

**MONMOUTH  
UNIVERSITY**

MARJORIE K. UNTERBERG SCHOOL  
*of NURSING and HEALTH STUDIES*

**Marjorie K. Unterberg**

**School of Nursing and Health Studies**

**Doctor of Nursing Practice (DNP) Student Handbook**

**2019-2020**

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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.

Dear DNP Student:

Welcome to the Marjorie K. Unterberg School of Nursing and Health Studies (MKUSONHS) at Monmouth University. The school was named in honor of Marjorie K. Unterberg, a longtime advocate for nursing. Mrs. Unterberg provided support to the Monmouth University nursing program for many years prior to her death. In this DNP student handbook, you will find information you should know as a nursing student at Monmouth University. It is intended to supplement the Monmouth University Graduate Catalog and the University Student Handbook. The information in this handbook is specific to the DNP Program and is designed for use through your journey at Monmouth University. You are expected to be familiar with its content and to abide by the rules and regulations that it contains.

The Doctor of Nursing Practice (DNP) is a 36 credit post-master's degree program that focuses on organizational/systems leadership in which Monmouth University students gain the skills necessary to influence and improve healthcare infrastructure and outcomes for individuals or populations. Students may take 12 optional nursing education electives.

If, at any time, you have either comments or questions regarding the nursing programs, courses, expectations, etc., feel free to discuss with your Academic Advisor or the DNP Director. Please email for an appointment. I wish you much success in your educational and professional endeavors.

Sincerely,

Janet Mahoney, RN, Ph.D., APN-C, NEA-BC  
Dean/Professor  
Marjorie K. Unterberg School of Nursing and Health Studies  
Email: [jmahoney@monmouth.edu](mailto:jmahoney@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. Advanced nursing practice is any form of nursing intervention that influences healthcare outcomes for individuals or populations. 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.

### **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 the 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.

DNP Webpage

<https://www.monmouth.edu/graduate/dnp-doctor-of-Nursing-Practice/>

Graduate Catalog

<http://catalog.monmouth.edu/graduate-catalog/>

University Student Handbook

<https://www.monmouth.edu/student-life/handbook/>

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 (<http://www.aacn.nche.edu/ccne-accreditation>).



## **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 knowledge 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 as part of the Monmouth University DNP program. DNP Students may apply up to 500 hours of practicum from the MSN 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 my progression in the DNP program.

The DNP curriculum is a 36 credit part-time program, provides six semesters of doctoral level didactic and clinical coursework delivered online, using a variety of distance learning technologies.

## **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 in good standing and seek readmission must file an application and be re-interviewed.

### **TRANSFER CREDITS**

A maximum of 9 transfer credits with a grade of B or higher from an 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.

<https://www.monmouth.edu/technology/new-to-mu/recommended-hardware-and-software/>

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 ADVISOR**

Each student in the program is assigned a leadership immersion advisor who will guide the student in developing a plan to focus their leadership immersion experience towards their goals and aspirations for their future leadership roles. Hours may vary depending on the student's prior MSN immersion hours. Students should communicate with the immersion advisor a minimum of twice a semester as they progress through the program.

### **DNP PRACTICE IMMERSION**

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

Practice experiences should prepare the post-master's DNP student with the outcomes delineated in the DNP Essentials. 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 practice.

Faculty are responsible for assessing students' learning needs and designing practice experiences that allow students to attain and demonstrate the DNP Essentials as well as integrate these Essential outcomes into one's practice.

### Requirement 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 Mentor/Preceptor

Each student will obtain a leadership 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.

Practice 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.

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* and specialty requirements

Proficiency may be acquired through a variety of methods:

- Patient or practice hours
- Healthcare technology and informatics experience
- Mentored leadership experiences
- DNP project field work
- Course experiential assignments

DNP students are required to maintain a practice immersion log which should be reviewed twice a semester with their Leadership Immersion Advisor 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
NU706 Leadership Immersion I	40
NU730 DNP Project I	75
NU731 Leadership Immersion II	130
NU732 DNP Project II	125
NU733 Leadership Immersion III	130
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. 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 Immersion Hours Work Sheet. 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 additional hours towards their initial 500 hours.

### 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
NU706 Leadership Immersion I	40
NU730 DNP Project I	75
NU731 Leadership Immersion II	130
NU732 DNP Project II	125
NU733 Leadership Immersion III	130

## **PUBLICATIONS AND PRESENTATIONS OF DNP PROJECTS**

The DNP Project course faculty for NU 730 DNP Project I and NU 732 DNP Project II and DNP Project Readers must be included as authors 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. Faculty inclusion in any dissemination activity is required.

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 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) 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 13 courses that adhere to the DNP Essentials established by the Commission on Collegiate Nursing Education (CCNE).

### **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 (2 cr.)

NU 706 Leadership Immersion I (1 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 II (3 cr.)

NU 732 DNP Project II (3 cr.)

NU 733 Leadership Immersion III (3 cr.)

Total 36 credits

## DNP SEQUENCE CHART

### Typical Plan for Students Starting in the Fall Semester

#### **Semester I**

NU701 Translating Evidence to Clinical Practice (3 cr.)

NU715 Organizational Leadership in Health Care (3 cr.)

#### **Semester II**

NU703 Epidemiology and Genetics/Genomics (3 cr.)

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

#### **Semester III**

NU702 Health Promotion in Diverse Populations (3 cr.)

NU720 Research Methods in Healthcare Leadership (3 cr.)

#### **Semester IV**

NU705 Interprofessional Collaboration and Team Facilitation (2 cr.)

NU706 Leadership Immersion I (1 cr.)

NU730 DNP Project I (3 cr.)

#### **Semester V**

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

NU731 Leadership Immersion II (3 cr.)

#### **Semester VI**

NU732 DNP Project II (3 cr.)

NU733 Leadership Immersion III (3 cr.)

Total 36 credits & 1000 Immersion Hours (MSN and DNP hours combined)

## DNP SEQUENCE CHART

### Typical Plan for Students Starting in the Spring Semester

#### **Semester I**

NU701 Translating Evidence to Clinical Practice (3 cr.)

NU715 Organizational Leadership in Health Care (3 cr.)

#### **Semester II**

NU702 Health Promotion in Diverse Populations (3 cr.)

NU720 Research Methods in Healthcare Leadership (3 cr.)

#### **Semester III**

NU703 Epidemiology and Genetics/Genomics (3 cr.)

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

#### **Semester IV**

NU705 Interprofessional Collaboration and Team Facilitation (2 cr.)

NU706 Leadership Immersion I (1 cr.)

NU730 DNP Project I (3 cr.)

#### **Semester V**

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

NU731 Leadership Immersion II (3 cr.)

#### **Semester VI**

NU732 DNP Project II (3 cr.)

NU733 Leadership Immersion III (3 cr.)

Total 36 credits & 1000 Immersion Hours (MSN 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 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 706 Leadership Immersion I	1, 2, 3, 4, 5, 6, 7, 8	Immersion Prospectus (standardized format for establishing the learning activities/plan of action, purpose, objectives, and outcome)	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

<b>DNP Course</b>	<b>Program Outcome s Addressed by the Course</b>	<b>Signature Assignment</b>	<b>Program Outcome Related to the Signature Assignment</b>
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
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

<b>DNP Course</b>	<b>Program Outcomes Addressed by the Course</b>	<b>Signature Assignment</b>	<b>Program Outcome Related to the Signature Assignment</b>
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

## GRADES

The DNP Program adheres to the method of calculating GPA as discussed in the Graduate Catalogue <https://www.monmouth.edu/registrar/>.

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.

### 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 GRADE**

A student who wishes to file a complaint about a course grade should attempt first to resolve the matter through a discussion with the faculty member who taught the course in question. If the faculty member 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. 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.

## **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 and notify the Director of the Program in order to maintain the catalog of record in effect when he/she 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 two years when two courses are taken each semester. Students taking one course at a time should complete the program in 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 faculty member teaching the class will work in close collaboration with the DNP Project Reader. The faculty person and DNP Project Reader will decide if the completed project is a pass, in need of revisions, or not ready.

All course requirements must be successfully completed with a grade of B or better in order to pass the course. All required revisions and/or edits must be completed before the end of the semester. The final version of the DNP Project paper needs to be ready to submit to an electronic repository for dissemination.

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 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 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

## 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 Polices: <https://www.monmouth.edu/student-life/handbook/>). (Faculty Desk Reference: 5.17 Enhancing Academic Honesty pages 42-45).

#### **TURNITIN**

*Turnitin:* Assignments in this course may be checked for plagiarism using Turnitin (<https://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.

## 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.

## 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](http://www.monmouth.edu)
2. Click on "Academics"
3. Click on "Web Advisor" and then on "WEBstudent"
4. Look Under the Heading Registration Tools until you find Academic Audit.  
Click on Academic Audit
5. Follow instructions for entering User ID and Password

### **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 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.

### **Student Complaints about Grades**

A student who wishes to file a complaint about a course grade should attempt first to resolve the matter through a discussion with the faculty member who taught the course in question. If the faculty member 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. 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.

