



**Doctor of Nursing Practice Completion Program
Student Handbook**

2015-2016

**“Preparing Leaders & Scholars
for Advanced Nursing Practice”**

Welcome to the Doctor of Nursing Practice Program

This handbook is a supplement to the current University of San Diego (USD) Graduate Bulletin for students in the Doctor of Nursing Practice (DNP) Completion. Please carefully review the information in this handbook, the Archways Student Handbook, and the University of San Diego Graduate Bulletin as these resources will provide useful information. The expectation is that each student will review the handbook and be held responsible for the content.

The academic calendar, located in the Graduate Bulletin and online (<http://www.sandiego.edu/academiccalendar/>), provides dates and deadlines that may facilitate smooth and timely movement through your program of study. Official University holidays are listed, dates are specified for applying for financial aid, and deadlines are indicated for events such as receiving tuition refunds, removing incomplete grades, and petitioning for graduation. The Graduate Bulletin also provides information about the University, its mission and goals, academic programs, resources and facilities, and policies and practices. The section dealing specifically with the Hahn School of Nursing and Health Science provides more focused information on the School's graduate offerings, financial aid programs for nursing students, and nursing course descriptions.

This Student Handbook includes information about accreditation status, academic advising information, typical programs of study for full and part-time students choosing the DNP program, and the preliminary planning required prior to enrollment in clinical courses. In addition, there is information about grading policies, and fees. This handbook will be valuable toward experiencing a rewarding, successful personal and academic journey at USD.

Each student is responsible for the contents of this handbook and must abide by the policies and procedures written in this handbook. The contents are subject to revision throughout the course of the academic year. In the event there is a revision, each student will be notified via their USD email. For additional questions or clarification of information contained in this handbook, please contact the Office of the Doctor of Nursing Practice and Master of Science in Nursing Nurse Practitioner Programs at 619-260-2310. **Please read and sign the last page of this document indicating receipt of this handbook and acknowledging accountability for its content. Return the form to the DNP & MSN NP Programs Office.**

Dr. Shelley Y. Hawkins, PhD, FNP-BC, GNP, FAANP
Director, DNP & MSN NP Programs
August, 2015

TABLE OF CONTENTS

HISTORY OF THE DOCTOR OF NURSING PRACTICE DEGREE	1
HAHN SCHOOL OF NURSING AND HEALTH SCIENCE DESCRIPTION.....	2
FACULTY MISSION AND PHILOSOPHY.....	4
LEARNING OUTCOMES AND OBJECTIVES	5
PROGRAM DESCRIPTION.....	5
USD POLICIES AND PROCEDURES.....	6
DNP PROGRAM POLICIES AND PROCEDURES.....	9
UNIVERSITY RESOURCES.....	14
SCHOOL OF NURSING RESOURCES.....	16
ROLES OF DNP FACULTY AND STAFF.....	17
DNP FACULTY LISTING.....	18
DNP COURSES.....	19
HEALTH, LIABILITY, AND CERTIFICATION REQUIREMENTS.....	21
TECHNOLOGY REQUIREMENTS.....	22
ACADEMIC ADVISING.....	23
CLINICAL SCHOLARLY PRACTICE.....	24
PROCEDURES TO FOLLOW IF INJURED IN THE CLINICAL SETTING.....	25
PROGRAM EVALUATION.....	29
FINANCIAL INFORMATION AVAILABLE TO STUDENTS.....	29

APPENDICES

APPENDIX A – AACN DNP Essentials	35
APPENDIX B – Essential Abilities and Professional Conduct Policy	42
APPENDIX C – Students Expectation and Improvement Plan (SEIP)	46
APPENDIX D – DNP Program Plans.....	48
APPENDIX E – Health, Liability and Certification Requirements.....	49
APPENDIX F – Background Check Process	51
APPENDIX G – Release of Information.....	52
APPENDIX H – Required Technology and Computer Skills.....	53
APPENDIX I – ExamSoft Purchasing Instructions.....	55
APPENDIX J – DNPC 630 DNP Scholarly Practice Syllabus.....	60
APPENDIX K – Procedures to Follow With Accidents/Injuries.....	63
APPENDIX L – DNPC 630 Scholarly Practice Clinical Logs.	64
APPENDIX M – DNP Project Evaluation Criteria & Final Evaluation Criteria	67
APPENDIX N – Clinical Mentor/Preceptor Information.....	74
APPENDIX O – Format for Manuscript and Timeline for DNP Project Requirements.....	78
APPENDIX P – Agency Approval Letter for Data Use	82
APPENDIX Q – DNP IRB Application Process.....	83
APPENDIX R – Portfolio Cover Page.....	87
APPENDIX S – Poster Template	88
APPENDIX T – Application for Nursing DNP Dean’s Scholar Award.....	89

DNP COMPLETION STUDENT HANDBOOK

HISTORICAL PERSPECTIVE REGARDING THE DOCTOR OF NURSING PRACTICE DEGREE

In the early 2000s, the American Association of Colleges of Nursing (AACN) initiated dialogue among nursing leaders across the country regarding the need for doctoral preparation of nurses in advanced practice roles. Advanced practice within nursing refers to the highest level of professional nursing practice, defined by the AACN (2004) as:

Any form of nursing intervention that influences health care outcomes for individuals or populations, including the direct care of individual patients, management of care for individuals and populations, administration of nursing and health care organizations, and the development and implementation of health policy (p.2).

Currently, advanced practice RN (APRN) roles include nurse practitioners (NPs), clinical nurse specialists (CNSs), certified nurse midwives (CNMs), and certified registered nurse anesthetists (CRNAs). The AACN proposed doctoral preparation for advanced nursing practice to address societal demands for greater knowledge and expertise. Such preparation is needed in the face of an increasingly fragmented and ineffective health care system along with the escalating health disparities in our nation (National Research Council of the National Academies, 2005; Institutes of Medicine [IOM], 2003). As a result, the IOM called for the restructuring of educational preparation of all health professionals, including nurses, with a specific emphasis on specialty practice, information systems, quality improvement, and patient safety expertise. The USD DNP program outcomes were formulated to achieve these goals.

The AACN **recommends** that all APRN educational programs transition to the DNP by 2015. By that date, all RNs should enter DNP programs after their baccalaureate education is completed. MSN preparation will eventually be phased out. In order to accommodate the large number of master's-prepared APRNs who also may wish to earn the DNP, a post-master's completion program was also recommended (AACN, 2006).

In January, 2005, the Hahn School of Nursing and Health Science (SON) hosted a western regional AACN DNP information meeting (one of several regional forums held that year) that was attended by over 200 nursing leaders from across the country including several USD faculty and Dean Hardin. At this meeting, a draft of the AACN's "Essentials of Doctoral Education for Advanced Nursing Practice" was disseminated for discussion and feedback. In 2006, the *Essentials* document (Appendix A) was formally adopted and is now the definitive curriculum standard for all DNP programs. For complete information about the AACN's *DNP Essentials* and the *DNP Roadmap Task Force Report* (2006), proceed to www.aacn.nche.edu. The *DNP Essentials* articulate eight competencies to be achieved by the end of a DNP program.

The eight competencies are:

1. Scientific underpinnings for practice
2. Organizational & systems leadership for quality improvement and systems thinking
3. Clinical scholarship and analytic methods for evidenced-based practice
4. Technology and information for the improvement and transformation of patient-centered health care
5. Health care policy for advocacy in health care
6. Interprofessional collaboration for improving patient and population health outcomes
7. Clinical prevention and population health for improving the nation's health
8. Advanced nursing practice

During the 2005-2006 academic year, our faculty began a preliminary review of other DNP programs and began to explore the feasibility of beginning a DNP program at USD in fall 2008. During the 2006-2007 academic year, a nursing faculty taskforce was convened to develop the purpose, graduate competencies, and curriculum, culminating in formal faculty approval in May, 2007. During this process, new courses were reviewed and approved by the School of Nursing's Curriculum and Doctoral Committees.

The DNP proposal was distributed to and reviewed by multiple constituencies at the University during the fall, 2007 semester. On September 26, 2007 the President's Executive Council gave preliminary approval pending a review of the proposed budget by the Cabinet. The Graduate Council approved the proposal on October 11, 2007. The President's Cabinet gave unanimous approval on October 31, 2007. Finally, after approval by the Academic Affairs Committee of the Board of Trustees on December 6th, the full Board voted to approve the proposal on December 8, 2007.

The SON was re-accredited by the Commission on Collegiate Nursing Education (CCNE) in 2010 for 10 years through June, 2020. The Post MSN DNP Program received initial accreditation in 2008 and similar accreditation was granted for the Post BSN DNP Program in 2010. A CCNE site visit for continuing full accreditation of the DNP Program was conducted in October, 2014 and was re-accredited through 2025. In addition, USD was re-accredited in 2012 by the Western Association of Schools and Colleges (WASC). In 2006, 2010, and again in 2014, the Post BSN-DNP program was re-approved by the California Board of Registered Nursing (BRN). To date, 67 APRNs have graduated from our DNP Completion (Post MSN DNP) Program, and 34 Nurse Practitioners from our Post BSN DNP Program. Most of our DNP Program graduates have gone on to leadership roles in clinical practice and nursing education across the nation and around the world

SCHOOL OF NURSING DESCRIPTION

Hahn School of Nursing and Health Science and the Betty and Bob Beyster Institute for Nursing Research, Advanced Practice, and Simulation includes the Hahn Main and the Beyster Institute for Nursing Research buildings. Hahn Main is a recently renovated, 26,000 sq. ft., two-story facility that

houses administrative office suites, office space for 35 faculty and administrative personnel, class, seminar, and conference rooms, a library with video-conferencing capabilities, and student, faculty, and staff terrace, patios, kitchens, and lounges. Each classroom is a “Smart Classroom,” e.g., equipped with whiteboards, electronic screens, overhead projectors, ceiling-mounted data projectors, speakers, and a media cabinet containing a laptop computer, audio tuner, and VHS playback machine. All faculty have office space equipped with networked desktop computers with SPSS and printers. Other equipment consists of Interactive Conferencing, Software (Access, Excel, PowerPoint, Word, Netscape, Office 97, SPSS, N-Query, QSD, NUD*IST, NVIVO, SPSS, ADAM, Atlas of Clinical Anatomy, 64 Diagnostic Reasoning Cases, Doctor’s Dilemma, Human Physiology, Interactive Electrocardiography, Immunology, and FLIPS), Scantron with a Scanbook computer, copiers, color printers, fax machines, and a Wi-Fi System for the building.

The Beyster Institute for Nursing Research (BINR) is a state-of-the-art, LEED gold, 30,000 sq ft, three-story Spanish Renaissance building and Plaza annexed to Hahn Main. The Beyster Institute’s beauty reflects the caliber of the school, which has been consistently ranked as a “Best” Graduate Nursing School by *U.S. News & World Report*.

BINR’s first floor is dedicated to the Dickinson Family Foundation’s Lizbeth Dickinson Smoyer Nursing Simulation Center, the keystone of the school’s clinical teaching facilities and a national model for nursing education. The Dickinson Center houses an eight bed clinical skills classroom equipped with high-fidelity human patient simulators, six primary care exam rooms, three acute care hospital rooms, a medication station, two inter-connected debriefing rooms, a “Green Room” lounge for patient-actors, and a faculty office suite. It provides mechanical control rooms and faculty observation work spaces and storage rooms and gives direct access to the BINR Plaza. The Dickinson Center enables Simulation Residencies for doctoral students who can conduct research on the potential of experiential learning in healthcare education and its impact on patient care. The Dickinson Center fosters inter-professional shared learning opportunities with community healthcare academic and service partners.

The BINR Second Floor features the Lizbeth and Walter Smoyer Family, Advanced Practice Registered Nurse (APRN) Education Center focusing on diagnosis and treatment, management of chronic illnesses, preventive care, and leadership of interdisciplinary health teams. More than 1,000 APRNs, including 100 with the doctor of Nursing Practice Degree, have graduated from USD since 1984. The Smoyer APRN Education Center contains a High Tech Specialty Classroom and modern adaptable classrooms separated by electronic dividers. Classrooms access a large exterior terrace for meetings or informal gatherings. Ten APRN faculty offices and a large work room are housed here, along with a conference room and faculty lounge. The second floor provides a “Mother’s Room” for infant care and access to Hahn Main through a connecting bridge.

The BINR Third Floor contains the PhD Executive Classroom and the exquisite Krause Family PhD Research Library and Study that offers sweeping views of Founders Chapel, the Immaculata, and the USD campus. The Krause Family Library assures a setting for creative thinking, relaxed sharing, and peaceful contemplation. Notably, it provides a venue to showcase the evolution of nursing science in

over 300 USD Nursing Dissertations. PhD students and faculty enjoy direct access to online research databases for current and historic, domestic, foreign, and international nursing materials. The Krause Family Library assures a scholarly, yet comfortable, space for receptions and PhD Dissertation Defense celebrations.

BINR third floor showcases four Nursing Research units: the Hervey Family San Diego Foundation Military and Veteran Health Unit, the Women and Children's Health Unit, the Kaye M. Woltman and Melisa R. McGuire Hospice and Palliative Care Education and Research Unit, and the Senior Adult Research Unit and Functional Assessment Apartment. A most unique space, this apartment contains a small kitchenette, bathroom, and bedroom/living area outfitted with equipment and furniture that enhances safety for older adult research participants. A Psychiatric APRN psychotherapy research room adjoins the apartment.

The third floor features a large workroom area where nurse scientists, research staff, assistants, and PhD students can communicate and collaborate. The Director of Nursing Research, the Patricia A. Chin Endowed Professor of Nursing Research, and Senior Nurse Scientist offices are located on the third floor so that they can not only conduct research, but also model for PhD students the adventure of "hands-on" clinical nursing research. A large secured area for efficient data filing systems is housed here.

FACULTY MISSION & PHILOSOPHY

The Hahn School of Nursing and Health Science is a community of progressive scholars in an intellectually rigorous, research intensive environment. Graduate level nurses are educated to optimize health, promote healing, and alleviate suffering through reflective practice, knowledge generation, service to the community, and leadership at local and global levels. The commitment to social justice is deepened by influencing health policy and by promoting an ethical approach to nursing characterized by compassion and respect for the dignity of the individual.

The faculty of the School of Nursing view individuals as unique holistic beings in dynamic interaction with an ever-changing environment. Each person has the potential for self-direction and self-actualization. The faculty believes clients have the right to engage actively in decisions relative to their health and health care. An individual's potential is achieved through interaction with larger systems such as the family, community, and society.

Health is a dynamic state of being which is self-perceived and delineated by certain empirical parameters. This state of being is positively or negatively influenced by interactions with the environment, including the health care system. The faculty believes the health care needs of clients are best served by a delivery system that is innovative and responsive to the needs of all people.

Nursing is a scientific discipline which engages in scholarly inquiry to expand its body of knowledge as a foundation for excellence in clinical practice. Nursing care is the translation of

intellectual effort into humanistic interventions which respect the dignity and worth of each person throughout the life span. Implicit in nursing practice is accountability to individuals, families, and communities to promote, maintain, and restore health.

The faculty believes that learning is a continuing process that involves changes in knowledge, attitudes, and behaviors. Consistent with this belief, the faculty provides learning experiences that foster critical thinking and believe that **students are accountable for their own learning.** The faculty believes that they have a responsibility to assist students to advance in the community of nursing scholars.

The faculty of the School of Nursing exemplifies, through teaching, research, and clinical practice, the personal and professional characteristics they seek to develop in students. They serve as catalysts for student learning, contributors to nursing's expanding body of knowledge, and role models in clinical practice.

LEARNING OUTCOMES & OBJECTIVES

The faculty of the Hahn School of Nursing and Health Science have identified the following as **learning outcomes** in preparation for *independent APRN practice* upon completion of the Doctor of Nursing Practice program:

1. Demonstrate advanced levels of clinical practice within defined ethical, legal, and regulatory parameters in designing, implementing, and evaluating evidenced-based, culturally competent therapeutic interventions for individuals or aggregates.
2. Synthesize nursing and other scientific and ethical theories and concepts to create a foundation for advanced nursing practice.
3. Demonstrate leadership in collaborative efforts to develop and implement policies to improve health care delivery and outcomes at multiple levels of professional practice (institutional, local, state, regional, national, and/or international).
4. Incorporate research into practice through critical appraisal of existing evidence, evaluating practice outcomes, and developing practice-based guidelines.
5. Design, implement, and evaluate health care delivery systems and information systems that meet societal needs and ensure accountability for quality outcomes.
6. Employ a population health focus in the design, implementation, and evaluation of health care delivery systems that address primary, secondary, and tertiary levels of prevention.
7. Incorporate ethical, regulatory, and legal guidelines in the delivery of health care and the selection, use, and evaluation of information systems and patient care technology.

PROGRAM DESCRIPTION

The Post MSN DNP program requires a **minimum of 34 units** of course work. Required courses primarily focus on the clinical and translational sciences, the philosophical basis of advanced nursing practice, and the socioeconomic factors needed to transform and evaluate health care. To achieve the

highest level of advanced nursing practice, students are educated and socialized for their roles both didactically through course work, seminars, and experientially through the clinical scholarly practice. Students are expected to develop a deep understanding of the scientific and ethical foundation of reflective practice and the economic, political, and regulatory forces that affect quality of care. With this foundation, students will be able to translate research into practice by designing and evaluating innovations in care to improve the health status of individuals, families, communities, and the nation.

USD POLICIES AND PROCEDURES

Academic Integrity

The University is an academic institution, an instrument of learning. As such, the University is predicated on the principles of scholastic honesty. It is an academic community, all of whose members are expected to abide by ethical standards both in their conduct and in their exercise of responsibility toward other members of the community. Academic dishonesty is an affront to the integrity of scholarship at USD and a threat to the quality of learning.

An act of academic dishonesty may be either a serious violation or an infraction. The instructor or supervisor of the academic exercise will have responsibility for determining that an act is an infraction or may be a serious violation.

Serious violations are the following acts:

- (a) Examination Behavior. Any intentional giving or use of external assistance during an examination shall be considered a serious violation if knowingly done without express permission of the instructor giving the examination.
- (b) Fabrication. Any intentional falsification or invention of data, citation, or other authority in an academic exercise shall be considered a serious violation; unless the fact of falsification or invention is disclosed at the time and place it is made.
- (c) Unauthorized Collaboration. If the supervisor of an academic exercise has stated that collaboration is not permitted, intentional collaboration between one engaged in the exercise and another shall be considered a serious violation by the one engaged in the exercise and by the other if the other knows of the rule against collaboration.
- (d) Plagiarism. Any intentional passing off of another's ideas, words, or work as one's own shall be considered a serious violation.
- (e) Misappropriation of Resource Materials. Any intentional and unauthorized taking or concealment of course or library materials shall be considered a serious violation if the purpose of the taking or concealment is to obtain exclusive use, or to deprive others of use, of such materials.
- (f) Unauthorized Access. Any unauthorized access of an instructor's files or computer account shall be considered a serious violation.
- (g) Serious Violations Defined by Instructor. Any other intentional violation of rules or policies established in writing by a course instructor or supervisor of an academic exercise is a serious violation in that course or exercise.

