COLLEGE OF PROFESSIONAL SCIENCES

SCHOOL OF NURSING

DOCTOR OF NURSING PRACTICE
NURSING STUDENT HANDBOOK

2018-2019

The (baccalaureate degree program in nursing/master's degree program in nursing/Doctor of Nursing Practice program and/or post-graduate APRN certificate program) at Xavier University is accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791.

The (baccalaureate degree program in nursing/master's degree program in nursing/Doctor of Nursing Practice program and/or post-graduate APRN certificate program) at Xavier University is accredited by the Commission on Collegiate Nursing Education (http://www.ccneaccreditation.org).

The baccalaureate (BSN) program, accelerated BSN (ABSN) program, master's degree (MSN) programs and the doctor of nursing practice (DNP) in population health leadership program at Xavier University are endorsed by the American Holistic Nurses Credentialing Corporation (AHNCC).

Xavier University
College of Professional Sciences
School of Nursing

Doctor of Nursing Practice in Population Health Leadership
Student Handbook

The Xavier University Doctor of Nursing Practice (DNP) program is an online population health post-graduate degree program that prepares nurses as leaders in local, regional, national, or global health settings to address the complexity of health care and health care outcomes in the 21st century. Through the lens of Jesuit tradition and values, students will build on a previously earned master's degree to achieve the highest level of academic preparation in nursing.

The curriculum integrates scientific, philosophical, ethical, and historical perspectives of nursing practice with a global and holistic perspective of health care delivery. Organizational and systems leadership, interprofessional collaboration, population–based innovation, evaluation, health policy and advocacy are examined for the improvement of health outcomes in diverse populations. Intense immersion experiences throughout the curriculum focus on the integration of knowledge gained. A final DNP scholarly project incorporates the design, implementation, and evaluation of delivery methods to improve the health of the nation.

Immersion hours are required as students progress through the program. A total of 1000 hours are needed for graduation; a portion of which may be fulfilled by prior academic experience or advanced certification. Given the program concentration on health care in a variety of settings, students choose populations and immersion settings of interest to them. Students who need more time to complete immersion hours and/or the DNP scholarly project will register for a 1-3 credit hour continuation course each semester until degree requirements are met. If more time is needed to fulfill degree requirements, the student must complete the program within six years, or formally apply for an extension.

Program Philosophy

Jesuit tradition and values, population health, holism, ethics, and interprofessional collaboration provide the philosophical basis and guiding principles for this DNP program. Health care reform, the Future of Nursing Report 2010 and its 2015 follow up report, Quality and Safety Education for Nurses (QSEN), AACN Faculty Think Tank Repot & Recommendations 2017, and the Doctor of Nursing Practice (DNP) Essentials (aacnnursing.org) further guide the DNP curriculum. (See **Appendix A** for Population Health model.)

Program Goals

1. Integrate the scientific, philosophical, ethical, and historical underpinnings of professional nursing practice from a global and holistic perspective.

2. Provide organizational and systems leadership for quality improvement and systems thinking.
3. Provide leadership in clinical scholarship and analytical methods for the translation of research in evidence-based care.
4. Utilize information systems/technology and patient care technology for the holistic improvement and transformation of health care.
5. Influence health care policy by possessing essential skills in policy and advocacy.
6. Establish interprofessional collaboration for holistically improving patient and population health outcomes.
7. Design, implement, and evaluate health care delivery methods for illness prevention and population health for improving the Nation's health.
8. Utilize conceptual and analytical skills to distinguish relationships among practice, organizations, diverse populations, fiscal resources, and policy concerns and to advance nursing practice.

The Doctor of Nursing Practice Essentials

The *DNP Essentials* describe the elements of the curriculum and competencies that are required in programs awarding the Doctor of Nursing Practice degree. DNP graduates are prepared for a variety of nursing practice roles. The *DNP Essentials* delineate the competencies that are the foundation for all advanced nursing practice roles (**Appendix B**).