### **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.

## DNP ESSENTIALS

The characteristics of the graduate reflect the *Essentials for Doctoral Education in Advanced Nursing Practice* (<https://www.aacnnursing.org/Education-Resources/AACN-Essentials>) (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 Cr. 3.0

### Translating Evidence to Clinical Practice

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.

#### **COURSE OBJECTIVES:**

Upon completion of this course, the student will be able to:

1. Generate a clinical question or problem using the PICO (Population, Intervention, Comparison, and Outcome) model
2. Analyze models and frameworks for investigating levels of evidence.
3. Critically appraise a variety of sources of evidence.
4. Analyze the usefulness of databases, clinical information systems, randomized controlled clinical trials and multidisciplinary best practices.
5. Describe strategies to locate reliable and valid instruments for developing, implementing and evaluating evidence-based practice changes
6. Apply ethical principles to knowledge development, implementation and dissemination.
7. Describe strategies to translate evidence for a practice change and evaluate its impact.
8. Create strategies for dissemination of the practice change.
9. Synthesize available evidence to address a clinical practice question.

NU 702 Cr. 3.0

### Health Promotion in Diverse Populations

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.

#### **COURSE OBJECTIVES:**

At the completion of this course the student will be able to:

1. Apply the knowledge and skill of advanced nursing practice in assessing access and barriers to health care for diverse cultural groups and families.
2. Identify the role of the DNP in assessing the viability of changes in health care that supports reduction of barriers to healthcare.
3. Identify global health issues and factors affecting health and infrastructure of populations.
4. Analyzes various social, cultural, and economic factors that impact the health and illness perceptions and behaviors of various ethnic and minority groups.
5. Implement change to transform the practice environment using an evidence based model or approach.
6. Generate a theory building process to develop and apply models of health promotion outcomes to research and practice.

NU 703 Cr. 3.0

#### Epidemiology and Genetics/Genomics

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 h

#### COURSE OBJECTIVES:

Upon completion of this course, the student will be able to:

1. Define epidemiology as a scientific method in public health investigation.
2. Utilize the evidence-based research to inform and guide clinical practice.
3. Analyze the contribution of epidemiologic method to health promotion and disease prevention and their influence on human response.
4. Critique the evolution of major responses to the world health situation, including biological, technical, socioeconomic, political and legal approaches
5. Analyze the impact of global conflicts on the health system
6. Summarize the physical, psychological impact of disease, national violence, and disasters on victims, families, rescuers, and society.
7. Analyze the impact of global conflicts on the health system
8. Develop at least one risk mitigation strategy for each type of threat utilizing Evidence Based Practice (EBP).
9. Identify the major components of a disaster plan for each type of threat.
10. Analyze risk factors for genetic disorders and diseases.
11. Evaluate ethical, legal and financial implications of genomics in clinical practice.

12. Critically apply principles of epidemiology and genomics to develop practice guidelines and improve health outcomes.

13. Critically analyze genomic related databases, research studies and other evidence to support the best evidence for practice

NU 705 Cr. 2.0

### Interprofessional Collaboration and Team Facilitation

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. Leadership and communication strategies that help move professionals multidisciplinary groups toward common goals and objectives will be discussed. Skills that help to resolve complex situations, improve practice environments, and achieve cost effective, quality based decisions within health care organizations will be developed. Strategies for building interdisciplinary, collaborative relationships from a leader's perspective will be explored so that best practice standards can be operationalized. Conflict management and resolution is analyzed, along with group process and techniques for effective meeting management. The application of adult learning principles, emotional intelligence, and team characteristics is synthesized so that the creation of a quality professional practice culture is achieved. Students must earn a grade of B or higher in this course or it will have to be repeated.

#### COURSE OBJECTIVES:

Upon completion of this course, the student will be able to:

1. Develop an evidence-based practice approach to incorporating teamwork and interprofessional collaboration into healthcare organizations.
2. Synthesize theory from nursing, organizational development, education and business related to teamwork, collaborative approaches and conflict management.
3. Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standard of care, and or other scholarly products.
4. Recognize and apply the key principles of conflict resolution in dealing with a wide variety of conflict-based issues.
5. Analyze barriers and obstacles to teamwork and interprofessional collaboration.
6. Understands the theoretical underpinnings of the emotional aspects of leadership and the challenges of integrating these concepts into leadership development.
7. Employ high level consultative and leadership skills with intraprofessional and inter professional teams to create change in health care and complex health care delivery systems.
8. Utilize organizational sources to guide and/or support role development and quality improvement and patient safety initiatives.



NU 706 Cr. 1.0  
Leadership Immersion I

The practice immersion experience facilitates advanced nursing practice by allowing the student to demonstrate and integrate their knowledge of upper level management processes in a health care organization by considering advanced communication skills and other behaviors that provide the knowledge and skills needed for exemplary leadership, with an emphasis on relationship development, effective meeting management, team building, and resolution of complex situations. For the required practice immersion experience, the student selects a nursing organization compatible with the objectives of NU 706 and the DNP Essentials. Socialization into the upper management and administrative roles permit students to assess, plan, implement, and refine their skills in becoming an exemplary leader. Practice immersion 42 hours. This is a pass/fail course.

**COURSE OBJECTIVES:**

Upon completion of this course, the student will be able to:

1. Participate in organizational committees and summarize evidence-based practice approaches to incorporating teamwork and interprofessional collaboration into the healthcare organization.
2. Identify and develop effective communication and collaborative skills to differentiate exemplary leadership skills which allow for development and implementation of practice models, peer review, practice guidelines, health policy, standard of care, and or other scholarly products.
3. Recognize and compare the key principles of conflict resolution in dealing with a wide variety of conflict-based issues including the barriers and obstacles to teamwork and interprofessional collaboration.
4. Determine the presence of elements of conflict within the executive staff and evaluate the effectiveness of the negotiation skills used to manage the conflict within the organization of your practice immersion experience.
5. Identify adult learning principles, emotional intelligence, and team characteristics that are synthesized so that the creation of a quality professional practice culture is achieved.

NU 715 Cr. 3.0  
Organizational Leadership in Healthcare

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.

## COURSE OBJECTIVES:

Upon completion of this course, the student will be able to:

1. Analyze the influence of current health care trends, policy, social, economic, and legal issues among nursing leadership practice environments
2. Analyze the basic theoretical approaches to leader and leadership, and consequently examine the role of “leader” in organizational vision and influence.
3. Integrate the concept of a learning organization and the leader’s role in crafting, assessing, and continuously improving the organization.
4. Articulate the salient link between leadership and aspects such as power, motivation and trust.
5. Construct team building activities that improve group process and organizational outcomes.
6. Develop approaches for effective conflict resolution.
7. Create a nursing leadership action plan for a current health system.
8. Demonstrate methods to improve healthcare outcomes and insure patient safety in organizational systems using technological advances.
9. Interpret the role of evidenced based practice (EBP) as a clinical systems enhancer, and tool to improve health outcomes.
10. Apply evidence based practice (EBP) and system theory approaches to health care delivery and strategic planning

NU 716 Cr. 3.0

HealthCare Policy for Advocacy in Healthcare

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.

## COURSE OBJECTIVES:

At the completion of this course, the student will be able to:

1. Explain how different segments of the health services system interrelate as part of the overall public agenda.
2. Evaluate the effects of public policy and public administration on health services and health outcomes, particularly for vulnerable populations.
3. Articulate health, fiscal, administrative, legal, social, and political implications of policy options.
4. Critically examine the elements of particular health-related topics that are important to the formulation and dissemination of policy.
5. Develop a policy implementation plan and mechanisms for monitoring and evaluating such an implementation plan and a strategic paper
6. Apply basic ethical principles to health policy issues.
7. Undertake policy analysis, to develop and critique advocacy documents and predict and interpret policy actions.

NU 718 Cr. 3.0  
Healthcare Economics and Financial Management

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.

**COURSE OBJECTIVES:**

Students will:

1. Articulate the various roles of the DNP in the financial management of complex healthcare systems and practice settings
2. Integrate the principles of accounting in budget, cost analysis, and financial statements.
3. Develop a business plan that incorporates strategic planning and budgetary considerations
4. Incorporate the use of technology and forecasting in the management of financial resources.
5. Interact and communicate with inter-professional teams and executive stakeholders regarding financial management and reimbursement mechanisms.
6. Differentiate marketing strategies that can be implemented to meet diverse practice settings and strategic plans.

NU 720 Cr. 3.0  
Research Methods in Healthcare Leadership

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.

Upon completion of this course, the student will be able to:

1. Critically analyze the steps in the research process.
2. Discuss the relationship among theory and research in initiating change and improving nursing practice.
3. Develop a logical plan for data collection using psychometrically sound instruments and/or data collection forms for chart reviews.
4. Select appropriate statistical analyses for the research question and study design.
5. Interpret statistical analyses using the SPSS statistical computer package.
6. Evaluate statistical analyses and the quality of published nursing research.
7. Utilize new knowledge to initiate change and improve healthcare.
8. Refine skills to disseminate knowledge to healthcare professionals.