Infractions are the following acts:

(a) Any unintentional act is an infraction that, if it were intentional, would be a serious violation. (b) Any violation of the rules or policies established for a course or academic exercise by the course instructor or supervisor of the academic exercise is an infraction in that course or exercise if such a violation would not constitute a serious violation.

Academic dishonesty, and allegations of academic dishonesty, are matters of university-wide concern in the same way that academic integrity is a matter of university-wide concern. Students bear the responsibility not only for their own academic integrity but also for bringing instances of suspected academic dishonesty to the attention of the proper authorities. Members of the faculty are obligated; not only to the University but also to the students they supervise, to deal fully and fairly with instances and allegations of academic dishonesty. The University administration bears the responsibility of dealing fairly and impartially with instances and allegations of academic dishonesty.

For further information about this policy contact Associated Students at 619-260 4715 or <http://www.sandiego.edu/associatedstudents/>.

Non-Discrimination

The University prohibits discrimination against current and prospective students and employees on the basis of race, color, sex, religion, national origin, age, disability, sexual orientation, or any other legally protected characteristics. The University does not by this non-discrimination statement disclaim any right it might otherwise have to maintain its commitment to its Catholic identity and the doctrines of the Catholic Church. (Archways Student Handbook) Please address all inquiries concerning the application of the University policies to USD's Provost.

Harassment

The University is committed to and embraces the doctrine that all men and women are creatures of God. Each and all not only deserve but must be afforded the dignity that necessarily follows from acceptance of that doctrine. Anyone who chooses to become a member of or participate in any way in the University's community, whether as a student, faculty member, administrator, employee, or guest, is expected to accept this standard of conduct, both in theory and in practice. The University is committed not to tolerate harassment in any form by reason of the race, color, religion, national origin, disability, or sexual orientation, of any person (Archways Student Handbook). Please address all inquiries concerning the application of the University policies to USD's Provost.

Retention and Dismissal (Academic Probation and Disqualification)

To be in good academic standing and to be eligible to graduate, students must maintain in their program courses the minimum semester and Grade Point Average (GPA) that is required by their program. See "Grading Policy" regarding the minimum acceptable grade for courses and the minimum

overall grade point average required in the program. The minimum GPA requirement for the SON is 3.0 calculated on a 4.0 scale. Any student who has completed at least 6 units of course work and whose cumulative USD GPA for graduate program courses falls below the minimum required of the program will be placed on academic probation. At the end of the term in which the probationary student has registered for his/her next 6 units, a review will be conducted. Students who have not raised the cumulative USD GPA for graduate program courses to the acceptable level at that time will be disqualified from the program.

Grade Point Average (GPA)

The grade point average is computed by first multiplying the number of units for each course under consideration by the number of grade points assigned to the grade received for the course; the total number of grade points earned in the period is then divided by the total number of applicable units attempted. Grade points and attempted credit units for courses with a grade of Incomplete or I (unless the deadline for completion has passed), Pass, or W are not included in the GPA calculation.

Grade points are assigned as follows: A = 4.0; A- = 3.67; B+ = 3.33; B = 3.0; B- = 2.67; C+ = 2.33; C = 2.00; C- = 1.67; D+ = 1.33; D = 1.00; D- = 0.67; F = 0.00.

Dismissal

In addition, to dismissal for academic reasons (see Retention/Academic Probation and Disqualification above), students can be dismissed from the University for violating any of the following university policies:

- Rules of Conduct
- Academic Integrity Policy
- Alcohol Policy

These policies are available to students in the *Archways Student Handbook*. Procedural Guidelines for the Disciplinary Process and Disciplinary Sanctions are also outlined in the *Archways Student Handbook*. Dismissal from the program is the most extreme form of sanction for violation of these policies, but less extreme sanctions may be employed if warranted.

Students who wish to appeal their disqualification must do so in writing to the Dean of the College or School in which their program resides within 10 calendar days of receiving such notice (*Archways Student Handbook*).

Grievance Policies

The University has policies regarding both grievances related to hate crimes and harassment and grievances regarding grades. These policies are available in the *Graduate Bulletin*. In keeping with the university policies, hate crimes or harassment within the SON are reported to the Dean. Grade grievances should be initially addressed with the faculty member involved. If there is no resolution, the Program Director will subsequently become involved and subsequently the Dean of the SON.

Failing resolution at that level, the student grievant may submit a written request for a grievance hearing by the Student Affairs Committee of the SON. In the case of such a grievance, faculty and/or student representatives who could be in a conflict of interest position regarding the grievance will be asked to excuse themselves from the proceedings. Faculty content experts may be necessary to help review the grade grievance. If such members are not on the committee, all efforts will be made to invite an expert to serve on the grievance committee for that hearing. To obtain a copy of the Student Affairs Committee by-laws, please contact the committee chair.

Graduation/Completion of Degree Requirements

In order to be cleared for degree completion, students must file a Petition to Graduate in the Graduate Records Office by the deadlines outlined in the Academic Calendar in the front of the Graduate Bulletin.

DNP PROGRAM POLICIES AND PROCEDURES

Retention

The SON faculty realizes that students encounter life circumstances that may create difficulty with the continuation of their educational pursuits. When such circumstances occur, every effort is made to assist students so that they may remain enrolled in their program of study. Retention rates for all SON programs are above 90%. If, for some reason, students must interrupt their educational progress, the student should request a meeting with the DNP & MSN NP Programs Director so that the student may be given a leave of absence in compliance with university policies. Students who take a leave must contact the DNP & MSN NP Program Director/Academic Coordinator in order to receive approval to enroll in subsequent course work.

Grading Policy for Theory Courses

- A minimum grade of B- is required in ALL courses in the DNP Program
- The SON Academic Grading Scale is as follows:

A 93-100

A- 90-92.99

B+ 87-89.99

B 83-86.99

B- 80-82.99

C+ 77-79.99

C 73-76.99

C- 70-72.99

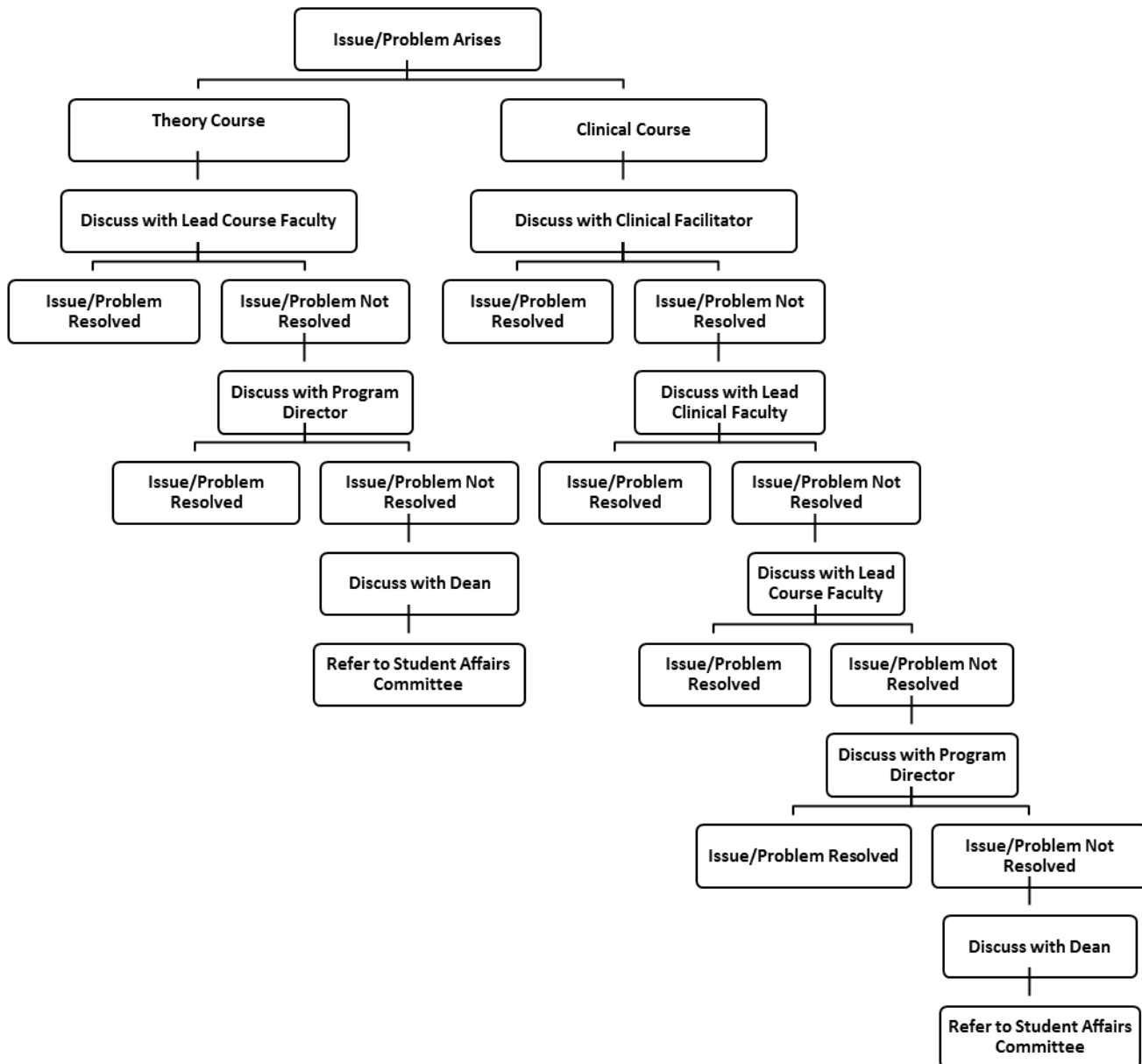
D 60-69.99

F 59 or less

- If a grade less than B- is obtained in any of the courses, that course must be repeated and a minimum grade of B- must be earned. All courses may be repeated only one time. **Students who do not pass the course with a minimum of B- the second time will be dismissed from the DNP program.**
- In order to successfully complete a DNP exam-based course, a minimum exam average of 80% must be achieved on the examination component of the course. The inability to achieve 80% on the exam component automatically results in unsuccessful completion of the course.
- Incompletes in courses are only assigned by faculty when the majority of requirements have been completed, but unforeseen problems, crises, etc. interfere with a student's ability to meet the remaining course requirements prior to the end of the term. Furthermore, arrangements must be made with the lead course faculty prior to the end of the semester.

Management of Problems Related to Theory or Clinical Coursework

DNP students who experience a course-related issue pertaining to academic performance in theory and/or clinical should consult the algorithm on this page to ascertain the appropriate steps for resolution. Students are encouraged to adhere to this algorithm in order to optimize the most efficient and positive outcome. Faculty are very approachable and encourage that a student be proactive in discussing any issues/challenges with them.



Essential Abilities and Professional Conduct Policies

In order to be successful in the DNP programs, students should be able to perform essential abilities and adhere to policies governing professional conduct (see Appendix B for a complete description). Failure to conform with one or more of these policies will result in a Student Expectation and Improvement Plan (SEIP). Faculty determination to proceed with the SEIP process is a serious decision and has potentially serious implications including dismissal from the program (Appendix C).

Appeal of Dismissals that occur through the Student Expectation and Improvement Plan (SEIP) Process

All students who are dismissed from the School of Nursing as the result of the SEIP process have the right to appeal. It is the responsibility of the Program Director to inform the student of this right at the time the dismissal decision is communicated to the student. The student must submit an appeal in writing to the Dean's office by the end of business on the next workday following the day the student was dismissed. The Dean's office will arrange a hearing as soon as practicable. The Program Director as well as the involved student shall give evidence at the hearing to the Dean, who will rule on the appeal. If the student has been dismissed for reasons of patient or student safety then the student may not continue to attend any classes while the appeal is being heard. If the student was dismissed for any other reason, then the student may continue to attend classes until the appeal has been decided.

The SEIP Process and FERPA

All aspects of the SEIP Process are conducted in compliance with FERPA. No information about a particular student shall be communicated to faculty or students except as allowed by FERPA. In particular, when a student is dismissed from the program, only those students who work in groups or teams with the dismissed student and only those faculty in whose classes the dismissed student was enrolled shall be informed that the student is no longer in the program.

Course Repetition Policy

A student who does not successfully complete a course (minimum B- course grade) has **one** opportunity to complete the course. Lack of successful completion automatically results in a dismissal from the program. This applies to all courses. If a student does not successfully complete one course and then does not successfully complete a second, different course, the student will be dismissed from the program.

Transfer of Credit

Students may ordinarily transfer up to 6 units of graduate credit awarded for completion of post-Master's course work. Extension credit is not transferable. Ordinarily, courses meeting the requirements for another degree cannot be used.

The Petition for Transfer Credit form available from the School of Nursing or the USD website must be completed and accompanied by information necessary for the advisor and Program Director to make

a decision on the equivalency of the courses requested for transfer. The information must include a copy of the course syllabus from the university where you have completed the course work and evidence that this course is acceptable at that institution for doctoral or graduate credit. This can be accomplished by a copy of the page in the catalog that stipulates the numbering system at that university or a letter from a college official or professor indicating that this course carries graduate credit. It is imperative that the name of the university appear on these materials. The course(s) for which the transfer credits are to be substituted should also be indicated on the transfer petition. The form and supporting materials are sent to the Graduate Records Office for final approval and, then, sent to the Office of the Registrar for posting. It is important to provide as much data as possible with the original request for transfer credit.

If a student wishes to take a course for transfer at another university while enrolled in the doctoral program, approval for transfer prior to taking the course is prudent. Approval should first come from the DNP Director as part of program planning. The student should process the transfer form as described above. The approval form will be held (copy to student and student file), until the transcript is received in the Office of the Registrar.

The same form is used for prior approval of courses and transfer of courses already taken. It is the student's responsibility to make sure that transcripts are sent to USD Office of the Registrar from the appropriate university. Transcripts must include a grade (A-B) for the course (s). A grade of B or higher must be earned for credit to be awarded.

Readmission Policy for the Doctor of Nursing Practice Programs

Readmission to the DNP programs is not automatic. Applicants for readmission will be pooled with new applicants who are vying for competitive admission and must complete all requirements as stated in the Graduate Bulletin. In addition, depending on the amount of time that has elapsed since attendance at USD, applicants may be required to repeat specific courses. Contact Cathleen Mumper, Director of Student Services in the Hahn School of Nursing and Health Sciences, and/or Amy Wright, Academic Coordinator, for additional information.

Publishable Papers, Posters, & Presentations

Students who are currently enrolled in the DNP Program and developing publishable papers, posters, and/or presentations based on their course work must consult with their DNP faculty advisor prior to submitting abstracts or papers. The University of San Diego, Hahn School of Nursing and Health Science and Beyster Institute of Nursing Research, Advanced Practice, & Simulation must be recognized in these materials. If the student has prepared a publishable paper, poster, or presentation or unrelated to the academic experience, they may consult with their DNP faculty advisor if desired.

UNIVERSITY RESOURCES

The following resources are available to all University of San Diego students. Links for many of the resources below can be found on the “Student Life” tab on your **MySanDiego** account (my.sandiego.edu).

- **One Stop Student Center – (Hahn University Center 126)** the One Stop welcomes all students who need assistance with their registration, student account, or financial aid. Their mission is to consolidate business transactions of the Financial Aid, Registrar, and Student Accounts offices into one location where students can receive outstanding customer service.
- **Center for Health & Wellness Promotion – (Maher 140)** The Center for Health and Wellness Promotion (CHWP) serves the USD student community through educational opportunities, prevention campaigns, campus-wide programs, research initiatives and individualized interventions. CHWP empowers students to make healthy choices and create a university climate conducive to the overall success and well-being of the individual student and campus community.
- **Torero Store (Hahn University Center)**– offers new and used textbooks, computer hardware and software, fax support, mail orders, photo processing, school supplies, clothing, imprinted merchandise, graduation products, magazines, newspapers, greeting cards, and stationery. <http://www.usdtorerores.com>.
- **Campus Ministry (University Center 238)** – provides faith community and support programs on-campus. Activities include student retreats, outreach opportunities through ecumenical and inter-faith programs, and spiritual “connections” via USD’s University Ministry (UM) Fellowship, the Romero Center, and the Students for Life program.
- **Career Services (Hughes Center 110)**– serves as a centralized career resource for USD students, alumni, and employers.
- **Copley Library** - The library houses extensive print resources as well as a wide variety of online materials, including subscription databases and e-books that can be accessible remotely. Nursing students have a dedicated librarian, Zoë Abrahams (zabrahams@sandiego.edu) to assist with locating information and materials. The library is open 7 days a week, including a 24/7 schedule prior to and during finals. EndNote bibliographic software is available on all library computers, including available circulating laptops. This software can be purchased at a reduced rate through the campus Information Technology Services department. Please visit sandiego.edu/library for more information about services and resources. Students also have access to San Diego Library circuit, which maintains a database linking university and libraries in the region.
- **Counseling Center (Serra Hall 300)**- offers a free-of-charge, confidential assessment session with a psychologist to discuss concerns. Walk-in services are also available for those students who need immediate assistance. Individual and/or group counseling is available as well as referral to

professional services as needed.

- **Dining Services (Student Life Pavillion, Level 1)** – offers students three meals a day at the University Center from 7:00 a.m. to 8:00 p.m. daily. Other on-campus food services are available at various locations around the campus to students, faculty, administrators, and other employees.
- **Disability and Learning Difference Resource Center (Serra Hall 300)** – USD is committed to helping students with disabilities obtain meaningful academic accommodations and support and to help improve access to the many excellent programs and activities offered by the University. Services include evaluating disability documentation, arranging academic accommodations and providing disability management/counseling to students with disabilities. The resource center also coordinates with other departments, both academic and administrative, such as Residential Life, the Department of Public Safety, the School of Law, and the Dean's offices of the various schools on campus, to meet students' needs. The office also strives to serve the broader University community by raising awareness of the needs and rights of persons with disabilities. The resource center facilitates dialog about issues of diversity and inclusion and promotes respect for the unique needs, challenges, strengths and contributions of community members.
- **Financial Aid (Hughes Center 319)** – assists students with their financial requests. The University also has financial aid counselors to assist applicants with form completion.
- **Housing (Mission Crossroads)** – provides housing to students of all ages. Living options include the residence halls, the University Terrace apartments, the Presidio Terrace apartments and other apartments and homes in the immediate vicinity.
- **Information Technology Services (University Center 117)** – supports general and instructional computing labs. Information on hours of operation, software, policies and equipment is available at <http://www.sandiego.edu/its/labs/>.
- **Instructional Media Services (Maher Hall 176)** - provides services to USD faculty, staff, and students for academic use and acquires, circulates, installs, manages and maintains display, recording, and playback equipment. The IMS staff also provides videotaping, scanning, large format color printing, video conversion services, Final Cut Express video editing and related multimedia production services.
- **International Center (Serra Hall 315)** - includes support services for international students in the transition to a new culture and environment, assistance with immigration matters for international students, and study abroad information.
- **Legal Research Center** – has a collection of more than 525,000 volumes and volume equivalents. It is open to all USD students.
- **Manchester Family Child Development Center (Manchester Village)** – provides childcare services (preschool) to faculty, staff, and/or students. Hours are 7:15 am to 5:45 pm, Monday

through Friday. Monthly fees apply.

