Wright State University
College of Nursing and Health

and

The University of Toledo College of Nursing

Doctor of Nursing Practice
Program Handbook
2015-2016

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

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Welcome Message from the Deans

Welcome to the Doctor of Nursing Practice (DNP) program offered jointly by Wright State University (WSU) and the University of Toledo (UT). This program evolved in accordance with the American Association of Colleges of Nursing's recommendation that preparation for specialization in nursing should occur at the doctoral level by the year 2015. (However, at the April 2013 AACN DNP Summit in Chicago, it was shared that the earliest this might actually be implemented is 2020.) The Board of Regents approved the program in December 2007 as a post-masters offering.

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

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

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Introduction

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

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

Program Description

Wright State University

Mission

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

Vision

Our vision is to lead the transformation of the art and science of nursing through innovative and collaborative education, practice, service and research.

Philosophy of Education

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

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

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

Health and illness are dynamic coexisting processes, which influence balance, harmony, and vitality. Both Processes depend on environmentally affected and genetic capabilities, initiative, knowledge, individual choice and value judgments. Wellbeing is the integration of the

individual who can function in society and attain satisfying relationships with self and others and seek or find meaning in existence.

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

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

The University of Toledo

Mission

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

Vision

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

College of Nursing Purpose

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

- Assess student learning to establish the effectiveness of teaching and learning and to provide data for changes indicated.

Purpose of the DNP Program

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

The purpose of the DNP program is development of advanced competencies for increasingly complex clinical practice and organizational systems. These competencies advance knowledge and leadership skills for improving health care delivery outcomes.

Program Objectives

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

Characteristics of the Graduate

The characteristics of the graduate reflect the *Essentials for Doctoral Education in Advanced Nursing Practice* (http://www.aacn.nche.edu/publications/position/DNPEssentials.pdf) (AACN, 2006, pg 8-17). These essentials focus on eight areas of advanced nursing practice. The areas are as follows:

Essential #1: Scientific Underpinnings for Practice

The DNP program prepares the graduate to:

1. Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.
2. Use science-based theories and concepts to:
    a. determine the nature and significance of health and health care delivery phenomena;
    b. describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and health care delivery phenomena as appropriate; and evaluate outcomes.
3. Develop and evaluate new practice approaches based on nursing theories and theories

from other disciplines.

Essential #2: Organizational and Systems Leadership for Quality Improvement and Systems Thinking

The DNP program prepares the graduate to:

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

Essential #3: Clinical Scholarship and Analytical Methods for Evidence-Based Practice

The DNP program prepares the graduate to:

1. Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.
2. Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends.
3. Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.
4. Apply relevant findings to develop practice guidelines and improve practice and the practice environment.
5. Use information technology and research methods appropriately to:
    a. collect appropriate and accurate data to generate evidence for nursing practice
    b. inform and guide the design of databases that generate meaningful evidence for nursing practice
    c. analyze data from practice
    d. design evidence-based interventions
    e. predict and analyze outcomes
    f. examine patterns of behavior and outcomes
    g. identify gaps in evidence for practice
6. Function as a practice specialist/consultant in collaborative knowledge-generating research.

7. Disseminate findings from evidence-based practice and research to improve healthcare outcomes

Essential #4: Information Systems /Technology and Patient Care Technology for the Improvement and Transformation of Health Care

The DNP program prepares the graduate to:

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

Essential #5: Health Care Policy for Advocacy in Health Care

The DNP program prepares the graduate to:

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

Essential #6: Interprofessional Collaboration for Improving Patient and Population Health Outcomes

The DNP program prepares the graduate to:

1. Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products.
2. Lead interpofessional teams in the analysis of complex practice and organizational issues.

3. Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.

Essential # 7: Clinical Prevention and Population Health for Improving the Nation's Health

The DNP program prepares the graduate to:

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

Essential #8: Advanced Nursing Practice

The DNP program prepares the graduate to:

1. Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.
2. Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences.
3. Develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes.
4. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.
5. Guide, mentor, and support other nurses to achieve excellence in nursing practice.
6. Educate and guide individuals and groups through complex health and situational transitions.
7. Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues.

Curriculum Overview

The Essentials of Doctoral Education for Advanced Nursing Practice (2006) written by the American Association of Colleges of Nursing (AACN), which builds on The Essentials of Master's Education for Advanced Practice Nursing (AACN, 2011), guides the curriculum. The graduate nursing programs already established within each college supports the program.

