



WRIGHT STATE
UNIVERSITY



THE UNIVERSITY OF
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Wright State University
College of Nursing and Health

and

The University of Toledo College of Nursing

Doctor of Nursing Practice
Program Handbook
2011-2012

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

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Welcome Message from the Deans

Welcome to the Doctor of Nursing Practice (DNP) program offered jointly by Wright State University (WSU) and the University of Toledo (UT). This program evolved in accordance with the American Association of Colleges of Nursing's recommendation that preparation for specialization in nursing should occur at the doctoral level by the year 2015. The program was approved by the Board of Regents in December 2007 as a post-masters offering.

The DNP offers concentrations in direct care and indirect care (nurse executive, leadership), which will prepare graduates to contribute to the delivery of health care from multiple perspectives. These nurses will provide direct care at an expert level; they will design and administer health care systems to meet the needs of patient populations; they will advise policy-makers regarding health policy at the local, state, national, and international levels; and some will choose the faculty role. Indeed, the DNP program will have a significant impact on nursing practice, nursing administration and nursing education. Very importantly, the DNP will increase the level of expertise for those nurses serving the community as Advanced Practice Nurses (APNs) or administrators. Additionally, the DNP will increase the number of doctorally prepared nurses who are particularly needed—especially in northwest and southwest Ohio—to educate nurses of the future.

On behalf of the faculty and staff at The University of Toledo and Wright State University, we wish you success in your studies in the DNP program.

Rosalie O. Mainous, PhD, APRN, NNP-BC
Professor and Dean
Wright State University
College of Nursing and Health
937-775-3133

Timothy Gaspar, PhD, RN
Professor and Dean
College of Nursing
The University of Toledo
419-383-5858

Introduction

We find ourselves living in an exciting time for our profession—on the brink of an innovative paradigm shift where doctorally prepared nurses will become leaders in the translation of evidence into practice. In keeping with this shifting focus of the profession of nursing, the Doctor of Nursing Practice (DNP) program offered by the Wright State University College of Nursing and Health—University of Toledo College of Nursing was approved by the Ohio Board of Regents in December 2007. Our first class was admitted in February 2008 with a new cohort admitted each Fall term. Initially, the students will follow a part-time, four year plan of study. As DNP level education becomes established across the country, we will refine our curriculum to keep pace with the expanding demands of the profession.

Your program has been designed to give you the skills to further your professional development in accordance with the *Essentials for Doctoral Education in Advanced Nursing Practice* (2006) published by the American Association of Collegiate Nursing (AACN). This *Handbook* supplements the policies and procedures contained in both WSU and UT's respective Graduate Colleges' Handbooks. Each of these handbooks contains important information about policies, procedures, and general guidelines necessary for successful completion of your course of study. The *Handbook* will be updated on an annual basis. You are responsible for being thoroughly familiar with the contents of this *Handbook* as well as the handbooks for the College and the University. Please check with your academic advisors, project chairs and the college websites for the latest updates and the expected impact on your progression through the program.

Program Description

Wright State University

Mission of the College

The Wright State University-Miami Valley College of Nursing and Health provides excellent educational programs as a foundation for lifelong learning. Faculty and graduates understand their responsibilities as citizens locally, nationally, and globally. Faculty engage in scholarship and service related to their professional responsibilities as educators, scientists, and university members. The college faculty lead in advancing the discipline of nursing.

Philosophy of Education

The College of Nursing and Health supports Wright State University's mission of teaching, research, and service. The faculty believes in the acquisition of knowledge from the past and present, the exploration for new knowledge, and advancement of lifelong learning, and the search for basic truth. The faculty shares the commitment of the University to respond to issues affecting the culture, racially, and ethically diverse metropolitan community. The faculty believes:

The human community consists of individuals, families, groups, organizations, and communities. An individual is a dynamic being whose body, mind and spirit develop over the life span. Individuals have inherent worth, dignity and the potential to be discerning, caring, creative, and rational beings within the context of their development stage and life situation. Individuals make choices which create the self and provide opportunity for change. Individuals are members of families who may serve as cohesive, dynamic support systems providing nurturance and protection as well as transmitting cultural values. Individuals form groups, organizations, and communities to share responsibilities and meet human needs. Culturally diverse, vulnerable, and underserved groups require shared responsibility by all humanity for communication, understanding, and peaceful coexistence.

Individuals, families, groups, organizations, and communities affect and are affected by their interactions with the environment. The environment is the context of human existence; the quality affects the human potential for health. The human community has a responsibility to protect, and promote the health of environment.

Health and illness are dynamic coexisting processes which influence balance, harmony, and vitality. Both Processes depend on environmentally affected and genetic capabilities, initiative, knowledge, individual choice and value judgments. Wellbeing is the integration of the individual who can function in society and attain satisfying relationships with self and others and seek or find meaning in existence.

The discipline of nursing integrates the arts, esthetics, sciences, and caring. Professional nursing is grounded in liberal arts education and requires knowledge in nursing, the other

sciences, arts and the humanities. Nursing's social mandate is to promote health, prevent disease and disability, and care for those who are ill or dying. Professional nurses use critical thinking and methods of scientific inquiry to generate new knowledge, analyze data, recognize patterns, establish priorities, and apply therapeutic nursing interventions. Professional nurses function autonomously, as well as, collaboratively with clients and other professionals within a multifaceted health care system providing leadership for change as needed.

Nursing education is an interactive teaching-learning process within a collegial and interdisciplinary environment. Education facilitates critical thinking and inquiry, ethical insight, caring, communication, creativity, and appreciation of the past, sensitivity to social diversity, and professional competence. Teaching includes assessing, advising, guiding, facilitating, modeling, sharing knowledge, and evaluating. Learning is a lifelong self-directed process of change that includes synthesizing knowledge, skills and values necessary for expanding the dimensions of the individual.

The University of Toledo

Mission

The mission of the College of Nursing at The University of Toledo is to improve human health and quality of life; to discover, disseminate and apply nursing knowledge; and to engage and serve a diverse learner population as part of a large public research University.

Vision

The College of Nursing will be the college of choice for nursing education that embodies excellence in applying the art and science of nursing to clinical reasoning and judgment, distinguished by scholarly inquiry with an emphasis on clinical outcomes and translational research within the global healthcare community.

College of Nursing Purpose

- Provide educational programs of excellence in professional nursing at the undergraduate and graduate levels.
- Foster high standards of nursing practice, education and administration through
- continuing nursing education;
- Contribute to the health of the citizens of the region served by The University of Toledo
- through interdisciplinary endeavors;
- Advance nursing as a discipline through scholarship, research and practice; and
- Assess student learning to establish the effectiveness of teaching and learning and to
- provide data for changes indicated.

Purpose of the DNP Program

The DNP program is designed to meet the current and future needs of the profession of nursing. The WSU-UT DNP program has been designed to meet the profession's most critical needs as identified by the AACN (2006, p. 5):

- development of needed advanced competencies for increasingly complex practice, faculty, and leadership roles;
- enhanced knowledge to improve nursing practice and patient outcomes;
- enhanced leadership skills to strengthen practice and health care delivery;

Program Objectives

1. Synthesize knowledge derived from a scientific foundation in order to demonstrate expertise in advanced clinical nursing practice to improve delivery of care.
2. Demonstrate continuous quality improvement in patient care situations while providing leadership in clinical decision making through use of information systems and technology for the improvement and transformation of health care.
3. Use clinical scholarship and analytical methods to implement safe, quality improvement in administration of patient care.
4. Encourage interprofessional collaboration and teamwork to enhance and improve population health outcomes.
5. Engage in influencing the development and implementation of health policy that provides an interface between practice, research and policy development.