(American Association of Colleges of Nursing (AACN), 2006, p. 8)

DNP Program Eight Semester Curriculum Sequence

Year 1

Fall	Spring	Summer
NURS 900 DNP Foundations (3)	**NURS 903** Nursing Leadership in Complex Population-Based Healthcare Systems (4)*	**NURS 906** Informatics for Advanced Nursing Practice in Complex Health Systems (3)
NURS 904 Application of Advanced Research Methodologies (3)	**NURS 902** Advanced Evidence Based Practice (3)	**NURS 864** Epidemiology (3)

Year 2

Fall	Spring	Summer
NURS 905 Healthcare Finance and Economics for Nurse Leaders (4)*	**NURS 910** Scholarship of Advanced Application and Innovation (3)	**NURS 911** Advanced Practice Application (4)**
NURS 908 Health Care Policy (3)	**NURS 907** Evaluation and Analysis of Outcomes in Health Care (4)*	

Year 3

Fall	Spring	Summer
NURS 915 Immersion and DNP Project I (3) *******	**NURS 917** Immersion and DNP Project II (3) *******	

*1 credit immersion hour = 45 contact hours
**2 credits immersion hours = 90 contact hours
*** Immersion hours required for project completion

Academic Advising

The DNP Associate Director will serve as the academic advisor for course progression for each student.

DNP Faculty Mentor and Project Team

The DNP faculty mentor is a doctorally prepared member of the faculty of the school of nursing. Students will have the opportunity to meet the graduate program faculty during their on-campus orientation in the first semester of the program. Students should read faculty bios, and identify potential mentors who may have similar scholarly interests prior to their on-campus visit. Students will invite a faculty mentor to serve on their project team through a formal professional letter introducing themselves and their prospectus of DNP potential project idea (**Appendix C**). The student must also submit the letter and prospectus document to DNP Program Associate Director. The prospectus can be submitted any time after the completion of their first year courses (NURS 900, NURS 902, NURS 903, NURS 904), and must be submitted prior to beginning their second year courses (NURS 905, NURS 908). Completion of the invitation letter and prospectus is an assignment in Module 1 of the NURS 905 Healthcare Finance and Economics for Nurse Leaders course.

The DNP project team consists of the student, a doctorally prepared faculty mentor, and at least one other member with the skills and expertise needed to ensure success of the project. The nature of the student's proposed work will determine the specific talents required for the project team, and the student will work with their faculty mentor to identify team members. Letters inviting potential team members should include a statement on how the individual's expertise would benefit the proposed project. The DNP Associate Director will provide oversight of all DNP scholarly projects and team members. The maximum number of team members whose primary affiliation is outside the university is limited to two. The roles and responsibilities of the DNP student and the project team faculty and members are outlined in **Appendix D**.

DNP Scholarly Project

The final DNP scholarly project demonstrates mastery of the knowledge, competencies, and skills to meet the DNP essentials, and is required for program completion. The student will work under the guidance of his or her mentor to select a population health related phenomenon of interest, problem or issue in which improvements are needed for the DNP project. The DNP project reference textbook will be used to inform the development and implementation of the project (**Appendix E**). The timeline and milestones for completion of the DNP program, including the scholarly project, are included in **Appendix F**.

Candidacy

Prior to participating in NURS 915 Immersion and DNP Project I course, the DNP student must achieve candidacy. The student will write a scholarly project proposal under the guidance of their faculty mentor. Candidacy is awarded following satisfactory defense of the scholarly project proposal and presentation.

Immersion Experiences

Immersion experiences provide the student with opportunities to engage in a practice environment to witness, understand, apply and reflect on specific aspects of the DNP essentials. In partnership with the course faculty, students select and are precepted by a nursing or interprofessional leader during their immersions. Goals are established for the immersion experience by the student and shared with the preceptor. The preceptor and student identify the activities, events and people during the immersion that will assist in meeting these goals.

Students are required to have 1000 hours of immersion to complete the DNP degree. Students will fulfill immersion hours by:

- Receiving credit (up to 500 hours) for Master's level immersion hours. The DNP Associate Director will determine the number of hours credited based on a review of the student's transcript and any hours submitted by the student. Each student will receive written confirmation of their number of credited immersion hours during the first semester of the DNP program.
- Students may request additional credit for up to the 500 hours of the 1000 hours for an advanced nursing certification that requires a Master's degree. To receive this credit, the student needs to complete the form in **Appendix G.** If the student has an advanced nursing certification when beginning the program, the completed form and documents from the accrediting body that verify their certification should be submitted to the Associate Director of the DNP program during fall semester of Year 1. If a student earns an advanced nursing certification during the DNP program, the form and supporting documents should be submitted to the Associate Director of the DNP program when the certification is awarded, and no later than 30 days prior to beginning NURS 915 Immersion and DNP Project I.
- Students who want to achieve the 500 hours credit toward 1000 required immersion hours, but do not have an advanced certification, can do so by working with their faculty mentor to identify additional immersion experiences that align with meeting the DNP Essentials or the objectives of their DNP project. The student must submit the proposal for the additional credited immersion hours experience described in **Appendix H** to their faculty mentor for approval prior to the additional immersion experience. At the conclusion of this experience, the student must complete and submit the documents described in **Appendix I** to the faculty mentor and DNP Associate Director for final approval of the actual additional hours that will be credited toward the 1000 required hours.
- The NURS 903, 905, 907, 911 courses include immersion hours totaling 225 hours. Students will work with the course faculty to select a preceptor at the immersion site, and complete the required immersion documents.