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

their own time schedule) or synchronous (all students must attend an on-line class at the same time).

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

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

Program of Study

The. Students must maintain an up-to-date, signed Program of Study form on file with the respective College of Nursing and Graduate School. The part-time sample program of study* is as follows:

Term I -- Fall		
Course	Course Title	Credit
NUR 8001/ NURS7010	Scientific Basis of Nursing	3
NUR 8008/ NURS 7050	IT in Nursing & H Care	3
Term II -- Spring		
NUR 8003/ NURS 7040	Applied Nursing Research	3
NUR 8002/ NURS 7060	Population Health	3
Term III -- Fall		
NUR 8004/ NURS 7020	Org & Systems Leadership	3 (40 hrs clinical)
NUR 8005/ NURS 7090	Project Seminar	3
Term IV-- Spring		
NUR 8007/ NURS 7030	Quality Mgt & Performance Improvement in HC Orgs.	3 (40 hrs clinical)
NUR 8006/ NURS 7070	Marketing & Entrepreneurial Activity in Complex Health Care	3
Term V -- Fall		
NUR 8101/ NURS 7080 **Or**	Evidence Based Nursing Practice in Direct Care **Or**	3(80 hrs clinical)

NUR 8201/ NURS 7180	Evidence Based Leadership in Complex Health Systems	3(80 hrs clinical)
NUR 8099/ NURS 7100	Doctoral Project	3-variable credit
Term VI -- Spring		
NUR 8102/ NURS 7970 **Or** NUR 8202/ NURS 7980	Final Practicum: Direct Care **Or** Final Practicum: Leadership	6-variable credit (360 hrs clinical)
	Total Program Credits	**36 Sem Hrs**

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

Course Descriptions

NUR 8001/NURS 7010

COURSE TITLE: Scientific Basis of Nursing Practice

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

NUR 8002/ NURS 7060

COURSE TITLE: Population Health

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

NUR 8003/ NURS 7040

COURSE TITLE: Applied Nursing Research
Pre-requisite – graduate multivariate statistics course with a B or better within 5 years of enrollment.

CATALOG DESCRIPTION: This course builds on knowledge of research and clinical practice with emphasis on evidence-based practice. Students learn to critically examine and apply nursing research within the practice setting.

NUR 8004/ NURS 7020

COURSE TITLE: Organizational and Systems Leadership in Health Care

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

NUR 8005/ NURS 7090

COURSE TITLE: Project Seminar

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

NUR 8006/ NURS 7070

COURSE TITLE: Marketing and Entrepreneurial Activities in Complex Health Care

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

NUR 8007/ NURS 7030

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

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

NUR 8008/ NURS 7050

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

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

NUR 8101/ NURS 7080

COURSE TITLE: Evidenced Based Nursing Practice in Direct Care

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

NUR 8102/ NURS 7970

COURSE TITLE: Final Practicum (Direct Care)

CATALOG DESCRIPTION: Individually mentored practicum that requires advanced nursing practice with individuals and groups. Includes seminar that facilitates synthesis and application of all prior learning for evidence-based practice.
Includes **360 hours** of supervised clinical.

NUR 8201/ NURS 7180

COURSE TITLE: Evidence-based Leadership in Complex Health Systems

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

NUR 8202/ NURS 7980

COURSE TITLE: Final Practicum (Leadership)