Characteristics of the Graduate

The characteristics of the graduate reflect the *Essentials for Doctoral Education in Advanced Nursing Practice* (AACN, 2006, pg 8-17). These essentials focus on eight areas of advanced nursing practice. The areas are as follows:

Essential #1: 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 #2: 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 #3: 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 #4: 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 #5: 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 #6: 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 # 7: 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 #8: 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.

Curriculum Overview

The curriculum is guided by *The Essentials of Doctoral Education for Advanced Nursing Practice* (2006) written by the American Association of Colleges of Nursing (AACN) which builds on *The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 1996). The program is supported by the graduate nursing programs already established within each college.

The curriculum is designed as a post-master's option consisting of 36 semester credits. Students select either the *direct care* (CNS, CNM, CRNA or NP) or *indirect care* (leadership) concentrations. All courses will be offered on-line. These on-line classes may be in several formats including asynchronous (student accesses class content and responds to discussions on their own time schedule) or synchronous (all students must attend an on-line class at the same time).

Students from both specialization concentrations take a minimum of eight core courses. Core courses allow for students to focus attention on the relationship of those core courses to their specialization. Students take an additional three courses specific to their specialization including their evidence based practice project. The *Essentials* (AACN, 2006, p. 19) document recommends “1,000 clock hours of practice post-baccalaureate as part of a supervised academic program.” The Commission on Collegiate Nursing Education, our accrediting body, has made it explicit that DNP programs must document that their students meet this requirement.

At the completion of the DNP program, students must document a minimum of 1000 supervised academic practice hours accumulated during their master’s and DNP program. Students who have fewer than 480 hours of documented academically supervised graduate clinical hours will be required to take independent study clinical hours to make up the difference.

Program of Study

The part-time program of study is designed for students to complete the course work in 4 years. Students must maintain an up-to-date, signed Program of Study form on file with the College of Nursing. The part-time program of study* is as follows:

Term I -- Fall		
Course	Course Title	Credit
NUR 8001/7010**	Scientific Basis of Nursing	3
NUR 8008/7050	IT in Nursing & H Care	3
Term II -- Winter/Spring		
NUR 8003/7040	Applied Nursing Research	3
NUR 8002/7060	Population Health	3
Term III -- Fall		
NUR 8004/7020	Org & Systems Leadership	3 (40 hrs clinical)
NUR 8005/7090	Project Seminar	1-3
Term IV -- Winter/Spring		
NUR 8006/7070	Marketing & Entrepreneurial Activity in Complex Health Care	3
Term V -- Fall		
NUR 8101/7080 Or NUR 8201/7180	Evidence Based Nursing Practice in Direct Care Or Evidence Based Leadership in Complex Health Systems	3 (80 hrs clinical) 3 (80 hrs clinical)

Term VI -- Winter/Spring		
NUR 8007/7030	Quality Mgt & Performance Improvement in HC Orgs.	3 (40 hrs clinical)
Term VII -- Fall		
NUR 8099/7100	Evidence Based Project	3
Term VIII -- Winter/Spring		
NUR 8102/7970 Or NUR 8202/7980	Capstone Practicum Direct Care Or Capstone Practicum Indirect Care	6 (360 hrs clinical)
Total Program Credits		36 Sem Hrs

*Revision approved 2/09. Effective Spring 2011

**Course numbers: 7000's = UT; 8000s = WSU

Course Descriptions

NUR 8001/NURS 7010

COURSE TITLE: Scientific Basis of Nursing Practice

CATALOG DESCRIPTION: This course examines nursing science from a broad range of perspectives. The emphasis is on identification and analysis of nursing phenomena, use of nursing science to manage phenomena, and evaluation of outcomes.

NUR 8002/ NURS 7060

COURSE TITLE: Population Health

CATALOG DESCRIPTION: This course uses epidemiologic models to analyze and construct interventions for health care delivery systems. The focus is on safe, quality, culturally-appropriate advanced nursing practice activities to meet emerging world needs.

NUR 8003/ NURS 7040

COURSE TITLE: Applied Nursing Research

Pre-requisite – graduate multivariate statistics course with a B or better within 5 years of enrollment.

CATALOG DESCRIPTION: This course is an extension of basic research and utilization methods. The focus is on preparing the student for leadership in clinical research, and research utilization.

NUR 8004/ NURS 7020

COURSE TITLE: Organizational and Systems Leadership in Health Care

CATALOG DESCRIPTION: Examines application of organizational and leadership theories/strategies to assess process/outcomes in complex practice settings, health care organizations, and communities with a focus on the APN role in analyzing clinical patterns and issues. Includes **40 hours** of supervised clinical.

NUR 8005/ NURS 7090

COURSE TITLE: Project Seminar

CATALOG DESCRIPTION: This course provides a forum to articulate and explore advanced nursing practice roles and responsibilities. The focus will be on leading nursing practice in patient advocacy, teaching, collaboration, and the design and provision of care.

NUR 8006/ NURS 7070

COURSE TITLE: Marketing and Entrepreneurial Activities in Complex Health Care

CATALOG DESCRIPTION: This course examines marketing and entrepreneurial strategies for advanced nursing practice in complex health care systems. The focus is on creating and evaluating marketing plans and entrepreneurial activities.

NUR 8007/ NURS 7030

COURSE TITLE: Quality Management and Performance Improvement in Health Care Organizations

CATALOG DESCRIPTION: Examines principles and practice of quality management in health care delivery, clinical performance outcomes, patient safety and improving quality of care focusing on the role of APNs working with a collaborative team. Includes **40 hours** of supervised clinical.

NUR 8008/ NURS 7050

COURSE TITLE: Information and Technology in Nursing and Health Care Systems

CATALOG DESCRIPTION: Systematic assessment of clinical and administrative information needs of health care systems. Examines the technology and strategies needed to support patients, nurses, and health care delivery in dynamic environmental systems.

NUR 8101/ NURS 7080

COURSE TITLE: Evidenced Based Nursing Practice in Direct Care

CATALOG DESCRIPTION: This seminar course focuses on the management of complex patients, diagnostic reasoning, translation of evidence into practice, and building intra and interprofessional interactive models to meet patient needs. Includes **80 hours** of supervised clinical.

NUR 8102/ NURS 7970

COURSE TITLE: Capstone Practicum (Direct Care)

CATALOG DESCRIPTION: Individually precepted practicum requiring advanced nursing practice with individuals and groups including seminars that facilitate synthesis and application of all prior learning for evidence-based practice. Includes **360 hours** of supervised clinical.

NUR 8201/ NURS 7180

COURSE TITLE: Evidence-based Leadership in Complex Health Systems

CATALOG DESCRIPTION: This course examines evidence based leadership in complex health care settings focusing on creating and evaluating innovative practices including model application for finance and clinical outcomes. Includes **80 hours** of supervised clinical.

NUR 8202/ NURS 7980

COURSE TITLE: Capstone Practicum (Indirect Care)

CATALOG DESCRIPTION: Individually precepted practicum requiring leadership and practice at the aggregate/systems/organizational level of health care. Includes required seminars that facilitate application, synthesis, and evaluation of prior learning in applied practice. Includes **360 hours** of supervised clinical.

NUR 8099/ NURS 7100

COURSE TITLE: Evidence-based Practice Project

CATALOG DESCRIPTION: This course is a guided, independent project utilizing research based on evidence, to improve patient outcomes, health care delivery, or nursing practice. An **extensive, complex scholarly project** will be produced in lieu of a traditional doctoral dissertation. Requirements include a *proposal defense and final defense* of the project.