- Additional credited immersion hours can be accumulated during the spring semester of the first year of the program during the 903 course, and during the semesters when enrolled in the 905, 907 and 911 courses during the DNP program with the approval of the course instructor. The additional credited immersion hours are above the required course immersion hours in NURS 903, NURS 905, NURS 907, and NURS 911. These additional credited hours will be documented in the immersion journal for the course. A student cannot receive more than a total of 500 credited immersion hours during the DNP program, which include any credited hours from their MSN program and advanced nursing certification.
- NURS 915 and 917 are immersion courses. Students will work with their faculty mentor to determine the location and preceptor/practice mentor for the final immersion experience. Following the completion of the NURS 911 Advanced Practice Application course, the DNP Associate Director will provide each student with the number of hours credited toward prior to the final DNP project immersion experience, and determine the hours needed to fulfill the total 1000 immersion hours.

Drug Screening and Background Checks

Many of the programs in the College of Professional Sciences require BCI/FBI criminal background checks and/or drug screens because of university program, accreditation, clinical, immersion, and/or professional mandates. Requirements vary from program to program. Failure to satisfy the requirements can result in dismissal from the program, withdrawal from field, clinical or immersion placements, delayed program progression, or diminished employment opportunities. All students attending an immersion or clinical site must have an annual ten panel drug screen and BCI fingerprinting and background check prior to entering the immersion or clinical setting. See the Castle Branch website for instructions on completion. A student who is deemed to have a positive urine drug screen may not participate in any immersion or clinical experience. Failure to complete the immersion or clinical site requirements in a timely manner may result in unsuccessful completion of the program and/or disciplinary action at the department level.

If you have questions or need further information, please contact Susan Allen, DNP Program Associate Director, in the School of Nursing at allens14@xavier.edu.

Progression during the Program of Study

If a student wishes to complete the DNP program in eight semesters, the student will complete the coursework by following the two course per semester sequence during the first five semesters of the program (page 4). Students who wish to move through the program at a slower pace will work with the DNP Associate Director to determine their course progression.

Courses with prerequisites must be completed in the required order. DNP foundational courses (900, 902, 903, 904, 905, 906, 907, 908, & 910) must be completed prior to the DNP project immersion courses (911, 915 & 917).

Students must maintain a minimum of a 3.0 GPA to achieve satisfactory progress throughout the curriculum. One "C" grade is allowed providing the GPA remains at 3.0 or higher. A second "C" grade will lead to program dismissal. The admission, progression, and graduation (APG) committee can be petitioned for readmission approval.

Incomplete Grades in Courses

Faculty may assign an incomplete grade if the student requests this option, and the faculty member approves this request. The student's request for a grade of M (incomplete) must be submitted in writing. The student must be certain to read the information in the XU *University Catalog* to examine options and responsibilities in accepting and removing the incomplete grade. Grades of "M" (Graduate Incomplete) should be cleared within four weeks after the last day of the term in which the course was taken. This time limit may be extended but may not exceed a period of one year from the end of the term.