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

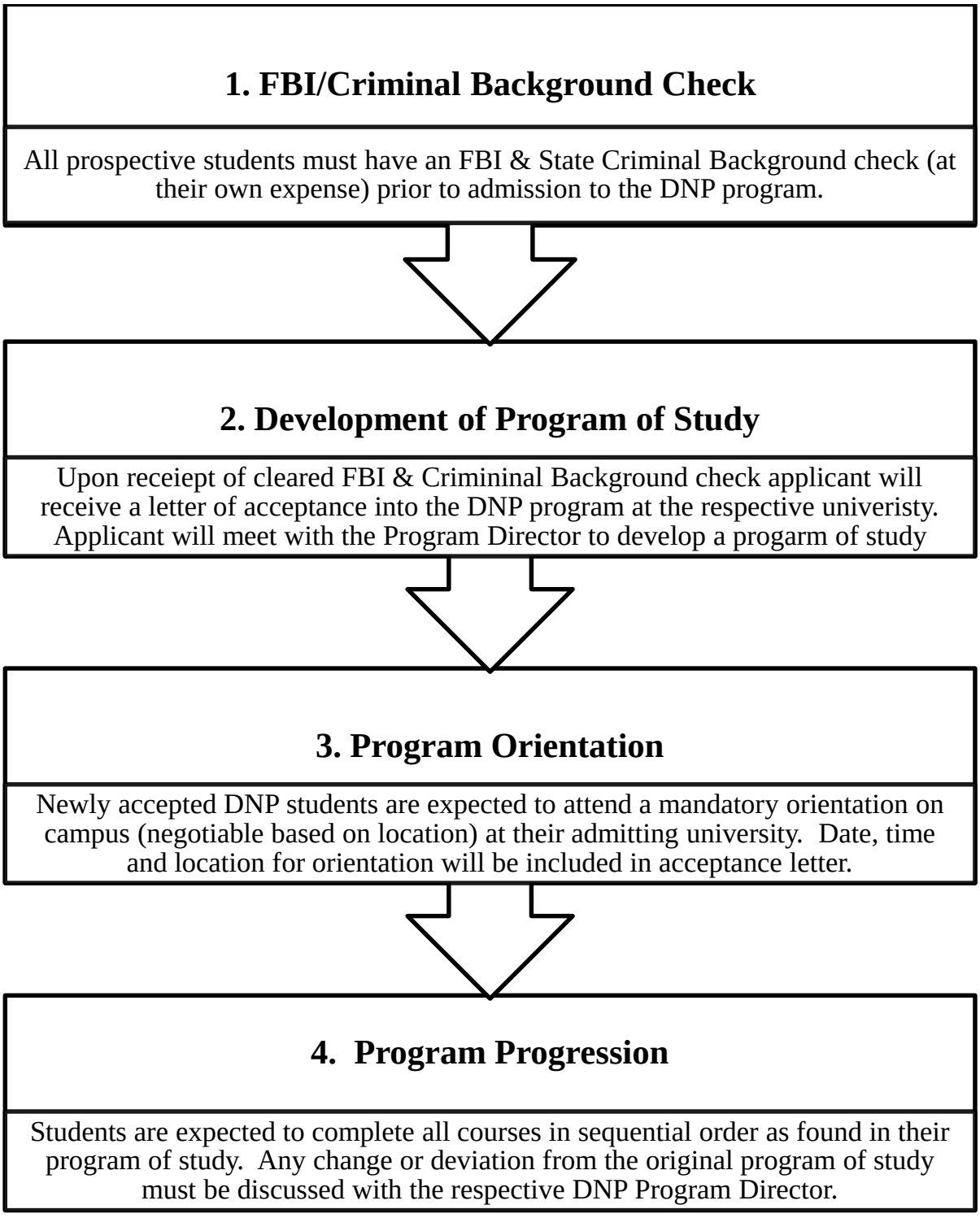
NUR 8099/ NURS 7100

COURSE TITLE: Doctoral Project

CATALOG DESCRIPTION:

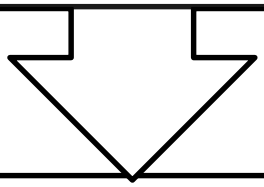
This course is a guided, independent project applying the evidence-based practice process to improve patient outcomes, health care delivery, nursing practice, and or health policy.

Progressing Through the Program



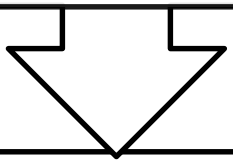
5. Professional Portfolio

Students will maintain a professional portfolio containing, but not limited to: Current CV, selected course papers/projects, spreadsheet documenting successful completion of the program objectives for characteristics of the DNP graduate, abstracts of all papers/posters presented at professional conferences, and manuscripts submitted for publication.



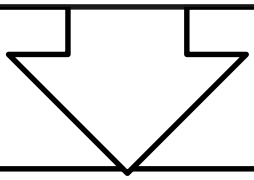
6. Doctoral Project

Upon completion of of NUR 8003/ NURS 7004 (earlier if possible) the student will contract with a faculty member as a doctoral project chair in the student's project area of interest and expertise. A project committee will be formed. Please refer to the guidelines for project development, proposal defense, implementation, and evaluation of project.



7. Final Practicum

Final practicum hours maybe contracted for a variety of experiences meeting the course objectives, including components of the doctoral project and should be discussed with your project chair. Hours can be taken as variable credit across several terms.