Progressing Through the Program

During the course of the program, the student must:

1. Develop a program of study that is approved by the student's academic advisor; signed by the student, the Program Director (WSU), Associate Dean (UT), the Dean, and the Dean of the School of Graduate Studies. The form is to be completed and submitted prior

to matriculation in the program. Any significant changes to the program of study must be documented and approved in writing. The program of study on file for each student must be up-to-date at all times.

2. Successfully complete the courses listed on the approved program of study. See progression and dismissal guidelines above.
3. Maintain a professional portfolio containing: updated CV, selected course term papers/projects, excel spreadsheet (signed by course faculty/project chair) documenting successful completion of the program's stated Characteristics of the Graduate, including documentation of supervised clinical hours, abstracts of all papers/posters presented at professional conferences, and manuscripts submitted for publication.
4. Explore a topic and then develop a project proposal in conjunction with the project chair and project committee.
5. Successfully defend the proposal.
6. Implement, at minimum, a portion of the project as agreed to by the project chair and committee.
7. Develop a written document that contains the purpose, significance, background, evidence base, project procedure, project results, and a discussion of the project in relation to the discipline of nursing suitable for publication.
8. Successfully present and defend the final project.
9. More detailed information related to project development and implementation can be found later in this document.

Academic Policies and Procedures

Academic Standards

WSU: See current Graduate School catalog online at <http://www.wright.edu/academics/catalog/grad/>

UT: See current UT Academic Policies and Procedures at <http://www.utoledo.edu/catalog/policies.html> and the current College of Nursing Handbook http://www.utoledo.edu/nursing/grad_nursing-resources.html

(Note: underscore between grad and nursing)

Please see the current DNP brochure for the Admission Standards.

Addressing Student Course Concerns

If a course is not meeting your expectations or you have concerns regarding the instruction of the course:

1. First and foremost discuss your concerns with the faculty member teaching the course.
2. If there is no resolution, discuss the issue with the Program Directors.
3. If not resolved, talk with the Associate Dean for Graduate Nursing Program.
4. If not resolved and the issue is a grievance issue:
 - WSU: meet with the College of Nursing and Health's Student Affairs staff (937) 775-3132 to initiate the academic mediation process.
 - UT: consult the College of Nursing Graduate Student Handbook (see above) for the correct procedure to follow.
5. WSU: If not a grievance issue, contact the Dean at (937) 775-3133 to set up a meeting. Meeting with the Dean **prior** to petition review in the College eliminates the opportunity for appeal to the Dean following the College of Nursing and Health's committee decision. Read the Academic Mediation Procedures in the *College of Nursing and Health Graduate Handbook* for details.

Course Access

Please refer to the course calendar to determine whether WSU or UT faculty are assigned to teach the course. Students will access the course through the web platform (WebCT at WSU and Blackboard at UT) at the University teaching the course.

WSU Student Access to WSU Courses

Your acceptance letter from the School of Graduate Studies includes your CATS (Computing and Telecommunications Service) user ID and initial password. Go to <https://pilot.wright.edu> and log in. You will see a list of Pilot courses to which you are assigned. Click on the appropriate course and you will be directed to the homepage.

WSU Student Access to UT Courses

Before you log on, you will need to activate your UTAD account. Go to: <http://myutaccount.utoledo.edu>. Where you are asked to enter your UT student/Employee ID number, please enter your SS #. If you encounter any difficulty, contact the Service Request Line at (419)-530-2400.

Once you have activated your UT student account you can gain access to the course through the following site: <http://www.utoledo.edu/dl>. You will then see BLACKBOARD LOG IN

If you receive a system unavailable message, you may have an expired password. Please reset your password at: <http://myutaccount.utoledo.edu> and try again with the new password.

UT Student Access to UT Courses

Your University of Toledo Authentication Domain (UTAD) account provides authenticated access to most of the University's computing services using a single username and password combination. Your UTAD will enable you to access Blackboard DNP courses taught by The University of Toledo Graduate Nursing Faculty.

Before you log on, you will need to activate your UTAD account. Go to: <http://myutaccount.utoledo.edu>. If you encounter any difficulty, contact the Service Request Line at (419)-530-2400.

After you log in, you will locate your course in the Distance and eLearning Course Log in site.

UT Student Access to WSU Courses

You will be given a user name and initial password for the WSU WebCT courses during the program orientation. Go to <https://pilot.wright.edu>, click login, and sign in with the user name and initial password provided to you in orientation. You will see a list of your currently active Pilot courses. Click on the appropriate course and you will be directed to the homepage. If you do not see the appropriate course, immediately contact Teri Houston, Admin Assist at 937-775-3577.

Advising

Upon admission, each student will be initially advised by the Program Directors or Graduate Advisor (UT). During the initial term, students need to determine a focal area for their capstone projects. The DNP Program Directors will confer with the student and faculty to identify appropriate faculty to serve as the project chair. When possible, more than one potential chair will be identified and these names forwarded to the student. To assist you with attaining your goals, a listing of current faculty interests will be provided to you.

The student will be counseled to contact potential chairs and set an appointment for an interview; either in person, telephone, or on-line. The student needs to come to the meeting prepared to discuss the basic idea for the project, potential population, proposed sites for the project to be carried out, etc. The student may then contract with the faculty member who seems to be the best fit with the project. When contracted, the student must notify the Program Directors to have the chair's name added to the *Program of Study* form.

The chair will be responsible for supervising the project, assisting the student to identify clinical opportunities that enhance the project, extending the student's skills, and suggesting any remediation (additional electives, etc.) that may be required to facilitate the student achieving his or her career goals.

Students are responsible for following the *Program of Study* as written; making appropriate updates to the *Program of Study* form as required; communicating with their advisor, chair, and faculty; and seeking feedback as required during their matriculation.

Should there be a conflict that does not seem resolvable between the student and the chair, a written letter to the Dean of the College requesting a change of chair will be required. The Dean will attempt to assist the student and chair in resolving issues when possible. If resolution is not possible, a new chair may be selected. Students must be cautioned that a change in chair may seriously delay progress on their project. Any new chair has the authority to require changes to the student's project in order to bring the project in-line with the new chair's determination of a quality product.

Criminal Background Record Check

At WSU and UT, each student must have a criminal background check before participating in supervised practice activities. WSU students, please complete the ***Consent for Criminal Background Check*** form (Appendix A). Please see the Graduate Student Handbook for further information. UT students: please see Appendix B, the DNP Handbook and/or the Graduate Student Handbook for more information.

Communication

The best means of communicating with faculty and staff is through your CATS/UTAD email account unless specifically told otherwise by your course faculty. The CoNH (WSU) and College of Nursing (UT) do not maintain a list of non- WSU/UT email accounts of students and relies on your WSU/UT email and the home address/phone number listed in your file. The email account is automatically set up for you and activated once you have your CATS/UTAD computer account established. Therefore, you are responsible for checking your CATS/UTAD email Monday through Friday and keeping your address/phone number current in your file through your respective Registrar's office, Program Directors, and the Program Secretary.

WSU: WSU student email accounts can be set to forward mail to the student's preferred account. We will also post general announcements on the Graduate Student webpage (user

name: nursing; password: student) found at <http://students.nursing.wright.edu>.