NU 730 Cr. 3.0  
DNP Project I

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-701, NU-702, NU-703, NU-715, NU-716, and NU-720, all passed with a grade of B or higher.

**COURSE OBJECTIVES:**

Students will:

1. Discuss DNP education and advanced practice nursing skills in the utilization of evidence-based research to assess, plan and develop a final DNP project.
2. Employ effective communication and collaborative skills in the development of practice model and guidelines.
3. Analyze nursing science with knowledge from ethics, psychosocial, analytical and organizational sciences as the basis for the highest level of advanced nursing practice.
4. Use conceptual and analytical skills to conduct a comprehensive and systematic assessment of links between practice, organizational populations, fiscal, and policy issues that affect health and illness parameters among culturally diverse populations.
5. Synthesize nursing theories, evidenced based research, and theories from other disciplines to evoke practice improvement and change to meet current and future needs of culturally diverse patient populations.
6. Explore information technology and research methods to collect appropriate and accurate data to generate meaningful evidence for nursing practice and identify gaps in practice.
7. Develop a plan to disseminate knowledge gained from the DNP project or program.

NU 731 Cr. 3.0  
Leadership Immersion II

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 and NU-706 passed with a grade of P.

**COURSE OBJECTIVES:**

Students will:

1. Apply DNP education and advanced practice nursing expertise in the utilization of evidence based research to assess, plan and develop a final DNP project in the advanced practice setting.
2. Employ effective communication and collaborative skills in the development of a practice model and guidelines.
3. Integrate nursing science and knowledge from ethics, psychosocial, analytical and organizational sciences as the basis for the highest level of advanced nursing practice.
4. Conduct a comprehensive and systematic assessment of links between practice organizational populations, fiscal, and policy issues that affect health and illness parameters among culturally diverse populations.
5. Use nursing theories, evidenced based research, and theories from other disciplines to evoke practice improvement and change to meet current and future needs of diverse patient populations.
6. Incorporate advanced levels of judgment and accountability in designing evidence based care in order to improve patient and population outcomes.
7. Utilize information technology and research methods to collect appropriate and accurate data to generate meaningful evidence for nursing practice and identify gaps in practice.
8. Initiate a plan to disseminate knowledge gained from the DNP project or program.

## DNP Project II

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.

### COURSE OBJECTIVES:

Students will continue to:

1. Apply DNP education and advanced practice nursing expertise in the utilization of evidence based research to implement a final DNP project.
2. Utilize effective communication and collaborative skills in the development of a practice model and guidelines.
3. Synthesis nursing science with knowledge from ethics, psychosocial, analytical and organizational sciences as the basis for the highest level of advanced practice nursing.
4. Use conceptual and analytical skills to conduct a comprehensive and systematic assessment of links between practice, organizational populations, fiscal, and policy issues that affect health and illness parameters among culturally diverse populations.
5. Synthesize nursing theories, evidenced based research, and theories from other disciplines to evoke practice improvement and change to meet current and future needs of diverse patient populations.
6. Utilize information technology and research methods to collect appropriate and accurate data to generate meaningful evidence for nursing practice, and identify gaps in practice.
7. Disseminate knowledge gained from the DNP project or program.

NU 733 Cr. 3.0  
Leadership Immersion III

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.

**COURSE OBJECTIVES:**

Students will continue to:

1. Apply DNP education and advanced practice nursing skills in the utilization of evidence based research to assess, plan and develop a final DNP project in the advanced practice clinical setting.
2. Employ effective communication and collaborative skills in the development of a practice model and guidelines.
3. Integrate nursing science and knowledge from ethics, psychosocial, analytical and organizational sciences as the basis for the highest level of advanced nursing practice.
4. Conduct a comprehensive and systematic assessment of links between practice, organizational populations, fiscal, and policy issues that affect health and illness parameters among culturally diverse populations.
5. Employ nursing theories, evidenced based research, and theories from other disciplines to evoke practice improvement and change to meet current and future needs of diverse patient populations.
6. Incorporate advanced levels of clinical judgment and accountability in designing evidence based care in order to improve patient outcomes.
7. Utilize information technology and research methods to collect appropriate and accurate data to generate meaningful evidence for nursing practice, and identify gaps in practice.
8. Initiate a plan to disseminate knowledge gained from the DNP project or program.

## Optional Nursing Education Electives (12 credits)

NU-762 Cr. 3.0

Tests and Measures

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-764 Cr. 3.0

Curriculum Development and Instruction in Nursing Education

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 Cr. 2.0

Nurse Educator Practicum I

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 Cr. 1.0

Nurse Educator Seminar I

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.



NU-767P Cr. 2.0  
Nurse Educator Practicum II

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 Cr. 1.0  
Nurse Educator Seminar II

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.

**Doctor of Nursing Practice Program  
Post- Baccalaureate Immersion Credit  
Hours Consideration Request Form**

**Completed by the DNP Student**

The form **MUST** be completed, scanned and returned via email within the first 30 days after admission with all required supporting documentation.

**DNP Student's Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Student MU ID Number:** \_\_\_\_\_

**Cell Phone Number:** \_\_\_\_\_

\*\*\*\*\*

**DNP Student/Applicant:** All DNP degree students are required to complete a minimum of 1,000 supervised immersion hours as part of the Monmouth University DNP program. DNP Students may apply up to 500 hours of practicum from the MSN degree. A maximum of 500 supervised 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.

This form allows you to request consideration of previous post baccalaureate practicum hours and document a current national certification. Immersion hours (up to 500 hrs.) may be allotted based on the verification of post baccalaureate practicum hours and/or the type of national certification.

**Part 1- Immersion Hours Requirements**

**Student is required to read the following and sign that they acknowledge the requirements:**

- I understand that as a DNP degree student I am expected to complete a minimum of 1,000 supervised practice/immersion hours prior to successfully completing this program.
- I have the opportunity to apply for consideration based on my previous post-baccalaureate practicum/immersion hours up to 500 supervised hours and/or type of national certification.
- Based on the verification and acceptance of these practice/immersion hours, I understand that I may require additional semesters to complete this requirement.
- I understand that years and experience in practice will not be considered toward the required immersion hours.
- All degree requirements including course credits, transfer credits and all program requirements must be completed within five years from the start of DNP coursework.
- I understand that if I do not have the initial 500 post baccalaureate hours, I 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. I understand that I cannot begin collecting additional hours until approval is granted, contracts are in place, and clearance documents are completed and approved.
- In addition, I understand that I 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 my progression in the DNP program. I realize that all of this is time sensitive and delays in providing proper documentation will further delay progression in the DNP program.

**Student Signature:** \_\_\_\_\_ **Date Signed:** \_\_\_\_\_

(Actual Signature. No Typing, Electronic Signature Permitted)

**(Please continue to Page 2)**

**Part 2- Consideration of Previous Post-Baccalaureate Practice/Immersion hours**

Complete the following section for previous post-baccalaureate practice/immersion hours to be considered. Monmouth University requires verification of your post-baccalaureate practice/immersion hours as a condition of admission and/or ongoing progression. **For each school provided in the above section you must complete a Post-Baccalaureate Clinical Hour Verification Form.**

\*\*\*\*\*

**Name of University:** \_\_\_\_\_ **University Phone:** \_\_\_\_\_  
**Program Title:** \_\_\_\_\_ **Date(s) of Attendance:** \_\_\_\_\_ to \_\_\_\_\_  
**University Address:** \_\_\_\_\_  
**City:** \_\_\_\_\_ **County:** \_\_\_\_\_ **State:** \_\_\_\_\_ **Zip Code:** \_\_\_\_\_  
**Type of degree received:**  
MSN Degree   
Post Master's Certificate

Area of Concentration: \_\_\_\_\_  
Program Completion Date: \_\_\_\_\_  
Total Practice in Program: \_\_\_\_\_

\*\*\*\*\*

**Name of University:** \_\_\_\_\_ **University Phone:** \_\_\_\_\_  
**Program Title:** \_\_\_\_\_ **Date(s) of Attendance:** \_\_\_\_\_ to \_\_\_\_\_  
**University Address:** \_\_\_\_\_  
**City:** \_\_\_\_\_ **County:** \_\_\_\_\_ **State:** \_\_\_\_\_ **Zip Code:** \_\_\_\_\_  
**Type of degree received:**  
MSN Degree   
Post Master's Certificate

Area of Concentration: \_\_\_\_\_  
Program Completion Date: \_\_\_\_\_  
Total Practice in Program: \_\_\_\_\_

\*\*\*\*\*

**Name of University:** \_\_\_\_\_ **University Phone:** \_\_\_\_\_  
**Program Title:** \_\_\_\_\_ **Date(s) of Attendance:** \_\_\_\_\_ to \_\_\_\_\_  
**University Address:** \_\_\_\_\_  
**City:** \_\_\_\_\_ **County:** \_\_\_\_\_ **State:** \_\_\_\_\_ **Zip Code:** \_\_\_\_\_  
**Type of degree received:**  
MSN Degree   
Post Master's Certificate

Area of Concentration: \_\_\_\_\_  
Program Completion Date: \_\_\_\_\_  
Total Practice in Program: \_\_\_\_\_

\*\*\*\*\*

**If you are NOT a Nurse Practitioner, please complete Part 3 on Page 3.**

**Part 3- Certifications/Other Requests for Immersion Hours Consideration:**

\*For students who do not have 500 practicum hours at the masters' level (Post- Baccalaureate), they may request consideration for hours to be awarded for certification.