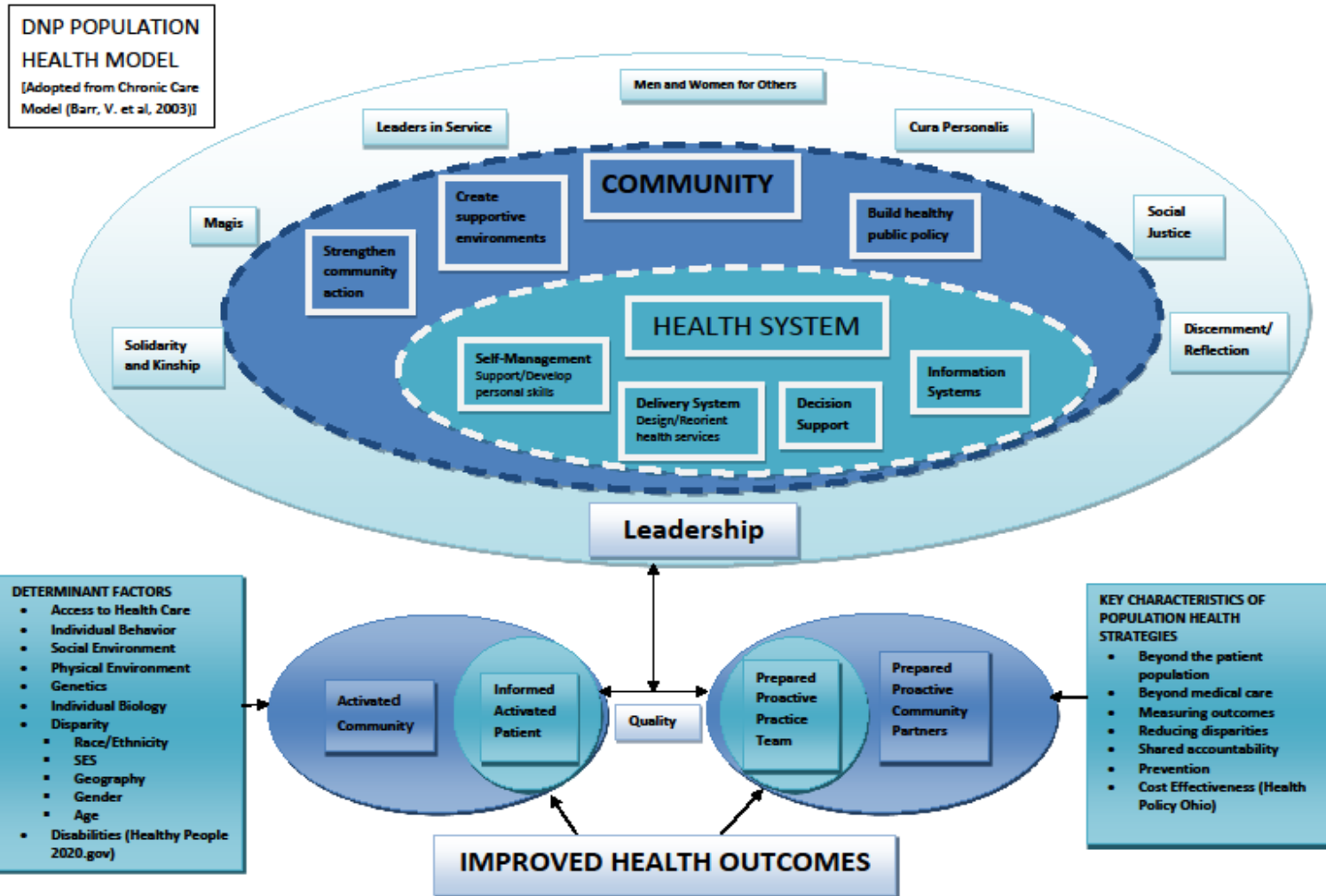http://catalog.xavier.edu/content.php?catoid=25&navoid=1395#Graduate_Grading_System

A grade of F will be given if the student does not communicate the desire to take an incomplete to the course instructor prior to the end of the semester in which enrolled. For nursing courses that are prerequisites for another course, an incomplete grade will prevent the student from registering for that course.

Students who receive a grade of "M" in NURS 911, 915, or 917 will register for NURS 918 at one to three credit per semester to allow continuous enrollment and faculty support for candidacy requirements, or the completion of the final immersion and DNP Project requirements. As noted earlier, students may not register for the regularly scheduled DNP course in a subsequent semester following the receipt of an "M" grade until the "M" grade is resolved.

If the student is deferred for graduation due to a grade of incomplete, he or she may be eligible for the original date of graduation. Work must be completed, graded and recorded within thirty calendar days of that term's graduation date.

