

**Lourdes University  
College of Nursing**

**Handbook  
for the  
Doctor of Nursing Practice  
Student**

**2019-2020**



**LOURDES  
UNIVERSITY**

**[lourdes.edu](http://lourdes.edu)**

## **A Message from the College of Nursing**

Dear DNP Students,

The nursing graduate faculty and administration have developed this Student Handbook to provide you with information about the policies and procedures that apply to the students in your graduate nursing program. It is a supplement to the information provided in the Lourdes University Catalog and College of Nursing Graduate Handbook. We hope this information is informative, helpful and supports your progression through the program.

The faculty and administration of the College of Nursing reserve the right to change the policies and procedures in this document at any time. If this occurs, you will be notified of the changes. Please read over the document, become familiar with its content and feel free to contact the graduate faculty or administration if you have any questions.

We wish you the best as you begin this new academic year. On behalf of Lourdes University, and in the Franciscan tradition, we wish you “Peace and All Good” in your educational journey.

Sincerely,

Heidi Shank, DNP, MSN, RN  
Assistant Professor and Graduate Faculty  
College of Nursing

For updates , please visit our website at <http://www.lourdes.edu>.

*This handbook is published for informational purposes only. It creates no contract rights for either students or staff. All questions concerning the application of any stated policy to an individual must be referred to the appropriate University officials for final determination. (Revised 4/2020)*

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## UNIVERSITY DIRECTORY

Department	Title	Office	Phone Number
Academic Support Center		Delp Hall 105	(419) 824-3748
Accessibility Services	Asst. Director	SFH 109	(419) 824-3523
Bookstore-Online		<a href="https://www.bkstr.com/lourdesstore">https://www.bkstr.com/lourdesstore</a>	800-381-5151 or email <a href="mailto:csvirtual@follett.com">csvirtual@follett.com</a>
Campus Ministry	Director	San Damiano House	(419) 824-3861
Cashier's Office (Directions Credit Union)		MAH 128	(419) 824-3695
Counseling Services		Canticle Center	(419) 882-4529
Dun Scotus Library		SCH 147	(419) 824-3761
Financial Aid	Financial Aid Director	MAH 122	(419) 824-3733
Graduate School	Graduate School Admissions Director	CC 104	(419) 824-3517
Graduate School	Graduate School Coordinator of Student Services	CC 102	(419) 517-8881
Health & Wellness Center		Sylvan Square	(419) 824-3971
Information Technology		REH 003	(419) 824-3815
Public Safety		*411 (on campus)	(419) 517-8953
Public Safety (on Campus)	Director	Lourdes Commons	(419) 517-8953
Registrar	Registrar	LH 139	(419) 517-7449
Student Accounts Office		MAH 127	(419) 824-3727
Welcome Center			(419) 885-3211

University Mailing Address: 6832 Convent Boulevard, Sylvania, OH 43560  
Canticle Center: 5335 Silica Drive, Sylvania, OH 43560

## **INTRODUCTION**

Lourdes University and the College of Nursing are accountable to the public for the quality of professional nurses who graduate from our Doctor of Nursing Practice Program. Therefore, Lourdes University and the College of Nursing have the right and responsibility to establish standards of admission, retention, progression, dismissal, and graduation in accordance with its philosophy and program objectives in order to protect the integrity of the educational program. Nursing students have the right to an educational environment where the freedom to learn is provided.

The DNP Student Handbook contains standards of academic achievement and conduct. Students are responsible for meeting these standards and have the right to be informed about these standards, the means of assessment, and the appeal process. Students are invited to participate in the formation and evaluation of academic and conduct standards through participation in the College of Nursing committee process. Students are free to present reasoned dissent and opinions that differ from those offered in any course; they are entitled to use the University appeal process throughout the academic program. No student is treated differently on the basis of age, religion, creed, national origin, handicapping condition, marital status, race, or sex.

## **COLLEGE OF NURSING**

### **COLLEGE OF NURSING STRUCTURE**

The College of Nursing is responsible for the mission, philosophy and learning outcomes of the all Nursing Programs. The central decision-making body of the College of Nursing is the General Nursing Assembly (GNA). The committees of the GNA include Admission, Progression and Graduation (APG), Curriculum, Evaluation/Assessment, Graduate Nursing Committee, and the Nurse Anesthesia Selection Committee.

The College of Nursing ascribes to a shared governance model. All students in the nursing program are invited to serve on/attend departmental committees.

### **STUDENT COMMITTEE MEMBERSHIP**

Students willing to serve on the Graduate Nursing Committee must inform the Program Director. One student representative from each year of the program(s) is asked to serve on the Graduate Nursing Committee. The appointment is for 1 year.

### **STUDENT PARTICIPATION IN PROGRAM EVALUATION**

In addition to continuous informal student faculty interaction, students routinely participate in program evaluation and assessment of learning outcomes through completion of the Course and Practicum/Clinical Evaluations as well as mid-program and end of program evaluations/surveys.

After graduation students participate in program assessment of learning outcomes by completing the *SkyFactor* which is available in an on-line survey directly sent to each student by the third party vendor.