8. Final Doctoral Project Defense & Graduation

All students must refer to their respective university's guidelines for applying for graduation. One credit hour of doctoral project must be taken during the term of graduation. Please refer to the guidelines for completion of the final project defense and the ***Final Defense and Graduation Check list*** **before graduation.**

Academic Policies and Procedures

Academic Standards

WSU: See current Graduate Policies and Procedures Manual online at:
http://www.wright.edu/graduate-school/policies-and-procedures-manual

UT: See current UT Academic Policies and Procedures online at
http://www.utoledo.edu/policies/academic/college_of_nursing/index.html and the current College of Nursing Handbook

Please see the current DNP brochure for the Admission Criteria.

Addressing Student Course Concerns

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

1. First and foremost discuss your concerns with the faculty member teaching the course.
2. If there is no resolution, discuss the issue with the Program Director at the respective university.
3. If not resolved, talk with the Associate/Assistant Dean for Graduate Nursing Programs at the respective university.
4. If your issue is not resolved and the issue is a grievance refer to the respective university's graduate handbook for academic mediation procedures.

Admission Criteria

TITLE: Admission Criteria: Post-masters Doctor of Nursing Practice (DNP) program

POLICY: Any applicant to the post-masters DNP consortium program must follow the respective admission guidelines and meet the application criteria at either Wright State University: https://www.wright.edu/graduate-school/admissions/graduate-application-instructions or University of Toledo: https://www.utoledo.edu/graduate/prospectivestudents/admission/guidelines.html. In addition the following criteria is required for admission to the post-masters DNP consortium program:

- Current Curriculum Vita
- Three recommendations from professional sources; one from a faculty member in the major area of concentration from a master's program
- MSN/MS (Nursing) in nursing from a CCNE or NLNAC accredited program
- Minimum grade point average of 3.3 on a 4.0 scale from master's degree
- Official transcripts from all previous academic institutions
- Personal statement describing career goals, applied research interest, and expectations for doctoral study

- Active, unrestricted, unencumbered RN license from the state where student plans to conduct clinical experiences
- Direct Care applicants should hold appropriate APRN credentials for the state where the student plans to conduct clinical experience (COA or national certification)
- Documentation of graduate level supervised clinical hours
- Clear FBI and Ohio Bureau of Criminal Investigation background check or state background check in the state the student resides
- Interview with the respective college program director and one other PMC member

APPROVED: *PMC*: April 30, 2012; *Consortium Council*: December 13, 2012; *WSU Graduate Curriculum Committee*: May 21, 2012; and *UT Curriculum Committee* April 16, 2014.

Time to Program Completion

TITLE: Time to Program Completion: Post-masters Doctor of Nursing Practice (DNP) program

POLICY: To provide consistency within the postmasters DNP consortium program, the maximum time for completion of the DNP program is seven (7) years from time of the first course enrolled to the time of graduation. This policy supersedes respective university or college policy.

APPROVED: *PMC*: October 1, 2014 and *Consortium Council*: November 25, 2014

Transfer Credit

TITLE: Transfer Credit: Post-masters Doctor of Nursing Practice (DNP) program

POLICY: To provide consistency within the postmasters DNP consortium program, the number of transfer credit hours completed at another academic institution transferred and accepted as transfer credits into the postmasters DNP consortium program will not exceed 12 semester (18 quarter) credit hours. Students submitting courses for transfer must provide a detailed syllabus to the DNP program director. Any courses approved for transfer will have had the syllabi reviewed by a faculty expert for content comprehensiveness and receive approval from each postmasters DNP consortium program director. Courses must have been completed at an appropriately accredited academic institution or at an academic institution with high academic standards deemed appropriate and acceptable by the postmasters DNP consortium program accepting the transferred credits. This policy supersedes respective university or college policy.

APPROVED: *PMC*: October 1, 2014 and *Consortium Council*: November 25, 2014

GUIDELINES FOR MONITORING DNP STUDENT PROGRESSION

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

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

PROCEDURE:

A. For students at risk for failing a course:

1. Course faculty notifies the individual student in writing as soon as the student is determined to be in jeopardy of not passing the course. The notification should include the precise description of the concern(s) related to the assignment or course objective(s).