Appendix A

XAVIER UNIVERSITY
COLLEGE OF PROFESSIONAL SCIENCES
SCHOOL OF NURSING

DNP POPULATION
HEALTH MODEL
[Adopted from Chronic Care
Model (Barr, V. et al, 2003)]

Men and Women for Others

Leaders in Service

Cura Personalis

COMMUNITY

Magis

Create supportive environments

Build healthy public policy

Social Justice

Strengthen community action

HEALTH SYSTEM

Solidarity and Kinship

Self-Management Support/Develop personal skills

Information Systems

Discernment/ Reflection

Delivery System Design/Reorient health services

Decision Support

Leadership

DETERMINANT FACTORS
- Access to Health Care
- Individual Behavior
- Social Environment
- Physical Environment
- Genetics
- Individual Biology
- Disparity
  - Race/Ethnicity
  - SES
  - Geography
  - Gender
  - Age
- Disabilities (Healthy People 2020.gov)

Activated Community

Informed Activated Patient

Quality

Prepared Proactive Practice Team

Prepared Proactive Community Partners

KEY CHARACTERISTICS OF POPULATION HEALTH STRATEGIES
- Beyond the patient population
- Beyond medical care
- Measuring outcomes
- Reducing disparities
- Shared accountability
- Prevention
- Cost Effectiveness (Health Policy Ohio)

IMPROVED HEALTH OUTCOMES

Version 8-13-18

Appendix B

The Essentials of Doctoral Education for Advanced Nursing Practice

   I.   Scientific Underpinnings for Practice
  II.   Organizational and Systems Leadership for Quality Improvement and Systems Thinking
 III.   Clinical Scholarship and Analytical Methods for Evidence-Based Practice
 IV.   Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care
  V.   Health Care Policy for Advocacy in Health Care
 VI.   Interprofessional Collaboration for Improving Patient and Population Health Outcomes
VII.   Clinical Prevention and Population Health for Improving the Nation's Health
VIII.   Advanced Nursing Practice

(American Association of Colleges of Nursing (AACN), 2006, p. 8-17)

Appendix C

DNP Project Prospectus Format

The following format is to guide you in developing a prospectus for your DNP scholarly project. The prospectus (one to three single-spaced pages) serves as a *starting* point for discussions between you and your faculty mentor. It forms a basis for the scope and content of the project.

The prospectus is due after completion of the 900, 902, 903 and 904 courses. It must be submitted by the end of Module 1 in the NURS 905 Healthcare Finance and Economics for Nurse Leaders. The prospectus must should follow the format below.

- Description of the problem/issue/phenomenon of interest (including a definition of the specific population within your community)

- Current literature supporting the need for the project (include a reference page in APA format)

- Purpose of the DNP project

- Significance for organization (include any targeted measurable clinical /population outcomes, financial outcomes, and any ACA/PCMH/other mandates that are significant to your project).

- Significance for Population Health (refer to model)

- Significance for major stakeholders including nursing and community partners related to population selected

Appendix D

DNP Project Team Membership and Responsibilities Guidelines

DNP Project Team membership includes:
    a. DNP Project Faculty Mentor
    b. Practice mentor from the community where the project will be implemented
    c. Additional interprofessional team members as needed; one member may be from outside the university.
    d. Two team members must have doctoral degrees

Additional project resource:
    e. DNP Program Associate Director

The responsibilities of project team members and student are outline below.

DNP Project Faculty Mentor
- Provides primary guidance and feedback to the student throughout development of the project proposal, including team formation and candidacy.
- Guides the student in completing a Team Charter in NURS 911 that includes the description of interprofessional team member roles. (Examples include content expert, statistician, and/or QI consultant)
- Determines readiness for candidacy
- Provides primary guidance and feedback to the student through project completion in consultation with project team
- Sets aside time for office hour appointments with student each semester
- Works with DNP Program Associate Director to assure necessary site agreements are in place prior to student immersion experiences

DNP Project Practice Mentor (may be the preceptor or another individual in the field experience)
- Provides feedback on the feasibility of the project proposal for the practice setting
- Guides student during the implementation phase of the project plan
- Participates in the evaluation of student performance in the field experience

Interprofessional Team Members
- Roles for additional team members are defined according to the expertise of the individual. The student will work in consultation with his or her Project Mentor to complete a Team Charter that includes a description of interprofessional team member roles. (Examples include content expert, statistician, and/or QI consultant)
- All project team members are invited to participate in the student's candidacy meeting

Student Responsibilities

- Selects site for immersion in consultation with Project Mentor
- Invites Project Mentor, Preceptor, Practice Mentor (if other than preceptor), and interprofessional team to serve on project team
- Completes and submits required documentation for immersion site experiences
- Develops project proposal in consultation with Project Mentor and other team members, as directed by the Project Mentor
- Requests candidacy meeting after approval is granted from the Project Mentor
- Leads project meetings with team members in the field
- Has at least two project team meetings with all members
- Completes all course assignments

Appendix E
DNP Project Reference Textbook

 The DNP project reference textbook is:

Reavy, K. (2016). *Inquiry and leadership: A resource for the DNP project*. Philadelphia, PA: F. A.
      Davis Company.