## **ACCREDITATION STATEMENT**

Lourdes' DNP program is pending application for accreditation. The Lourdes University, College of Nursing BSN, MSN, NAP programs are accredited by the Commission on Collegiate Nursing Education (CCNE), One DuPont Circle, NW, Suite 530, Washington DC 20036, (202) 887-6791 and Council on Accreditation for Nurse Anesthesia Educational Programs (COA), 222 S. Prospect6 Ave., Park Ridge, Illinois, 60068, (847-655-1160, [accreditation@coa.ued.com](mailto:accreditation@coa.ued.com))

## **MISSION, VISION AND PHILOSOPHY OF LOURDES UNIVERSITY COLLEGE OF NURSING (CON)**

### **MISSION**

The CON exists to prepare undergraduate and graduate students in an individualized educational environment that incorporates quality nursing practice, critical thinking, leadership, diversity, and Christian ethics. Both the undergraduate and graduate programs will prepare professional nurses who are competent in providing holistic care in a variety of settings in a dynamic society. The Bachelor of Science in Nursing degree builds on the liberal arts tradition of the University to prepare nurse generalists who are able to practice in the community, fulfill leadership roles, and utilize research. The Master of Science in Nursing degree builds upon the baccalaureate curriculum to prepare graduates for advanced nursing roles by promoting the development of advanced education and nursing leadership, and advanced clinical practice in nurse anesthesia knowledge, concepts, and skills. Emphasis is placed on nursing theory, research, and practice to facilitate personal and professional development in an environment that reflects the University's Franciscan values and encourages lifelong learning. The Doctor of Nursing Practice is a doctoral terminal degree based on recognition by the American Association of Colleges of Nursing as the highest level of preparation for clinical nursing. A DNP is a terminal degree that offers an alternative to research-focused doctoral programs. DNP-prepared nurses are well-equipped to fully implement the science developed by nurse researchers prepared in PhD, DNSc, and other research-focused nursing doctorates.

### **VISION**

Recognized as a national leader for excellence in nursing education, Lourdes University College of Nursing graduates an innovative workforce that continuously improves quality and safety in healthcare delivery systems and exemplifies holism, ethics, diversity, community service, and Franciscan values.

### **PHILOSOPHY**

The Faculty believes health is the dynamic state of physical, emotional, and spiritual well-being that is defined in the context of personal values and culture.

The Faculty believes nursing is a scientific and caring profession which utilizes the most current evidence in diagnosis and treatment to optimize health, reduce risk, and promote wellness.

The Faculty believes learning results in an increase in self-understanding and discovery of knowledge, values, and skills. Learning occurs in a supportive environment through a collaborative partnership that requires active involvement on the part of a student/learner and educator/facilitator.

The Faculty believes baccalaureate nursing education builds on a liberal arts education to prepare generalists to practice values-based nursing within the community, fulfill leadership roles and provide evidenced based nursing care. Masters nursing education builds upon the baccalaureate curriculum to prepare graduates for advanced nursing roles by promoting the development of advanced knowledge, concepts and skills. Doctoral nursing education builds upon the masters curriculum to develop graduates into advanced nursing leadership roles by combining evidenced based practice and real world application experiences through the development of top level knowledge, concepts, and skills for population health.

## **CURRICULUM OF THE DNP PROGRAM**

### **PURPOSE**

The Doctor of Nursing Practice (DNP) is a practice focused doctoral program designed to prepare experts in advanced nursing practice. The curriculum for the DNP focuses on leadership practice that is innovative and evidence based. Current research is translated into nursing practice to directly influence patient outcomes at the individual and systems level. The DNP is designed for nurses seeking a terminal degree in nursing practice and offers an alternative to a research focused doctoral degree. DNP- prepared nurses apply the science developed by PhD nurse researchers to make changes and implement effective innovations in nursing practice.

### **DNP Program Goals:**

1. Retain and graduate 85% of students enrolled in the program.
2. Produce graduates who reflect Franciscan values and best practices related to the advanced role of nurses.
3. Produce graduates who are committed to the advancement of nursing scholarship as evidenced by professional publication and presentations.
4. Document that 90% of graduates are satisfied with the DNP program of study.
5. Produce graduates who are prepared to practice in advanced nursing roles in a variety of settings.
6. Ninety percent first time pass rate of our graduate students in advanced practice roles will successfully complete certification requirements if applicable to track of study. Ten percent of students in advanced roles will express interest in completing certification exams in their specialty area.

### **Graduate College Learning Outcomes and Objectives:**

1. Students acquire and utilize specialized knowledge in their area of study.
2. Students gain intellectual and practical communication, analytic inquiry, and information fluency skills appropriate to their area of study.
3. Students develop a person and professional ethic consistent with the Franciscan values of learning, reverence, and service.
4. Students demonstrate a commitment to social responsibility, diversity, and the standards of their professions/disciplines.
5. Students exhibit the professional development, work practices, global perspectives, and dispositions of lifelong learners.
6. Students integrate knowledge by engaging in meaningful graduate-level scholarly activities appropriate to their area of study.