**Include the following information & attachments with your form:**

1. **Copy of the current certificate**
2. **Eligibility requirement:**
  - Go to the web site that sponsors your certification (i.e. ANCC)
  - Copy the eligibility requirements into the table below- *All categories must be completed*
  - How many hours are you requesting to be awarded
  - Attach a scanned copy of your current certification

**Types of Certification that may be considered:**

- Current **National** Certification in an area of advanced nursing practice (i.e. Nurse Executive; National Healthcare Disaster; Informatics Nursing)
- Others considered on a case by case basis

National Certification		Eligibility Requirements for each Certification	Hours AWARDED (Faculty Use ONLY)
Type of Certifications Your Certification # Dates awarded	Web address		
<b>Example:</b> Medical Surgical Nursing Cert # 111111 Date-12/2016-12/2019	<a href="https://www.nursingworld.org/our-certifications/medical-surgical-nurse/">https://www.nursingworld.org/our-certifications/medical-surgical-nurse/</a>	Eligibility Criteria Hold a current, active RN license Have practiced the equivalent of 2 years full-time as a registered nurse. Have a minimum of 2,000 hours of clinical practice in the specialty area of medical-surgical nursing within the last 3 years. Have completed 30 hours of continuing education in medical-surgical nursing within the last 3 years.	

**Plan for Immersion Hours in the DNP Program**

**Students Awarded 500 Post Baccalaureate Immersion Hours**

DNP Course	Immersion Hours
NU706 Leadership Immersion I	40
NU730 DNP Project I	75
NU731 Leadership Immersion II	130
NU732 DNP Project II	125
NU733 Leadership Immersion III	130
Total	500

**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
NU706 Leadership Immersion I	40
NU730 DNP Project I	75
NU731 Leadership Immersion II	130
NU732 DNP Project II	125
NU733 Leadership Immersion III	130

Doctor of Nursing Practice Program

Post-Baccalaureate Practicum Hour Verification Form

DNP Student's Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_  
Address: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_  
Last 4 digits of Social Security Number: \_\_\_\_\_

**DNP Student/Applicant:** All DNP students are expected to complete a minimum of 1,000 post baccalaureate practicum hours as part of the Monmouth University DNP program. Monmouth University requires verification of your post baccalaureate practicum hours as a condition progression in the program.

Please fill in your name and your contact information and forward this form to the program director(s) of all MSN programs that you have attended. (Some applicants may need multiple forms.) Allow sufficient time for the program director(s) to complete this form. **Instruct the school to send the completed form to Monmouth University DNP program directly with a copy to you for your records.**

Verification of Practicum Hours

Name of University: \_\_\_\_\_ University Phone: \_\_\_\_\_  
Program Title: \_\_\_\_\_ Date(s) of Attendance: \_\_\_\_\_ to \_\_\_\_\_  
University Address: \_\_\_\_\_  
City: \_\_\_\_\_ County: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

Degree or Certificate received:  
MSN Degree   
Post Master's Certificate

Area of Concentration: \_\_\_\_\_  
Program Completion Date: \_\_\_\_\_  
Total Number of Practicum Hours Completed in the Program: \_\_\_\_\_

**PROGRAM DIRECTOR VERIFICATION**

Your signature on this form attests that the aforementioned student has completed the program and the corresponding practicum hours indicated in this document.

Printed Name of Director: \_\_\_\_\_

Signature of Director: \_\_\_\_\_ Date: \_\_\_\_\_

Return completed Verification form to:  
Danica L. Parker, Coordinator of Clinical Placements  
School of Nursing, McAllen Hall 324

[dparker@monmouth.edu](mailto:dparker@monmouth.edu) Phone: (732) 923-4683 Fax: (732) 923-4793

Monmouth University  
 School of Nursing and Health Studies  
 Doctor of Nursing Practice Program

**NU 706 DNP Immersion (1 credit)  
 (40 hours immersion requirement)**

**REQUEST FORM**

<b>Student Name:</b> First	Middle	Last	
<b>Student Cell Phone (#):</b>	<b>Student Work (#):</b>	<b>Student email</b>	
<b>address:</b>	<b>Student MU- ID (#):</b>		

For the required practice immersion experience, the student selects a nursing organization compatible with the objectives of NU 706 and the *DNP Essentials*. \*The placement may be done at your place of employment provided that experience will be above your normal work duties. **Student will attend and observe upper level management meetings through your mentor.**

**Student is responsible to timely submit and be cleared for all health, insurance and background requirements. In addition, a contract between Monmouth University and the immersion site must be in place. If any of these requirements are not in place by the first day of class the student will be withdrawn from NU 705 & 706.**

**TO BE FILLED OUT BY STUDENT AND RETURNED TO:**

<b>Health Clearance and other Requirements</b>
Danica L. Simmons, Coordinator of Clinical Placements School of Nursing, McAllen Hall 324 P: (732) 923-4683 F: (732) 923-4793 <a href="mailto:dsimmons@monmouth.edu">dsimmons@monmouth.edu</a>

**STUDENT TO COMPLETE THEIR REQUEST FOR IMMERSION I (NU 706):**

<b>Immersion Site for NU 706 (ONLY):</b> Immersion Site Address:	<b>MENTOR:</b> Email: Phone: Title: <span style="float: right;"><b>Credentials:</b></span>
<b>Is this your Employer?</b> place an "X" in the appropriate box YES [ ] No [ ]	<b>Contact person to secure a contract &amp; verify hours (name, email &amp; Phone#):</b>
<b>Who is your Employer:</b> <b>your current position:</b>	<b>What is</b> FT [ ] PT [ ]

**REQUIREMENT REMINDER** – All requirements must be kept current on file at Monmouth University to assure clinical placement. Requirements include: current RN license, current student malpractice insurance, If NP must have NP Malpractice, health requirements, immunization titers, TB test, background check, flu shot, BLS (CPR) card. Requirements are provided either as a scan or hard copy to [dsimmons@monmouth.edu](mailto:dsimmons@monmouth.edu) .

## **NU 706 Immersion I**

For this semester (NU 706) you will be spending **40 hours** at the immersion site. This immersion experience focuses on communication skills, relationship development, effective meeting management, team building, and resolution of complex situations through participation in this practice immersion experience. Through your mentors guidance you will **observe** upper level management meetings. **If you are doing this immersion at your employment site, the hours must be above your normal work responsibilities.**

### **Course Information**

The practice immersion experience facilitates advanced nursing practice by allowing the student to demonstrate and integrate their knowledge of upper level management processes in a health care organization by considering advanced communication skills and other behaviors that provide the knowledge and skills needed for exemplary leadership, with an emphasis on relationship development, effective meeting management, team building, and resolution of complex situations. Socialization into the upper management and administrative roles permit students to assess, plan, implement, and refine their skills in becoming an exemplary leader.

The practice immersion experience in the DNP Program provides the opportunity for students to synthesize and apply knowledge and skills learned in current & previous doctoral-level courses in the practice setting. Students observe and participate in the upper level management processes in an approved Healthcare organization.

**Co-requisite:** NU 705 Interprofessional Collaboration and Team Facilitation (2 credit)

### **COURSE OBJECTIVES:**

The course will:

1. Further develop leadership skills that foster advanced communication skills, relationship development, effective meeting management, team building, and resolution of complex situations through participation in this practice immersion experience.
2. Engage in opportunities to identify exemplary leadership performance at the practicum site which moves the organization towards improving practice environments, and achieving cost effective, quality based decisions.
3. Summarize strategies for building interdisciplinary, collaborative relationships from an exemplary leader's perspective so that best practice standards can be operationalized.
4. Distinguish conflict management and resolution, along with group process and techniques for effective meeting management.
5. Apply adult learning principles, emotional intelligence, and team characteristics that are synthesized so that the creation of a quality professional practice culture is achieved.



## **Responsibilities of Immersion Mentor For the Immersion Site Experience for NU 706**

Student is responsibility to contact the immersion mentor to have this formed completed. Upon completion the student will return the signed form to the immersion advisor as soon as possible. *Submit the mentor CV/resume with this form.*

<b>Student Name:</b> First	Middle	Last
<b>Student MU- ID (#):</b>		

**Immersion Mentor:**

**Email:**

**Phone #:**

**Mentor Credentials:**

**Job Title:**

**Immersion Site:**

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 immersion experience (NU 706) the student will be spending **40 hours** at the immersion site. This immersion experience focuses on communication skills, relationship development, effective meeting management, team building, and resolution of complex situations through participation in this practice immersion experience. Through your guidance the student will observe upper level management meetings. *If the DNP student is doing their immersion experience at their employment site, the hours must be above their normal work responsibilities.*

**The Immersion Mentor:**

1. 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.
2. 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).
3. Meets with the DNP student on a regular basis and provides feedback accordingly.
4. Mentor submits a current Curriculum Vitae (CV) to Monmouth University DNP program
5. Assist the student in meeting the objectives outlined in the student prospectus and provides timely evaluation reports to the immersion faculty.