- **Student Health Center – (Maher 140)** designed to provide limited outpatient care for registered students. A registered nurse is on-duty during operating hours. A physician, nurse practitioner and registered nurse are in the Health Center every day. An on-call service is available to students 24 hours per day. There is no fee for services. Students can call 619-260-4595 for additional information.
- **Writing Center (Founders Hall 174)** – offers students writing assistance from brainstorming an idea to reviewing a formal paper. The Writing Center is open Monday through Wednesday, from 9 am to 7 pm, Thursday 9 am to 12 pm and 2 pm to 7 pm, and Fridays 9 am to 2 pm.

SCHOOL OF NURSING RESOURCES

- **Director of Student Services (Cathleen Mumper, SON 209)**- The Director of Student Services serves prospective and current students across all programs. She manages the recruitment and admissions processes for all academic programs in the SON. She administers and coordinates Open Houses, Employment Fairs and New Student Orientations. In addition, the Director of Student Services manages the SON financial aid budget and administers the awards made in collaboration with the Dean and Program Directors. She also serves as the SON liaison with the University Office of Financial Aid, Office of the Registrar and the Office of Student Accounts to resolve student issues and keep them informed of SON programs and policies.
- **Development Officer (Joan Martin, SON 233)** – the Development Officer works with the SON to establish scholarships for students and to enhance the overall support including program resources.
- **Healthcare Affiliations** – include a wide variety of clinical resources including UCSD Medical Center, Sharp Health Care (hospital and clinics), Scripps Health (hospitals and clinics), Children’s Hospital and Health Center, Veterans Administration Hospital, Balboa Naval Medical Center, and Palomar Health. Because of the focus on health promotion, a large number of community agencies are utilized including schools, home health agencies, the San Diego County Department of Health Services, health maintenance organizations, and local community clinics.
- **Clinical Site Coordination** – all clinical placements including clinical mentors for DNP projects are coordinated through the SON Clinical Placement Coordinator. Every effort is made to secure appropriate placements for each student. All arrangement for preceptors/clinical mentors are made in collaboration with the course faculty and Program Director. If there is a special request or specific need, this should be discussed with the clinical placement coordinator before the semester begins. Students are not permitted to contact any clinical site or preceptor directly to request placements. Students are encouraged to share potential placement sites with the CPC.
- **Dickinson Family Foundation’s Lizbeth Dickinson Smoyer Nursing Simulation Center (Dickinson Center)**– The Dickinson Center is designed to simulate the clinical setting and provide students with the opportunity to develop and enhance clinical skills in a safe environment. The

3,500 square foot space is located adjacent to the SON building in the Betty and Bob Beyster Institute for Nursing Research, Advanced Practice and Simulation. Dr. Karen Macauley, Director of Innovative Learning, manages the Dickinson Center which contains a hospital area with eight patient units, six exam rooms, nursing station, medication room, a faculty/student lounge and work area, and laundry room. The Dickinson Center is equipped with high fidelity computer simulators, student debriefing rooms, computer video monitoring and recording capabilities along with a Learning Spaces system, and birthing simulations.

ROLES OF DNP FACULTY AND STAFF

DNP & MSN NP Program Director: (Dr. Shelley Hawkins, PhD, FNP-BC, GNP, FAANP) Responsible for overall leadership and coordination of the DNP Program and MSN NP Program. Dr. Hawkins is available by appointment to all students.

Faculty Project Advisors: Tenured and Clinical track doctorally-prepared USD faculty with content and/or role expertise who provide student support for successful completion of the student's scholarly practice requirements.

Clinical Mentors: Doctorally-prepared health care professionals or health policy experts from the community who can support the achievement of the student's scholarly requirements.

Clinical Placement Coordinator (CPC)(Stephanie Evangelista): Administrative staff member who maintains the roster of clinical preceptors and sites, works with faculty and students in development of new sites (as needed), and works collaboratively with DNP students to plan for and arrange any clinical placement(s) needed for the next semester/term as well as clinical mentors for the DNP project. The CPC works within the parameters for planning clinical placements outlined in this handbook. Any exceptions must be approved by the DNP Program Director. DNP Students should respond promptly to any messages from the CPC regarding any assistance with their clinical placement process.

Academic Coordinator: (Amy Wright) Administrative Staff member who acts as primary academic advisor to all DNP & MSN NP Program students with inquiries about academic progression, registration and University and program policies. Serves as the liaison for all state and national accrediting bodies and certification agencies.

Administrative Assistant to the DNP & MSN Nurse Practitioner Programs: (Sara D'Agostino) Responsible for providing support to the DNP & MSN NP Program Director, faculty, staff and students.

DNP FACULTY LISTING

<u>Name</u>	<u>Clinical Practice Area(s)</u>	<u>Teaching & Research Interests</u>
Name	Clinical Practice Area(s)	Teaching/Research Interests
Mary Barger, PhD, CNM	Midwifery	Midwifery, public health
Joe Burkard, DNSc, CRNA	Anesthesia	Translational science, pathophysiology, pain management
Cheryl Butera, PhD, MSN, FNP	Family practice	School health
Shelley Hawkins, PhD, FNP, GNP, FAANP	Family practice, Gerontology, Telehealth	Telemedicine, chronic illnesses, & Director of DNP & MSN NP Programs
Lois Howland, MSN, DrPH	Integrative therapy	Epidemiology, maternal-child stress management
Karen Sue Hoyt, PhD, FNP	Emergency nursing	Emergency nursing
Susan Instone, DNSc, PNP	Pediatric primary care	Reflective practice, behavioral/developmental pediatrics
Kathy James, DNSc, FNP, WHNP, FAAN	Women's health, weight management	Women's health, pediatric weight management, health promotion
Karen Macauley, PhD, DNP, FNP, GNP	Internal medicine	Competency evaluation using Standardized Patients & Simulation; lead GNP faculty & Director of Innovative Learning
Jonathan Mack, PhD, ANP	Emergency medicine	Health care informatics, chronic illnesses
Semira Semino-Asaro, PhD, CNS	Psychiatric/Mental Health	Influence of culture on human development, maternal-child health, psycho-education for families
Kate Stacy, PhD, CNS	Gerontology	Alarm Management
Kathleen Sweeney DNP, PNP	Pediatric Primary Care	Pediatrics; APRN Simulation Coordinator & lead PNP faculty
Michael Terry, DNP, FNP, PMHNP	Psychiatric/Mental Health	Traumatic Stress, Compassion, Fatigue; lead PMHNP faculty

DNP COURSES

For APRNs enrolled in the post-MSN DNP completion program, **34 semester units** are required. These credits consist of 2 Graduate Core Courses (6 semester units) and 6 DNP Core courses (18 semester units) and the Scholarly Practice Course (10 semester units). Students may complete their scholarly practice requirement in their own practice settings as long as the learning objectives of the scholarly practice can be achieved. If students prefer, the SON current network of clinical affiliations will be utilized. Six units per semester (including summer) is considered full time enrollment. The DNP degree for students who are already APRNs may be completed in 21 months if enrolled full-time or 3 years part-time (see DNP Program Plans, Appendix D).

Graduate Core Courses (6 units)

DNPC 611 Methods of Translational Science/ Evidence Based Clinical Practice (3 units)

This is the first of several courses in the APRN program that provides the foundation and methods for translational science and evidence-based clinical practice. Focuses on critical analysis, synthesis, and application of translational research models. Emphasizes areas including: (a) establishing a connection between scientific research and clinical practice, (b) evaluating research findings for application in evidence based practice, (c) exploring analytic approaches to translational science (including interdisciplinary models), and (d) examining the impact of translational science findings into practice at the individual, family, system, and population level. **Note:** Successful completion of the course with a letter grade of B- or higher is necessary to pass the course.

Prerequisite: Admission to the DNP or MSN NP Program

DNPC 648 Health Policy Analysis (3 units)

Examines the process of policy formation within the health care industry from the perspectives of origin, implementation, and analysis. Focuses on the impact of health policy on the consumer and provider. Examines current legislative actions and issues and assumes a leadership role in the policy making process. **Note:** Successful completion of the course with a letter grade of B- or higher is necessary to pass the course.

Prerequisites: None

DNP Core Courses –18 units

DNPC 610 Philosophy of Reflective Practice (3 units)

Provides the student with the opportunity to explore the philosophical underpinnings of advanced nursing practice and practice inquiry including ontology and epistemology of reflective practice and current practice inquiry perspectives. Explores selected methodologies and their philosophical assumptions as a basis for developing a reflective practice that informs and is informed by inquiry bridging science and practice. **Note:** Successful completion of the course with a letter grade of B- or higher is necessary to pass the course.

Prerequisite: Admission to the DNP Program or permission of instructor.

DNPC 622 Pathogenesis of Complex Disease (3 units)

Critical analysis and synthesis of advanced pathophysiology and clinical genetics to examine complex disease states in acutely or chronically ill individuals with an emphasis on multi-system conditions. Provides a foundation for use of evidence-based practice models in clinical management with an emphasis on pharmacogenetics. **Note:** Successful completion of the course with a letter grade of B- or higher is necessary to pass the course. A minimum 80% examination average must be achieved in order to successfully complete the course.

Prerequisite: APNC 520, APNC 521, APNC 523

DNPC 625 Epidemiology: Foundations of Evidence-Based Practice (3 units)

Focuses on the application of epidemiologic principles and data management to address health problems in advanced practice nursing. Emphasizes the use of an epidemiologic model to identify factors contributing to health conditions encountered by advanced practice nurses. Addresses the management of data related to health problems encountered in practice. **Note:** Successful completion of the course with a letter grade of B- or higher is necessary to pass the course. Prerequisite: DNPC 611 or permission of instructor.

DNPC 626 Strategic Planning and Quality Initiatives (3 units)

Emphasizes strategic planning and management, systems and organizational theories, and quality improvement tools, processes and methodologies. Acquaints students with the processes, tools and techniques of strategic planning that will enable them to manage their patient population more strategically and to contribute effectively to strategic thinking and action in healthcare organizations. Focuses on leadership and the process of health care delivery from a systems perspective, emphasizing continuous process improvement as crucial to achieving high quality outcomes. **Note:** Successful completion of the course with a letter grade of B- or higher is necessary to pass the course. A minimum 80% examination average must be achieved in order to successfully complete the course.

Prerequisites: DNPC 625, DNPC 653 or permission of instructor

DNPC 653 Financial Decision Making for Health Care Settings (3 units)

Explores the financial characteristics of health care as a business. Provides a forum to evaluate financial information through the analysis of budgets, financial statements, insurance/reimbursement, cost effectiveness, cost avoidance, and how those elements specifically affect the role of the Doctor of Nursing Practice. Provides a foundation of financial analytical skills to be applied in various health care settings. **Note:** Successful completion of the course with a letter grade of B- or higher is necessary to pass the course.

Prerequisites: None

DNPC 686 Perspectives in Program Planning and Evaluation (3 units)

Prepares students to design, implement, and evaluate health care delivery or educational programs or projects. Focuses on principles of program planning and evaluation and models applicable to

comprehensive systematic evaluations of complex health care delivery or educational projects or programs. Students design and implement an evaluation of a specific evidence-based practice project, health care delivery program, or educational program. **Note:** Successful completion of the course with a letter grade of B- or higher is necessary to pass the course.

Prerequisites: 611, and 625 for DNP students; PHDN 670 and PHDN 673 for PhD students, or permission of instructor

DNP Scholarly Practice Course - 10 units

DNPC 630 DNP Scholarly Practice (1-6 units can be taken each semester)***

Prepares the graduate to 1) design, deliver, and evaluate comprehensive evidenced-based care to individuals and/aggregates incorporating advanced practice nursing competencies; 2) provide leadership in promoting evidenced-based practice in an advanced practice specialty, and 3) function as a practice specialist/consultant in the resolution of clinical problems. **Note:** Successful completion of the course with a letter grade of B- or higher is necessary to pass the course.

Co-requisites: APRN/APRN student status

HEALTH, LIABILITY, AND CERTIFICATION REQUIREMENTS

Specific health and professional criteria must be met by all DNP students before they can register for classes. This policy assures clinical facilities that DNP students meet minimum standards regarding health, liability, and licensure/certification. The Hahn SON & Health Science has contracted with *American Databank (Complio)* to track these criteria for all students across programs. Instructions for creating an account may be found in Appendix E. Comprehensive background checks and drug screening are required of all students (see Appendix F for details). When admitted to the DNP program, students must also provide written authorization to the SON for the release of this information to clinical facilities (see Appendix G). If a student's illness or injury requires medical disability, students must notify the DNP Director as soon as it is feasible. Students on medical disability may not continue their clinical experience until they can provide documentation to the APN Director that their disability has resolved.

Health Requirements: Health requirements must be current. Otherwise, the student will not be allowed to participate in any classes or clinical experiences. Proof of immunization (or titer, if applicable) for influenza, measles (rubeola), mumps, rubella, pertussis, varicella, diphtheria, tetanus, and a recent (within one year of admission) physical examination and tuberculin skin test or chest x-ray is required prior to initial course registration. The hepatitis A and B immunization series is also required. At least 1 of the 2 recommended hepatitis A, and 2 of the 3 recommended hepatitis B inoculations must be completed prior to beginning coursework. The third dose may be administered after the start of the first semester. Documentation of physical exam and TB screening is required annually throughout the student's program. A form to document the physical exam is available in the SON office. Any DNP student who has a potentially communicable illness (including colds and flu) should not go to clinical. If in doubt, confer with the DNP and MSN NP Office.

CA RN Licensure

All DNP students must hold an active California RN license.

BLS Certification

All DNP students are required to hold a minimum of current Basic Life Support (BLS) certification by the American Heart Association and should provide documentation of this, along with verification of current CA RN licensure. Numerous BLS CE opportunities are available in the San Diego region. Any student who does not have current BLS certification must obtain it prior to enrolling in any clinical course.

Malpractice Insurance

All students are covered under USD's Licensed Professional Liability Insurance as an enrolled USD student. Therefore, students do not need to purchase individual insurance to cover their clinical practice in their student role.

TECHNOLOGY REQUIREMENTS

The DNP programs require **all students to own a laptop that meets minimum operating requirements**. Students must utilize computers in order to complete evaluation methods throughout the DNP program curriculum. In order that students are prepared to use computers in the learning process, the faculty have established a basic computer literacy requirement. Students are expected to meet the requirement prior to admission. A formalized evaluation of computer skills is not conducted but the absence of these skills will greatly hamper students overall performance in the program. Students should assess your current skills compared to the specific skills listed in Appendix H. Students may obtain these skills by engaging in self-study or by enrolling in an appropriate computer education course available through USD's IT Academic Services Training Center Workshops and Tutorials. Please visit <https://guin.sandiego.edu/tutorials/>.

In addition, students must have an e-mail address. Students can create their own USD e-mail address after they have formally been admitted and deposited. Please visit <https://my.sandiego.edu/cp/home/displaylogin> and select "Open An Account" (Students). Students will notify the SON of their e-mail address in order to subscribe to the SON e-mail list serve. **Students are expected to check their USD e-mail account regularly for important SON notices.** There is no charge for either the USD e-mail address account or the SON list serve service. Please contact the Office of the Program at (619) 260-2310 with questions.

Examsoft

In Fall 2014, computerized testing software called Examsoft was initiated which allows faculty to develop quizzes and exams which are taken by the student on their laptops. During some semesters in the DNP program, each student will be required to purchase a subscription to ExamSoft, a testing

software used across the curriculum. Instructions for purchasing Examsoft and further information can be found in Appendix I.

ANA's Tips for Using Social Media

Social media and the Internet provide unparalleled opportunities for rapid knowledge exchange and dissemination among many people. Nursing students have an obligation to understand the nature, benefits, and consequences of participating in social networking of all types. Online content and behavior has the potential to enhance or undermine not only the individual nurse, but also the nursing profession. To avoid problems, the ANA recommends:

1. Remember that standards of professionalism are the same online as in any other circumstance.
2. Do not share or post information or photos gained through the nurse-patient relationship.
3. Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.
4. Do not make disparaging remarks about patients, employers or co-workers, even if they are not identified.
5. Do not take photos or videos of patients on personal devices, including cell phones.
6. Promptly report a breach of confidentiality or privacy.

(Except from the White Paper on a Nurse's guide to Use of Social Media, American Nurses Association, (2011, September). Principals for social networking and the nurse; and National Council of State Boards of Nursing, (2011, August)

Therefore, use of Facebook, Twitter, or other social media tools during clinical and classroom time is **prohibited**.

ACADEMIC ADVISING

Each semester, students are encouraged to schedule an appointment to meet with the Academic Coordinator, Amy Wright (amy@sandiego.edu or 619-260-2310), after the USD class schedule for the following semester becomes available (around mid-October for spring semester; and mid-March for fall semester). The Academic Coordinator will advise students about the courses, master schedule of course offerings, and course prerequisites to assist students in their program planning in order to graduate within their targeted timeframe. The Academic Coordinator will register students for classes each semester based on the program plan on file. Registration will be confirmed via email and status confirmed through the MySanDiego portal. There is relatively little flexibility in the sequence of courses in the DNP Program. Any changes in the student's program of study **MUST** be completed in collaboration with the Academic Coordinator. A program plan is a schedule of the courses that students will take each semester. **All initial program plans must be confirmed with the Academic Coordinator, who keeps an up-to-date database in order to facilitate course planning by the Program Director.** Students should request a copy of their program plan for their own records. In addition, Dr. Hawkins, the Program Director, is available to meet with students to discuss practice experience, interests and goals, as well as SON policies regarding the DNP and MSN NP programs included in this Handbook. Students can access the Handbook on the SON's website

(www.sandiego.edu/academics/nursing). All DNP students are responsible for being familiar with the information in this Handbook and complying with the policies included therein.

The didactic component of post-MSN DNP program continues to be scheduled one day per week during the Fall, Spring and Summer semesters (the schedule varies during summer session due to the shortened length of time). The USD class schedule for the following semester becomes available by the middle of the current semester (e.g. in mid-October for Spring classes and in mid-March for Fall classes) so students have three to five months lead time to make adjustments to their work and/or other family commitments.

CLINICAL SCHOLARLY PRACTICE

The AACN calls for the completion of 1000 APRN clinical hours post-BSN. Students enrolled in the post-MSN DNP program will need to complete additional supervised clinical hours in their APRN specialty during their scholarly practice since students typically complete fewer than 1000 clinical hours in their MSN APRN program. Evidence of completion of APRN clinical hours in the MSN Program are required. For those students with 1000 documented hours prior to enrolling in the DNP program, additional scholarly practice hours will be required in order to meet the individual objectives of the student's scholarly practice and to demonstrate achievement of DNP program outcomes. This would be discussed initially with the DNP Program Director and later detailed during the student's scholarly practice semesters with facilitation by DNP seminar faculty who will discuss the requirements. Upon admission to the DNP Program, students are typically assigned to a faculty project advisor who has similar scholarly practice interests. Also, students are expected to have already identified a clinical mentor who can facilitate their clinical learning goals and DNP project either at the time of enrollment or during the first fall semester in the program (see DNPC 630 DNP Scholarly Practice syllabus in Appendix J).