**DNP Student Program Learning Outcomes (SPLO):**

1. Display a professional commitment to the Franciscan values of community, learning, reverence, and service when leading care of diverse populations in the advanced practice nursing role. (Essential II, VIII, Lourdes Mission)
2. Utilize interdisciplinary sciences to establish professional standards that provides safe, effective, efficient, evidence based care in an advanced practice nursing role. (Essential I, VIII)
3. Apply evidence based knowledge in the design and use of theoretical and technological systems to manage individual and aggregate level information to improve and transform healthcare. (Essential I, II, IV)
4. Employ communication, leadership, and cultural principles to collaborate with multidisciplinary teams in the provision of quality and safety initiatives to improve outcomes at the individual and systems level. (Essential II, VI, VIII)
5. Utilize epidemiology to translate evidence-based practice models to improve individual, aggregate, and population health. (Essential III, V, VII)
6. Synthesize, evaluate, and discuss the impact of ethical, political, economic, legal, and moral issues as related to healthcare in society. (Essential V, VII)

\*\*Adapted from the American Association of Colleges of Nursing (2006). *The Essentials of Doctoral Education for Advanced Nursing Practice* available at <http://www.aacnursing.org/Portals/42/Publications/DNPEssentials.pdf>

## **DOCTOR OF NURSING PROACTICE (DNP) PROGRAM CONCENTRATIONS**

The Lourdes College DNP Program offers one Executive Track concentration – Doctor of Nursing Practice in Leadership for Population Health, post Master’s.

### **Grading Scale**

- a. The grading scale is A (100-90), B (89-80), C (79-70), D (60-69) and F (below 60).
- b. Numeric grades are calculated to the tenths place and rounded to the next higher number if five or above.
- c. For the courses that use satisfactory or unsatisfactory the parameters for each are determined by the individual instructor.
- d. Students in jeopardy of failing at midterm are identified, provided written notice of performance, and actions necessary to improve/pass the course.
- e. Faculty reserves the right to change course requirements with fair notice to students.
- f. All written assignments are submitted within Canvas in the course “Assignment Drop Box” and will be reviewed for quality content, adherence stated to criteria/guidelines, APA format, and original thought on the subject. Ten percent (5%) of the assignment points will be deducted for a late submission and an additional 10% for each 24 hours an assignment is late thereafter. Proactive discussions are encouraged and considered by faculty for possible assignment of alternative due dates. Faculty does not read drafts of any written assignment, but will answer all asked questions related to any assignment.
- g. Students must complete all the course required evaluation methods to pass the course.
- h. All students are encouraged to participate in the course evaluations at the end of each semester. The Program Director receives aggregate results as well as the individual comments and shares evaluative feedback with the faculty after grades have been assigned.
- i. In their 4th and final semester each cohort is invited to an evaluation forum. This forum is moderated by someone other than course faculty and in such a way as to allow students an opportunity to provide open and honest feedback. Each student also assesses the achievement of the MSN-DNP Program Student Learning Outcome.
- j. Each MSN-DNP course is reviewed and evaluated each semester by the faculty. The Course Instructor leads this effort and submits the Course Report to the Program Director who summarizes all reports. Copies of individual course reports are to be placed in each electronic course specific file.

### **ON-LINE ETIQUETTE OR NETIQUETTE Guidelines**

Introduction: Lourdes University College of Nursing requires students to engage in on-line learning as an integral part of instruction. On-line learning is used extensively in the education of nurses and in the professional nursing community. Lourdes University College of Nursing expects students, faculty, and staff to conduct on-line communication with the same respect for human dignity and professionalism that characterizes face-to-face, telephone, and paper

communication. Netiquette expectations are consistent with the Franciscan values of the Sisters of St. Francis, the mission of Lourdes University, and the Lourdes University Student Handbook.

#### Netiquette Guidelines:

##### General On-line Communication Guidelines

1. A few DO's taken directly from universal standards of etiquette.
  - a. Introduce yourself to the recipient/audience.
  - b. Open communications with a salutation or the name of the person you are writing. End communications with your name.
  - c. Thank others for their contributions.
  - d. Be concise. Respect the receiver's time.
  - e. Participate; do not dominate. Divide the opportunity to participate equally.
2. A few DON'T's taken directly from universal standards of etiquette.
  - a. Do not demean, ridicule, or insult someone on line. That is referred to as "flaming."
  - b. Do not attempt complex or crucial conversations on-line.
3. Written words alone lack the cues provided in face-to-face interactions. They can be misinterpreted easily. For this reason try to:
  - a. Avoid sarcasm.
  - b. Avoid humor.
  - c. Limit the use of emoticons.
  - d. Avoid abbreviations; they may not mean the same things to all people.
  - e. Avoid the use of all capital letters. This means shouting in the electronic world.
  - f. Use appropriate techniques for emphasis.
    - i. Italicize to emphasize.
    - ii. Use quotes for quotes.
    - iii. Underline important parts of the message.
    - iv. Use outlining, white space, or other visual techniques to structure communications.
    - v. State emotions, for examples:
      1. Put the word "grin" or "haha" in parentheses to show your humorous state of mind.
      2. Begin statements with your emotion, for examples, "I am disappointed to inform you...." "I am sad to tell you ...."
4. Reread your work once, twice, or three times before you send it, especially if it could be sensitive material.