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

**Attached your CV or resume**

**DNP Immersion Mentor Signature:**

**Date:**



MONMOUTH UNIVERSITY

School of Nursing and Health Studies Doctor of Nursing Practice Program

Request for Immersion II & III (NU731 and NU733)

Today's Date:

Track (place an "X" in the DNP DNP with Nursing Education Electives)

Student/Applicant Name:

Student MU- ID (#):

Course Immersion Hours

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

Table with 2 columns: DNP Course, Immersion Hours. Rows include NU706 Leadership Immersion I (40), NU730 DNP Project I (75), NU731 Leadership Immersion II (130), NU732 DNP Project II (125), NU733 Leadership Immersion III (130), and 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- Using your Completed NU 706 Immersion Log, complete the following:

NU 706 (1cr. /40-Hours) - Immersion hours Awarded: Date Awarded:

Part 3- Anticipated Leadership Immersion Settings & Mentor Planning

DNP programs prepare graduates for the highest level of nursing practice and demonstrate opportunities to apply, integrate, and synthesize the DNP Essentials including integrative and intense immersion experiences.

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:

## **8 DNP Essentials:**

**Essential I:** Scientific Underpinnings for Practice

**Essential II:** Organizational and Systems Leadership for Quality Improvement and Systems Thinking

**Essential III:** Clinical Scholarship and Analytical Methods for Evidence-Based Practice

**Essential IV:** Information Systems /Technology and Patient Care Technology for the Improvement and Transformation of Health Care

**Essential V:** Health Care Policy for Advocacy in Health Care

**Essential VI:** Interprofessional Collaboration for Improving Patient and Population Health Outcomes

**Essential VII:** Clinical Prevention and Population Health for Improving the Nation's Health

**Essential VIII:** Advanced Nursing Practice

**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 their DNP Project at the immersion site? (Student to place an X)**

**YES:**

**NO :**

**TBD :**

## **Part 4- Selecting an immersion site and mentor for the Immersion 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. Therefore, it is essential that you complete the required information well in advance. The immersion site and mentor is typically used for Immersion II & III. If a student wished to change the immersion site or mentor that must contact the course instructor at least 120 days prior to the start of the next semester. There is no guarantee that the requested change can be approved or a contact executed between the new immersion site and the University prior to the start of the scheduled course. The student may be required to

**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:**

**Site Address:**

**Site City:**

**Site State:**

**Site Zip:**

**Email:**

**Phone Number:**

### **2. Site Name:**

**Contact Person:**

**Site Address:**

**Site City:**

**Site State:**

**Site Zip:**

**Email:**

**Phone Number:**

**I- Proposed Immersion Site for Leadership Experience (continued)**

**3. Site Name:**

**Contact Person:**

**Site Address:**

**Site City:**

**Site State:**

**Site Zip:**

**Email:**

**Phone Number:**

**II- Proposed Mentor for Leadership Experience**

**1. Proposed Mentor Name:**

**Job Title:**

**Credentials:**

**Agency Name:**

**Agency Address:**

**Agency City:**

**Agency State:**

**Agency Zip:**

**Email:**

**Phone Number:**

**Upload Mentor's CV:** [Upload Attachment](#)

**2. Proposed Mentor Name:**

**Job Title:**

**Credentials:**

**Agency Name:**

**Agency Address:**

**Agency City:**

**Agency State:**

**Agency Zip:**

**Email:**

**Phone Number:**

**Upload Mentor's CV:** [Upload Attachment](#)

**3. Proposed Mentor Name:**

**Job Title:**

**Credentials:**

**Agency Name:**

**Agency Address:**

**Agency City:**

**Agency State:**

**Agency Zip:**

**Email:**

**Phone Number:**

**Upload Mentor's CV:** [Upload Attachment](#)

### 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 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 by 20%.
- 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**

##### **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

## Responsibilities of Immersion Mentor at Immersion Site NU 731 & 733

Student is responsibility to contact the immersion mentor to have this formed completed. Upon completion the student will return the signed form to the immersion advisor as soon as possible.

<b>Student Name:</b> First	Middle	Last
<b>Student MU- ID (#):</b>		

Immersion Mentor: \_\_\_\_\_ Email: \_\_\_\_\_ Phone #: \_\_\_\_\_

Immersion Site: \_\_\_\_\_

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 130 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: \_\_\_\_\_

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



**MONMOUTH UNIVERSITY**  
**Marjorie K. Unterberg School of Nursing and Health Studies**  
**WEST LONG BRANCH, NJ**

**Immersion Prospectus for NU 706 Immersion**

The Leadership Immersion (DNP) hours provides an opportunity for students to synthesize and apply knowledge of all DNP Essentials and previous doctoral-level courses during this experience. Students observe and participate in upper level management/administrative processes. Socialization into the leadership roles permit students to assess, plan, implement, and refine their skills as advanced practitioners, as administrators, and leaders in a variety of leadership roles based on student interest and career trajectory. Specific course objectives and requirements are described in the course syllabus.

This prospectus provides a standardized format for establishing the learning activity, and outcome. The prospectus will be further developed as the students engages in the immersion experience. This immersion experience requires active participation at the immersion site, therefore your mentor should be assigning you tasks/projects to work on which allow you to actively take a leadership role with your mentor guidance. (*This is NOT your DNP Project for NU732 & 733*). Students will begin development of the prospectus during the first immersion course (NU 706). The prospectus will be further developed as the students engage in other immersion courses to meet the required hours for the completion of the DNP program (*total of 1000hrs*).

You are expected to be on time and not leave early from your immersion experience. If there is an emergency in which you must cancel your scheduled immersion experience, you must contact your immersion mentor and explain. You must also send me an email explaining the need for the absence. Being Late, leaving early, not showing up for the scheduled immersion experience is considered unprofessional behavior. Unprofessional behavior will lead to a failing grade for this course even if you have completed the required 130 hours.

The **Immersion Prospectus** is required to be **completed weekly and reviewed with your mentor**. Your **mentor initials each weekly** description of your hours and experience. The **Immersion Prospectus** should guide your weekly Reflections. Remember to keep a copy of all your reflections, discussion boards and assignments for the final paper in NU 733.

You are expected to be at the immersion site every week for approximately 2-4 hours/week in order to achieve 40 hours by the end of the semester. You can NOT preload hours to get done early in the semester. Also you can NOT carry any hours into the next semester if you do over 40 hours.

**Embellishing the Practicum Prospectus is considered academic dishonesty and will be treated as such (see Nursing Student Handbook).**

**The student should retain a copy of the completed prospectus for future use. Upon completion of the practicum, the faculty will award a grade based on the course syllabus.**

**Student Name:** \_\_\_\_\_ **Course Number:** \_\_\_\_\_ **Semester:** \_\_\_\_\_ **Course Faculty:** \_\_\_\_\_

**Practicum Site:** \_\_\_\_\_ **Preceptor:** \_\_\_\_\_ **Preceptor Phone #** \_\_\_\_\_ **Preceptor Email:** \_\_\_\_\_











<b>Subtotal</b>					

**STUDENT MUST TOTAL ALL IMMERSION HOURS**

<b>GRAND Total Hours</b>	<i>ADD all subtotal together to reflect Grand total</i>	
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(AACN, 2006, pg 8-17).

Essential I: Scientific Underpinnings for Practice

Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking

Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice

Essential IV: Information Systems /Technology and Patient Care Technology for the Improvement and Transformation of Health Care

Essential V: Health Care Policy for Advocacy in Health Care

Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes

Essential VII: Clinical Prevention and Population Health for Improving the Nation’s Health

Essential VIII: Advanced Nursing Practice

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

DNP Course	Immersion Hours
NU706 Leadership Immersion I	40
NU730 DNP Project I	75
NU731 Leadership Immersion II	130
NU732 DNP Project II	125
NU733 Leadership Immersion III	130
<b>Total</b>	<b>500</b>

\*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.

**Student Comments:**

**Preceptor Comments:**

**Faculty Comments:**

***Student requires a minimum of 40 Immersion hours to pass NU 706 course***

\_\_\_\_\_  
**Student Signature attest that the information is accurate.**  
(No Electronic Signatures-Print/Sign/Scan)

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Preceptor Signature (No Electronic Signatures-Print/Sign/Scan)**  
(No Electronic Signatures-Print/Sign/Scan)

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Faculty Signature**

\_\_\_\_\_  
**Date**



**MONMOUTH UNIVERSITY**  
**Marjorie K. Unterberg School of Nursing and Health Studies**  
**WEST LONG BRANCH, NJ**

**Immersion Prospectus for NU 731 & 733 Immersion**

The Leadership Immersion (DNP) hours provides an opportunity for students to synthesize and apply knowledge of all DNP Essentials and previous doctoral-level courses during this experience. Students observe and participate in upper level management/administrative processes. Socialization into the leadership roles permit students to assess, plan, implement, and refine their skills as advanced practitioners, as administrators, and leaders in a variety of leadership roles based on student interest and career trajectory. Specific course objectives and requirements are described in the course syllabus.