Independent Study

Independent study options are faculty-directed, individualized study in topics selected in concert with student educational needs. Negotiation for and completion of forms must be done with the faculty agreeing to supervise the independent study and submitted the term previous to the planned study. Forms and directions for enrollment can be obtained online or in the Assos. Dean, 160 University Hall (WSU) or Graduate Nursing Program's office (UT). A contract or syllabus containing student and faculty member's name must be placed in the student's permanent file. All independent studies must have a title that reflects the focus of the course.

Leave of Absence

All requests for a leave of absence must be submitted to the DNP Program Directors or the Program Management Council (PMC) and approved by the PMC and Coordinating Council. The student must specify in writing the time frame to be covered by the leave of absence. The student will automatically be readmitted to the DNP Program if on leave less than 1 year. If the student does not return within one year, the student will be withdrawn from the program unless an extension is approved. If the student wishes to extend a leave of absence, he/she should notify the Director of the Office of Student Affairs in writing (WSU). (This is not the same as a withdrawal). Students readmitted and returning from leaves of absences greater than one year will be integrated into the **current** curriculum offerings which may require additional course work.

Practice Hours

The DNP program builds on typical master's education programs that focus on preparation for beginning advanced specialty practice, leadership and scholarly scientific inquiry. The goals of practice experiences at the doctoral level include preparation of practitioners and administrators with advanced leadership skills who can facilitate translation of the evidence base into practice within a minimum amount of time and with a maximal positive impact on the health outcomes of the populations served.

DNP education requires a total of 1000 academically supervised practice hours at the post-entry level. Incoming students must have documentation of the total number of clinical hours secured in their master's program. The DNP program at UT-WSU offers a total of 520 clinical hours. To meet the required 1000 academically supervised hours of practice, programs of study may be adjusted for students who enter the program with less than 500 hours from their master's program.

Practice may take a variety of forms, from direct patient care to analyses of organizational or public health needs. Some courses have designated practice hours incorporated in the credit hour base for that course. Each course that has designated practice hours will have a doctorally prepared faculty member assigned. The faculty member will specify what practice

behaviors/activities constitute a passing level in meeting the course objectives. Students will work with their course faculty member and academic advisors to identify appropriate sites where these objectives can be met. In addition, a clinical mentor is necessary to facilitate the student's activities at the practice site. A clinical mentor is defined as a person employed at the site who can facilitate the student's entry and progress toward meeting their objectives. The clinical mentor should be the most qualified person available and may not be doctorally prepared.

Capstone Practicum

An intensive culminating practicum is designed within the program in order to provide a focused opportunity to synthesize the new doctoral skills into the student's clinical practice. As with all practice hours (see above), the student will work with a course faculty member and a clinical mentor to seek opportunities to practice and demonstrate proficiency with the new skills. The capstone practicum may or may not contribute directly to the student's project. Students may take up to one-half of their practicum hours prior to the final term of the program. Taking practicum hours requires contracting with a faculty member to act as course faculty, a clinical mentor, and approval from the student's academic advisor/project chair if the practicum is designed around the project.

Early in the program, students are encouraged to select a population to follow throughout the program as the basis for their project. Therefore, it is advisable to arrange some practicum experiences with this population in order to gain first-hand knowledge of their needs. All practicum hours do not need to be conducted with the project population as variety will increase the richness of the students' experiences. While students have the opportunity to select sites that will meet course objectives and contribute to their professional goals, their current employer is not a preferable site. All sites must have the approval of the faculty in the specific course. Generally, all attempts will be made to have placements within a reasonable traveling distance for student involvement and instructor follow-up/supervision.

Students must provide the course faculty member with a written plan signed by the student, the clinical mentor, and the course faculty member. This written plan should set forth the learning objectives (based on Capstone Practicum course objectives), specific learning activities, time commitment, and outcomes to be accomplished. The signed plan shall constitute a learning contract between WSU/UT faculty, the student, and the mentor. However, at the request of the mentor's employing agency, a standard contract between the agency and the University may also be completed. This contracting process can take time to complete so planning ahead is strongly encouraged. The course faculty member, in consultation with the clinical mentor, will determine whether the objectives have been met at a satisfactory level.

Students must be identified as a WSU/UT student when conducting clinical/practicum activities. Students are to wear their official WSU/UT name tag clearly displayed. This enables the student to be identified as such and may help clarify the student's role in instances where the student is performing clinical/practicum hours within their own agency.

Prerequisites for Clinical Practice

Students will **NOT** be allowed to participate in a nursing course with a practice component involving direct patient care unless all requested information is up-to-date and on file in the College of Nursing (UT) or College of Nursing and Health (WSU). There are **NO** exceptions. The requirements that need to be fulfilled before you are eligible to participate in direct patient care:

- 1. Completed Health Assessment Report** Please make sure that your health care provider does **ALL** the required lab work. If you had one of these tests one year ago or longer, it must be done again. Because of the legal contracts that the College of Nursing and Health, WSU, and the UT College of Nursing have with the agencies, these tests must be done **YEARLY**. We will only check these on an annual basis so all work must cover the full year. These tests are not optional for graduate students of nursing. Students are required to have a skin test for Tuberculosis (Mantoux/PPD) before the first practice course and annually. A student who exhibits a positive skin reaction to the tuberculin test (an area of induration 10mm or greater in diameter) should be referred to his/her private physician for follow-up care and adhere to the prescribed medical regimen (usually one year of isoniazid and annual chest x-rays). Any expense incurred regarding TB testing and follow-up care is the sole responsibility of the graduate students. Students are encouraged to inform their faculty, the Associate Deans and Deans of their respective universities (UT or WSU) of changes in their medical status that could make them unduly at risk or unsafe in the setting.
- 2. Evidence of Liability Insurance Coverage** Students are required to carry liability insurance coverage with at least the minimum amount of \$1,000,000/3,000,000 (\$1,000,000 per occurrence and up to \$3,000,000 per year). If you do not have liability coverage, an application can be obtained in 160 University Hall (WSU). UT students are to check the UT College of Nursing Handbook for the most current information on evidence of liability insurance coverage.
- 3. Evidence of Personal Health Insurance** Make a photocopy of your personal health insurance policy or card which verifies your policy number. Military dependents may submit a copy of their military identification card. Write in black permanent ink “copy”

UT students are to check the current UT College of Nursing Handbook for the most current information on evidence of health insurance coverage. All students are requested to have health insurance. Students enrolled in a qualifying health insurance plan may complete an online waiver through the UT portal.

Progression and Dismissal Guidelines

The WSU-UT Program Management Council (PMC) monitors the progression of DNP students through the program. For individual courses, the primary responsibility for monitoring student progress is that of the course faculty. The DNP program director should monitor the progression of the student within the overall program.

PURPOSE: To facilitate student progression and increase student retention in courses and the program.

A. For students at risk for failing a course:

1. Course faculty notifies the individual student in writing as soon as the student is determined to be in jeopardy of not passing the course. The notification should include the precise description of the concern(s) related to the assignment or course objective(s).
2. The student is responsible for developing an academic contract indicating steps he/she will take to remediate area(s) of concern. The contract should include identification of area(s) of concern, steps to be taken by the student to remediate the concern (including the timeline), and deliverable products to be evaluated by the course faculty as evidence that the concern has been resolved.
3. The faculty and student will review the academic contract, revise as required, and then sign the contract.
4. The faculty member sends a copy of the notification to the Program Director and places a copy of the academic contract in the student file when the contract has been signed by both parties.
5. The faculty member evaluates the student progress at the end of the course based on the agreed upon contract to determine if the concerns have been appropriately resolved.
6. DNP program director notifies the WSU-UT PMC of any student having academic difficulty at the next monthly meeting.