##### Additional Guidelines for the Completion of On-line Assignments

1. Complete on-line assignments on time. In addition to the potential for a grade penalty for late submissions, others may not have enough time to respond to your writing before the final due date if you are late in your post.
2. Use the same standards of authorship you would use in a formal paper. Cite references for contributions to your work.
3. Use correct grammar, sentence structure, spelling, and punctuation when completing an on-line assignment.

##### Additional Guidelines for Appropriate e-mail Communication or On-line Exchange

1. Do not "Reply All" unless it is warranted. Keep private conversations private.

2. Do not escalate an out-of-control conversation. Request a face-to-face meeting.
3. Do not forward spam, chain letters, or gossip.
4. Do not use the privilege of membership on an electronic address list for a purpose other than the one for which it was designed.

Sources:

Mayne, D. Proper Internet Etiquette. Accessed on April 10, 2015

<http://etiquette.about.com/od/Smartphones/a/Proper-Internet-Etiquette.htm>

Shea, V. NetEtiquette. Accessed on April 10,2015 at <http://www.albion.com/netiquette/index.html>

## DNP Practice (Clinical) Guidelines for NUR 715, 716, & 717

Students complete a clinical (to total at least 1000 hours).

Many practice clinical experiences in the advanced nursing roles take place during the standard Monday through Friday daytime or evenings and weekend in addition to the business week.

Therefore, student may need to make arrangements to be available during these hours to successfully complete the DNP Practice (Clinical) courses. Refer to the individual Plan of Study for individual student requirements after clinical hour verification completed during the admission process.

<b>DNP PRACTICE ACTIVITY GUIDELINES</b>	
Time Frames	<ul style="list-style-type: none"> <li>• &lt;167 clinical hours =1 credit hour;</li> <li>• 168-334 clinical hours or more=2 credit hours</li> <li>• See the Plan of Study for student specific hours</li> </ul>
Health and Professional Requirements	<ul style="list-style-type: none"> <li>• Health and Professional requirements must be completed only if requested by the host agency and placed in coinciding the Online Learning Management System Course Dropbox prior to beginning practicum</li> </ul>
Securing a Placement with a preceptor	<ul style="list-style-type: none"> <li>• Shared responsibility between the individual student and the Program Director</li> <li>• Must have a direct relationship to area of concentration/population of health</li> <li>• Preceptor must have a minimum of a Master's degree, preferably in Nursing. If the preceptor holds a Graduate degree in a related field his or her baccalaureate degree must be in nursing.</li> <li>• Student role is determined by the track of study</li> <li>• Must be approved by the Program Director or delegate e.g. course faculty</li> </ul>
Agency Contract	<ul style="list-style-type: none"> <li>• Before a student may begin his or her practicum a contract between Lourdes University and the precepting agency will be secured and put on file as each agency requires/requests</li> </ul>
Student Contract	<ul style="list-style-type: none"> <li>• The student is responsible for developing and signing a Student-Preceptor Learning Contract as provided within the course packet.</li> </ul>
Evaluation of Practicum Experience	<ul style="list-style-type: none"> <li>• The student must receive a satisfactory evaluation of practicum experience from his or her preceptor and submit a satisfactory activity log of work in order to pass the course. All related documents to the clinical will be loaded into the Online Learning Management system repository.</li> </ul>

**Examples of Practicum Activities (not a complete list):**

<b>CONCENTRATION IN LEADERSHIP</b>	
<b>Activity</b>	<b>Hours that count</b>
Project implementation <ul style="list-style-type: none"> <li>• Policy</li> <li>• Procedure</li> <li>• Program</li> </ul>	Up to half of the required clock hours may include project specific activities such as: Preparation Implementation Evaluation
Advocacy and Social Policy Activities	Policy development or review Policy or Advocacy related service Time with a government representative
Professional conference: <ul style="list-style-type: none"> <li>• <b>DIRECTLY RELATED TO Population of Health or AREA OF CONCENTRATION</b></li> </ul>	Clock hours
One on One meeting with preceptor	Clock hours
Meetings and conferences with instructor (not course time)	Clock hours
Professional meetings related to clinical placement	Clock hours
Budget analysis or development	Clock hours
Workload analysis or development of guidelines	Clock hours
Quality Improvement project	Clock hours
Electronic Health Record Project	Clock hours
Other activities as negotiated and agreed upon with faculty instructor	Clock hours

**The NUR 715, 716, 717 Nursing Role Student – Preceptor Learning Contract** includes elements related to the purpose of the practicum experience as well as learning activities which are to be developed in collaboration with the preceptor and clinical instructor. All forms are housed in the Online Learning Management System and are available to students after registration for those courses.

**DNP Clinical FAQs**

While many of you currently have a clinical or direct care focus area of practice, the DNP in Leadership for Population Health is designed as a indirect care opportunity to involve yourself in experiences that develop your leadership skills in your area of specialty practice.