This prospectus provides a standardized format for establishing the learning activity, and outcome. The prospectus will be further developed as the students engages in the immersion experience. This immersion experience requires active participation at the immersion site, therefore your mentor should be assigning you tasks/projects to work on which allow you to actively take a leadership role with your mentor guidance. (*This is NOT your DNP Project for NU732 & 733*).

You are expected to be on time and not leave early from your immersion experience. If there is an emergency in which you must cancel your scheduled immersion experience, you must contact your immersion mentor and explain. You must also send me an email explaining the need for the absence. Being Late, leaving early, not showing up for the scheduled immersion experience is considered unprofessional behavior. Unprofessional behavior will lead to a failing grade for this course even if you have completed the required 130 hours.

The **Immersion Prospectus** is required to be **completed weekly and reviewed with your mentor**. Your **mentor initials each weekly** description of your hours and experience. The **Immersion Prospectus** should guide your weekly Reflections. Remember to keep a copy of all your reflections, discussion boards and assignments for the final paper in NU 733.

You are expected to be at the immersion site every week for approximately 9-10 hours/week in order to achieve 130 hours by the end of the semester. You can NOT preload hours to get done early in the semester. Also you can NOT carry any hours into the next semester if you do over 130 hours.

**Embellishing the Practicum Prospectus is considered academic dishonesty and will be treated as such (see Nursing Student Handbook).**

**The student should retain a copy of the completed prospectus for future use. Upon completion of the practicum, the faculty will award a grade based on the course syllabus.**

**Student Name:** \_\_\_\_\_ **Course Number:** \_\_\_\_\_ **Semester:** \_\_\_\_\_ **Course Faculty:** \_\_\_\_\_

**Practicum Site:** \_\_\_\_\_ **Preceptor:** \_\_\_\_\_ **Preceptor Phone #** \_\_\_\_\_ **Preceptor Email:** \_\_\_\_\_

**THIS WORD DOCUMENT CAN ONLY BE MODIFIED BY ADDING OR REMOVING LINES**  
**Student must submit the final form TYPED & Signed by both the MENTOR & STUDENT**











<b>Subtotal</b>					

**STUDENT MUST TOTAL ALL IMMERSION HOURS**

<b>GRAND Total Hours</b>	<i>ADD all subtotal together to reflect Grand total</i>	
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(AACN, 2006, pg 8-17).

Essential I: Scientific Underpinnings for Practice

Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking

Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice

Essential IV: Information Systems /Technology and Patient Care Technology for the Improvement and Transformation of Health Care

Essential V: Health Care Policy for Advocacy in Health Care

Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes

Essential VII: Clinical Prevention and Population Health for Improving the Nation’s Health

Essential VIII: Advanced Nursing Practice

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

DNP Course	Immersion Hours
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NU732 DNP Project II	125
NU733 Leadership Immersion III	130
<b>Total</b>	<b>500</b>

\*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.

**Student Comments:**

**Preceptor Comments:**

**Faculty Comments:**

*Student requires a minimum of 130 clinical hours to pass NU 731 course  
Student requires a minimum of 130 clinical hours to pass NU 733 course*

\_\_\_\_\_  
**Student Signature attest that the information is accurate.**  
(No Electronic Signatures-Print/Sign/Scan)

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Preceptor Signature (No Electronic Signatures-Print/Sign/Scan)**  
(No Electronic Signatures-Print/Sign/Scan)

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Faculty Signature**

\_\_\_\_\_  
**Date**



**MONMOUTH UNIVERSITY**  
**Marjorie K. Unterberg School of Nursing and Health Studies**  
**WEST LONG BRANCH, NJ**

**Practicum Prospectus**  
**NU 566/766: Nursing Education Practicum-I**

Student Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_

Course Faculty: \_\_\_\_\_ Semester: \_\_\_\_\_

The practicum in the Nursing Education Program (MSN/DNP) provides the opportunity for students to synthesize and apply knowledge and skills learned in previous master-level courses in the practice setting. Completion of the practicum experiences (total of 2 semesters) must reflect use of all the Nurse Educator Standards. It is the Students responsibility to keep track of fulfillment of this requirement. A Total of 180 hours (90 hours each semester) for the practicum experience is required. You may NOT carry over any extra hours into the next semester (Practicum & Seminar II); however, you can do more than the 90 hour minimal requirement.

*Embellishing the Practicum Prospectus is considered academic dishonesty and will be treated as such (see Nursing Student Handbook).*

**Part 1- Application of the 3P's in Clinical Setting (*Hands on Clinical setting with a Masters or higher Prepared RN*)**

**The initial 20 hours of the Practicum-I** experience allows the student to provide a direct-care role in a clinical setting with a Masters prepared RN. The student will engage in planned clinical practice experiences, incorporating the 3 P's (Pathophysiology, Pharmacology and Advance Health Assessment) in a direct-care role which will strengthen the student's patient care delivery skills. The Nurse Educator Students will require prior approval of the mentor and practicum site for this portion of the experience. A site contract MUST be in place at the start of the semester. Students are required to **complete any required Orientation prior to beginning the semester clinical experience.**

**Failure to meet the Orientation and/or Clearance requirements and contractual obligations including a current immersion site contract will result in the student being dropped from the course and co requisite course/s.**

The Student has identify and received approval from the course professor to engage in the Part 1 experience to further develop their hands on nursing expertise and apply the 3P's (Pathophysiology, Pharmacology and Advance Health Assessment) in an area of advanced nursing practice in their patient care delivery skills. The student will focus this opportunity to develop in-depth knowledge and expertise at the graduate-level for both content and clinical practice experiences. See course syllabus for focused assignments related to practicum experience.



**Preceptor Comments:**

**Student Comments:**

**Faculty Comments:**

*Student requires a minimum of 70 + 20 hours (90 hours) Practicum I to pass this course & 90 Hours in Practicum II to pass this course  
(180 total practicum hours)  
Part I*

\_\_\_\_\_  
**Student Signature attest that the information is accurate.**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Part 1-Preceptor Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Course Faculty Signature**

\_\_\_\_\_  
**Date**

**MONMOUTH UNIVERSITY**  
**Marjorie K. Unterberg School of Nursing and Health Studies**  
**WEST LONG BRANCH, NJ**

**Practicum Prospectus**  
**NU 566/766: Nursing Education Practicum-I**

**Student Name:** \_\_\_\_\_ **Student ID#:** \_\_\_\_\_

**Course Faculty:** \_\_\_\_\_ **Semester:** \_\_\_\_\_

**The practicum in the Nursing Education Program (MSN/DNP) provides the opportunity for students to synthesize and apply knowledge and skills learned in previous master-level courses in the practice setting. Completion of the practicum experiences (total of 2 semesters) must reflect use of all the Nurse Educator Standards. It is the Students responsibility to keep track of fulfillment of this requirement. A Total of 180 hours (90 hours each semester) for the practicum experience is required. You may NOT carry over any extra hours into the next semester (Practicum & Seminar II); however, you can do more than the 90 hour minimal requirement.**

*Embellishing the Practicum Prospectus is considered academic dishonesty and will be treated as such (see Nursing Student Handbook).*

**Part 2- Nurse Educator Student Teaching (Classroom and Clinical)**

The remainder of the Nurse Educator Practicum Hours (70 + 90=160 hours) for Practicum I&II; the student will function in the role of the novice academic nurse educator within an accredited pre-licensure RN program, applying teaching and learning principles in the academic setting (didactic & clinical) using the NLN Nurse Educator Core Competencies as the framework. The Nurse Educator Students will require prior approval of the mentor and practicum site for this portion of the experience. Students are expected to complete any **required Orientation prior to beginning the semester clinical experience**. A site contract for **both the academic institution and the clinical site** MUST be in place at the start of the semester. Students are required to **complete any required Orientation prior to beginning the semester clinical experience**.

**Failure to meet the Orientation and/or Clearance requirements and contractual obligations including a current immersion site contract will result in the student being dropped from the course and co requisite course/s.**

Students observe and participate in the educational process of a pre licensure program in a variety of settings. Socialization into the nurse educator role allow students to assess, plan, implement, and refine their skills as novice educators in both the clinical and didactic course.

The Learning Activities should be reflective of the current version of the NLN *Nurse Educator Core Competencies*

(<http://www.nln.org/professional-development-programs/competencies-for-nursing-education/nurse-educator-core-competency>). The task statements that accompany each competency can be found in The Scope of Practice for Academic Nurse Educators (2012).