Clinical Attire

All students should present themselves in a professional manner in all clinical learning sites. Student interaction with all agency personnel must be exemplary. Access to many of these settings is governed by the *San Diego Nursing Service and Education Consortium* which oversees the placement of all area nursing students in a wide variety of inpatient and outpatient settings throughout our County. Students placed in clinical settings not governed by the *Consortium* should adhere to this dress code, unless the site has different guidelines established for its clinicians. The *Consortium* has established the following dress code for students:

1. Picture identification badge with name that meets the guidelines of AB 1439, which amended Chapter 1 of Division 2 of the Business and Professional Code of the State of California. Some facilities require both student and facility badges, or may allow either student or facility.
2. Business casual dress and lab coat with the USD School of Nursing & Health Science logo.

3. Clean, low-heeled, leather shoes, with closed toes and closed heels. Clogs must have a closed back. Athletic, all white, leather shoes may be worn but no sandals or flip-flops.
4. Jewelry: Only wedding or simple rings and limited to one per hand. No piercings or jewelry/hardware may be evident other than one small stud earring per ear and no bracelets.
5. Hair color must fall within natural occurring shades, be neat, and if long enough to rest on shoulders it must be secured back. Facial hair must be neatly trimmed.
6. Tattoos must be covered at all times in the clinical, lab & community setting.
7. Fingernails must be trimmed short. Light or clear polish without chips is acceptable. No artificial or acrylic nails or components thereof are permitted.
8. Make up is to be worn in moderation.
9. No perfumes or scented lotions.
10. No low necklines.
10. Undergarments cannot be visible through the uniform. A white tee shirt may be worn underneath the scrub top as long as length does not exceed the elbow.

The culture of a clinical setting may alter the student dress code. In these instances, students must speak with their course faculty.

PROCEDURES TO FOLLOW IF INJURED WHILE IN THE CLINICAL SETTING

Please review Appendix K for the procedures to follow if the student has an injury in the clinical setting. This includes any needle stick injuries. Students must notify their Faculty Project Advisor and the DNP and MSN Nurse Practitioner program office regarding any injuries/accidents while in the clinical site.

Clinical Practice Requirements

During the scholarly practice experience, students will maintain a weekly log of clinical experiences (including a summary of clinical hours) including the acquisition of new clinical skills & competencies acquired during the semester and a reflection for each of the seven program outcomes (see Appendix L). Students are also responsible for maintaining a portfolio of their clinical objectives, logs, competencies, and final evaluation in the DNP office throughout the duration of their scholarly practice experience.

Students achievement of the DNP program outcomes are evaluated on a Pass/No Pass basis throughout the 5 semesters of the program by both the DNPC seminar faculty and the Project Faculty Advisor. *Students may be required to complete more clinical hours) in order to achieve a passing grade during each semester of their DNP clinical experience. If a passing grade is not earned within this timeframe from the preceptor, additional clinical hours will be required which will be arranged by the DNP 630 CF faculty and preceptor through development of a SEIP form. The inability to earn a passing grade from the preceptor will*

result in a failure for the semester resulting in potential dismissal from the DNP program. Specific interim and final evaluation criteria based upon the program outcomes can be found in Appendix M.

Selection of Clinical Mentors

Clinical mentors must be qualified doctorally-prepared advanced practice nurses, physicians, or other health care professionals with doctoral preparation and expertise in the area of the student's clinical specialty focus. Doctorally prepared individuals who possess relevant expertise in health policy, ethics, leadership, etc. may also be considered. In selected situations, exceptions to the requirement of a doctorally-prepared clinical mentor may be approved. This is only done if all other options are not successful in securing a clinical mentor with the terminal degree.

The CPC facilitates any necessary clinical placements with guidance from the faculty project advisor, and provides potential Clinical Mentors with a handbook that outlines their role and expectations. Clinical Mentors are encouraged to communicate directly with their student's Faculty Project Advisor with any questions of concerns. A current clinical mentor biographical data sheet (and/or curriculum vita), **and any required agency paperwork** (the majority of these forms can be obtained in the DNP & MSN NP Program Office) must be on file in the office. Some health care agencies also require that an umbrella contract or letter of agreement exists between the agency and the University of San Diego prior to initiation of the clinical experience. A copy of the practicum syllabus is sent or hand-carried by the student to each clinical mentor. A packet prepared for clinical mentors describing supervisory expectations and guidelines is available to share with new and prospective mentors. An example of the clinical mentor orientation packet materials can be found in Appendix N. Following receipt of a verbal agreement from the site/mentor(s), the students will initiate obtaining signed letters of support.

DNP Project Requirements

The demonstration of leadership skills as a critical learning outcome is the hallmark of the DNP, and graduates are expected to lead innovative change for populations at the local, regional, national, and/or international systems level. During the DNP scholarly practice, **students will develop, implement, and evaluate a "practice change project" in a designated clinical practice site with facilitation by the clinical mentor.** A format and timeline for the DNP Project can be found in Appendix O. Students who are completing their project in a health care system that has its own IRB will need to obtain IRB approval within their project site. The letter of approval must be submitted along with the USD IRB application. If there is no established IRB in the agency, authorization must be obtained by the appropriate agency personnel in order to complete the project. A template of the letter that must be completed is included in Appendix P. This letter must accompany the application for USD IRB approval too. All DNP projects MUST obtain IRB exempt status through the University of San Diego's IRB. There are NO exceptions. The process and application can be found in Appendix Q.

DNP seminars will be held during each semester that students are enrolled in the scholarly practice experience in order to provide a forum for students and faculty to discuss role development and

plans/progress for the DNP project, as well as participate in activities to develop and refine EBP knowledge and skills. *If additional time is needed to complete the project, students will need to register for 1 unit of DNPC 630 per semester until the project is successfully completed up to a maximum of 3 semesters.* The project outline can be found in the DNPC 630 DNP Scholarly Practice syllabus in Appendix J.

DNP Portfolio Requirements

In the final spring semester of the DNP program, students are required to submit a bound and electronic submission of a DNP portfolio. The portfolio represents a compilation of the work students have achieved during the scholarly practice experience in the DNP Program.

- The final portfolio will be due to the faculty project advisor and seminar faculty on or before April 27th (for May graduates).
- The on-site visit with the faculty project advisor /seminar faculty, clinical mentor, and other project stakeholders (during which students will present your project outcomes) needs to take place by April 28th (for May graduates).
- At the completion of the site visit, the faculty project advisor /seminar faculty will discuss their evaluation with their students (Appendix M).

Instructions for submitting the pdf to the USD Copley Library can be found on the Graduate Records website (<http://www.sandiego.edu/graduaterecords/>). One bound copy of the portfolio is required to be submitted to the School of Nursing. This copy will be kept on file in the SON and available to future DNP students. Students may choose to make additional copies, if desired. The original bound copy must be printed on white paper at least 20 pound weight, 8 ½ x 11 inches. Erasable or other pre-sensitized paper may not be used. Standard photo duplication paper may be used for the copies of the original. Use a laser printer for the original copy. The original copy should be produced on a computer using Times New Roman 12 pt or larger font. Charts or graphs should be produced on a computer or professionally designed. The text and other material must be typed inside a 6 x 9 inch space on each sheet. The left hand margin must be 1 ½ inches wide (the extra half inch is for binding) and the other three margins (top, bottom, and right hand) must be 1 inch wide. There can be no exceptions. This includes pages containing the poster, power point slides, etc. Charts, etc. may be reduced to accommodate the 6 x 9 inch space but must still be readable. Other documents may be scanned and reduced to fit. Students should make appointments with Sharon O'Neal at College Bookbindery by calling (619) 583-7951. She recommends that all students make an appointment before dropping off copies for binding.

The BOUND portfolio should include:

- I. Introduction

- a. Cover sheet titled “Doctor of Nursing Practice Portfolio” using the template provided (Appendix R)
- b. Table of contents with page numbers
- c. Acknowledgements (optional)

II. Opening Statement: Purpose in pursuing the DNP

III. Documentation of Mastery of DNP Program Outcomes

- a. Copy of approved final manuscript

IV. Concluding Essay: Reflections on Growth in Advanced Practice Nursing Role

V. Appendix

- a. IRB approval form(s) (from each IRB involved; USD application process can be found in Appendix Q)
- b. Letter of support from clinical site to use data for publication (Appendix P; optional if project site has IRB)
- c. Poster Abstract(s) with letter(s) of acceptance,
- d. Copy(ies) of poster(s) (template can be found in Appendix S)
- e. Power point slides or other medium for stakeholder presentation
- f. Final clinical log
- g. Other supporting documents (e.g., educational materials developed, guidelines created, letters to legislators, etc.)
- h. Certificates of certification (if any)

The ELECTRONIC portfolio should include:

I. Introduction

- a. Cover sheet titled “Doctor of Nursing Practice Portfolio” using the template provided (Appendix R)
- b. Table of contents with page numbers
- c. Acknowledgements (optional)

II. Opening Statement: Purpose in pursuing the DNP

III. Documentation of Mastery of DNP Program Outcomes

- Copy of approved final manuscript

IV. Concluding Essay: Reflections on Growth in Advanced Practice Nursing Role

DNP PROGRAM EVALUATION

The evaluation process for the DNP degree option includes obtaining input regarding the program curriculum, faculty, clinical agencies and students. This process enhances the SON to: 1) include essential content that is representative of the health trends in society and address the major health problems of the population, 2) assess faculty strengths, 3) monitor the students' progression through the program, and 4) identify areas where program improvement is needed.

Internal Review

Program: Annually, the DNP End of Program Evaluation is administered to students during the last month of their enrollment in the program, just prior to or shortly following graduation. The curriculum, faculty, and all resources are addressed in both evaluations. In addition, individual courses are evaluated each semester. Throughout the academic year, the Program Director provides leadership for continuous and regular evaluation of all component of the program. An annual DNP/NP faculty retreat is held each May to conduct further evaluation of the curriculum and make revisions. Faculty, likewise, are evaluated by students enrolled in their courses each semester and by their peers through Reappointment, Promotion and Tenure Committees.

Students: Students' performance is evaluated in each course as they progress through the program. The evaluation covers both theoretical learning as well as the application of clinical knowledge as well as evidence supporting successful completion of the DNP Program objectives.

Course/Faculty/Clinical Setting: At the end of each semester, students are asked to evaluate each course and the classroom faculty. This is another component of the comprehensive, ongoing program evaluation in the School of Nursing. The data are reviewed and changes are made when they are feasible and will strengthen the course/program.

Alumni: Within 12 months of graduation, DNP Program alumnae will be contacted concerning their initial position after graduation. This provides essential information regarding program outcomes for evaluation of the DNP Program and for the purposes of responding to national DNP education surveys and seeking federal or state funding for program development. It is crucial that each alumnus respond to the communication so that the recent alumnae database is complete!

FINANCIAL ASSISTANCE AVAILABLE TO STUDENTS

There are various forms of financial aid available for college students. The Director of Student Services is the best resource to provide students with helpful information. In instances, faculty also have knowledge of financial aid opportunities. These include sources from within the University of San Diego and those provided by various private and public agencies. Students are encouraged to explore any and all options with Cathleen Mumper, Director of Student Services (cmm@sandiego.edu or 619-260-4556).

DNP Nursing Student Dean's Scholar Awards

Dean Sally Brosz Hardin has established the DNP Nursing Student Dean's Scholar Awards to recognize academic excellence in DNP students and their potential for development as expert scholars and clinicians. Eligible students will engage in translational, evidence based clinical projects with faculty mentors, participating in all phases of project development and implementation. The recipient will receive a \$2,500 award to support the completion of their DNP project. All students are eligible to apply during or after their fourth semester of the post BSN DNP program or first semester of the post MSN DNP program. (Students are eligible to receive this award only once). Applications are due near the end of April annually (See SON website) and available in Appendix T.

Criteria for the Award include:

1. enrolled in USD's Doctor of Nursing Practice program;
2. record of academic excellence;
3. identified a USD doctorally-prepared faculty member who has either an ongoing evidence-based practice project in their clinical practice or an active program of research related to their clinical practice agreeable to be their faculty mentor; and
4. completes an evidence-based clinical project that is closely related to the faculty mentor's clinically-based area of scholarship.

Nurse Faculty Loan Program (NFLP)

There is full tuition funding available through the Nurse Faculty Loan Program for individuals who want to pursue a career as nursing faculty. The USD Hahn School of Nursing & Health Science received funding from Department of Health and Human Services (HHS) to establish and operate a student loan fund to increase the number of qualified nursing faculty. *Up to 85% of the principal and interest of the NFLP loan may be forgiven after a student completes the Post-MSN DNP or Post-MSN PhD program in advanced nursing education and works as a full-time faculty member in a School of Nursing.* As a condition of this loan, recipients are required to complete six units of coursework in preparation for the faculty role at USD Hahn School of Nursing and Health Science.

To be eligible for the Nursing Faculty Loan Program, applicants must:

1. Be a U.S. Citizen or national of the U.S.
2. Be a full-time student in good standing in an advanced nurse education master's or doctoral program
3. Have no judgment liens entered against him/her based on the default on a Federal debt. 28 U.S. C. 3201 (e)

To apply, please complete the following forms:

1. The Free Application for Federal Student Aid (FAFSA)
2. Nursing Faculty Loan Program Application

The FAFSA is available through the USD Office of Financial, (619) 260-4514. The FAFSA is also available at <http://www.fafsa.ed.gov/> The Nursing Faculty Loan Program Applications are available through the USD Hahn School of Nursing and Health Science. Please call (619) 260-4548 or e-mail nursing@sandiego.edu. The application deadline is March 1 annually.

Appendices

APPENDIX A
AACN 2006
The Essentials of Doctoral Education for Advanced Nursing Practice

Essential I: Scientific Underpinnings for Practice

The practice doctorate in nursing provides the terminal academic preparation for nursing practice. The scientific underpinnings of this education reflect the complexity of practice at the doctoral level and the rich heritage that is the conceptual foundation of nursing.

The discipline of nursing is focused on:

- The principles and laws that govern the life-process, well-being, and optimal function of human beings, sick or well;
- The patterning of human behavior in interaction with the environment in normal life events and critical life situations;
- The nursing actions or processes by which positive changes in health status are affected; and
- The wholeness or health of human beings recognizing that they are in continuous interaction with their environments (Donaldson & Crowley, 1978; Fawcett, 2005; Gortner, 1980).

DNP graduates possess a wide array of knowledge gleaned from the sciences and have the ability to translate that knowledge quickly and effectively to benefit patients in the daily demands of practice environments (Porter-O'Grady, 2003). Preparation to address current and future practice issues requires a strong scientific foundation for practice. The scientific foundation of nursing practice has expanded and includes a focus on both the natural and social sciences. These sciences that provide a foundation for nursing practice include human biology, genomics, the science of therapeutics, the psychosocial sciences, as well as the science of complex organizational structures. In addition, philosophical, ethical, and historical issues inherent in the development of science create a context for the application of the natural and social sciences. Nursing science also has created a significant body of knowledge to guide nursing practice and has expanded the scientific underpinnings of the discipline. Nursing science frames the development of middle range theories and concepts to guide nursing practice. Advances in the foundational and nursing sciences will occur continuously and nursing curricula must remain sensitive to emerging and new scientific findings to prepare the DNP for evolving practice realities.

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:
 - determine the nature and significance of health and health care delivery phenomena;
 - describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and health care delivery phenomena as appropriate; and
 - evaluate outcomes.
3. Develop and evaluate new practice approaches based on nursing theories and theories from other disciplines.

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

Organizational and systems leadership are critical for DNP graduates to improve patient and healthcare outcomes. Doctoral level knowledge and skills in these areas are consistent with nursing and health care goals to eliminate health disparities and to promote patient safety and excellence in practice.

DNP graduates' practice includes not only direct care but also a focus on the needs of a panel of patients, a target population, a set of populations, or a broad community. These graduates are distinguished by their abilities to conceptualize new care delivery models that are based in contemporary nursing science and that are feasible within current organizational, political, cultural, and economic perspectives.

Graduates must be skilled in working within organizational and policy arenas and in the actual provision of patient care by themselves and/or others. For example, DNP graduates must understand principles of practice management, including conceptual and practical strategies for balancing productivity with quality of care. They must be able to assess the impact of practice policies and procedures on meeting the health needs of the patient populations with whom they practice. DNP graduates must be proficient in quality improvement strategies and in creating and sustaining changes at the organizational and policy levels. Improvements in practice are neither sustainable nor measurable without corresponding changes in organizational arrangements, organizational and professional culture, and the financial structures to support practice. DNP graduates have the ability to evaluate the cost effectiveness of care and use principles of economics and finance to redesign effective and realistic care delivery strategies. In addition, DNP graduates have the ability to organize care to address emerging practice problems and the ethical dilemmas that emerge as new diagnostic and therapeutic technologies evolve. Accordingly, DNP graduates are able to assess risk and collaborate with others to manage risks ethically, based on professional standards.

Thus, advanced nursing practice includes an organizational and systems leadership component that emphasizes practice, ongoing improvement of health outcomes, and ensuring patient safety. In each case, nurses should be prepared with sophisticated expertise in assessing organizations, identifying systems' issues, and facilitating organization-wide changes in practice delivery. In addition, advanced nursing practice requires political skills, systems thinking, and the business and financial acumen needed for the analysis of practice quality and costs.

The DNP program prepares the graduate to:

1. Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences.
2. Ensure accountability for quality of health care and patient safety for populations with whom they work.
 - a. Use advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems.
 - b. Employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level and/or system-wide practice initiatives that will improve the quality of care delivery.
 - c. Develop and/or monitor budgets for practice initiatives.
 - d. Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement of health care outcomes.
 - e. Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers.

3. Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research.

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

Scholarship and research are the hallmarks of doctoral education. Although basic research has been viewed as the first and most essential form of scholarly activity, an enlarged perspective of scholarship has emerged through alternative paradigms that involve more than discovery of new knowledge (Boyer, 1990). These paradigms recognize that (1) the scholarship of discovery and integration “reflects the investigative and synthesizing traditions of academic life” (Boyer, p. 21); (2) scholars give meaning to isolated facts and make connections across disciplines through the scholarship of integration; and (3) the scholar applies knowledge to solve a problem via the scholarship of application (referred to as the scholarship of practice in nursing). This application involves the translation of research into practice and the dissemination and integration of new knowledge, which are key activities of DNP graduates. The scholarship of application expands the realm of knowledge beyond mere discovery and directs it toward humane ends. Nursing practice epitomizes the scholarship of application through its position where the sciences, human caring, and human needs meet and new understandings emerge.