2. The student is responsible for developing an academic contract indicating steps he/she will take to remediate area(s) of concern. The contract should include identification of area(s) of concern, steps to be taken by the student to remediate the concern (including the timeline), and deliverable products to be evaluated by the course faculty as evidence that the concern has been resolved.

3. The faculty and student will review the academic contract, revise as required, and then sign the contract.

4. The faculty member sends a copy of the notification to both UT and WSU Program Directors and places a copy of the academic contract in the student file when both parties have signed the contract.

5. The faculty member evaluates the student progress at the end of the course based on the agreed upon contract to determine if the concerns have been appropriately resolved.

6. DNP program directors notify the WSU-UT PMC of any student having academic difficulty at the next monthly meeting.

B. For students who have failed a course:

1. The course faculty member notifies both UT and WSU Program Director of a student failure by finals week of the term regardless of whether an academic contract was previously filed.

2. The DNP Program Director specific to the student's home University contacts the student within one week of final grades being posted to either establish a revised program of study (POS) or notify the student in writing that they have been dismissed from the DNP program

as indicated. When a revised POS is in order, the POS may include remediation activities as appropriate.

3. The DNP Program Directors notify the PMC of any student failing a course via email within one week of final grades being posted.

C. Progression Standards:

1. Students must maintain a cumulative GPA of 3.0 or better.

2. Any course that results in a grade of less than a "B" must be repeated.

3. Students receiving more than two grades of "C" or below will not be allowed to progress in the program.

4. Each individual course may be repeated only one time.

5. Courses that are prerequisites to other courses must be successfully completed with a grade of "B" or better before progressing in the program.

6. In courses where grading is "Pass/Fail" or "Satisfactory/Unsatisfactory" grades of Fail or Unsatisfactory will be required to be repeated per the policy above.

7. For incomplete (IN) grades, refer to your university's Graduate School Handbook/Policies.

Revised and approved by DNP-PMC on 11-14-13

WSU Academic Mediation Policy:

TITLE: MEDIATION PROCEDURE FOR A FINAL COURSE GRADE

POLICY: Faculty members retain the authority to make the final determination of the grade to be awarded to each student in his or her class. After a final course grade has been awarded, the grade can only be changed by the faculty that assigned the grade or the Dean of the CONH. In the event that a student and the faculty member cannot come to an agreement regarding the final course grade, the following procedures are to be followed.

PROCEDURE:

Step 1: The student will discuss the matter with the faculty member,

Step 2: If there is no resolution, the student and faculty member will discuss the matter with the course coordinator or concentration director.

Step 3: If there is no resolution, the student will submit a request to mediate the final grade to the appropriate Assistant Dean. This form must be submitted within ten (10) working days of posting of the final course grade.

Within 10 working days after receiving the mediation form, the Assistant Dean will:

- confirm the student has already discussed the final grade with the faculty member who assigned the grade and the course coordinator or concentration director,
- confirm the student has given a copy of the formal complaint to the faculty member,
- ensure that no computational or other error has been made in reporting the grade,
- meet with the student to review the complaint, and
- either review the complaint with the faculty member and offer a perspective for the faculty member's consideration or consult with the student about proceeding to step 4 with review of grade by a faculty panel. This should be done within 10 working days after the student has met with the Assistant Dean.

Step 4: If the course grade is unchanged, the student may appeal to the Associate Dean for Academic Affairs, within 10 working days after receiving notification from the faculty member, requesting a 3-member panel review. The Associate Dean will then select three objective faculty members who have had no involvement in the case.
The panel members will:

- ask the faculty member for any additional information that should be considered,
- seek further information from any involved party, if they have reason to believe that pertinent information might be available,
- meet to formulate their joint recommendation, and
- report their findings to the faculty member with a copy to the Associate Dean. This should be accomplished within 10 working days after the request has been filed with the Associate Dean.

After receiving the perspectives from the selected faculty members, the faculty member responsible for the grade will:

- convey his/her decision to the student in writing within 10 working days of receiving the report from the faculty committee.
- notify the Associate Dean of the decision and when it was conveyed to the student.

If the student wishes to appeal further, a request is made by the student for a review by the Dean of the CONH.

Step 5: The Associate Dean will review all the documentation and make a recommendation to the Dean regarding the grade. After reviewing all documentation, the Dean will make the decision, within 10 working days of receiving the recommendation from the Associate Dean, for the grade to stand as posted, be changed to the grade recommended by the committee, or some other resolution. **Only the Dean can change a grade posted by a faculty member.** The Dean will notify the student and the faculty in writing regarding the final decision and will, if necessary, initiate the grade change. See the form for initiating this procedure.