The clinical experiences you have during your DNP clinical should expand your knowledge of leadership skills or roles within your expertise or specialty practice that may indirectly impact

health outcomes. Faculty supervised practice hours should be spent in achieving the DNP Essentials. Programs must demonstrate or validate how graduates meet the Essentials.

Q: How do I know how many clinical hours I need to complete?

A: this information is located on the top portion of your Plan of Study that the Program Director provided to you upon entry into the program.

Q: What if I completed at least 1,000 supervised clinical hours during my Master's Program?

A: Then you will need to have those hours validated by the program institution where you completed those hours. The Clinical Hours Verification form may be used or the specific verifying organization form may be used. Clinical Hours Verification Form.docxPreview the document.

Q: How do I find a preceptor?

A: The DNP Intelligence Self-evaluation Tool completed in semester 1 should help you identify the areas of growth you need to round out yourself as a DNP future leader. Pursue those areas that are unfamiliar to you. Identify graduate level nurses (preferably doctoral level, but master's level is acceptable) in that area of expertise who work in leadership roles. Reach out to this individual and request their assistance-most nurse leaders will want to help grow others. Share what you'd like to accomplish and learn, but also offer your expertise for their use as well. As a student, you can conduct literature searches, collect quality information, conceptual and develop ideas or special projects, and more under their guidance.

Q:What if I cannot find a preceptor?

A: If you need assistance finding a preceptor, please reach out to the course faculty or program director for assistance.

Q: How much of my DNP Scholarly Project work can count towards my clinical time?

A: Up to 50% of your DNP leadership clinical time can be used to develop and work on your DNP Scholarly project. Track this time on your log. DNP Clinical Course Log & Objectives Form.docxPreview the document

Q: What do I wear for this clinical experience?

A: Business attire is appropriate for most of these experiences unless otherwise directed by your preceptor. You should also wear your student ID.

Q: What does Indirect care actually mean?

A: Indirect care: Indirect care refers to nursing decisions, actions, or interventions that are provided through or on behalf of individuals, families, or groups. These decisions or interventions create the conditions under which nursing care or self-care may occur. Nurses might use administrative

decisions, population or aggregate health planning, or policy development to affect health outcomes in this way. Nurses who function in administrative capacities are responsible for direct care provided by other nurses. Their administrative decisions create the conditions under which direct care is provided. Public health nurses organize care for populations or aggregates to create the conditions under which care and improved health outcomes are more likely. Health policies create broad scale conditions for delivery of nursing and health care (AACN, 2004, 2006; Suby, 2009; Upenieks, Akhavan, Kotlerman et al., 2007).

Q: What paperwork needs to be completed during this clinical course?

A: Your faculty has loaded all the clinical course resources into the course files and listed them in Modules to keep you on track and organized.

Q: Who do I contact if I have a problem during this course?

A: Contact the course faculty specified in the course syllabus.

Q: What do I do if the location where I want to complete my clinical time requires a contract or agreement before I can begin the clinical?

A: Contact the faculty for the course immediately so that a contract can be initiated.

Q: How do the preceptor and student know what the student DNP Indirect clinical plan should be?

A: The directions for the course are purposely vague in order to accommodate each learner's unique needs for the indirect clinical experience(s).

It is most helpful if the student looks back at their own DNP Intelligence Survey Exercise What is My DNP Leadership Intelligence document completed during NUR 700. Review the document (completed in the Intro course) and identify the areas they need to experience in order to be more fully informed as a future DNP leader. For instance, if a student has not had direct responsibility for a budget, then the student should work with the preceptor to seek out experiences that include budgeting. The preceptor role is to facilitate experiences that grow the student's leadership knowledge and should be indirect care focused (not hands on patient care, but the organizational oversight of the direct care can be the focus).

From the student's needs list, the student should align their needs with the course objectives listed in the course syllabus. Focus your clinical on at least 2-3 of the course objectives & list the objective on the top of the clinical log. Share these objectives with your preceptor.

Note: Every DNP Clinical course has different objectives.

Half of the clinical time is allowed to be spent working on developing your project. Record those hours on the log as well as align that work with a course objective.

The preceptor & student signs off on all the hours/work completed at midterm and at the end of the course. The student uploads the signed clinical logs in the correlating drop boxes.

## **The DNP Project**

The DNP program culminates in successful completion of a DNP Scholarly Project. The scholarly project is designed by the student in collaboration with a two-three member committee. Doctorate prepared Lourdes Nursing Faculty members serve as the Project Chair. Additionally, at least one committee member will be a graduate degree nurse (when available) and project subject expert. Other committee members will be approved by the DNP Program Director. All committee members are reviewed and approved by the course faculty & program chair during the NUR 720 Translational Research for Advanced-Practice, NUR 750 Translational Research Design, &/or NUR 755 Translational Research Implementation courses embedded in the program. The scholarly project must focus on an issue related to improving health/patient outcomes. The final scholarly project can take the form of a thesis or a manuscript suitable for publication. The procedures and written product must conform to the regulations of the Lourdes University Institutional Review Board and the College of Nursing.