**MONMOUTH UNIVERSITY**  
**Marjorie K. Unterberg School of Nursing and Health Studies**  
**WEST LONG BRANCH, NJ**

**Practicum Prospectus**  
**NU 567/767: Nursing Education Practicum-II**

Student Name: \_\_\_\_\_ Student ID#: \_\_\_\_\_

Course Faculty: \_\_\_\_\_ Semester: \_\_\_\_\_

The practicum in the Nursing Education Program (MSN/DNP) provides the opportunity for students to synthesize and apply knowledge and skills learned in previous master-level courses in the practice setting. Completion of the practicum experiences (total of 2 semesters) must reflect use of all the Nurse Educator Standards. Students observe and participate in the educational process of a pre licensure program in a variety of settings. Socialization into the nurse educator role allow students to assess, plan, implement, and refine their skills as novice educators in both the clinical and didactic courses.

It is the Students responsibility to keep track of fulfillment of this requirement. A Total of 180 hours (90 hours each semester) for the practicum experience is required. You may NOT carry over any extra hours into the semester; however, you can do more than the 90 hour minimal requirement.

Students observe and participate in the educational process of a pre licensure program in a variety of settings. Socialization into the nurse educator role allow students to assess, plan, implement, and refine their skills as novice educators in both the clinical and didactic course.

The Learning Activities should be reflective of the current version of the NLN *Nurse Educator Core Competencies*

(<http://www.nln.org/professional-development-programs/competencies-for-nursing-education/nurse-educator-core-competency>). The task statements that accompany each competency can be found in The Scope of Practice for Academic Nurse Educators (2012).

**This prospectus provides a standardized format for establishing the learning activities, timeline, outcomes, and evaluation of this practicum. Students will begin development of the prospectus and obtain the course faculty's approval prior to beginning the practicum experience. *Embellishing the Practicum Prospectus is considered academic dishonesty and will be treated as such (see Nursing Student Handbook).***

The Learning Activities should be reflective of the current version of the NLN *Nurse Educator Core Competencies*

(<http://www.nln.org/professional-development-programs/competencies-for-nursing-education/nurse-educator-core-competency>). The task statements that accompany each competency can be found in The Scope of Practice for Academic Nurse Educators (2012).

*The student should retain a copy of the completed prospectus for future use. Upon completion of the practicum, the faculty will award a grade based on the course syllabus.*















**Preceptor Comments:**

**Student Comments:**

**Faculty Comments:**

*Student requires a minimum of 90 hours Practicum I to pass this course & 90 Hours in Practicum II to pass this course  
(180 total practicum hours)*

\_\_\_\_\_  
**Student Signature attest that the information is accurate.**

\_\_\_\_\_  
Date

\_\_\_\_\_  
Preceptor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Course Faculty Signature

\_\_\_\_\_  
Date

**Monmouth University**  
**The Marjorie K. Unterberg School of Nursing and Health Studies**

**DNP Students**  
**Nurse Faculty Loan Program (NFLP)**  
**LETTER OF COMMITMENT**

I \_\_\_\_\_ (borrower name), understand that upon receiving loan support under

the **Nurse Faculty Loan Program (NFLP)** at **Monmouth University** starting academic year \_\_\_\_\_, (*Semester/Year*)

agree to successfully complete the Nursing Education Courses (12 credits) that are required to fulfill the NFLP requirements.

The nursing education courses extend my progression in the DNP program at least an **additional year**.

- 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 prelicensure 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.

**I understand that failure to complete the required 12 credits nursing education courses successfully places me in immediate**

**Repayment status & NO longer eligible for the loan cancellation provision set forth in the NFLP Promissory Note.**

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

***Fall Semester***

Nu 764 Curriculum & Development- 3cr

NU 766- Nurse Educator Seminar & Practicum I (90 practicum hours) 3cr

***Spring Semester***

NU 762- Test & Measures- 3cr

NU 767- Nurse Educator Seminar & Practicum II (90 practicum hours) 3cr

**I agree to:**

- Enroll 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.
- Maintains integrity both academically and professionally (See University & Nursing Student Handbook).

I understand that I cannot graduate the DNP program until I successfully complete the required

12 cr. of nursing education courses. I understand that failure to complete the required 12 credits nursing education courses successfully places me in immediate repayment status & NO longer eligible for the loan cancellation provision set forth in the NFLP Promissory Note. I understand that following graduation from the program I 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. I further understand that 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. I 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.

**I have read and fully agree to this Letter of Commitment.**

Signed \_\_\_\_\_ Date \_\_\_\_\_

Print name \_\_\_\_\_ Student ID# \_\_\_\_\_

### **Fall Semester**

#### **Nu 764 Curriculum & Development (3credits)**

##### **COURSE DESCRIPTION:**

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.

#### **NU 766- Nurse Educator Practicum-I (90 practicum hours) (2credits)**

##### **COURSE DESCRIPTION :**

This course provides an opportunity for the student to engage in planned clinical practice experiences, incorporating the concentration (Pathophysiology, Pharmacology and Advance Health Assessment) in a direct-care role within a clinical setting to strengthen their patient care delivery skills. The student will also function in the role of the novice academic nurse educator, applying teaching and learning principles in both the academic and clinical settings. Each practice experience is guided by a preceptor. Total practicum hours for this course is a minimum of 90 hours. This is a pass/fail course.

#### **NU 766- Nurse Educator Seminar-I (1 credit)**

##### **COURSE DESCRIPTION :**

Through discussion and sharing, students reflect on their direct care practicum experiences and how it will impact the role of the academic nurse educator. In addition, students discuss the role of the academic nurse educator and how the practicum experiences relate to the eight core competencies of the academic nurse educator outlined by the National League for Nursing.

### **Spring Semester**

#### **NU 762-Tests and Measures (3credits)**

##### **COURSE DESCRIPTION :**

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.

#### **NU 767- Nurse Educator Practicum-II (90 practicum hours) (2credits)**

##### **COURSE DESCRIPTION:**

This course 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. This is a pass/fail course.

#### **NU 767- Nurse Educator Seminar-II (1 credit)**

##### **COURSE DESCRIPTION:**

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

**Monmouth University**  
**The Marjorie K. Unterberg School of Nursing and Health Studies**

**DNP Student Evaluation of Mentor for Immersion Courses**

**Question 1**

State your DNP Mentors' full Name and Title:

**Question 2**

**# Statement**

The mentor assisted the DNP student in selecting realistic and specific goals that support the course objectives, DNP Essentials and the DNP program outcomes.

Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree

**Question 3**

**# Statement**

The mentor fostered onsite inter-professional support and collaboration.

Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree

**Question 4**

**# Statement**

The mentor assisted the student in meeting the objectives outlined in the student prospectus.

Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree

**Question 5**

**# Statement**

The mentor guided the DNP student in development and acquisition of key leadership skills required by the DNP Essentials and the Course Outcomes.

Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree

### Question 6

#### # Statement

The mentor guided the DNP student in development and execution of their DNP project\* (if appropriate).

Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree

### Question 7

#### # Statement

Met with the DNP student on a regular basis and provides feedback accordingly.

Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree

### Question 8

#### # Statement

The mentor provided timely evaluation reports to the student & immersion faculty.

Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree

### Question 9

Any Comments regarding your mentor:

**Monmouth University**  
**The Marjorie K. Unterberg School of Nursing and Health Studies**

**DNP Immersion Site Evaluation Form by Student**

**Question 1**

State the location of you Immersion experience:

**Question 2**

#	Statement
	The immersion site offered a worthwhile experience. Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree

**Question 3**

Best Aspects of the immersion site:

**Question 4**

Areas for Improvement regarding the immersion site:

**Question 5**

#	Statement
	Orientation and introduction to policies and procedures of the immersion site were adequate to ensure safe practice. Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree

**Question 6**

#	Statement
	The leadership environment at the immersion site encouraged practice at an advanced level. Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree

**Question 7**

In what ways did the leadership environment at the immersion site encouraged practice at an advanced level?



### Question 8

#	Statement
	The immersion site facilities were conducive to satisfying student learning objectives. Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree

### Question 9

#	Statement
	The site offered an appropriate environment for students. Strongly Disagree; Disagree; Neutral; Agree; Strongly Agree

### Question 10

Do you have any additional comments regarding the immersion site?

Monmouth University  
The Marjorie K. Unterberg School of Nursing and Health Studies

**DNP Program Satisfaction at Graduation Survey**

Instructions:

The following survey has been designed to get your honest appraisal of your academic experience at the MKUSONHS.