Nurses have long recognized that scholarly nursing practice is characterized by the discovery of new phenomena and the application of new discoveries in increasingly complex practice situations. The integration of knowledge from diverse sources and across disciplines, and the application of knowledge to solve practice problems and improve health outcomes are only two of the many ways new phenomena and knowledge are generated other than through research (AACN, 1999; Diers, 1995; Palmer, 1986; Sigma Theta Tau International, 1999). Research-focused doctoral programs in nursing are designed to prepare graduates with the research skills necessary for discovering new knowledge in the discipline. In contrast, DNP graduates engage in advanced nursing practice and provide leadership for evidence-based practice. This requires competence in knowledge application activities: the translation of research in practice, the evaluation of practice, improvement of the reliability of health care practice and outcomes, and participation in collaborative research (DePalma & McGuire, 2005). Therefore, DNP programs focus on the translation of new science, its application and evaluation. In addition, DNP graduates generate evidence through their practice to guide improvements in practice and outcomes of care.

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:
 - collect appropriate and accurate data to generate evidence for nursing practice
 - inform and guide the design of databases that generate meaningful evidence for nursing practice
 - analyze data from practice
 - design evidence-based interventions

- predict and analyze outcomes
 - examine patterns of behavior and outcomes
 - identify gaps in evidence for practice
6. Function as a practice specialist/consultant in collaborative knowledge-generating research.
 7. Disseminate findings from evidence-based practice and research to improve healthcare outcomes

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

DNP graduates are distinguished by their abilities to use information systems/technology to support and improve patient care and healthcare systems, and provide leadership within healthcare systems and/or academic settings. Knowledge and skills related to information systems/technology and patient care technology prepare the DNP graduate to apply new knowledge, manage individual and aggregate level information, and assess the efficacy of patient care technology appropriate to a specialized area of practice. DNP graduates also design, select, and use information systems/technology to evaluate programs of care, outcomes of care, and care systems. Information systems/technology provide a mechanism to apply budget and productivity tools, practice information systems and decision supports, and web-based learning or intervention tools to support and improve patient care. DNP graduates must also be proficient in the use of information systems/technology resources to implement quality improvement initiatives and support practice and administrative decision-making. Graduates must demonstrate knowledge of standards and principles for selecting and evaluating information systems and patient care technology, and related ethical, regulatory, and legal issues.

The DNP program prepares the graduate to:

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

Essential V: Health Care Policy for Advocacy in Health Care

Health care policy--whether it is created through governmental actions, institutional decision making, or organizational standards--creates a framework that can facilitate or impede the delivery of health care services or the ability of the provider to engage in practice to address health care needs. Thus, engagement in the process of policy development is central to creating a health care system that meets the needs of its constituents. Political activism and a commitment to policy development are central elements of professional nursing practice, and the DNP graduate has the ability to assume a broad leadership role on behalf of the public as well as the nursing profession (Ehrenreich, 2002). Health policy influences multiple care delivery issues, including health disparities,

cultural sensitivity, ethics, the internationalization of health care concerns, access to care, quality of care, health care financing, and issues of equity and social justice in the delivery of health care. DNP graduates are prepared to design, influence, and implement health care policies that frame health care financing, practice regulation, access, safety, quality, and efficacy (IOM, 2001). Moreover, the DNP graduate is able to design, implement and advocate for health care policy that addresses issues of social justice and equity in health care. The powerful practice experiences of the DNP graduate can become potent influencers in policy formation. Additionally, the DNP graduate integrates these practice experiences with two additional skill sets: the ability to analyze the policy process and the ability to engage in politically competent action (O'Grady, 2004).

The DNP graduate has the capacity to engage proactively in the development and implementation of health policy at all levels, including institutional, local, state, regional, federal, and international levels. DNP graduates as leaders in the practice arena provide a critical interface between practice, research, and policy. Preparing graduates with the essential competencies to assume a leadership role in the development of health policy requires that students have opportunities to contrast the major contextual factors and policy triggers that influence health policy-making at the various levels.

The DNP program prepares the graduate to:

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

Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes¹

Today's complex, multi-tiered health care environment depends on the contributions of highly skilled and knowledgeable individuals from multiple professions. In order to accomplish the IOM mandate for safe, timely, effective, efficient, equitable, and patient centered care in a complex environment, healthcare professionals must function as highly collaborative teams (AACN, 2004; IOM, 2003; O'Neil, 1998). DNP members of these teams have advanced preparation in the interprofessional dimension of health care that enable them to facilitate collaborative team functioning and overcome impediments to interprofessional practice. Because effective interprofessional teams function in a highly collaborative fashion and are fluid depending upon the patients' needs, leadership of high performance teams changes. Therefore, DNP graduates have preparation in methods of effective team leadership and are prepared to play a central role in establishing interprofessional teams, participating in the work of the team, and assuming leadership of the team when appropriate.

The DNP program prepares the graduate to:

1. Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products.
2. Lead interprofessional teams in the analysis of complex practice and organizational issues.
3. Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.

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

Clinical prevention is defined as health promotion and risk reduction/illness prevention for individuals and families. *Population health* is defined to include aggregate, community, environmental/occupational, and cultural/socioeconomic dimensions of health. Aggregates are groups of individuals defined by a shared characteristic such as gender, diagnosis, or age. These framing definitions are endorsed by representatives of multiple disciplines including nursing (Allan et al., 2004).

The implementation of clinical prevention and population health activities is central to achieving the national goal of improving the health status of the population of the United States. Unhealthy lifestyle behaviors account for over 50 percent of preventable deaths in the U.S., yet prevention interventions are underutilized in health care settings. In an effort to address this national goal, *Healthy People 2010* supported the transformation of clinical education by creating an objective to increase the proportion of schools of medicine, nursing, and other health professionals that have a basic curriculum that includes the core competencies in health promotion and disease prevention (Allan et al., 2004; USHHS, 2000). DNP graduates engage in leadership to integrate and institutionalize evidence-based clinical prevention and population health services for individuals, aggregates, and populations.

Consistent with these national calls for action and with the longstanding focus on health promotion and disease prevention in nursing curricula and roles, the DNP graduate has a foundation in clinical prevention and population health. This foundation will enable DNP graduates to analyze epidemiological, biostatistical, occupational, and environmental data in the development, implementation, and evaluation of clinical prevention and population health. Current concepts of public health, health promotion, evidence-based recommendations, determinants of health, environmental/occupational health, and cultural diversity and sensitivity guide the practice of DNP graduates. In addition emerging knowledge regarding infectious diseases, emergency/disaster preparedness, and intervention frame DNP graduates' knowledge of clinical prevention and population health.

The DNP program prepares the graduate to:

1. Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.
2. Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.
3. Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.

Essential VIII: Advanced Nursing Practice

The increased knowledge and sophistication of healthcare has resulted in the growth of specialization in nursing in order to ensure competence in these highly complex areas of practice. The reality of the growth of specialization in nursing practice is that no individual can master all advanced roles and the requisite knowledge for enacting these roles. DNP programs provide preparation within distinct specialties that require expertise, advanced knowledge, and mastery in one area of nursing practice. A DNP graduate is prepared to practice in an area of specialization within the larger domain of nursing. Indeed, this distinctive specialization is a hallmark of the DNP.

Essential VIII specifies the foundational practice competencies that cut across specialties and are seen as requisite for DNP practice. All DNP graduates are expected to demonstrate refined assessment skills and base practice on the application of biophysical, psychosocial, behavioral, sociopolitical, cultural, economic, and nursing science as appropriate in their area of specialization.

DNP programs provide learning experiences that are based in a variety of patient care settings, such as hospitals, long-term care settings, home health, and/or community settings. These learning experiences should be integrated throughout the DNP program of study, to provide additional practice experiences beyond those acquired in a baccalaureate nursing program. These experiential opportunities should be sufficient to inform practice decisions and understand the patient care consequences of decisions. Because a variety of differentiated roles and positions may be held by the DNP graduate, role preparation for specialty nursing practice, including legal and regulatory issues, is part of every DNP program's curricula.

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.

Appendix B
University of San Diego Hahn School of Nursing and Health Science
Essential Abilities and Professional Conduct Policy (EAPC)

The School of Nursing expects that all students will be able to meet the theory and clinical skill requirements essential for eligibility for licensing or certification as well as to meet the requirements for an MSN, DNP, or PhD. Demonstrating knowledge, critical thinking, and clinical specialty skill sets are Essential Abilities of a nursing student.

All students are expected to conduct themselves as responsible professionals, and in a manner that reflects favorably on them and on the University. This includes in the classroom setting, the clinical setting, or in any other setting or communications related to or during their enrollment in the School of Nursing. All students are expected to comply with the ANA Code of Ethics and the ANA Standards of Professional Practice. Demonstrating professional conduct is an Essential Ability of a nursing student.

The minimum standards of professional Essential Abilities expected of all School of Nursing students include, but are not limited to, the following:

- **Demonstrate respectful conduct, professional attitudes and behaviors towards others in school and the clinical setting.** Students are expected to display respectful conduct towards classmates, faculty, staff, patients, and others; demonstrate honesty; use appropriate body language; assume accountability for personal behaviors; work collaboratively and as a team player with others; and respect the property of the University, faculty, peers and others. This includes the following:
 - Demonstrate the ability to fully utilize one's intellectual capacity, exercise good judgment, promptly complete responsibilities in patient and family care.
 - Demonstrate mature, sensitive, and effective relationships with colleagues, patients, staff, faculty, and other professionals under all circumstances, including highly stressful situations.
 - Demonstrate emotional stability to function effectively under stress and to adapt to an environment that may change rapidly without warning and/or in unpredictable ways.
 - Demonstrate empathy regarding the situations and circumstances of others and effectively communicate that empathy.
 - Demonstrate the ability to know one's own values, attitudes, beliefs, emotions, and experiences and how these affect one's perception and relationship with others.
 - Demonstrate the capacity to examine and change one's behavior when it interferes with productive individual or team relations.
 - Adapt to and function effectively and professionally in stressful situations in both the classroom and clinical settings, including emergency situations.
 - Possess skills and the experience necessary for effective and harmonious relationships in diverse academic and working environments.
 - Possess attributes that include compassion, altruism, integrity, honesty, responsibility, and tolerance.
- **Demonstrate appropriate classroom, clinical, and practicum conduct.** Students are expected to:
 - Arrive on time.
 - Address the instructor by his or her title.
 - Notify the instructor in advance if the student will miss or be late to the class, clinic, or practicum.
 - Send e-mails to instructors or fellow students that are respectful at all times when using the student

sandiego.edu address.

- Refrain from speaking when others speak.
 - Refrain from disruptive behavior; raise questions in a respectful manner.
 - Listen to, follow directions provided by, and respond to instructors with respect and as authorities within their respective content areas.
 - Refrain from using electronic devices without the instructor's consent.
 - Refrain from engaging in intimidating, argumentative, offensive, or other inappropriate behavior.
 - Be prepared as required by each course, clinic, or practicum.
 - Adapt to and function effectively and professionally in stressful situations.
 - Assume responsibility for personal learning and achievement.
 - Strive to achieve personal best performance.
 - Be willing to learn and abide by professional standards of practice; and comply with all applicable University policies.
- **Demonstrate appropriate clinical practice and practicum abilities.** Students in clinical and/or practicum programs are expected to:
 - Ensure patient safety.
 - Collaborate with staff at all levels in the clinical or practicum setting.
 - Adhere to the requirements and policies established by the clinical agency.
 - Practice within the scope of a nursing student including critical thinking, decision-making, initiating appropriate actions, performing clinical skills required to provide safe and effective care for patients.
 - Maintain confidentiality as required by law or policy.
 - Dress according to the dress code for clinical, practicum and lab as outlined in the dress code section of the Student Handbook.
 - Demonstrate essential motor skills to include the ability to execute movements required to provide general care and treatment to patients in all health care settings.
 - Demonstrate essential sensory and observation skills, including those necessary to: obtain, interpret and respond to the critical information presented by patients (e.g. observe a patient accurately, identify and interpret the verbal and non-verbal communication when performing assessments or interventions or administering medications, perceive the signs of physiological and/or psychosocial instability being manifested during the physical examination).
 - Demonstrate essential cognitive abilities to measure, calculate, reason, analyze, integrate, and synthesize information; quickly read and comprehend large amounts of written materials; evaluate and apply information and engage in critical thinking in the classroom and clinical setting.
 - **Engage in appropriate communications.** When engaging in any form of communication with others (written, oral, electronic, or other), students are expected to be respectful, polite and civil at all times. Students should also use therapeutic communication with clients and professional communication with staff and other health professionals. Students are to abide by the university's and profession's academic integrity policies. This includes the following:
 - Conduct effective communications (both verbal and non-verbal) to elicit information and to translate that information to others.
 - Read, write, comprehend, and speak the English language to facilitate communication with patients, their family members, and other professionals in the health care setting.
 - Maintain accurate patient information and records and to present information in a professional and logical manner.

- Have effective and sensitive interactions with students, faculty, staff, patients, family, and other professionals.
- Express ideas and feelings and demonstrate a willingness and ability to give and receive feedback.
- Convey and exchange information with others considering development, culture education, and experiential factors.
- Process and communicate information to members of the health team in a timely and professional manner.
- Make a correct judgment in seeking supervision and consultation in a timely and professional manner.
- Make professionally and culturally appropriate documentations in patient records
- Appropriately cite the works and ideas of others.

Procedures if Student Fails to Meet any Essential Abilities and Professional Conduct Policy

First Offense: If a **faculty member** determines that a student has failed to meet any of the Essential Abilities described above, the following will occur:

1. The faculty member will notify the student (verbally and in writing) of the conduct giving rise to the student's failure to meet the essential abilities of a nursing student. The student will be informed that such behavior or inadequate skill needs to be corrected by the next time the faculty interacts with this student. The matter will also be documented in the student's record.
 - a) If the Essentials issue relates to lack of professionalism and/or concerns being disrespectful, then the professional conduct section can be a framework for the one-to-one discussion with the student about his or her behavior. The framework should help identify what the behavior is and how it is interfering with learning or is disrespectful or unprofessional.
 - b) A **Student Expectation Improvement and Plan (SEIP)** may not need to be developed at this time unless the incident is so egregious that an SEIP is necessary to ensure patient/faculty/fellow student safety.
 - i. In the case **where the first time offense is egregious**, an SEIP would be developed with a full written account of the incident (including date, time, parties involved, etc), and the Program Coordinator/Director and Dean would be notified.
 - The student would not be allowed to participate in class or clinical until the incident is reviewed with the Program Coordinator/Director and Dean.
 - The involved student and faculty would be notified within a university work week (M-F excluding holidays) of the course of action decided upon.
 - Program Coordinator/Director and Dean will make a determination regarding the student's progression and retention that may result in appropriate additional disciplinary action, up to and including dismissal from the School of Nursing.
2. If the student does not correct the behavior or skills set previously identified by the faculty; or such behavior and skill inability is noted by another faculty, then an **SEIP** will be developed.
 - a) The plan will be prepared by the faculty member who witnessed the incident in conjunction with the lead faculty and be presented to the student within a university work week.
 - b) The plan will identify the problem, the expectations of the student to correct the problem, and identify the time frame in which this is to be corrected.
 - c) The plan will be signed by the faculty member, lead faculty, and the student. The Program Coordinator/Director will be notified that the student has been placed on the SEIP.
3. If the student has any questions regarding the plan, it is the student's responsibility to raise those

questions with the faculty member, the lead faculty, or the Program Coordinator/Director.

- a) The student may request an appointment with the Student Affairs Committee to appeal this or any SEIP.
4. The student's progress in achieving the expectations identified in the plan will be evaluated as necessary by the faculty member, the lead faculty and the Program Coordinator/Director.
 - a) Satisfactory completion of the **SEIP** will be recorded.
 - b) All **SEIPs** will remain in the student's file until graduation, after which the report will be removed, unless the student is dismissed from the school of nursing.
5. If a student **fails to achieve the expectations** of any Improvement Plan, the student will be informed and further action will be taken as determined by the faculty member, the lead faculty, and Program Coordinator/Director.
 - a) The Program Coordinator/Director will make a determination regarding the student's progression and retention that may result in appropriate additional disciplinary action, up to and including dismissal from the School of Nursing.

Second Offense: If a student receives two SEIPs related to the need for clinical or behavioral remediation, anytime during his or her educational program in the School of Nursing, the student's record will be submitted to the Program Coordinator/Director and/or Dean

1. The Program Coordinator/Director and/or Dean will make the determination regarding the student's progression and retention that may result in appropriate additional disciplinary action, up to and including dismissal from the School of Nursing.

Third Offense: Any student receiving three SEIPs will be evaluated by the Program Coordinator/Director and Dean and will be dismissed from the School of Nursing regardless of academic achievement.

Student to Student Incident: If a student determines that another student fails to meet the EAPC, he/she may use it as a guide for a one-on-one discussion with that student regarding the incident.

1. If the identified behavior does not stop, then the reporting student can bring the issue to the Program Coordinator/Director.
2. The Program Coordinator/Director may then speak with both involved parties and, if necessary, create an **SEIP**.
3. Any further incidents would follow the procedures listed above.

Appendix C
University of San Diego
Hahn School of Nursing and Health Science
Student Expectations and Improvement Plan

Student: _____

Faculty: _____

Date: _____

SEIP

1st	
2nd	
3rd	

Beginning Date of Plan: _____

Ending Date of Plan: _____

Nature of the problem:

- _____ Removal from clinical area by Agency
- _____ Disrespectful or unprofessional classroom or clinical behaviors as reflected in the *Essentials Abilities and Profession Conduct* section of the *Student Handbook*
- _____ Deficiencies in *Essentials Abilities and Profession Conduct* as outlined in the *Student Handbook*.
- _____ Unprepared for clinical (e.g., lack of preparation, dress code violations, etc.)
- _____ Unsafe clinical practice (e.g., medication errors, inability to perform skills, practice outside scope as a nurse or a student, patient safety violations, etc)
- _____ Inability to communicate effectively or appropriately with clients, families, or staff
- _____ Repeated Absenteeism (Class/Clinical)
- _____ Repeated Tardiness (Class/Clinical)
- _____ Repeated deficiencies in written work (class/clinical)
- _____ Did not follow up or complete remediation plan
- _____ Other: please identify

Expanded description of the problem(s):

Requirements for overcoming the problems: what must student do (e.g., skills lab remediation, writing center, cease and desist tardiness/absenteeism/unprofessional/ activities, etc.)