RATIONALE: This policy is to clarify the CONH procedure regarding a student's disagreement with a final course grade. Timelines must be established so to ensure a swift resolution to the problem. This procedure meets the CBA guidelines.

RELATED POLICIES: CBA for TET & NTE: Article 7 (p. 8 in both agreements)

APPROVED BY AND DATE: CONH UG Curr 05/17/10. Revised and approved by UG Curr 03/12/12; Approved by Grad Curr 4/16/12. Reviewed by Admin 08/18/14; 2/16/15

Request a Mediation of a Final Grade Form

Completion of this form provides documentation that the student and faculty have followed the College of Nursing & Health policy for grade mediation.

Student	UID
Course	Grade final
Faculty responsible for assigning the grade	
Explanation of the grade dispute (attach additional pages as needed)	

Step 1 Verification of student meeting with faculty Grade remains unchanged ☐ Grade will be changed to _____	Student _____ Faculty _____ Date_____ ☐ Check here to continue to step 2
Step 2 Verification of student meeting with Course Coordinator or Concentration Director	Student _____ Director _____ Date_____ ☐ Check here to continue to step 3
Step 3 Verification of student meeting with Assistant Dean Student _____ Assistant Dean _____ Date_____	☐ Return to faculty to consider _____ _____ OR ☐ Check here to continue to step 4 (initiation of faculty panel)

Step 4

If the student wishes to appeal to the CoNH *Associate Dean of Academic Affairs*, the Associate Dean will convene a three member faculty to panel to review the student's request for mediation of a final grade.
AT THIS POINT, THIS FORM SHOULD BE GIVEN TO THE ASSOCIATE DEAN.

Panel Recommendation to the Dean of the College of Nursing & Health

Grade should stand as final _____ Grade should be changed to _____

Panel Chair: _____
Member _____ Member_____ Date _____

After the panel has reviewed the complaint with the faculty member, the faculty member notifies the student of the decision as to whether or not the grade will be changed. ⟹	Faculty decision Grade stands as final _____ Grade will be changed to _____* *The faculty member is responsible for initiating the process for changing the grade. Faculty _____ Date_____

Step 5

Dean's decision: Grade should stand as final _____ Grade will be changed to _____

Dean's Signature _____, Date _____

Course Access

Please contact your respective university's Program Director to determine which university is assigned to teach specific course offerings found in your program of study. Students will access their courses through the respective university learning management system (PILOT at WSU (http://www.pilot.wright.edu) and Blackboard at UT (https://blackboard.utdl.edu/).

WSU Student Access to WSU Courses

Your acceptance letter from the School of Graduate Studies includes your CATS (Computing and Telecommunications Service) user ID and initial password. Go to https://pilot.wright.edu and log in. You will see a list of current Pilot courses in which you are enrolled. These courses will not appear until after you have registered. Click on the appropriate course link and note any directions located in the "news" section on the course homepage.

WSU Student Access to UT Courses

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

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

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

Note: As a WSU student taking a course offered in the UT Blackboard platform, all emails correspondence from your faculty and peers will go to your UT email address. Instructions are available for forwarding your UT emails to your WSU email account.

UT Student Access to UT Courses

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

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

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

UT Student Access to WSU Courses

You will be given a user name and initial password for the WSU PILOT courses during the program orientation. Go to https://pilot.wright.edu, click login, and sign in with the user name and initial password provided to you in orientation. You will see a list of your currently active Pilot courses. Click on the appropriate course and you will be directed to the homepage. If you do not see the appropriate course, immediately contact the DNP Program Director at 937-775-2595 or email tracy.brewer@wright.edu

Advising

Upon admission, the Program Director (WSU) or Graduate Advisor (UT) will initially advise each student. At WSU the Program Director serves as the student's academic advisor throughout the program.

During the initial term or by completion of NUR 8003/ NURS 7040, students need to determine a focal area for their doctoral project. Faculty teaching in NUR 8003/ NURS 7040 will attempt to identify potential faculty contacts for a project chair at the student's respective university. When possible, more than one potential chair maybe identified and these names forwarded to the student. To assist you with attaining your goals, a listing of current faculty interests and expertise will be provided to you from each respective university.