1. Overall, how satisfied are you with your experience at MKUSN&HS?
  - a. Very Satisfied (1)
  - b. Somewhat satisfied
  - c. Somewhat dissatisfied
  - d. Very dissatisfied

Please select the best answer to the questions that follow using the scale to the right.	Strongly agree 4	Agree 3	Disagree 2	Strongly Disagree 1
2. The library resources met my academic needs				
3. The campus technology effectively supported my studies				
4. The academic advising aided my progression though the program				
5. The sequences of classes provided for academic growth				
6. The weekend immersion on campus was convenient.				
7. Faculty members were responsive to my learning needs.				
8. Faculty members were accessible				

<b>Please rank the following questions based on the impact that the program has had on your growth in the following areas. At the completion of the program I am better able to:</b>	<b>Strongly agree</b> <b>4</b>	<b>Agree</b> <b>3</b>	<b>Disagree</b> <b>2</b>	<b>Strongly Disagree</b> <b>1</b>
<b>9.</b> Design, implement and evaluate evidence-based practice improvements				
<b>10.</b> Synthesize knowledge from scientific disciplines to advance health systems.				
<b>11.</b> Employ leadership skills to effect change in healthcare				
<b>12.</b> Analyze appropriate scientific data to develop evidence-based health promotion and disease prevention initiatives.				
<b>13.</b> Utilize clinical judgment that incorporates system thinking to improve outcomes in the provision of care to culturally diverse patient populations.				
<b>14.</b> Incorporate financial and economic components when designing and implementing change in healthcare delivery.				
<b>15.</b> Advocate for equitable, just, ethical approach when influencing health policy.				
<b>16.</b> Implement information technology and research to improve practice in healthcare environment.				
<b>17.</b> Lead inter-professional teams in a complex health system				
<b>18.</b> Communicate effectively				

**19.** Please use the space below to describe aspects of the program that you found most beneficial.

**20.** What recommendations would you make to improve any aspect of the program offered at MKUSONHS?

**21.** Were you employed while attending Monmouth University?

1. Yes, nurse practitioner
2. Yes, nursing management
3. Yes, nursing education
4. Yes, non-nursing, please describe: \_\_\_\_\_
5. NO, Not employed

**22.** Which of the following best describes your current position?

1. Nursing management
2. Nursing education
3. Practitioner (Independent or Group)
4. Other Nursing occupations, please describe: \_\_\_\_\_
5. Non-nursing, please describe: \_\_\_\_\_

Comments: \_\_\_\_\_

Your feedback is very important to our efforts to enhance the learning experience offered by the Marjorie Unterberg School of Nursing and Health Studies at Monmouth University. Thank you for your participation.

RV 8/2016

Monmouth University  
Marjorie K. Unterberg School of Nursing and Health Studies

**DNP  
1 & 5 Year Alumni Survey**

Instructions:

There are three sections of this survey. Your feedback is very important to our efforts to enhance the learning experience offered by the Marjorie K. Unterberg School of Nursing and Health Studies (MKUSNHS) at Monmouth University. Please circle the number that best reflects your response or provide a short answer. The entire survey takes about five minutes to complete.

SECTION I: Program Satisfaction

1. First please rate how well the MKUSNHS program prepared you and/or enhanced your skills  
Second, please rate how important each issue is to you in your current career

	The Nursing program prepared/enhanced my skills in this area?			How important is this in your current career		
	<u>Strongly Agree</u>	<u>Agree</u>	<u>Disagree</u>	<u>Very Important</u>	<u>Important</u>	<u>Not Important</u>
a. Design, implement and evaluate evidence-based practice improvements	3	2	1	3	2	1
b. Synthesize knowledge from scientific disciplines to advance health systems.	3	2	1	3	2	1
c. Employ leadership skills to effect change in healthcare	3	2	1	3	2	1
d. Analyze appropriate scientific data to develop evidence-based health promotion and disease prevention initiatives.	3	2	1	3	2	1
e. Utilize clinical judgment that incorporates system thinking to improve outcomes in the provision of care to culturally diverse patient populations.	3	2	1	3	2	1
f. Incorporate financial and economic components when	3	2	1	3	2	1

designing and implementing change in healthcare delivery.						
g. Advocate for an equitable, just, ethical approach when influencing health policy.	3	2	1	3	2	1
h. Implement information technology and research to improve practice in healthcare environments.	3	2	1	3	2	1
i. Lead inter-professional teams in a complex health system	3	2	1	3	2	1
j. Communicate effectively	3	2	1	3	2	1

2. What did you like most about the program?
  
3. What did you like least about the program?
  
4. What recommendations would you make to improve any aspect of the DNP program offered at MKUSONHS?
  
5. Overall, how satisfied are you with your experience at MKUSONHS?
  - a. Very Satisfied
  - b. Satisfied
  - c. Dissatisfied
  - d. Very Dissatisfied

SECTION II: Professional Development

6. In terms of professional growth and development, how would you rate your experience at MKUSONHS?
- a. Excellent
  - b. Very Good
  - c. Good
  - d. Fair
  - e. Poor
7. What changes did you realize as a leader, advocate or agent of change since completion of this program?

SECTION III: Demographics

8. Please indicate the year that you completed the DNP \_\_\_\_\_
9. What was your specialty area when you entered the program?  
\_\_ FNP      \_\_ ANP      \_\_ Psych NP      \_\_ Other NP  
(specify \_\_\_\_\_)  
\_\_ Administration
10. Are you currently employed?
- a. Self-employed
  - b. Full-time
  - c. Part-time
  - d. Not employed
11. Have you assumed a new position since graduation?
- 1. Yes
  - 2. No
12. Which of the following best describes your current position?
- a. Nursing management
  - b. Nursing education
  - c. Practitioner (independent or group)
  - d. Other Nursing occupations, please describe: \_\_\_\_\_
13. Indicate your present professional status as compared to your status while attending school:  
\_\_\_\_\_ Improved      \_\_\_\_\_ No change
14. Please list any national nursing certifications or advanced practice certifications you currently hold:  
Type/specialty – Date obtained
15. Please list any graduate degrees and/or certifications you currently hold:  
Degree and school – Date obtained

16. Please list any national, state or local professional nursing associations of which you are a member:
17. Please list any professional or community organizations on which you serve as a board member:
18. Please list any scholarly activities or publications:
19. What is your gender? 1. Female 2. Male
20. What is your county and state of residence?
21. Which of the following best describes your ethnic category?
- \_\_\_\_\_ Hispanic or Latino/a  
\_\_\_\_\_ American Indian or Alaska Native  
\_\_\_\_\_ Asian  
\_\_\_\_\_ Black or African American  
\_\_\_\_\_ Native Hawaiian or Other Pacific Islander  
\_\_\_\_\_ White

Additional Comments: (please use reverse side)

Thank you for your participation.  
Janet Mahoney, Ph.D., RN, APN-C, NEA-BC  
Dean, Marjorie K. Unterberg School of Nursing and Health Studies



**Monmouth University**  
School of Nursing and Health Studies

**Doctor of Nursing Practice Program**  
**Employment Telephone Survey DNP Program Alumni**

Today's Date: \_\_\_\_\_

Please indicate the year of graduated from the DNP Program \_\_\_\_\_ (graduate)

Section I

Prior to entering the DNP Program:

1. What was your specialty area when you entered the DNP program?

Nurse Practitioner (NP) \_\_\_ Yes \_\_\_ No

If yes- what type?

\_\_\_ FNP \_\_\_ ANP \_\_\_ Psych NP

\_\_\_ Other NP specify ( \_\_\_\_\_ )

If Not a NP:

\_\_\_ Administration  
Type of administrator: \_\_\_\_\_  
Employer: \_\_\_\_\_

\_\_\_ School Nurse

\_\_\_ Nurse Educator

What type of Program did you teach in?

\_\_\_ BSN Program \_\_\_ Master's Program Other: \_\_\_\_\_

Other: \_\_\_\_\_

Employer: \_\_\_\_\_

2. What was your employment Status during the program?

\_\_\_ Self-employed

\_\_\_ Full-time

\_\_\_ Part-time

\_\_\_ Per Diem

\_\_\_ Adjunct

\_\_\_ Unemployed

\_\_\_ Retired

Other: \_\_\_\_\_

Section II

Following Graduation from DNP Program:

1. Employment Status following graduation from the DNP program?

Self-employed

Full-time

Part-time

Per Diem

Adjunct

Unemployed

Retired

Other: \_\_\_\_\_

2. Have you assumed a new position since graduation?

Yes

No

3. How long since graduating the DNP Program did you assume this new position?

Months \_\_\_\_\_

Years \_\_\_\_\_

4. What is your new position since graduating the DNP program?

Title of New position: \_\_\_\_\_

Name of Employer: \_\_\_\_\_

Location of Employer: \_\_\_\_\_

5. Would you consider your new position?

Promotion

Lateral move

Advancement in scope of practice

No change in Position

New Area of Focus

If so, state change in focus: \_\_\_\_\_

Other occupation/s, please describe: \_\_\_\_\_

6. Have you published any articles or books since you graduated from the DNP program?

\_\_\_\_\_ Yes

\_\_\_\_\_ No

7. Have you presented at any National or International conferences since you graduated from the DNP program.

\_\_\_\_\_ Yes

\_\_\_\_\_ No

### Section III

#### Demographics

1. What is your gender? 1. Female 2. Male

2. What is your county and state of residence? \_\_\_\_\_

3. Which of the following best describes your ethnic category?

\_\_\_\_\_ Hispanic or Latino/a

\_\_\_\_\_ American Indian or Alaska Native

\_\_\_\_\_ Asian

\_\_\_\_\_ Black or African American

\_\_\_\_\_ Native Hawaiian or Other Pacific Islander

\_\_\_\_\_ White