B. For students who have failed a course:

1. The course faculty member notifies the Program Director of a student failure by finals week of the term regardless of whether an academic contract was previously filed.
2. The DNP Program Director contacts the student within one week of final grades being posted to either establish a revised program of study (POS) or notify the student in writing that they have been dismissed from the DNP program as indicated. When a revised POS is in order, the POS may include remediation activities as appropriate.
3. The DNP Program Director notifies the PMC of any student failing a course via email within one week of final grades being posted.

C. Progression Standards:

1. Students must maintain a cumulative GPA of 3.0 or better.
2. Any course that results in a grade of less than a "B" must be repeated.
3. Students receiving more than two grades of "C" or below will not be allowed to progress in the program.
4. Each individual course may be repeated only one time.
5. Courses that are prerequisites to other courses must be successfully completed with a grade of "B" or better before progressing in the program.
6. Grades of Fail or Unsatisfactory will be required to be repeated per the policy above.
7. For incomplete grades, refer to your university's Graduate School Handbook.

Evidence Based Practice Project

Introduction

Evidence based practice projects reflect the student's attainment of the characteristics of the graduate for the Doctor of Nursing Practice degree identified in the AACN (2007) *Essentials of Doctoral Education in Nursing* document and the objectives of the program. As explained in the *Essentials*,

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. For practice doctorates, requiring a dissertation or other original research is contrary to the intent of the DNP. The DNP primarily involves mastery of an advanced specialty within nursing practice. Therefore, other methods must be used to distinguish the achievement of that mastery. Unlike a dissertation, the work may take a number of forms. One example of the final DNP product might be a practice portfolio that includes the impact or outcomes due to practice and documents the final practice synthesis and scholarship. Another example of a final DNP product is a practice change initiative. This may be represented by a pilot study, a program evaluation, a quality improvement project, an evaluation of a new practice model, a consulting project, or an integrated critical literature review. Additional examples of a DNP final product could include manuscripts submitted for publication, systematic review, research utilization project, practice topic dissemination, substantive involvement in a larger endeavor, or other practice project. The theme that links these forms of scholarly experiences is the use of evidence to improve either practice or patient outcomes (p. 20).

The purpose of these guidelines is to assist you in the preparation of a manuscript consistent with high standards of professional communication. The appearance and content of your manuscript should represent scholarly excellence in the discipline of nursing. Projects may take a wide variety of forms. However, all projects must clearly exemplify critical thinking at the doctoral level and appropriate use of scholarly methods to further the practice knowledge of nursing.

Choosing a Topic

While identifying potential projects, usually in the NUR 8003/NURS 7040 Applied Nursing Research or NUR 8005/NURS 7090 Project Seminar Courses, students need to keep in mind not only their current employment situation, but also their goals for future employment and professional activities. Students at the DNP level have often worked with a specific population for many years. Students may wish to continue working with this population or may choose a new population if they believe their career will take a divergent path during the program or on completion of the program.

Any number of ideas may serve as the basis for a project. Many resources are available to

assist students in determining a topic for their project including other student's projects, faculty interest lists, the University libraries faculties, etc. Suitable topics of investigation should be discussed with peers and faculty. It is extremely helpful to begin a list of potential topics, clinical problems, issues or concerns from the first day of your program. As you read and discuss issues in classes or clinical seminars, jot down topics that interest you. Prior to determining a topic, consider the following:

- your interest in the problem;
- aspects of the problem to be explored;
- feasibility of completing the project (your skills; the time required; resources needed; site, population and instrument availability);
- your professional goals;
- local, regional or national nursing priorities;
- faculty availability and interest; and
- congruency with your specialty area.

Considerations for Project Topics

In selecting your project, you will need to consider the following factors:

1. The project relates to your advanced practice specialty.
5. The project is evidence based.
2. The project focuses on identified need(s) of a group, population or community rather than an individual person.
3. The project may be done in partnership with agencies or other groups.
4. The project leadership may be solo or collaborative depending on the scope of the project.
6. A thorough, systematic and replicable approach is used for design, implementation, and evaluation of the project outcomes.
7. The project meets accepted professional standards.
8. Opportunities are available for dissemination at professional and public forums that meet your time/financial constraints.

Examples of Projects

1. Creation, implementation, and evaluation of a new health initiative or program at a local or state level.
2. Design and evaluation of a new model of care.
3. Evaluation and revision of an existing health program.
4. Extensive needs assessment of a system and participation in the change process within that system.
5. Health policy development, evaluation or change at the local, state, or federal level through partnering with health care organizations, political representatives, and/or community representatives.

6. Developing, implementing, and evaluating quality improvement initiatives within an organization.
7. Developing, implementing, and evaluating professional mentoring programs on a unit or within an institution.
8. Developing, implementing, and evaluating programs that enhance clinical competence.
9. Gap analysis for issues having extensive public health impacts such as preparedness for Avian flu, bioterrorism, sexually transmitted diseases, etc.
10. Needs assessment, planning, and evaluation of new models of health care delivery for specific regions or specific populations.
11. Projects focusing on international health issues or the profession of nursing such as development of a collegial nursing initiative to assist an economically depressed country to improve provision or access to health care.
12. Development or use of database to improve clinical decision making, planning or evaluation.
13. Implementation and evaluation of innovative uses of technology to enhance/evaluate care.
14. Collaborating with other professionals or researchers on problem specific projects such as improvement of pain management, care of dementia patients, family centered care issues, etc.
15. Development and evaluation of new protocols, critical pathways, practice guidelines, etc.
16. Conduct financial analyses to compare care models and potential cost savings, etc.
17. Portfolios that document a large number (15-20) in-depth case studies reflecting synthesis of knowledge, skills, and attitudes reflective of doctoral education. Students will need to identify a problem amenable to nursing intervention as an umbrella concept around which to focus the case studies. Extension of the discussion to family and community impact is also appropriate.
18. Validation of a data-gathering instrument/tool.

Selecting a Project Chair

The process of selecting a project chair begins with your entry into the DNP program. Interacting and networking with graduate faculty are important components of graduate education and provide the basis for selecting a project chair and committee members. By interacting with as many graduate faculty members as possible, you can identify and discuss their major areas of interest. Usually the final selection of your chair is made during or following your Applied Nursing Research course. Contact the potential chair to discuss your topic and the faculty's interest and availability. Your chair must agree to serve in this role prior to registration for NUR 8099/NURS 7100 Evidence Based Project. The role of the project chair is to:

- provide guidance from the proposal stage through completion;
- provide overall supervision of the project;
- raise questions and serve as an informed critic; and
- provide specific recommendations for improvement

At the present time, the chair must be a nursing faculty member, with a degree in nursing, who has full Graduate Faculty status as identified by the WSU School of Graduate Studies for

WSU students or the UT College of Graduate Studies for UT students. After a faculty member agrees to chair your project, the two of you discuss options for committee members who are within and outside the WSU CoNH /UT College of Nursing. The committee members must be acceptable to both you and the chair. It is then your responsibility to contact the potential committee members and assess their interest in the topic and willingness to serve on your committee.

Selecting a Project Committee

The Project Committee will consist of a chair and two other graduate faculty members selected in collaboration with the chair. The other committee members need to have Full Graduate Faculty or adjunct full Graduate Faculty status as appointed by the respective College of Graduate Studies. For the WSU student one of the two members needs to be a UT College of Nursing faculty who has WSU adjunct full Graduate Faculty status. For the UT student one of the two members needs to be a WSU College of Nursing and Health faculty who has UT Special Graduate Faculty status. The third member may be from the student's home university and have Associate Full Graduate Faculty Status or from the agency where the project is being conducted (generally where your mentor works), be in a profession other than nursing and is considered an expert in their field. You need to negotiate with these individuals regarding their availability and willingness to serve on the committee. Information about eligible faculty is available through both the UT and WSU Office of Graduate Studies.