Students Comments:

Signatures: By signing below, you are stating that you understand the nature of the problem or behavior and agree with the remediation to correct this problem

Student _____

Date _____

Faculty _____

Date _____

Lead Faculty _____

Date _____

Faculty notes on progress: When an Improvement Plan is instituted, the student and faculty should meet on a weekly basis to evaluate progress. Record faculty notes regarding meetings below:

Outcome of Improvement Plan: (e.g., satisfactory completion of Plan, continuation of Plan and why; initiation of new Plan and why; unsatisfactory completion of Plan and why, with referral to Student Affairs Committee)

Student Comments:

Signatures:

(Once Outcomes of the Improvement Plan has been completed, designated faculty and student will sign)

Student _____

Date _____

Faculty _____

Date _____

Lead Faculty _____

Date _____

Program Coordinator/Director: _____

Date _____

Appendix D
Post MSN DNP PROGRAM PLANS

Sample full-time program of study:

Fall 1		Spring 1		Summer 1	
DNPC 611	3 Units; 3T	DNPC 610	3 Units; 3T	DNPC 626	3 Units; 3T
DNPC 625	3 Units; 3T	DNPC 630	1 Unit; 1C	DNPC 630	1 Unit; 1C
DNPC 630	1 Unit; 1C	DNPC 686	3 Units; 3T	DNPC 653	3 Units; 3T
Total 7 units		Total 7 units		Total 7 units	
Fall 2		Spring 2			
DNPC 622	3 Units; 3T	DNPC 630	6 Units; 6C		
DNPC 630	1 Unit; 1C				
DNPC 648	3 Units; 3T				
Total 7 units		Total 6 units		Program Total: 34 units	

Sample part-time program of study (7 units Fall 1 option)::

Fall 1		Spring 1		Summer 1	
DNPC 611	3 Units; 3T	DNPC 610	3 Units; 3T	DNPC 630	1 Unit; 1C
DNPC 625	3 Units; 3T	DNPC 630	1 Unit; 1C	DNPC 653	3 Units; 3T
DNPC 630	1 Unit; 1C				
Total 7 units		Total 4 units		Total 4 units	
Fall 2		Spring 2			
DNPC 648	3 Units; 3T	DNPC 630	1 Unit; 1C	DNPC 626	3 Units; 3T
DNPC 630	1 Unit; 1C	DNPC 686	3 Units; 3T	DNPC 630	1 Unit; 1C
Total 4 units		Total 4 units		Total 4 units	
Fall 3		Spring 3			
DNPC 622	3 Units; 3T	DNPC 630	3 Units; 3C		
DNPC 630	1 Unit; 1C				
Total 4 units		Total 4 units		Program Total: 34 units	

Appendix E
University of San Diego – Hahn School of Nursing & Health Science
Student Immunization Checklist

1. TB Skin Test – Annual

Post-Licensure: Students must have 1 PPD Annually for compliance. However, initially students must document two negative TB tests (must be a minimum of seven days apart), or one negative Quantiferon test.

PPD Positive Students: Any students with a history of PPD positive must show proof of a Chest X-Ray (within the last 2 years). These students will not need to have any additional TB testing, but must have a Chest X-Ray every 2 years.

Please submit official documentation for TB Tests, with dates and result showing. For PPD Positive Students, need the labwork printout of your most recent Chest X-Ray. Please submit these documents to American DataBank for processing.

2. TDaP – After 2005

Need proof of a Tetanus Diphtheria and Acellular Pertussis (TDaP) vaccination from 2005 to the present. No other type of tetanus vaccination will be acceptable in lieu of the TDaP. Please send official documentation of the vaccination to American DataBank for processing.

3. Influenza – Annual

Students must have a seasonal flu vaccination every year. Be sure to obtain a seasonal flu vaccination for the current flu season when available. Please send official documentation of the vaccination to American DataBank for processing.

4. Varicella – One Time

Students must show proof of either 2 Varicella vaccinations from some point in the past or of an ‘Immune’ Antibody Titer for Varicella. Date of Chickenpox disease is not-acceptable in lieu of either proof of shots or titer. If the titer comes back ‘Non-Immune’, you must show proof of a booster for Varicella, then one month later either a 2nd booster or an ‘Immune’ Antibody Titer for Varicella. This must be completed prior to entering the clinical setting, or September 1st. Please submit official documentation of any shots, and labwork printouts for any titers received, to American DataBank for processing.

5. MMR – One Time

Students must show proof of either 2 MMR vaccinations from childhood or of ‘Immune’ Antibody Titers for Measles, Mumps and Rubella.

If Vaccinated Separately: Need proof of 2 Measles vaccinations, 1 Mumps vaccination and 1 Rubella vaccination.

If Childhood Series Documentation is Unavailable: Get titers for the 3 diseases. If any titer is ‘Non-Immune’, you must get two MMR vaccinations now.

Please submit official documentation of vaccinations, and labwork printouts for any completed titers, to American DataBank for processing.

6. Hepatitis A – One Time

Students must show proof of either 2 doses of Hepatitis A vaccine or an ‘Immune’ Antibody Titer for Hepatitis A. The first vaccination must be completed upon entry to the program with the 2nd vaccination due 6 months thereafter. If the titer comes back ‘Non-Immune’, you must supply proof of two boosters after the non-immune titer. Please submit official documentation of any shots, and labwork printouts for any titers received, to American DataBank for processing.

Note: The **TwinRix** is a combination Hepatitis A and Hepatitis B vaccination, which can be given in lieu of separated Hep A and Hep B shots. This should be completed on the timeline: 1st Shot ► 1 Month until ► 2nd Shot ► 5 Months until ► 3rd Shot. If given, these vaccinations will count towards both the Hepatitis A and Hep B requirements.

7. Hepatitis B – One Time

Students must show proof of either 3 doses of Hepatitis B/TwinRix vaccine or an ‘Immune’ Antibody Titer for Hepatitis B. If the titer comes back ‘Non-Immune’, the student must then restart a new 3-shot Hepatitis B vaccine series. The timeline for Hep B vaccinations is 1st Shot ► 1 Month until ► 2nd Shot ► 5 Months until ► 3rd Shot. Please submit official documentation for any shots, and labwork printouts for any titers received, to American DataBank for processing.

8. Certification of Good Health (Physical Examination) – Annual

Students must have a physical examination every year, using the approved USD Hahn School of Nursing & Health Science

Form. This can be found on the www.usdcompliance.com website. This form must be completed by a healthcare provider, please submit the completed form to American DataBank for processing.

9. American Heart Association BLS for the Health Care Provider CPR Certification – Every Two Years/When Expired

Students must have a current AHA BLS CPR card while enrolled at USD. You will want to enroll in the “BLS Healthcare Provider Course”, information on times and locations can be found at <http://www.heart.org>, click the ‘CPR&ECC’ link at the top right, and see the link for ‘Find a CPR Class’ on the left. Please submit proof that you completed a course to American DataBank for processing. Proof can be a signed letter from the instructor, a certificate of completion, or a copy of the front (and back if available) of your CPR card.

10. Release of Information Form – One Time

Students must have a Release of Information Form on file; this can be found on the www.usdcompliance.com website. This form must be completed by the student and signed by a witness (any witness is acceptable), please submit the completed form to American DataBank for processing.

11. HIPAA – One Time

Students must complete HIPAA training through the USD Hahn School of Nursing & Health Science, go to website: <http://www.health.ucsd.edu/compliance/hipaa.shtml>. Submit the certificate of completion for this training to American DataBank for processing.

12. Criminal Background Check- Yearly

Students must complete a criminal background check. Use the www.sdensebackground.com website to complete this check.

13. Drug Screen- Yearly

Students must complete a drug screen every year. Use the www.sdensebackground.com website to complete the check.

14. California RN License– Renew When Expired

Post-Licensure students must have a current California RN License while at USD. Please submit a copy of your RN license to American DataBank for processing.

Appendix F
Background Check Process for Students
Hahn School of Nursing and Health Science

Background Check Process for Students
Hahn School of Nursing and Health Science

1. To initiate your background clearance, go to the website <https://sdnahsec.complio.com/> and create an account.
2. Activate your account and log in and click on "Order Subscription."
3. Under "Select School" you will choose the University of San Diego Hahn School of Nursing.
4. You will order the SD Consortium Criminal Background Check and Drug Screen and under "Immunization Compliance Package" the correct program you are in.
5. Continue filling in required and optional fields.
6. Sign required forms.

The following searches are required:

- a) Criminal History Record Search
- b) Social Security Number Trace (residential history, year and state SSN issued)
- c) OIG/GSA-Medicare/Medicaid Excluded List
- d) Nationwide Sex Offender Registry
- e) 10-Panel Drug Screen

Go to the location you selected to provide your urine sample.

Appendix G

Release of Information

I hereby authorize the Hahn School of Nursing and Health Science to release my social security number, health status information (including physical examination findings, immunization status, and results of screening examinations), and information regarding RN licensure, malpractice insurance coverage, and BLS certification as requested by agencies in which I will be obtaining clinical experiences. I understand that it is my responsibility to assure that this information is accurate and is kept up to date. I further understand that failure to supply or maintain the currency of the information will result in exclusion from classes and/or clinical placements.

Signature of Student _____

Date _____

Printed Name _____

Signature of Witness _____

Date _____

Printed Name _____

Signature of Witness _____

Date _____

Printed Name _____

Appendix H Required Technology and Computer Skills

Overview

Entering students require basic computer skills prior to enrollment in the first course sequence. The following is a list of basic computer skills based upon the TIGER INITIATIVE and the National League of Nursing (NLN recommendations):

Required training

Students will be required to attend workshops on WebCT (USD course management software) as part of Student Orientation. Students who lack basic computer skills can seek remediation through the University of San Diego Information services dept. <http://www.sandiego.edu/its/idt/services/>. Students who feel they have deficiencies in any of the follow areas are expected to seek assistance:

Required skills prior to start of the program:

Basic computer skills

- Ability to Turn computer on/off
- Format a disk
- Move between directories
- Rename files
- Scan for viruses
- E-mail
- Use network menus
- Change drives
- Display directory contents
- Copy files
- Delete files
- Move files
- Add a software program to a computer
- Utilize a basic word processing software package
- Ability to use common search engines such as Goggle, MSN search and Yahoo
- Ability to construct and send/receive an email with attachments.
- Ability to operate simple computer devices such as printer, modem, fax, and document scanner
- Ability to utilize common word processing programs (such as Microsoft office) to include the following:
 - Start program
 - Type new document
 - Correct errors
 - Check spelling
 - Check grammar

- Format document with line spacing, margins, tabs, centering, and page numbering
- Print document
- Alter appearance of text (bold, underlining, italics, font)
- Move text by blocking, copying, and retrieving
- Save or retrieve a file to hard drive
- Ability to utilize common presentations programs such as Power point or Keynote (Mac based program)
 - Ability to utilize common data base programs (such as Excel)

Appendix I



Examsoft Computerized Testing Purchase Information

The Hahn School of Nursing and Health Science utilizes a computerized testing software called Examsoft which allows faculty to create quizzes and exams which are taken by the student on their laptops. Students who take courses in the Hahn School of Nursing and who are enrolled in a course that utilizes Examsoft, are **strongly encouraged** to have either a Windows based PC or Mac OS laptop (that has Wi-Fi capability) that can be taken to class on exam days. The student's laptop is the device that will be utilized in class to access ExamSoft to take tests.

ExamSoft is purchased each semester in the ExamSoft portal. Students will be required to ensure whether or not their courses use ExamSoft during a given semester before purchasing. The semester fee covers all courses that the student is using the software for.

Instructions for purchasing Examsoft access:

When a student account has been created, the student will receive an email with instructions for creating an account that includes a password generated specifically for that student. Students must use only their USD email address to create their accounts. The student will then:

1. Go to www.examssoft.com/sandiegonursing
2. Log in with their student ID and password as an exam taker
3. Download SofTest; students will be prompted to pay after installation

Who do I contact to troubleshoot issues with ExamSoft/SofTest?

- Contact ExamSoft:
- Online: <http://support.examssoft.com/ics/support/default.asp?deptID=15194>
- E-mail: support@examssoft.com
- Telephone: 866-429-8889

Who can I contact regarding USD web site or security sign on for the USD site?

- For issues related to the USD web site, USD email, USD security sign on, or technical issues with the USD wireless infrastructure, contact the USD Help Desk at: 619-260-7900



Hahn School of Nursing and Health Science

Examsoft (SofTest) Install Instructions

Each student is required to supply a laptop computer for taking course exams using Examsoft. Each student is responsible for arriving the day of each exam with their laptop configured for Examsoft. USD Technical support (help line) does **not** provide technical support for the Examsoft product. If you encounter issues with the set up, management, and usage of Examsoft (Softest) contact Examsoft at:

Online: <http://support.examsoft.com/ics/support/default.asp?deptID=15194>

- E-mail: support@examsoft.com
- Telephone: 866-429-8889

Minimum Laptop Specifications

The following is a guide to determine if your laptop meets minimum operating requirements for use with Examsoft.

PC Users

SofTest can be used on most modern Microsoft Windows based computers (**purchased within the last 3-4 years**). Please see specific system requirements as noted below.

SofTest cannot be used on virtual operating systems such as Microsoft's Virtual Machine, Parallels, VMware, VMware Fusion or any other virtual environments.

PC Requirements:

- Operating System: 32-bit and 64-bit Versions of Windows Vista, Windows 7, and Windows 8.
- Windows 10 is NOT fully supported at this time.
- Only genuine, U.S.-English, French, Portuguese, Swedish, and British versions of Windows Operating Systems are supported.
- ExamSoft does not support Tablet or Convertible devices other than Surface Pro 1, 2 & 3. See below for those Minimum

System Requirements.

- CPU Processor: 1.86Ghz Intel Core 2 Duo or greater
- RAM: highest recommended for the operating system or 2GB
- Hard Drive: highest recommended for the operating system or 1GB of available space.
- Internet connection for SofTest Download, Registration, Exam Download and Upload.
- Screen Resolution must be 1024x768 or higher.
- Adobe Reader (Version 9 or 11) is required for exams containing PDF attachments.
- Administrator level account permissions

Mac Users

SofTest can be used on most modern Mac OS X based computers (**purchased within the last 3-4 years**). Please see specific system requirements as noted below.

SofTest cannot be used on virtual operating systems such as Microsoft's Virtual Machine, Parallels, VMware, VMware Fusion or any other virtual environments.

Mac Requirements

- Operating System: OS X 10.6 (Snow Leopard), OS X 10.7 (Lion), OS X 10.8 (Mountain Lion), 10.9 (Mavericks), and 10.10 (Yosemite). Only genuine versions of Mac Operating Systems are supported.

- CPU: Intel processor
- RAM: 2GB
- Hard Drive: 1GB or higher available space
- Server version of Mac OS X is not supported
- Internet connection for SofTest Download, Registration, Exam Download and Upload.
- Administrator level account permissions

Preparing Your Computer

*You can prevent difficulties in registering the software, downloading/uploading exams and system problems during the actual exam by preparing your computer before the exam period begins.

Firewalls

If your computer contains a personal firewall (e.g. Norton Personal Firewall, McAfee Personal Firewall, Zone Alarm, etc.) you can instruct the firewall to treat www.examsoft.com as a trusted website. If you are unsure how to do so, please see your manufacturer's instructions. In most cases, you can also disable your firewall temporarily by right-clicking the firewall's icon in the System Tray beside the clock and selecting Disable. We recommend that you do this before downloading and registering the software, downloading an exam and prior to the start of each exam.

Scan for Viruses and Spyware

It is recommend that you run anti-virus and anti-spyware software to check your laptop in advance. Prior to downloading Examsoft. In some cases on PC laptop computers, certain antivirus applications may block SofTest from starting properly or can affect SofTest's performance during an examination. Visit ExamSoft's Knowledge Base at <http://support.examsoft.com> to determine if your laptop computer is running any of the programs listed and for instructions on how to disable your antivirus/antispyware applications **before** installing SofTest and how to re-enable them after installation is complete.

Internet Access

Your computer must be configured in advance to access the Internet through USD's wireless network to take an exam using Examsoft. If you have not configured your laptop to access the USD wireless internet you must set this up prior to taking any exam. If you are experiencing difficulty accessing the USD wireless internet contact the USD help desk call: (619) 260-7900.

Hibernation Mode, Windows Defender and Automatic Updates

If you have Microsoft® Windows Defender installed on your computer, you must disable it prior to the exam. Also disable your hibernation mode and the install automatic updates features on your laptop. These features may be turned on immediately following your exam. A list of common anti-virus software and instructions for disabling them is available on the ExamSoft site <http://support.examsoft.com/ics/support/default.asp?deptID=15194> .

Setting up your laptop with Examsoft(SofTest)

Computer Setup

- Ensure that all cables (i.e. power cord, external mouse and/or keyboard) are securely connected to your computer.
- Make sure your power indicator light shows that your computer is receiving power.
- Turn on your computer.
- Once your computer boots up, verify it has the correct date & time set.

Downloading an Exam (prior to the test date)

- FIRST:** Double-click the ExamSoft icon on your Windows Desktop. Mac computers: Double click the SofTest icon from the Applications folder or single click the icon in your Dock on your Mac
- SECOND:** Click the “Download Exam Files” button
- THIRD:** Enter in Student ID and Password, then click “Next” button
- FOURTH:** Enter in download password (if applicable) and click “Next” button
- FIFTH:** Select the exam you need to download from the “Available Exams” tab and click “Download” button

Taking an Exam

- FIRST:** Double-click the ExamSoft icon on your Windows Desktop. Mac computers: Double click the SofTest icon from the Applications folder or single click the icon in your Dock on your Mac
- SECOND:** Click the “Take An Exam” button.
- THIRD:** Select your exam from the drop-down list of “Available Exams”, enter your Student ID in the field below, and click “Start”
- FOURTH:** Type in an Exam password (if applicable)
- FIFTH:** Read each Notice window carefully and click ‘OK’ to advance to the next window. STOP when the last Notice window with RED “STOP” SIGN appears.
- SIXTH:** When instructed, type: “Begin” and click the ‘Begin’ button.

Functions and Formatting

- Answer each question as directed
- Proceed to the next screen by clicking the blue forward arrow at the top left corner of the screen. Review previous answers by clicking the blue back arrow.
- Once closed, the exam file cannot be reopened.
- If you have to leave the classroom prior to finishing your exam (i.e. restroom break), block your screen by selecting ‘Actions’ then ‘Hide Exam’ in the SofTest menu.
- If your computer freezes, follow the “Computer Freezes” instructions below.

Miscellaneous Notices

- ExamSoft and the USD Hahn School of Nursing and Health Science assumes no responsibility for interruptions whether

isolated or widespread. You assume all risks of using a computer to take your exam.

- All examinations and computer testing materials are the property of the USD Hahn School of Nursing and Health Science.

Computer Freezes

If SofTest, your keyboard and/or mouse stop responding, do the following:

- a. Turn off your computer (press & hold the power button but if that fails, pull the power cord & battery)
- b. Restart computer.
- c. When the 'SofTest Exam Restart' window appears, select the 'Resume' button. You will be returned to within 59 seconds of where you left off.

Exiting SofTest

You may exit SofTest whenever you are finished. However, once you are notified that there are 5 minutes remaining, Follow these instructions to exit out of SofTest...

- a. Select '**Save/Exit**' button.
- b. Click the 'Close Exam' button.
- c. On the yellow window, click the 'Exit' button.
- d. You will see your computer uploading the "Answer Files", please do not turn off computer during this process
- e. A green window confirming your upload will appear. Click 'Close' and you are finished using SoftTest.

Upload Confirmation

ExamSoft provides three methods for verifying that your answer file uploaded.

The first two options will display the Exam Download/Upload History page, which is a detailed report of your account activity; it includes the date and time every exam is downloaded and uploaded. You may print a copy of this page if you need a confirmation of the upload:

Option 1: Launch SofTest, click 'Exam History' and enter your login information. This will display your Exam Download/Upload History on your Internet web browser.