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

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

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

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

Criminal Background Record Check

Criminal Background Check for Graduate Students at Wright State University

Background: Programs in the College of Nursing and Health require clinical laboratory experience in a variety of settings where students will give care to clients of all ages. The Ohio Revised Code ORC section §3702.881, requires that those who provide care for children or older adults pass a criminal background check. Students may be assigned care of older adults and/or children during their clinical experiences. Therefore, all students enrolled in a program must have a criminal background record check run (at their own expense) as part of the admission process. The background check results must provide evidence of "no criminal history record on file from both the Federal Bureau of Investigation and the Ohio Bureau of Criminal Identification and Investigation".

Policy: This policy is effective with the beginning of Fall semester 2013 for all newly enrolled students. Currently enrolled students must follow the same requirement.

Costs and Procedure: The student will be responsible for all costs associated with obtaining the criminal background record check. At WSU you must be fingerprinted and have the results sent from the FBI &BCI&I directly to the College of Nursing and Health. Fingerprinting can be done through the Educational Resource Center located in Allyn Hall or may be completed at applicant's local police department or Bureau of Motor Vehicles. Only criminal background record checks submitted and reports received directly by the College of Nursing and Health will be deemed acceptable under this policy. We cannot accept copies from another agency.

Review: Completed criminal background record checks will be reviewed by the Associate Dean of the College of Nursing and Health. Guidelines outlined in the ORC §3701.881 and the Ohio Administrative Code OAC rule3701-60-04 will be used to make a determination of the student's eligibility to participate in the clinical experience and, therefore, continue in their program of study. The Associate Dean may also request additional information from the student or other parties to aid in this review. Any requests submitted to the parties other than the student will not contain specific student information. Any documentation generated as a result of this review will be maintained with the report. A general description of the review, not containing any specific student information, may be maintained by the Associate Dean to aid in future reviews.

Use and Retention: The criminal background record check report will be used only to determine a student's eligibility to participate in required clinical experiences and, therefore, to continue in their program of study. Reports will be kept in confidential files by the Associate Dean and will be destroyed once the individual is no longer a student in the College of Nursing and Health. The college may furnish information from the report to third parties if required to fulfill its official responsibilities. Information released for this purpose will include notification of the recipient's responsibility to maintain it in a confidential manner.

Repeat Checks: A student will be required to submit to a repeat criminal background record check if any of the following circumstances apply: 1) They are convicted of any offense during their enrollment. 2) There is a break of three full quarters or more in their enrollment. 3) Three years has passed since their initial criminal background record check.

The student has a continual obligation to report any conviction that may impact his/her ability to participate in clinical experiences to the Associate Dean within 7 days of its occurrence. Failure to do so, or to comply with any other aspect of this policy, may result in immediate dismissal from the program.

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

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

The purposes of conducting criminal record checks are:

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

Application Process and the Criminal Record Check

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

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

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

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

Unfavorable Convictions or Pleas of Guilty

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

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

If an applicant's admission is denied or rescinded or a visiting student is refused based on information obtained from a criminal record report, the individual will be advised of the name and address of agency that furnished the report, if the individual chooses to dispute the accuracy or completeness of any information contained in the report by agency they

must contact the agency directly. If a student is dismissed once they have started orientation in their program, they may have access to the respective College due process.

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

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

Cost of Criminal Record Check

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

Communication

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

WSU: WSU student email accounts can be set to forward mail to the student's preferred account.

How to forward your UT Email to your WSU Email

Any course taken by WSU students using the UT Blackboard account is automatically given a UT email account. Instructors at UT will email the student through the Blackboard website, which means any email will go to your UT email account. Chances are you would never check this account. This may result in you missing extremely important information. Please use the directions below to have all UT email forwarded to your Wright State University email address or your preferred email account that you view daily.

1. Go to https://email.utoledo.edu/

2. Choose the UT email link
3. Login in to your UT email account (this is the same login and password you use to get into Blackboard)
4. Choose Options and select "Inbox Rules"
5. Choose the "New Folder"
6. The first drop down is: "When the message arrives, and:" you need to select "Apply to all messages"
7. In the next drop down: "Do the following" select, "Redirect the message to"
8. A pop up will come up with the address book, ignore the address book and at the bottom in the box titled, "Message recipients:" > "To"> type in your wright state university email address (or whatever email you want your UT email to go to)
9. Hit OK
10. Test by sending an email to your UT email account and then see if it is forwarded to your selected email account.