Forms to Sign

When students have selected a project chair and committee please check on the following:

- WSU students are to check with the Program Director regarding signing any required forms.
- UT students are to complete the Graduate Research Advisory (GRAD) Committee Approval and Assurance Form. This form can be found on the Graduate College of Nursing website or in the Graduate Advisor's office.

Components of the Project Proposal

See Appendix C.

Components of the Final Project

See Appendix D.

Institutional Review Board

Based on your topic and your university's policies, you may need to submit your project proposal to the Institutional Review Board (IRB) before defending your project proposal or

implementing your project. In some cases, it may not be necessary to go to IRB and your project may have an exempt status with the IRB. Check with your project advisor or project chair regarding the appropriate action

Grading of the Project

Hours earned in NUR 8099/ NURS 7100, Evidence Based Project, are counted in hours attempted and hours earned; however, they are not computed in the grade point average. At WSU an “M” denotes satisfactory work toward the project. A “P” signifies satisfactory completion of the project and faculty submit a grade change of all “M’s” to “P” after the final defense. Unsatisfactory work receives a “U” at WSU. At UT satisfactory work toward the project is denoted with the grade of “S;” satisfactory work not completed, but in progress is denoted with a PR; unsatisfactory work receives a “U.” If students opt to take an IN in a course because they have not completed the requirements of the course, the student must complete the required work before the end of the following semester (excluding summers) in which the IN grade was received. The grade of “I” for incomplete work may not be assigned for NUR 8099/NURS 7100.

Procedures for Developing and Conducting the Project

A detailed description of the procedure for developing and conducting the Evidence Based Project follows:

Preparation.

- Students enrolled in NUR 8099/NURS 7100 Evidence Based Project must have completed Scientific Foundations of Nursing (NUR 8001/ NURS 7010) and Applied Research (NUR 8003/NURS7040) and have successfully passed their Project Proposal defense.
- Discuss project ideas with your academic advisor and faculty members in order to identify a suitable project and several potential committee members.
- Select a project chair as noted previously. In order to register for NUR 8099/NURS 7100, you need agreement of your project chair to be available that term and agreement on number of credit hours to be taken. When registering, be careful to select the correct section number that reflects your chair and the number of credit hours.
- Select your committee members.
- Complete the required forms per your institution (see previous section, Forms to Sign).
- Meet with the project chair and develop a time schedule for completion of the project.
- Write the evidence based practice project proposal and defend the proposal.
- At WSU complete and submit a “Proposed Thesis/Dissertation Committee form” **prior to proposal defense.** (At UT, there is no similar form to sign at this stage.)
- Develop the proposal for the project with input and approval from chair, committee members and agency member if appropriate.
- Obtain signatures, as required, on Agency Permission Form (WSU - Appendix E).

- Submit draft(s) of proposal to project chair and your committee. Multiple drafts are to be expected.
- Arrange statistical consultation if needed and take along a written analysis plan.

Proposal Defense.

- Set a proposal defense date (during regular term weeks only) convenient for you, your chair, and your committee members.
- Notify your committee members of the finalized date, time, and place.
- Reserve a room and any needed equipment for proposal defense as early as possible.
- Arrange proposal defense review meeting **three weeks prior to defense**. Send final proposal to committee members - **minimum of two weeks before defense**.
- Defend proposal.
- At WSU, obtain signatures of committee on proposal defense form.
- Make revisions to proposal as required.
- Return all copies to project chair for review after revisions are made.
- After successful proposal defense, register for NUR 8099/NURS 7100 Evidenced Based Project

Conducting Your Project.

- ***Register for NUR 8099/NURS 7100 with your chair's agreement regarding terms and hours.***
- Send IRB forms (if applicable).
- Conduct project. If IRB approval is required, conduct project **only after IRB approval**.
- Analyze data (as appropriate to the project) and meet with chair to plan write-up (bring analysis printout).
- Write project evaluation and project findings.
- Revise earlier portions if necessary
- Send draft(s) of results and conclusions to chair and other members as instructed by your chair.

Final Defense.

- Set the final defense date (during regular term weeks only) convenient for you, your project chair and all committee members.
- Reserve a room for final defense as early as possible. If doing a virtual meeting, arrange for any web-conferencing equipment.
- Notify your committee members of the finalized date, time, and place.
- At WSU notify the Administrative Assistant for the Graduate Programs in the CoNH of the date, time, place and project title. At UT notify the Associate Dean, Graduate College of Nursing and the College of Graduate Studies of the date, time, place and project title. Notices will be placed throughout the College and University. Notices will be placed throughout the department inviting members of the college faculty and student body to attend the defense.
- Have final defense review meeting with chair **three weeks prior to defense**.
- Send final document to committee members - **at least 2 weeks before defense**.

- Present the project. Dialogue with committee members and have everyone sign the appropriate forms as required at your respective university.

Following Defense.

WSU:

- Obtain signatures of committee at defense on **two** forms—(1) signature page on archive quality paper (see note) and (2) final defense form. NOTE: Archive quality paper is white, 20-25#, cotton or rag paper. This paper has a distinguishing watermark when held up to light.
- Obtain the signature of the Dean of the College of Nursing and Health. Take a copy of the completed signature form to office of Student Affairs.
- Revise manuscript as directed by committee and submit to chair for final OK. Revise if needed.
- If necessary, send the **IRB a memo** notifying them that the project was completed.
- **Submit final copies for binding** (one each for chair, self, and if giving bound copies to committee members) to CONH office of Student Affairs.
- **Submit bound or completed final copy** to chair and all committee members.
- Submit to OhioLINK EDT per instructions from University Library.

UT

- After the defense, make revisions as necessary.
- Have a format check by the UT College of Graduate Studies if required.
- After revision, **submit final copy** to chair and to all Committee members. Make multiple copies for possible later distribution.
- Check with the College of Nursing, Associate Dean of Graduate Nursing Program to see if any signed forms are required or if any electronic copies need to be sent to the University of Toledo Graduate School's office.
- Assistance with producing a .pdf form can be obtained at UT's Mulford Library.
- If necessary, send the **IRB a memo** notifying them that study was completed.

Comprehensive Defense Questions.

Students should expect to incorporate all aspects of their curriculum into the final defense of their project. In order to evaluate the student's ability to apply their newly gained knowledge and skills, students should expect to be asked several comprehensive final defense questions. A wide variety of questions might be asked by their committee members. The committee chair will give the student specific guidance on this issue. However, for planning purposes, a number of sample questions are listed below. In order to demonstrate proficiency in their final defense, students should be prepared to address the following types of questions as appropriate to their project.

Questions Specific to the Project:

1. Differentiate between evidence based practice, research utilization and quality improvement. Explain how your project exemplifies these concepts.

2. You used ____ theory/model to guide the content of your project. Is there another theory or model that would have been just as appropriate that you could have used? If so, why?
3. You used ____ EBP/QI model to guide implementation of your project. What other EBP/QI model could you have used to guide your project? How would that have influenced the design of your project?
4. What guidelines did you use to design your project and how did you prioritize them? How did you determine if the guidelines are appropriate to your population?
5. Are there other types of evaluation strategies that you could have used to evaluate your outcomes? If so, what might they be?
6. Explain how change was facilitated in your project using a change theory.
7. Explain the leadership style used when you implemented your project using a leadership theory.
8. Now that you have completed implementing your project, what other types of interventions do you feel might have worked to get a similar or different outcome?
9. Based on the results of your project, what would be the next logical step?