Option 2: Visit our custom homepage and enter your login information. Once logged in, click the 'Exam History' button.

Option 3: You will be emailed confirmation that your answer file uploaded.

Instructions may be found at the ExamSoft website. You can reach ExamSoft Support at support@examsoft.com; 866-429-8889. Note that support personnel cannot provide exam file passwords.

Appendix J

UNIVERSITY OF SAN DIEGO HAHN SCHOOL OF NURSING AND HEALTH SCIENCE COURSE SYLLABUS

COURSE: DNPC 630 DNP Scholarly Practice

COURSE CREDIT: 1-6 Units

PLACEMENT: Fall, spring, summer

CO-REQUISITES: APRN/APRN student status

FACULTY:

COURSE DESCRIPTION: Prepares the graduate to 1) design, deliver, and evaluate comprehensive evidenced-based care to individuals and/aggregates incorporating advanced practice nursing competencies; 2) provide leadership in promoting evidenced-based practice in an advanced practice specialty, and 3) function as a practice specialist/consultant in the resolution of clinical problems.

Note: Successful completion of the course with a letter grade of B- or higher is necessary to pass the course.

COURSE OBJECTIVES:

1. Use a scientific foundation and processes of inquiry to evaluate the evidence base related to a clinical problem.
2. Develop, implement, and evaluate an evidence-based solution to an identified clinical problem.
3. Provide leadership in system change required for solution of a clinical problem(s).
4. Demonstrate advanced clinical competencies in a selected area of specialized practice.

COURSE REQUIREMENTS:

DNPC 630 consists of a series of semester-long courses that extend throughout the length of the Post MSN DNP and BSN DNP programs. During the 1st year of the 3-year full-time BSN DNP program, DNPC 630 is designated as a theory course of faculty-facilitated weekly seminars (1 unit=16 clock hours) with the ultimate goal of identification of a clearly-defined, realistic project. The course is designated as clinical throughout the 2nd and 3rd years of the program since students spend time in clinical settings related to the EBP project activities and meet for biweekly seminars to discuss, evaluate, and/or analyze various components of their projects which is counted as clinical time (1 unit=54 clock hours).

Post MSN DNP students experience a similar format to the 2nd and 3rd years of the BSN DNP program whereby students participate in faculty-facilitated biweekly seminars along with spending time in clinical settings toward fulfillment of activities for completion of the EBP project.

Clinical Practice: All students must document a minimum total of 1000 clinical hours in their clinical specialty. Some of these hours will have been completed during the student's previous MSN APN program or in the clinical management

courses (NPTC series) of the BSN DNP program. The following documents must be completed and submitted in order to fulfill the clinical component of the program:

1. Portfolio of advanced clinical competencies achieved during practice project experiences
2. Monthly clinical logs
3. Faculty evaluation of student's clinical performance (*BSN DNP students must include faculty evaluations from all NPTC courses*)
4. Preceptor evaluation of student's clinical performance (*BSN DNP students must include faculty evaluations from all NPTC courses*)
5. nTrack documentation of all patient encounters (*BSN DNP students*)

Seminars: BSN DNP students are scheduled to meet weekly during the 1st year of the program although some classes be online discussion and some will be face-to-face. Seminars will meet biweekly during the 2nd and 3rd years of the BSN DNP program and throughout the five semesters of the Post MSN DNP program. This schedule is for full-time students in both programs. Students enrolled on a part-time basis will have their program plans adjusted accordingly to ensure a comparable amount of time.

1. Faculty facilitated seminars are designed to provide a forum for role development and the exchange of ideas, issues, and strategies about the DNP project. A variety of required oral and written assignments pertaining to the final DNP project will be completed throughout the seminars in order to facilitate the student through the various stages of project development, implementation, and evaluation.
2. Seminar faculty have an integral role assisting the student through the various stages of the project. At the end of each semester, seminar faculty will complete the "DNP Student Evaluation by Seminar Faculty" form which will be reviewed with both the student and faculty project advisor. Additionally, seminar faculty will provide feedback in the student's monthly log submissions which will be shared with the student's faculty project advisor. *Neither of these activities will be completed during the first year of the BSN DNP program seminar since the student is not in a clinical setting.*

Final DNP Project: All students will identify a clinical problem or professional issue that arises from a careful analysis of a practice population and/or system; develop and implement an innovative, culturally competent, sustainable, evidence-based solution using principles of translational science; and implement and evaluate the outcome(s). Foundational coursework in the DNP program is designed to prepare students to successfully complete the project.

1. **Post MSN DNP students** will be expected to have already identified the probable topic of their project upon admission into the program while **BSN DNP students** will collaborate with DNP/NP program faculty along with their faculty project advisor in identification of their project topic.
2. **Post MSN DNP students** will be assigned a doctorally-prepared faculty project advisor upon admission into the program. Determination will be based on the student's past and present clinical practice population experience and interests. The identification of the doctorally-prepared clinical mentor should occur by the completion of the first fall semester of the program.
3. At the completion of the first fall semester for **BSN DNP students**, seminar faculty will advise the DNP program director of the student's probable clinical population interest and possible topic of interest in order to facilitate the assignment of a doctorally-prepared faculty project advisor by the beginning of the first spring semester. Students will identify their doctorally-prepared clinical mentor by the completion of the second fall semester of the program.
4. Written requirements (using APA 6th edition format) that will be submitted to the faculty project advisor:
 - a. At the end of: *fall 1-Post MSN DNP, fall 2- BSN DNP*, students will submit the aims of their DNP project and a synthesis of relevant literature.
 - b. At the end of: *spring 1-Post MSN DNP, spring 2- BSN DNP*, students will submit the methods that describes in detail how the DNP project will be conducted.

- c. By the end of: *summer 1-Post MSN DNPs, summer 2-BSN DNPs*, students will submit their plans to evaluate the outcomes of their project and obtain institutional approval for the project (if relevant).
- d. During the: *fall 2-Post MSN DNPs, fall 3-BSN DNPs*, students will implement and evaluate the outcomes of their project and obtain USD IRB Human Subjects approval to disseminate the findings of their project..
- e. During the: *spring 2-Post MSN DNPs, spring 3-BSN DNPs*, students will develop and submit a scholarly paper by week 12 of the semester which will be evaluated according to established criteria.
- f. Scholarly paper to be submitted for publication must adhere to the journal guidelines with consideration for each of the following components.
 - i. Project Abstract & Executive Summary
 - ii. Background & Evidence for Problem
 - iii. Evidence-Based Intervention & Benchmark
 - iv. PICO Question
 - v. Project Plan Process
 - vi. Evaluation Results
 - vii. Conclusions Including Cost/Benefit Analysis
 - viii. Implications for clinical practice
 - ix. References
- 5. Poster presentation or accepted abstract at a professional conference during the last semester (e.g., Western Institute of Nursing or other regional or local meeting)
- 6. Oral stakeholder presentation of completed project to clinical mentor, faculty project advisor, and professional staff where the scholarly practice project and clinical hours were completed during the last semester. The clinical mentor and faculty project advisor **MUST** attend.

GRADING CRITERIA: Pass/Fail

TEXTBOOK: Chism, L. (2015). *The doctor of nursing practice: A guidebook for role development and professional issues* (3rd ed.). Burlington, MA: Jones & Bartlett.

SH:08/17/2015

Appendix K
UNIVERSITY OF SAN DIEGO
Hahn School of Nursing and Health Science
Process for Health Related Accident/Incident Occurrences
While on Clinical Affiliation

This process applies to USD students and clinical supervisors.

A. If the injury requires immediate medical intervention:

1. Utilize the Emergency Room for immediate treatment at Facility/Agency where accident/incident occurs.
2. When completing the registration forms, indicate the injury will be classified as a Worker's Compensation claim that will be handled by USD. The insurer is Travelers Policy Number TC2JUB4250B401-13. The USD contact person is Conchita Waite, Benefits Assistant 619-260-2737
3. As soon as the injured party is capable of returning to campus, go to Public Safety Office and complete an Employee Injury/Illness report. The officer taking the report will give the person an "Authorization to Treat form which contains maps to Sharp-Rees-Stealy Occupational Health centers.
4. All follow up care must be obtained through Sharp R-S. Take a copy of the emergency record to Sharp for continuity of care.
5. If accident/incident is a Needle Stick, injured party also must complete the USD needle stick injury form. Give completed form to clinical supervisor and forward a copy to the Risk Management Office CM105.

B. If the injury requires urgent, but not emergent medical attention

1. Go to the closest Sharp Rees-Stealy Occupational Health centers. Tell the registration clerk the injury will be classified as a Worker's Compensation claim for USD. Ask them to call Conchita Waite, 619-260-2737 for treatment authorization.
2. Follow instructions in "A.3" above, as soon as can return to campus.

C. If the injury does not require immediate medical attention:

1. As soon as capable of returning to campus, go to Public Safety Office and complete an Employee Injury/Illness report. The officer taking the report will give the student an "Authorization to Treat" form which also contains the maps to the Sharp Rees-Stealy Occupational Health centers.
2. Go to any of the Sharp Rees-Stealy locations for treatment and all follow up.

* If the site facility requires their incident/occurrence form to be completed, request a copy, and forward same to Conchita Waite, Human Resources, MH101. If the facility refuses to provide a copy of the report, please forward this information to Conchita with the name and contact information for the facility's Risk Management office. ** Clinical Supervisors: Once Public Safety completes their reports, they will send a "Supervisor's Report of Injury" to the School of Nursing. You must complete this form to the extent applicable and forward the report to Conchita Waite, Human Resources, MH101

Appendix L
Hahn School of Nursing and Health Science
DNPC 630 Scholarly Practice Clinical Log

Name: _____

Date submitted: _____

Scholarly Practice Semester: _____

Hours completed in MSN program(if applicable): _____

Total hours since last log submission: _____

DIRECT CARE AND SYSTEM LEVEL COMPETENCIES for APRN and APRN Students

Expected Program Outcome	Expected Competencies	Student Role (e.g., EBP, Leadership, Collaboration, Management)	Date/ Setting/Activities/ Patient Encounters/ Hours	Status (date/met/IP/not met/ supporting evidence)	DNP Reflections (Clinical Exemplars) by Program Outcome (EACH MUST BE MINIMUM of 250 WORDS)
1. Demonstrate advanced levels of clinical practice within defined ethical, legal, and regulatory parameters in designing, implementing, and evaluating evidenced-based, culturally competent therapeutic interventions for individuals or aggregates.	Direct Care				

2. Synthesize nursing and other scientific and ethical theories and concepts to create a foundation for advanced nursing practice.	Direct Care System Level				
3. Demonstrate leadership in collaborative efforts to develop and implement policies to improve health care delivery and outcomes at multiple levels of professional practice (institutional, local, state, regional, national, and/or international).	Direct Care System Level				
4. Incorporate research into practice through critical appraisal of existing evidence, evaluating practice outcomes, and developing practice-based guidelines.	Direct Care System Level				
5. Design, implement, and evaluate health care delivery systems and	Direct Care System Level				

information systems that meet societal needs and ensure accountability for quality outcomes.					
6. Employ a population health focus in the design, implementation, and evaluation of health care delivery systems that address primary, secondary, and tertiary levels of prevention.	Direct Care System Level				
7. Incorporate ethical, regulatory, and legal guidelines in the delivery of health care and the selection, use, and evaluation of information systems and patient care technology.	Direct Care System Level				

Cumulative total hours: ____ (including MSN hours if applicable)

Appendix M
DNPC 630 Scholarly Practice
DNP STUDENT EVALUATION by SEMINAR FACULTY
(to be completed each semester)

STUDENT: _____ DATE: _____

SEMINAR FACULTY: _____ SETTING: _____

BSN/DNP STUDENT SEMESTER (circle): (4) (5) (6) (7) (8)

MSN/DNP STUDENT SEMESTER (circle): (1) (2) (3) (4) (5)

Note: Refer to grading criteria in DNP Student Handbook. **Full-time students must meet all DNP Program Competencies by the 8th Semester in the BSN/DNP program or the 5th semester in the Post-MSN program. If any competencies are unmet, students will complete up to a maximum of 3 additional semesters until all competencies are met.**

MET **IP** **NOT MET** Demonstrate advanced levels of clinical practice within defined ethical, legal, and regulatory parameters in designing, implementing, and evaluating evidenced-based, culturally competent therapeutic interventions for individuals or aggregates.

- Identifies the evidence base for interventions used in practice
- Identifies multiple problems or opportunities for improvement
- Systematically investigates etiology, differential diagnosis, interventions, outcomes, and costs of problem.
- Engages in self-directed learning to enhance knowledge, problem-solving, and collaboration skills
- Evaluates and modifies practice policies to support the highest level of APRN clinical practice within a defined health care setting
- Demonstrates expertise in an expanded dimension of practice (i.e. population, illness category, policy making, education, program development, system administration, consultation, etc.)
- Mentors others, as appropriate, in areas of expertise

MET **IP** **NOT MET** Synthesize nursing and other scientific and ethical theories and concepts to create a foundation for advanced nursing practice.

MET IP NOT MET Demonstrate leadership in collaborative efforts to develop and implement policies to improve health care delivery and outcomes at multiple levels of professional practice (institutional, local, state, regional, national, and/or international).

MET IP NOT MET Incorporate research into practice through critical appraisal of existing evidence, evaluating practice outcomes, and developing practice-based guidelines.

MET IP NOT MET Design, implement, and evaluate health care delivery systems and information systems that meet societal needs and ensure accountability for quality outcom

MET IP NOT MET Employ a population health focus in the design, implementation, and evaluation of health care delivery systems that address primary, secondary, and tertiary levels of prevention.

MET IP NOT MET Incorporate ethical, regulatory, and legal guidelines in the delivery of health care and the selection, use, and evaluation of information systems and patient care technology

PROGRESS TOWARD MANUSCRIPT:

PROGRESS TOWARD PROJECT:

PROGRESS TOWARD CLINICAL GOALS:

-----**Student**
Signature **Date**

Seminar Faculty Signature **Date**

Copies to: NP Office, Faculty Project Advisor, Student

Revised 12-18-13 SH

**Appendix M (cont.)
UNIVERSITY OF SAN DIEGO
Hahn School of Nursing and Health Science**

**DNPC 630 Scholarly Practice
DNP STUDENT EVALUATION by CLINICAL MENTOR
(to be completed last semester)**

STUDENT: _____ **DATE:** _____

CLINICAL MENTOR: _____ **SETTING:** _____

Based upon your review of the student's performance, please indicate whether the DNP student is making progress toward demonstrating advanced levels of clinical practice within defined ethical, legal, and regulatory parameters in designing, implementing, and evaluating evidenced-based, culturally competent therapeutic interventions for individuals or aggregates as evidenced by:

- | | | |
|-----|----|--|
| Yes | No | Identifies the evidence base for interventions used in practice. |
| Yes | No | Identifies multiple problems or opportunities for improvement. |
| Yes | No | Systematically investigates etiology, differential diagnosis, interventions, outcomes, and costs of problem. |
| Yes | No | Engages in self-directed learning to enhance knowledge, problem-solving and collaboration skills. |
| Yes | No | Evaluates and modifies practice policies to support the highest level of APRN clinical practice within a defined health care setting. |
| Yes | No | Demonstrates expertise in an expanded dimension of practice (i.e. population, illness category, policy making, education, program development, system administration, consultation, etc.). |
| Yes | No | Mentors others, as appropriate, in areas of expertise. |

PRINCIPLE STRENGTHS OF STUDENT:

PRINCIPLE CHALLENGES FOR STUDENT:

Clinical Mentor Signature **Date**

Student Signature **Date**

Copies to: NP Office, Seminar Faculty, Faculty Project Advisor

Revised 12-18-13 SH

AppendixM (cont.)

UNIVERSITY OF SAN DIEGO
Hahn School of Nursing and Health Science

DNPC 630 Scholarly Practice
FINAL DNP STUDENT EVALUATION BY FACULTY PROJECT ADVISOR
(to be completed last semester)

STUDENT: _____ DATE: _____

FACULTY PROJECT ADVISOR: _____ SETTING: _____

Note: Refer to grading criteria in DNP Student Handbook. Full-time Post MSN DNP students must meet all DNP Program Competencies by the 5th Semester and BSN DNP students must meet all DNP Program Competencies by the 8th semester. If any competencies are unmet, students will complete up to a maximum of 3 additional semesters until all competencies are met.

- | | | |
|------------|----------------|---|
| MET | NOT MET | Demonstrate advanced levels of clinical practice within defined ethical, legal, and regulatory parameters in designing, implementing, and evaluating evidenced-based, culturally competent therapeutic interventions for individuals or aggregates. |
| | | <ul style="list-style-type: none">• Identifies multiple problems or opportunities for improvement• Systematically investigates etiology, differential diagnoses, interventions, outcomes, and costs of problem.• Engages in self-directed learning to enhance knowledge, problem-solving, and collaboration skills• Evaluates and modifies practice policies to support the highest level of APRN clinical practice within a defined health care setting.• Demonstrates expertise in an expanded dimension of practice (i.e. population, illness category, policy making, education, program development, system administration, consultation, etc.)• Mentors advanced practice health care practices in new area of expertise |
| MET | NOT MET | Synthesize nursing and other scientific and ethical theories and concepts to create a foundation for advanced nursing practice. |

- MET** **NOT MET** Demonstrate leadership in collaborative efforts to develop and implement policies to improve health care delivery and outcomes at multiple levels of professional practice (institutional, local, state, regional, national, and/or international).

- MET** **NOT MET** Incorporate research into practice through critical appraisal of existing evidence, evaluating practice outcomes, and developing practice-based guidelines.

- MET** **NOT MET** Design, implement, and evaluate health care delivery systems and information systems that meet societal needs and ensure accountability for quality outcomes.

- MET** **NOT MET** Employ a population health focus in the design, implementation, and evaluation of health care delivery systems that address primary, secondary, and tertiary levels of prevention.

- MET** **NOT MET** Incorporate ethical, regulatory, and legal guidelines in the delivery of health care and the selection, use, and evaluation of information systems and patient care technology

PRINCIPLE STRENGTHS OF STUDENT:

PRINCIPLE CHALLENGES FOR STUDENT:

Student Signature **Date**

Faculty Project Advisor Signature **Date**

Copies to: NP Office, Seminar Faculty,

Revised 8-11-2014 SH

Appendix M (cont.)
 University of San Diego
 Hahn School of Nursing and Health Science
DNP Project Evaluation Criteria

Rate the extent to which the DNP project addresses the following criteria. DNP projects must earn a minimum of 40 points for successful completion of the DNP scholarly practice requirement.