During the NUR 760 Translational Research Project course, students must successfully defend their completed scholarly project in an oral examination & presentation with their committee members who are responsible for certifying that it meets acceptable scholarly standards. The defense is open to faculty and students; the project faculty chair determines whether the defense is open to those outside of the University. The committee determines the adequacy of the oral examination and written/presentation product. A student will pass if two or more of the committee members agree that the student successfully responded to questions during the defense and the written product met scholarly standards. The Project Committee Chair (LU Faculty) has authority over the committee and all decisions. The DNP Program Director may serve as a third committee member to leverage disputes if resolution of committee members does not occur in a timely manner at any time during the project development or defense.

The final project will meet the standards and expectations consistent with the evidence-based practice program development and/or implementation focus of the DNP.

For more details regarding the DNP Scholarly Project follow the link to The American Association of Colleges of Nursing 2015 white paper titled The Doctor of Nursing Practice: Current Issues and Clarifying Recommendations:  
<http://www.aacnursing.org/Portals/42/News/White-Papers/DNP-Implementation-TF-Report-8-15.pdf> (Links to an external site.)

### **Definitions:**

Project Chair=Lourdes University Nurse Faculty member with a doctorate degree (DNP, PhD, DNSc) and an active Nursing License in the State of Ohio.

### **Design Elements:**

Each DNP student completes NUR 735 Epidemiology or a Graduate Statistics course in addition to four Translational Research courses. The Translational Research courses were designed to assist the student in project development and design in a guided format as follows.

During the second semester of the program, students are enrolled in NUR 720 Translational Research for Advanced Practice reviews methods utilized in the translation of research to advance clinical nursing practice and improve health system outcomes. Usually Project Chairs are assigned to students during this course. This is where the course faculty lead students through PICOT development and early planning exercises. Lourdes University Institutional Review Board (IRB) and general IRB information is introduced during the course as well. They also complete the mandatory CITI training during this course.

They complete the following course objectives:

1. Develop a plan for scholarly inquiry and practice related to the practice doctorate.
2. Distinguish between the different types of nursing research designs used in clinical practice.
3. Appraise research evidence for quality and appropriateness for practice.
4. Interpret basic quantitative and qualitative data for application of evidence to practice.
5. Utilize interdisciplinary theories including nursing and/or health theories to explore phenomenon in clinical practice.
6. Understand the importance of inter-professional and intraprofessional collaboration in the application of translational research in clinical practice settings.
7. Conduct an integrative review of the literature related to a clinical practice problem or issue.

The Project Chair Role at this time is to help guide the student to create a focus within their practice expertise area that can grow into an Evidence based practice (EBP) implementation project that has a population health impact and outcome. Remember, the population of health is determined by the student in conjunction with the project chair and the content expert committee member as a collaborative project. The content expert can often facilitate organizational cooperation with the student for a successful EBP project. The Project Chair should plan to meet at least twice with each student during this course /semester.

Students are given this timeline during this course so they can try to maintain a pace that facilitates their success.

During the third semester of the program, each student completes NUR 750 Translation Research Project Design. The purpose of this course is for the DNP student to analyze the best evidence and develop a comprehensive clinically based project that culminates in a written proposal.

The course objectives are:

1. Identify a clinically relevant practice problem or change initiative.
2. Synthesize existing literature for evidence to initiate change.
3. Design an evidenced based project to change practice, systems, or improve population health.

4. Demonstrate interprofessional collaboration during project planning.
5. Demonstrate effective planning of time and resources.
6. Develop a written proposal of the capstone project.

The Project Chair Role at this time and into the following semester is to help guide the student to create the written project proposal (approved by Project Chair and committee member if applicable) and begin IRB applications. Faculty signature of the IRB application will serve as approval of the project proposal. Yes, all projects even Quality Improvement projects, now require LU IRB approval. If it can pass the Exempt category screening (that the student completes) found in the LU IRB <https://www.lourdes.edu/academics/institutional-review-board/> (Links to an external site.) Forms, then you sign the form, the student submits the form with all required tools, etc... and it gets reviewed and approved. A copy of the IRB application and the approval letter will be retained in the student repository. Once the official letter of approval is received, are all set to complete their project. The Project Chair should plan to meet at least twice with each student during this course /semester. Some students may need more to keep focused and on track.

Ideally, during the 5th semester students will complete NUR 755 Translational Research Project Implementation. \*\*Although this course was designed to facilitate the implementation and collection/analysis of data, some implementation may take place before this course begins.

Course objectives include:

1. Synthesize knowledge acquired throughout the DNP curriculum.
2. Apply existing research to the implementation of the project.
3. Participate in a collaborative relationship with the faculty project committee toward the completion of the project.
4. Demonstrate interprofessional collaboration during project implementation.
5. Apply project findings appropriately to practice settings.
6. Articulate the role of the DNP prepared nurse within the context of healthcare leadership and population health.
7. Begin/complete data analysis and synthesis.