This is a required textbook for all students in the DNP program, and will be used in courses
throughout the program. This textbook explains what a DNP scholarly project is, and how it is
different than a research-focused PhD study. It will serve as a resource for the scholarly practice
project when:
- identifying its focus
- forming a project team
- appraising and synthesizing the evidence in the literature to support the project
- choosing a framework
- implementing and managing the project
- considering methods of analysis and evaluation
- writing the project proposal
- disseminating the project findings

Courses throughout the DNP program will provide specific information to deepen the student's
understanding of each of the above content areas, as well as develop and support the student's
ability to successfully complete the project and program.

Appendix F
DNP Program Milestones

Milestone	On Campus	Complete (check this column when milestone is completed)
Orientation meeting (2-days)	X	
Prospectus approval		
Faculty mentor confirmed (begin proposal writing)		
Team Charter signed by all team members (NURS 911)		
Faculty mentor approval of proposal confirming readiness for candidacy		
Candidacy defense	X	
Proposal approval		
IRB approval (NURS 915)		
Completion of project deliverable(s)		
Final project approval		
Application for graduation (NURS 917)		
Completion of required 1000 immersion hours		
Attendance at Pinning and Graduation Ceremonies (*optional*)	X	

Appendix G

Doctor of Nursing Practice in Population Health Leadership Program
Documentation of Advanced Certification

Student Name_____

1. Provide official documentation of the advanced certification.

2. Provide documentation of the requirements for the advanced certification (i.e. clinical hours, other requirements).

Hours granted for advanced certification toward DNP 1000 immersion hours _____

Approved By: _____
                     Associate Director, Doctor of Nursing Practice Program, School of Nursing

Date: _____

Appendix H

DNP Project Faculty Mentor Approved Additional Credited Immersion Hours

The purpose of this document is to provide a template to request additional credited immersion hours prior to NURS 915 for DNP students who have fewer than 500 immersion hours from their master's program credited toward 1000 DNP immersion hours. Students who have been credited with less than 500 master's credited practicum hours or advanced nursing certification may propose experiences that allow them to achieve up to a total of 500 immersion hours prior to NURS 915 immersion course. A one-page proposed immersion experience will be submitted to the DNP Project Faculty Mentor for approval **two calendar weeks** prior to the experience. Only proposals for 45 hours or above will be considered.

1. The proposal defining the immersion experience will include:
   i. Immersion site, preceptor's name and preceptor qualifications (attach CV or resume)
   ii. Learning objectives for immersion
   iii. DNP essentials that will be met during the immersion
   iv. Activities: experiences also could include but are not limited to conference attendance, community meetings, shadowing in sites that are external to the primary site of the immersion experience, identifying and consulting with experts in the topic area, coordinating potential immersion experiences in multiple sites, or assuring strong connections in the primary site, to determine data collection sites, etc.
   v. Number of immersion hours to be accomplished during specific experiences.

Appendix I
Faculty Mentor Supervised Independent Immersion Hours Experience Report

Provide documentation that includes the following:

1. Completed DNP Immersion Hours Immersion Journal Spreadsheet with documentation of Immersion hours including the date, number of hours, DNP essential(s) met, immersion learning activity, and student reflection

2. Description of how each immersion experience objective was met

3. Summary of and reflections about overall immersion experience

Student Signature: _____ Date: _____

Faculty Mentor Approval and Signature: _____Date: _____

DNP Associate Director Approval and Signature: _____ Date: _____

References

American Association of Colleges of Nursing. (2006). *The essentials of doctoral education for advanced nursing practice.* Washington, DC: American Association of Colleges of Nursing

American Association of Colleges of Nursing. (2015). *The doctor of nursing practice: Current issues and clarifying recommendations.* Washington, DC: American Association of Colleges of Nursing

American Association of College of Nursing. (2017). AACN Faculty Think Tank Report & Recommendations. http://www.aacnnursing.org/Portals/42/Policy/PDF/FPTT-Report-10-12-2017.pdf