	Poor	Fair	Good	Very Good	Excellent
1. Project is based on sound assessment of population/system needs	1	2	3	4	5
2. Project demonstrates consideration of relevant scientific evidence	1	2	3	4	5
3. Project effectively incorporates principles of translational science	1	2	3	4	5
4. Project demonstrates professional leadership in the development of treatment regimens or care delivery systems	1	2	3	4	5
5. Project incorporates appropriate measures to evaluate outcomes	1	2	3	4	5
6. Project employs appropriate data management methods	1	2	3	4	5
7. Project effectively incorporates considerations of cultural competence in its design	1	2	3	4	5
8. Project outcomes/findings are disseminated to relevant policy/decision makers	1	2	3	4	5
9. Project results in a poster accepted for presentation at a regional, national, or international professional conference	1	2	3	4	5
10. Project is prepared in a publishable form	1	2	3	4	5

Copies to: Student, NP Office, Seminar Faculty, Faculty Project Advisor

Appendix N
MEMORANDUM

To: New and Prospective Clinical Mentors

From: DNP Program Faculty

Subject: DNP Scholarly Practice Clinical Experience

The clinical scholarly practice for DNP students focuses on the students' acquisition of additional knowledge and skills in the student's advanced practice nursing specialty. The purpose of the USD DNP program is designed to prepare leaders for the nursing profession who have expertise in advanced nursing specialty practice with an individual or aggregate focus. To achieve the highest level of advanced nursing practice, students are educated and socialized for their roles both didactically through course work, seminars and tutorials and experientially through the scholarly practice.

Students are expected to develop a deep understanding of the scientific and ethical foundation of reflective practice and the economic, political, and regulatory forces that impact quality of care. Required courses primarily focus on the clinical and translational sciences, the philosophical basis of advanced nursing practice, and the socioeconomic factors needed to transform and evaluate health care. With this foundation, students will be able to translate science into practice by designing and evaluating evidence-based innovations in care to improve the health status of individuals, families, communities, and the nation.

At the completion of USD's DNP program, graduates will possess the following competencies:

1. Demonstrate advanced levels of clinical practice within defined ethical, legal, and regulatory parameters in designing, implementing, and evaluating evidenced-based, culturally competent therapeutic interventions for individuals or aggregates.
2. Synthesize nursing and other scientific and ethical theories and concepts to create a foundation for advanced nursing practice.
3. Demonstrate leadership in collaborative efforts to develop and implement policies to improve health care delivery and outcomes at multiple levels of professional practice (institutional, local, state, regional, national, and/or international).
4. Incorporate research into practice through critical appraisal of existing evidence, evaluating practice outcomes, and developing practice-based guidelines.

5.Design, implement, and evaluate health care delivery systems and information systems that meet societal needs and ensure accountability for quality outcomes.

6.Employ a population health focus in the design, implementation, and evaluation of health care delivery systems that address primary, secondary, and tertiary levels of prevention.

7.Incorporate ethical, regulatory, and legal guidelines in the delivery of health care and the selection, use, and evaluation of information systems and patient care technology.

8.Design, implement, and evaluate health care delivery systems and information systems that meet societal needs and ensure accountability for quality outcomes.

Clinical mentors are academically and clinically qualified doctorally-prepared advanced practice nurses, physicians, other health care professionals, or health policy leaders who are able to facilitate and support the objectives of the student's scholarly practice clinical experience and DNP project. The USD School of Nursing guidelines for clinical mentors are attached. Once a clinician has verbally agreed to precept one of our DNP students, a request will be made to provide the DNP Program Director with a copy of the proposed clinical mentor's current curriculum vita or to complete a Biographical Data Sheet, if one is not already on file in the School of Nursing. Then, a formal letter of agreement is prepared and signed by both parties and the clinical mentor is provided with a copy of the clinical course syllabus. The course objectives, as well as the student's individual learning objectives, will provide a guiding framework for the focus of the student's learning experiences.

Orientation is provided by the DNP program faculty prior to the initiation of the clinical mentorship on individual request. The DNP faculty member responsible for supervising the student's scholarly practice may make a site visit during the semester. Please feel free to communicate with the faculty at any time if there is any doubt concerning the students' progress toward meeting their learning objectives or the scope and limitations of the DNP student or faculty roles.

Please direct any questions or concerns to:
Shelley Hawkins, PhD, FNP-BC, GNP, FAANP
Associate Professor and Director
DNP NP Program
University of San Diego
5998 Alcalá Park
San Diego, CA 92110
(619) 260-4575

Appendix N (cont.)

GUIDELINES/EXPECTATIONS FOR CLINICAL MENTORS

Clinical mentors are expected to:

1. Orient the DNP student to the office/clinical environment, methods of operation of the agency, and necessary clinical and practice protocols/guidelines.
2. Facilitate achievement of the DNP student's clinical learning objectives and clinical project.
3. Maintain communication with the program faculty as necessary throughout the semester. Any problems that could interfere with the student's learning should be brought to the program faculty's attention as soon as possible.
4. Complete the "DNP Student Evaluation by Clinical Mentor" form at the end of the student's scholarly practice, review the form with the student, and return the form to the School of Nursing.

BENEFITS ACCORDED TO CLINICAL MENTORS

1. Recognition by and interaction with USD DNP program faculty.
2. Invitations to on-campus continuing education events.
3. Use of the resources of the Copley Library on the USD campus may be eligible for consideration for appointment as Adjunct Clinical Preceptor of the Hahn School of Nursing and Health Science
5. Physicians are eligible for CME Category II and NPs are eligible for CEU credit for ANCC certification for the hours they spend precepting NP students.
6. Potential for leading student clinical conferences on management of specific health problems, role development or other professional issues.
7. Opportunity to provide input for program evaluation and change so that the DNP Program can more effectively contribute to meeting current health care needs/priorities.
8. Enhancement of practice perspectives.
9. Opportunity to integrate collaborative and interdisciplinary focus into practice model.
10. Potential to incorporate student into practice with plan to hire upon graduation
11. Potential for improved practice outcomes as a result of the student's DNP project.
12. Generation of community service hours.

**Appendix N (cont.)
Clinical Mentor Data Sheet**

Name	Date
Office	
Street Address	
City, State, & Zip	
Phone	Fax
Email	Cell Phone
Type of Clinical Setting	Underserved Patient Population Yes No

Required Information

Please fill in information concerning education, Licensure, etc. OR APPEND A VITA that supplies this information

College or University	Degree	Date
Graduate or Professional School	Degree	Date
Local Professional Organizations		
State Professional Organizations		
National Professional Organizations		
Certification in what area(s)?		
Admitting Privileges		

**** Please attach a business card for our records if possible.**

Thank you

Please return to:

University of San Diego, Hahn School of Nursing and Health Science

Attn: NP Office

5998 Alcala Park

San Diego, CA 92110

Appendix O
University of San Diego
Hahn School of Nursing
Doctor of Nursing Practice Program

FORMAT FOR MANUSCRIPT AND TIMELINE FOR DNP PROJECT REQUIREMENTS

Format & Steps for Manuscript Development & Presentations	DNPC 630 Seminar Activities	Timeline for Scholarly Practice Requirements
	First Semester-Fall 1	
<p>Components: Title Page</p> <p>Abstract includes Background & Evidence for Problem, Evidence-Based Practice Intervention & Benchmark, PICO, Project Process, Implications for Nursing Practice</p> <p>I. Introduction</p> <p>II. Background & Evidence for Problem Search, critique, appraise (rate & grade) evidence</p> <p>III. Evidence Based Intervention Decide on desired outcome(s) (your benchmarks) & link them to evidence-based interventions</p> <p>IV. Establish Benchmark(s)</p>	<p>Participate in on-going discussion throughout semester about EBP, role development and scholarly practice focus</p> <p>Identify expected direct care and system level competencies</p> <p>Complete monthly clinical logs for seminar faculty, faculty project advisor, and clinical mentor review</p> <p>Draft PICO for project with continued refinement throughout semesters</p>	<p>Identify goals/focus of scholarly practice experience in collaboration with faculty and clinical mentor (clinical mentor team)</p> <p>Identify practice setting/clinical agency for project in collaboration with faculty project advisor, seminar faculty, and clinical mentor (team)</p> <p>Begin scholarly practice</p>

Conduct gap analysis-internal & external		
V. PICO Question		
	Second Semester-Spring 1	
VI. Select EBP Model (e.g., Iowa, Stetler, etc.) VII. Project Implementation/Process Plan VIII. Evaluation Plan Includes data management, sustainability plan, evaluation of intervention & outcomes, and cost/benefit analysis	Participate in on-going discussion throughout semester about EBP and status of project Complete monthly clinical logs for seminar faculty, faculty project advisor, and clinical mentor review	Provide faculty and clinical mentors ongoing update about project plans Complete on-line IRB certification Continue scholarly practice
	Third Semester-Summer 1	
Comprehensive analysis of all planned components of project to date making any revisions as deemed necessary IX. Begin Implementation of Evidence-Based Intervention (the start date will vary for students based on agency IRB timeline and/or needed project revisions)	Participate in on-going discussion throughout semester about EBP and status of project Complete monthly clinical logs for seminar faculty, faculty project advisor, and clinical mentor review Present draft of abstract for poster or podium presentation for feedback	Obtain letter(s) of clinical agency support/approval Obtain IRB approval with clinical agency Provide ongoing update to faculty project advisor and clinical mentors about project Continue scholarly practice Submit final draft of abstract to professional organization

		Submit initial draft of first chapter to faculty project advisor and seminar faculty
	Fourth Semester-Fall 2	
IX. Begin Implementation of Evidence-Based Intervention (cont'd)	Participate in on-going discussion throughout semester about EBP and status of project	Implement project
X. Completion of Evidence-Based Intervention	Complete monthly clinical logs for seminar faculty, faculty project advisor, and clinical mentor review	Submit abstract for spring 2 poster or podium presentation
XI. Evaluation of Evidence-Based Intervention(s) & Outcome(s) (start date will vary for students)	Discuss journal options for manuscript submission	Obtain USD IRB approval for dissemination of findings (may need to obtain in prior semester based on agency)
	Share thoughts/reflections regarding growth in APN role & future plans	Continue scholarly practice
		Submit draft of manuscript chapter(s) to faculty project advisor and seminar faculty
	Fifth Semester-Spring 2	
XI. Evaluation of Evidence-Based Intervention(s) & Outcome(s) (start date will vary for students)	Required practice podium presentation sessions for refinement of professional public speaking skills & responding/fielding questions pertaining to all components of project	Submit essay on "Reflections regarding growth in APN role & future plans"
X. Evaluation Results and Sustainability Plans		Revise and finalize manuscript working closely with faculty project advisor
XI. Conclusions Including Cost Benefit Analysis	Participate in on-going discussion throughout semester about EBP and project	Conduct dissemination-Poster/Podium presentation completed

<p>XII. Implications for Clinical Practice</p> <p>XIII. References</p> <p>XIV. Appendices Includes *Executive Summary, Evaluation instruments, Tables of data, Support letters and IRB letters</p> <p>*Executive Summary includes Background & Evidence for Problem, PICO Question, Evidence-Based Intervention & Benchmark, Project Process, Results, Conclusions, Implications for Nursing Practice, References, & Cost Benefit Analysis Table</p>	<p>Share thoughts/reflections regarding growth in APN role & future plans</p> <p>Complete monthly clinical logs for seminar faculty, faculty project advisor, and clinical mentor review</p> <p>Final Evaluations by 12th week of the semester</p>	<p>Conduct dissemination-Present findings and executive summary to project stakeholders</p> <p>Coordinate on-site final evaluation at clinical agency</p> <p>ALL requirements necessary for completion of DNP Program to be completed and/or submitted by the 12th week of the semester</p>
---	---	---

Appendix P

Agency Approval Letter for Data Use (Must be Obtained if Agency has NO IRB)

Instructions to DNP Students: Please use this letter as a sample text for your letter of permission to use data. You will need a hard copy of this letter. Be sure that:

- *The letter is on letterhead*
- *The letter is **signed** by an administrative person in the setting.*

Agency Title
Agency Address
Agency Address

To: Institutional Review Board, University of San Diego

From: AGENCY DIRECTOR OR DESIGNEE

Re: Use of Clinical Data

STUDENT NAME has our support to begin their scholarly practice project at the AGENCY as part of his/her coursework for the DNP Program at the University of San Diego. MR./MS. STUDENT LAST NAME has agreed to cleanse all data of any patient or institutional identifiers, and we understand that he/she will request to use data from this experience for publications and professional presentations.

If you have any questions, please do not hesitate to contact me at PHONE # or [EMAIL](#).

Sincerely,

DIRECTOR OF DESIGNEE
TITLE, AGENCY

SH: 8/11/14

Appendix Q
Hahn School of Nursing and Health Science
DNP Student IRB Template

Dear DNP student,

We are delighted that your DNP project has now come together! In order to obtain IRB Exempt Status at USD, we ask that you follow these steps:

PROCESS FOR IRB APPROVAL:

1) **Fill in the yellow shaded areas** on page 3 with your specific information. The form has been pre-formatted for you for DNP projects, so only the yellow shaded areas need to be completed. **Please don't write anywhere else that is not yellow shaded.**

2) Print out the application. **YOU SHOULD DELETE THIS INSTRUCTIONS PAGE** from your final copy.

3) **Sign** on the Signature Page where it says "Researcher."
" Then print your name and contact info.

4) **Have your Faculty Mentor sign** where it says "Faculty Advisor," then have him/her fill in contact info.

5) **ATTACH** with a paper clip:

A) Your signed letter of support for your project from your institution, practice, etc.
Or if applicable: A copy of your IRB exempt approval from your hospital, etc.

B) A copy of your IRB training certificate.

6) Put the hard copy of your application with attachments in Dr. Jane Georges' mailbox in the School of Nursing. Please send Dr. Georges an email at: jgeorges@sandiego.edu to let her know that your application has been submitted. Dr. Georges is the IRB Representative in the Hahn School of Nursing and Health Science. She will sign on the proper line and **she will obtain the Dean's signature-** no need for you to do this.

WHAT HAPPENS NEXT?

Dr. Georges will check over your application and let you know if anything is missing or needs revision. She will submit it to the Institutional Review Board. You will receive an email from the IRB Administrator with your Exempt Status approval, usually within 2 weeks.

QUESTIONS?

You and your faculty member can always feel free to email Dr. Georges with questions. We wish you all the best as you complete your DNP project!

UNIVERSITY OF SAN DIEGO
Institutional Review Board (IRB)
APPLICATION FOR EXEMPT STATUS ONLY

This form is only to be used only when applying for **EXEMPT** status from IRB review.
Please check the examples of Exempt applications on the USD IRB website.

Go to: <http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html#46.101%28b%29>

under **Part (b)** to view descriptions of expedited research category numbers (1) through (6). You **must** check **ONE** space below for the category number below that applies to your project. For example, many projects involving educational practices fall under category (1).

(1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

(2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless:

(i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

(3) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under paragraph [\(b\)\(2\)](#) of this section, if:

(i) the human subjects are elected or appointed public officials or candidates for public office; or (ii) federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

(4) Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

(5) Research and demonstration projects which are conducted by or subject to the approval of department or agency heads, and which are designed to study, evaluate, or otherwise examine:

(i) Public benefit or service programs; (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or services under those programs.

(6) Taste and food quality evaluation and consumer acceptance studies, (i) if wholesome foods without additives are consumed or (ii) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

TITLE OF PROJECT: “**Title of Your Project**”

PRINCIPAL INVESTIGATOR: **Your Name**, Doctor of Nursing Practice Student
School/College: Hahn School of Nursing and Health Science

FACULTY ADVISOR (if USD Student): Dr. **Name of your Faculty Mentor**
School/College: Hahn School of Nursing and Health Science

USD SPONSOR (if PI is not a USD faculty/student): N/A
School/College:

RESEARCH ASSISTANTS: N/A

Does this project require institutional permission or IRB approval from other institutions? X Yes No

If applicable, please name the institution here: **Name of hospital, clinic, etc.**

- If applicable, please ATTACH either a letter of permission or a copy of the IRB approval as an appendix.
- Please ATTACH a copy of an IRB training certificate for everyone named above.

In the space below, BRIEFLY describe the project and *the way in which it meets the category number* you checked on page 1. Describe data or information to be obtained and its source. If applicable, please attach any text that participants will see, including emails, surveys, consents/assents, etc.

(DNP students, the paragraph below is all you need. Please do not add anything to it. Please go on to the Data List section below.)

This project was part of the course requirements for DNPC 630, a graduate-level clinical residency in the Doctor of Nursing Practice (DNP) program in the School of Nursing at USD. This project meets the requirements of Category (4), as it involves the collection of data that have been cleansed of all identifiers.

The following data will be analyzed:

(LIST YOUR DATA HERE BY NUMBER. SPELL OUT ALL ACRONYMS)

Examples:

- 1. Number of Emergency Department (ED) visits**
- 2. Forced expiratory volume in one second (FEV1)**
- 3. Score on asthma knowledge assessment**

SIGNATURE PAGE

All applicable signature lines **MUST** be signed. If any required lines are left blank, the application will be returned to the principal investigator.

Researcher (signature) Department/School and Date

Researcher (printed) REQUIRED: email Phone

Faculty Advisor (signature) Department/School and Date
(Only required if PI is a **USD Student**.)

Faculty Advisor name (printed) REQUIRED: email Phone

___N/A_____
USD Sponsor (signature) email Phone
(Only required if PI is **NOT a USD student/faculty**. The USD sponsor must be a full-time employee of USD).

___N/A_____
USD Sponsor name (printed) Department/School and Date

School/College IRB Representative Date
(ALL applications must obtain this signature, whether your unit has a designated IRB representative or not. Contact the IRB Chairperson if you need guidance.)

Dean or His/Her Representative (signature) Date

The project described above has been approved by the USD Institutional Review Board.

Chair or Administrator to IRB (signature) Date

Updated 9/2014

Appendix R

[SAMPLE TITLE PAGE]

UNIVERSITY OF SAN DIEGO
Hahn School of Nursing and Health Science

DOCTOR OF NURSING PRACTICE PORTFOLIO

by

Student Name

A portfolio presented to the

FACULTY OF THE HAHN SCHOOL OF NURSING AND HEALTH SCIENCE
UNIVERSITY OF SAN DIEGO

In partial fulfillment of the
requirements for the degree

DOCTOR OF NURSING PRACTICE
Month/Year

Appendix S Poster Template

Title		
<i>Author/s</i>		
Background	Purpose	Evaluation Results
	Framework/EBP Model	
Evidence for Problem	Project Plan Process	Conclusions
Evidence-Based Intervention/Benchmark		Cost-Benefit Analysis
		Implications for Clinical Practice



APPENDIX T
University of San Diego
Hahn School of Nursing and Health Science
Application for DNP Nursing Dean's Scholar Award

Name: _____ Date: _____

Address: _____

Phone: Home _____ Work: _____

E-Mail Address: _____

Name and Credentials of Faculty Mentor:

Potential Project Title and Brief Summary of Proposed DNP Project:

Specific Fit with Faculty Mentor's Scholarship:

Summarize Anticipated Use of Dean's Scholar Award Funding:

APPROVALS

Faculty Mentor Signature: _____

Doctoral Committee: Approved: _____

Disapproved: _____

Date: _____

DNP Program Director Signature: _____



Handbook Review Form

**I have read the USD Hahn School of Nursing and Health Science
DNP Completion Student Handbook and understand that I am
accountable for its content.**

Printed Name

Signature

Date