The Project Chair Role at this time and into the following semester is to help guide the student to create the final products associated with the culmination of their implementation. You may be asked to guide them to set up their tables and figures for their final defense. Hint: The beautiful magic of technology is the editing tools for review of assignments-you should use any tools you prefer to assist you to help the student improve their products. Remember many of your communications will be electronic or via the web. Phone check-in is also allowed. You can

meet in-person if logistically this works out, but it is not a requirement for students. Plan to meet at least twice with your student during this semester/course.

During the 6th or final semester all students will be enrolled in the NUR 760 Translational Research Project Course. This course is designed to facilitate the final dissemination of the project results and complete final defense as required.

The specific course objectives are:

1. Articulate the role of the nurse with a DNP to directly influence patient outcomes at the individual and systems level through advanced knowledge of population health.
2. Portray the advanced leadership competencies of the DNP prepared nurse.
3. Disseminate project findings to a professional audience of peers, colleagues and faculty.

The Project Chair Role at this time is to help guide the student to create the final products associated with the culmination of their implementation and to serve as final defense products. Each student is required to prepare a written final project document formatted as directed by standard requirements throughout the TR courses. Each student will also prepare a powerpoint, podcast, web tool to facilitate the presentation of their project. Please plan on attending the final defense of the students for which you serve as Project Chair or committee member. Final defenses will be scheduled during this course to accommodate the student, Project Chair, and the Project Committee members. A dual format design will facilitate our onsite and remote learners via video link. Also, an on campus event site will be prepared to host students, faculty and committee members. Final defense must be completed prior to graduation and conferment of the DNP degree.

## **NUR 760 Translational Research Project Guidelines**

Students complete, under the direction of a graduate faculty member, a scholarly DNP project that is significant to nursing, within the scope of practice of a doctoral prepared nurse, and related to the student's self-declared population of health or area of concentration in the graduate program. Models of evidence based practice design &/or research methodology guide the project design and development. This project is a culmination and synthesis of prior graduate learning coupled with evidence-based practice implementation and results in a health outcome related result.

This course reflects the culmination and synthesis of learning across the DNP program through the dissemination of the DNP scholarly project that was designed and implemented in previous DNP coursework. The student is required to present the project in a public forum.

The purpose of the DNP scholarly project is to integrate and synthesize learning from across the DNP program. The completed project is presented in a scholarly paper and as a public presentation. All students must complete the project throughout the design phase, implementation, the evaluation, and the dissemination phase. Students are required to complete NUR 760 for a minimum of 1 credit hours during their final semester in the program and may repeat the course according to university policy if needed.

The final project will be a Satisfactory (S) or Unsatisfactory (U) based upon the successful completion of the NUR 760 course objectives.

There is one specific course assignment for this course although each student will work with their committee chair to determine the activities and various preparations necessary for the successful final presentation of their DNP scholarly project. You are required to submit your completed & signed Final LU DNP Scholarly Project Approval Form prior to the end of the course. There is no grade for this assignment. It will display as complete or incomplete. Note: The student can still satisfactorily complete the course without submitting this form however, will not be cleared for graduation unless the form is received.

The course faculty will work in collaboration with the project chairs of each committee for determination of successful completion of the final scholarly project, final scholarly project presentation and this course. Each student will work with their project committee chair to determine the appropriate pace for each project that will culminate in meeting all CO's. Course faculty and project committee chair will confer on each student's progress during this course. Course faculty is responsible for entering the final grade for each student enrolled in this course.

### **IRB Approval**

1. Many DNP scholarly projects may include activities that meet the federal definition of research which is cited below.

*A systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge. Activities which meet this definition constitute research for purposes of this policy, whether or not they are conducted or supported under a program which is considered research for other purposes. For example, some demonstration and service programs may include research activities. (45CFR46.102(b))*

2. Any project that involves the use of human subjects and meets the above definition must receive approval from the Lourdes University Institutional Review Board (IRB) prior to the commencement of the project.
3. It is up to the student to be knowledgeable of IRB regulations and timelines and plan his or her project accordingly. Collaborative Institutional Training Initiative (CITI) training is completed during NUR 720. Students may go to <https://www.citiprogram.org/>. All training must be completed before the IRB proposal is submitted to the Lourdes University Institutional Review Board. The student may get information about Lourdes University IRB on the Lourdes University Website.
4. It is strongly recommended that the IRB application be submitted prior to the end of the semester prior to the project implementation to assure approval prior to beginning the project. Any delay in securing IRB approval could delay the student's graduation.
5. Any student who needs IRB approval for DNOP scholarly project and wishes to be assigned a project chair early should submit her request to the DNP Program Director.
6. Please use the following pathway to access information regarding the IRB (directions for submitting an application, the human subject assurance research training, and IRB research applications): <http://www.lourdes.edu/academics/institutional-review-board/>

### **Public Presentation of the DNP Scholarly Project**

1. Every student is required to present his or her completed project in a public forum that includes faculty and peers.
2. Public presentation of projects occurs during the any week of the NUR 760 course.
3. The Project Chair decides whether or not a student is ready to present his or her project based on the status of the project during the NUR 760 course semester.
4. Failure to present the project at a public forum results in the student receiving an Unsatisfactory Progress (UP) for NUR 760 and the student must register for NUR 760 again to continue implementation and presentation/final defense and public presentation of the project.
5. Completion of an incomplete Capstone project falls under the policies and procedures of Lourdes University Graduate Programming.