Questions Specific to DNP Education:

1. What distinguishes DNP care from that of a masters prepared nurse?
2. Describe an incident that exemplifies a “turning point” during your DNP education when you noted a change to DNP level cognition and practice.
3. Given the state of health care transition in the USA, what do you believe will be the impact of increasing the supply of DNP prepared nurses? Consider health care policy and epidemiological factors.
4. How will DNP practice help to narrow the research-to-practice gap and transform health care?

Appendix A

Consent for Criminal Background Check

Students Enrolled at Wright State University

I acknowledge that I, as a student enrolled in the Nursing Program at Wright State University-Miami Valley College of Nursing and health, have read the attached statement concerning the requirement to submit to a criminal background record check. I understand that my enrollment is conditional pending receipt of a criminal background report from the Ohio Bureau of Criminal Identification and Investigation or the Federal Bureau of Investigation if I have not been a continuous resident of the State of Ohio for five (5) years immediately prior to the date of the criminal record check.

This record must indicate that I have not been convicted of, nor pled guilty to any of the offenses (or the substantial equivalent thereof if the conviction was in another state) listed on the attachment, Criminal Background Record Check. The college may furnish information from the report to third parties if required to fulfill its official responsibilities. Information released for this purpose will include notification of the responsibility to maintain it in a confidential manner.

Student's Signature

Date

Print name clearly

Appendix B

Student Criminal Records Check Policy and Process Students Enrolled at the University of Toledo

Criminal record checks will be conducted on all students accepted for admission to any University of Toledo College of Nursing programs, and for any student visiting The University of Toledo College of Nursing educational programs or its clinical facilities. Students are responsible for costs incurred.

The purposes of conducting criminal record checks are:

- To assure the public's continuing trust in the nursing profession regarding the safety and well-being of patients.
- To assure compliance with various regulatory or accrediting agencies requiring such checks.
- To identify students in The University of Toledo College of Nursing who have a criminal history that may preclude them from participating in the clinical training programs, including but not limited to, care of patients in vulnerable populations.
- To put students with a criminal history on notice that there may be an issue with respective licensing boards regarding the impact of the criminal history on their ability to obtain professional licensure.

Application Process and the Criminal Record Check

Application for admission to the College of Nursing requires disclosure of misdemeanor and/or felon conviction record, as well as dismissal from employment for unsafe practice, violation of patient rights, unprofessional conduct, or substance abuse.

Accepted students who indicate a history of misdemeanor and/or felony convictions will complete the "Student Self-Disclosure Form" requiring information about previous convictions and/or guilty or not contest pleas to crimes, misdemeanors or other offenses. The form must be signed and returned within ten working days of the date the communication is sent to the individual.

The BCI&I and FBI records check are required for ALL students of The University of Toledo College of Nursing Programs. All criminal record check reports are to be sent directly to The University of Toledo College of Nursing Academic Affairs office.

Omission of required information, or false or misleading information provided by the individual on the application of "Student Disclosure Form", or in any other communication with the educational program may result in denial or rescission of admission, disciplinary action or dismissal from the program.

Unfavorable Convictions or Pleas of Guilty

Self-Disclosure Forms or record reports showing convictions or pleas of guilty to offenses listed in “Unfavorable convictions of Pleas of Guilty”, will be considered to be potentially unfavorable. If a form or report reveals such information, the College of Nursing will require the individual to provide, if not already done so, a detailed written description and explanation of the information contained in the report along with appropriate documentation, such as police reports, certified court records and any institutional correspondence and orders. This information must be returned to the educational program within 10 working days of the date the communication is sent to the individuals or another date specified by the educational program in its communication with the individual. The College of Nursing may also independently seek to obtain additional information, such as a copy of the original criminal charge, in order to corroborate the individual’s explanation. A copy of the record report may be provided to the individual.

The College of Nursing will review the record report and the applicant’s explanation, and will consider factors such as: the nature and seriousness of the offense, the circumstances under which the offense occurred, relationship between the duties to be performed as part of the educational program and the offense committed, the age of the person when offense was committed, whether the offense was an isolated or repeated incident, the length of time that has passed since the offense, past employment and history of academic or disciplinary misconduct, evidence of successful rehabilitation, and the accuracy of the information provided by the applicant in the application materials, Self Disclosure Form or other materials. If the College of Nursing deems the record check information unfavorable, or if the information received indicates that the applicant is any way unable to meet the requirements for completion of the program, an offer of admission may be denied or rescinded, or an enrolled student may be disciplined or dismissed, or a visiting student disqualified. Unresolved criminal charges in the record check or failure by the individual to provide additional documentation as required may necessitate postponement of the education program’s final decision pending the outcome of the matter.

If an applicant’s admission is denied or rescinded or a visiting student is refused based on information obtained from a criminal record report, the individual will be advised of the name and address of agency that furnished the report, if the individual chooses to dispute the accuracy or completeness of any information contained in the report by agency they must contact the agency directly. If a student is dismissed once they have started orientation in their program, they may have access to the respective College due process.

If the College of Nursing decides, based upon the review as conducted pursuant to above, that the results of the check are deemed favorable, the individual will be informed in writing that the College of Nursing positive decision is not a guarantee of the individual’s ability to find acceptable clinical affiliation sites that are required for graduation or that any state will accept the individual as a candidate for registration, permit or licensure. Students will be advised to consult the Board of Nursing, corresponding to the intended state of nursing practice, for more details.

If a College of Nursing accreditation standards or a student's clinical education site require a subsequent criminal record check after the initial record check that is covered by this policy, the subsequent checks will be processed in the same manner as described in this procedure.

Cost of Criminal Record Check

Applicants/Students will be responsible for paying the cost of the criminal record check at the time of fingerprinting.

Appendix C

EBP Project Proposal Guidelines (Subject to Revision)

The following are guidelines for the project proposal. It is recognized that different models of evidence-based practice and improvement science have different formats. The model selected should guide the exact order of activities. However, for consistency sake, please draft your proposal so that the following sections are clearly evident per APA (6th ed.).

Title Page

Executive Summary (abstract) 200-250 words

Table of Contents

List of Figures (as needed)

List of Tables (as needed)

I. Problem

- Identify the specific problem in the targeted clinical situation/population
- Description of the problem
- Define the magnitude of the problem in measurable terms
- Characterize the impact of the problem on the population or organization
 - Consider bio/psycho/socio/cultural/spiritual impacts
- Identify the clinical question (PICO or PICOT)
- Summary

II. Evidence

- Identification and description of EBP or improvement science framework to be used for literature search/review
- Other theoretical underpinnings (as appropriate)
 - To support project framework
 - To support content
- Exhaustive EBP literature review to support need for project and intervention selected.
- Needs assessment specific to institution (for improvement science projects, use sequencing and terminology appropriate to framework)
 - Population identification and description
 - Setting identification and description
 - Project sponsor and key stakeholders identification and description
 - Organizational assessment
 - Key drivers

