculty advisor or the president.
- Photocopy monthly bank statements for the faculty advisor.
- Prepare fiscal budget, serve as chair of finance committee, presents finance concerns to executive board.
- Submit an annual financial report to the Dean, faculty advisor and executive board in April of each year.

Article IV. Removal of an Officer

If an officer of the MUPNA does not fulfill duties required as described in Article III, that officer will be notified in writing of the meeting at which removal from office will be discussed and voted upon. At that meeting, the officer may present statements to the MUPNA in an effort to retain the position. Removal will occur if so voted by majority of the board members present at the meeting or voting by appropriate proxy.

Article V. Nominations and Elections

Section 1: Nominating Committee

1. A nominating committee of three members shall be elected at a regular meeting in February.
2. It shall be the duty of the nominating committee to nominate candidates or the offices to be filled at the annual meeting in April.
3. This committee shall report the proposed nominations at the regular meeting in March.

Section 2: Before the election, additional nominations may be accepted from the membership.

Section 3: Elections

1. The officers shall be elected in April. They will assume office at the end of April.
2. The election shall be by secret ballot. In the event of a tie, a re-vote shall be held.

3. Two MUPNA members in good standing, appointed by the president, shall be responsible for counting the ballots.

Section 4: At any time, when any member of the executive board resigns, the remaining members of said executive board, with the faculty advisor and dean, shall fill the vacant position with someone deemed appropriate. This position shall remain filled with the chosen replacement individual, until the next election.

Article VI. Amendments and Revisions

Section 1:

1. The executive board or any member of the MUPNA may propose an amendment to the constitution or bylaws.
2. This amendment should be reviewed in written for by the general assembly for two consecutive meetings.
3. The amendment will be voted on at the second meeting.
4. Passage will be by a two thirds majority of all organization members who are eligible to vote.
5. If passed, the executive board members will make the appropriate changes in the written bylaws.
6. All amendments and revisions must be approved by the student government.

Article VII. Membership

Section 1: Active Members

- All students enrolled in the Marjorie K. Unterberg School of Nursing & Health Studies Bachelor of Science in Nursing program as well as the Masters in Science in Nursing program are to be considered active members in MUPNA.
- Active members shall have all the privileges of membership.

Section 2: Associate Members

- Registered nurses enrolled in other programs at Monmouth University.
- Associate members shall have all the privileges of membership except the right to hold office.

Section 3: Dues

- There shall be no annual dues for all membership. However, MUPNA reserves the right to raise said dues every year by a vote by the membership.