### **Preparation of a Paper**

1. Every student is required to present his or her completed DNP scholarly project in the form of a scholarly paper as noted in NUR 720 that will be submitted in NUR 755 or NUR 760.

## **ADVISING FOR THE DNP PROGRAM**

The DNP Program Director or designee is the academic advisor for each DNP student. The DNP student consults with the advisor regarding all issues related to admission, progression, and graduation.

The DNP Program Director or designee monitors the student's progression through the Nursing Major and signs the Application for Graduation. **The student and advisor share responsibility for maintaining and tracking student progress and completion of program requirements.** It is the student's responsibility to know the requirements of the major and the University for graduation and to ensure the successful completion of these requirements. See University catalog for year of admission to University for courses required for graduation.

## **PROGRESSION AND GRADUATION REQUIREMENTS**

The DNP program follows the Graduate Studies progression and graduation policies.

## **ON-LINE SUGGESTION SURVEY**

An anonymous online survey for suggestions, complaints, concerns, & compliments is available for students to access. The comments are sent to the administrative assistant of the Dean of the College of Nursing. This person then sends the email to the MSN Program Director/Coordinator who handles the MSN comments. Responses to the comments are posted on the MSN bulletin board or on-line as appropriate. Students are informed of the site location periodically. Access to the survey is at

<http://www.lourdes.edu/academics/college-of-nursing/academic-resources/> then click on 'Suggestion Survey'.

**RESOURCE AND SUPPORT SERVICES** are listed on the Lourdes University website.

**ETHICS AND CONFIDENTIALITY** are expected by the University and the College of Nursing that are in keeping with the state of Ohio Board of Nursing Ohio Revised Code and Laws as noted at <http://www.nursing.ohio.gov/>.

## **PROFESSIONAL OPPORTUNITIES**

### **SIGMA THETA TAU, ZETA THETA CHAPTER AT LARGE**

The purpose of the organization is to recognize superior academic achievement, recognize the development of leadership qualities, foster high professional standards, encourage creative work, and strengthen commitment to the ideals and purposes of the profession. Students will be considered for membership as requirements are met.

## **HONORS, AWARDS, CONVOCATION, AND GRADUATION**

### **SIGMA THETA TAU, INTERNATIONAL AWARDS**

The Zeta Theta Chapter at Large of Sigma Theta Tau, International will present Leadership, Clinical Practice, and Research awards to students in the DNP program. The recipients will be voted on by faculty and will be recognized at the chapter's annual induction. They will also be recognized at the Lourdes University College of Nursing Convocation. Criteria is set/determined by the Sigma Chapter.

### **LOURDES UNIVERSITY COLLEGE OF NURSING Specifically PRESENTS THE FOLLOWING GRADUATE PROGRAM AWARDS:**

#### **GRADUATE MSN NURSING LEADERSHIP AWARD**

Presented to one December and one May graduate MSN student who demonstrates the following criteria:

1. Impacts the quality of nursing through leadership that is innovative and recognized as exemplary by nursing peers.
2. Acts as a role model and/or mentor to peers.
3. Demonstrates leadership involvement in community organizations and activities that affect the quality of health of the community.
4. Influences quality of nursing care through scholarly pursuits.

#### **GRADUATE MSN SPIRIT OF NURSING AWARD**

Presented to one December and one May graduate MSN student who demonstrates the spirit of nursing as captured in the mission statement of the College of Nursing and the following criteria:

1. Integrates the Franciscan values and beliefs to professional practice through volunteerism and community service.
2. Acts as a positive role model and /or mentor to peers and students.
3. Demonstrates a strong commitment to advancing the art and science of nursing through creative and innovative practice.
4. Influences the quality of nursing care through scholarly pursuits.

#### **GRADUATE DNP LEADERSHIP AWARD**

Presented to one December and one May graduate MSN student who demonstrates the spirit of DNP nursing as captured in the mission statement of the College of Nursing and the following criteria:

5. Integrates the Franciscan values and beliefs to professional DNP practice through volunteerism and community service.
6. Acts as a positive role model and /or mentor to peers and students.
7. Demonstrates a strong commitment to advancing the art and science of DNP nursing through creative and innovative practice.
8. Influences the quality of DNP leadership, nursing care and population health through scholarly pursuits.

### **CONVOCATION**

A Nursing Convocation is held twice a year in the fall and spring. This is a nursing celebration and recognition program for all graduates in the College of Nursing and their families. Nursing pins and awards are distributed to graduates during this ceremony.

**BACCALAUREATE**

Baccalaureate is held in the Queen of Peace chapel for all Lourdes University graduates and their families. This is generally held the morning before the formal commencement ceremony in May only.

**COMMENCEMENT CEREMONY**

The formal Lourdes University commencement ceremony for graduates of the DNP program is held in December and May. All Lourdes University graduates and family members are invited to attend. Application for graduation is required and includes payment of a graduation fee. The invitation to apply for graduation is issued each semester by the University.