- Assessment of available resources
- Assessment of current barriers
- Feasibility of change within this institution
- Cost-benefit analysis
- Analysis of the readiness for change from a system/organization and specific setting perspective
- All other available sources of evidence (eg: expert opinion, patient/family preference, etc.)
- Critical appraisal (leveling and grading) of evidence
- Synthesis of the evidence concluding with a suggested practice change (whether relating to a policy or procedure change, QI initiative, implementation/evaluation of a program, clinical trial or further research).
 - Clear statement of the recommendations based on the evidence including level of effectiveness documented in the literature
 - Description of anticipated outcomes
 - Detailed description of project development and its implementation in the form of a protocol, guideline, policy, procedure, nursing intervention/activity, care recommendation, etc.
 - Critique of the applicability of the proposed intervention/change including utility, feasibility, benefits and risks.
- Summary

III. Project Implementation

- Population of interest
 - Description including any limitations on population membership
 - Rationale for selection
 - Compare with literature
- Practice setting
 - Description
 - Rationale for selection
 - Compare with literature
- Identification of potential resources (as appropriate with rationale)
 - Identification of significant personnel with specific team designations
 - Identification of funding sources and pertinent rules/regs/limitations
 - Identification of conferences/meetings, etc required for obtaining further education/licensing
- Ethical /legal
 - IRB
 - All other necessary permissions (including tools and agency)
 - Methods to be used to overcome ethical barriers
- Outcomes
 - Method of outcome measurement and rationale for selection
 - Provide copies of instruments and measures (with permission for use if needed) as

- an Appendix (if possible)
 - Description of process for obtaining outcome measures
 - Reliability and validity or sensitivity and specificity of each tool
- Process for implementation
 - Step by step description of how the project be implemented
 - Rationale for implementation strategy
 - Gantt chart/Milestones/Timeline
 - Budget
- Evaluation Plan
 - Evaluation of implementation process
 - Describe components that need to be included in the evaluation of the process of implementation
 - Propose methods of outcome measurement and rationale for selection
 - Provide copies of instruments and measures (with permission for use if needed) as an Appendix (if possible)
 - Reliability and validity or sensitivity and specificity of each tool
 - Evaluation of impact
 - Describe components that need to be included in the evaluation of the impact of your project on the target population
 - Propose method of outcome measurement and rationale for selection
 - Provide copies of instruments and measures (with permission for use if needed) as an Appendix (if possible)
 - Reliability and validity or sensitivity and specificity of each tool
 - Proposed data analysis
 - Describe the anticipated process for data collection, preparation and entry
 - Propose statistical procedures for data analysis with rationale for quantitative data
 - Propose procedures for management and analysis of qualitative data

IV. Conclusion

- Short conclusion showing logical connection between the problems or needs of institution/population, planned project outcomes, and methods to achieve those outcomes.

References (APA 6th edition)

Appendices (as needed)

Appendix D

EBP Project Final Product Guidelines (Subject to Revision)

The following are guidelines for the project proposal. It is recognized that different models of evidence-based practice and improvement science have different formats. The model selected should guide the exact order of activities. However, for consistency sake, please draft your proposal so that the following sections are clearly evident per APA (6th ed.).

Title Page

Copyright Page

Approval Sheet

Executive Summary (abstract) 200-250 words

Table of Contents

List of Figures (as appropriate)

List of Tables (as appropriate)

Preface (optional)

Acknowledgements (optional)

Dedications (optional)

I. Problem

- Identify the specific problem in the targeted clinical situation/population
- Description of the problem
- Define the magnitude of the problem in measurable terms
- Characterize the impact of the problem on the population or organization
 - Consider bio/psycho/socio/cultural/spiritual impacts
- Identify the clinical question (PICO or PICOT)
- Summary

II. Evidence

- Identification and description of EBP or improvement science framework used for literature search/review
- Other theoretical underpinnings (as appropriate)
 - To support project framework
 - To support content

- Exhaustive EBP literature review to support need for project and intervention selected.
- Needs assessment specific to institution (for improvement science projects, use sequencing and terminology appropriate to framework)
 - Population identification and description
 - Setting identification and description
 - Project sponsor and key stakeholders identification and description
 - Organizational assessment
 - Key drivers
 - Assessment of available resources
 - Assessment of current barriers
 - Feasibility of change within this institution
- Cost-benefit analysis
- Analysis of the readiness for change from a system/organization and specific setting perspective
- All other available sources of evidence (eg: expert opinion, patient/family preference, etc.)
- Critical appraisal (leveling and grading) of evidence
- Synthesis of the evidence
- Suggested practice change (whether relating to a policy or procedure change, QI initiative, implementation/evaluation of a program, clinical trial or further research).
 - Clear statement of the practice change implemented based on the evidence including level of effectiveness documented in the literature
 - Description of targeted project outcomes
 - Detailed description of project development and its implementation in the form of a protocol, guideline, policy, procedure, nursing intervention/activity, care recommendation, map, political plan, etc.
 - Critique of the applicability of the intervention/change including utility, feasibility, benefits and risks.
- Summary

III. Project Implementation

- Population of interest
 - Description including any limitations on population membership
 - Rationale for selection
 - Compare with literature
- Practice setting
 - Description
 - Rationale for selection
 - Compare with literature
- Identification of resources (as appropriate with rationale)
 - Identification of significant personnel with specific team designations
 - Identification of funding sources and pertinent rules/regs/limitations

- Identification of conferences/meetings, etc required for obtaining further education/licensing
- Ethical /legal
 - IRB when required (include approval in appendix)
 - All other necessary permissions (including tools and agency)
 - Methods used to overcome ethical barriers
- Process for implementation
 - Step by step description of how the project was implemented
 - Rationale for implementation strategy
 - Gant chart/Milestones/Timeline
 - Budget
- Summary

IV. Project Evaluation

- Description of data collection, preparation, entry and storage process actually used for evaluation of both the process and impact as noted below.
- Evaluation of implementation
 - Describe components that were included in the evaluation of the process of implementation
 - Describe approaches used for measurement of each component with rationale for selection
 - Provide copies of instruments and measures (with permission for use if needed) as an Appendix
 - Reliability and validity or sensitivity and specificity of each tool
 - Statistical procedures used for quantitative data analysis
 - Procedures used for analysis of qualitative data
- Evaluation of impact
 - Describe components that were included in the evaluation of the impact of your project on the target population
 - Describe approaches used for measurement of each component with rationale for selection Provide copies of instruments and measures (with permission for use if needed) as an Appendix
 - Reliability and validity or sensitivity and specificity of each tool
 - Statistical procedures used for quantitative data analysis
 - Procedures used for analysis of qualitative data
- Summary

V. Project Findings

- Findings related to implementation process
- Findings related to impact
- Were desired project outcomes met? (Support with specific examples, findings, etc.)
- Discuss the clinical significance of the project.
- Reflect on significant factors either facilitating or hindering achievement of the outcomes.

- Reflect on unexpected side effects of the project.
- Posit recommendations for future steps to impact this clinical problem
- Include a description of any formal reports or materials distributed to the stakeholders (include materials in the appendix)
- Final summary statements

References (APA 6th edition)

Appendices (as needed)

Appendix E

Wright State University-Miami Valley College of Nursing and Health

AGENCY PERMISSION FOR CONDUCTING STUDY

THE _____ GRANTS TO
_____, a student enrolled in the joint
Doctor of Nursing Practice Program at Wright State University—University of Toledo, the
privilege of using its facilities in order to conduct the following project:

The conditions mutually agreed upon are as follows:

- 1 The agency (may) (may not) be identified in the final report.
- 2 The names of consultative or administrative personnel in the agency (may) (may not) be identified in the final report.
- 3 The agency (wants) (does not want) a conference with the student when the report is completed.
- 4 Other:

Date

Signature of Agency Personnel/Title

Student Signature

Project Chair Signature