Any questions contact:

Information Technology Department
UT Main Campus - 419.530.2400 | UTMC - 419.383.2400
Email: ithelpdesk@utoledo.edu
Online: http://ithelp.utoledo.edu

Independent Study

Independent study options are faculty-directed, individualized study in topics selected in concert with student educational needs. Negotiation for and completion of forms must be completed with the faculty agreeing to supervise the independent study and submitted the term previous to the planned study. For UT students forms and directions for enrollment can be obtained online http://www.utoledo.edu/nursing/studentforms.html (NURS 7890 Independent Study, UT). For WSU, all forms are available in the DNP portal in Pilot under the content section. A contract and NUR 7115 syllabus containing student and faculty member's name must be placed in the student's DNP Portfolio and file. All independent studies must have a title that reflects the focus of the course and objectives with measurable outcomes.

Leave of Absence

All requests for a leave of absence must be submitted to the DNP Program Director (UT) or the Dean at WSU. The student must specify in writing the purpose and time frame to be covered by the leave of absence. The student will automatically be readmitted to the DNP Program if on leave less than 1 year. If the student does not return within one year, the student will be withdrawn from the program unless an extension is approved. If the student wishes to extend a leave of absence, he/she should notify Dean in writing (WSU) or Program Director at UT. (This is not the same as a withdrawal). Students readmitted and returning from leaves of absences greater than one year will be integrated into the **current** curriculum offerings, which may require additional course work. Students at WSU who are not active in the program for three consecutive terms will be required to reapply to the Graduate school and pay the associated

application fee.

Final Practicum or Course Associated Clinical Hours

The DNP program builds on the typical master's educational program that focuses on preparation for beginning advanced specialty nursing practice, administrative leadership or nursing education. The objectives of the practicum experience at the doctoral level include preparation of advanced practice nurses, executive leaders, and educators with advanced organizational leadership skills. Students in the DNP practicum will participate in experiences that prepare them to translate evidence into an array of healthcare systems through implementation of evidence practice, quality improvement, or policy development. The overarching goal of the DNP student is to impact the complexity of the nation's health through implementing change that results in positive effects on health outcomes of patients and vulnerable populations served.

DNP education requires a total of 1000 academically supervised practice hours at the post- MSN entry level. Incoming students must have documentation of the total number of clinical hours secured in their master's program. The DNP program at UT-WSU offers a total of 520 clinical hours. To meet the required 1000 academically supervised hours of practice, programs of study may be adjusted for students who enter the program with less than 480 hours from their master's program through completion of independent study.

Practice may take a variety of forms, from direct patient care to analyses of organizational or public health needs. Some courses have designated practice hours incorporated in the credit hour base for that course. Each course that has designated practice hours will have a doctorally prepared faculty member assigned. The faculty member will specify what practice behaviors/activities constitute a passing level in meeting the course objectives. Students will work with their course faculty member and academic advisors to identify appropriate sites where these objectives can be met. In addition, a clinical mentor is necessary to facilitate the student's activities at the practice site. A clinical mentor is defined as a person employed at the site that can facilitate the student's entry and progress toward meeting their objectives. The clinical mentor should be the most qualified person available and may **not** be doctorally prepared or a nurse.

Final Practicum (Direct or Indirect Care)

An intensive culminating practicum is designed within the program in order to provide a focused opportunity to synthesize the new doctoral skills into the student's clinical practice. As with all practice hours (see above), the student will work with a course faculty member (preferably their doctoral project chair) and a clinical mentor to seek opportunities to practice and demonstrate proficiency with the new skills. Final practicum hours may or may not contribute directly to the student's project. Final practicum credit hours may be taken as variable credit and during the summer term (if faculty is available). Taking practicum hours requires contracting with a faculty member to act as course faculty (preferably your project advisor), a clinical mentor (located at the practicum site), and approval from the student's academic advisor/project chair if the practicum contains activities related to the doctoral project.

Early in the program, students are encouraged to select a population and clinical issue of interest to follow throughout the program as the basis for their doctoral project. Therefore, it is advisable to arrange some practicum experiences with this population in order to gain first-hand knowledge of their needs. All practicum hours do not need to be conducted with the project population as a variety will increase the richness of the students' experiences. While students have the opportunity to select a variety of sites that will meet course objectives and contribute to their professional goals, their current employer is a permissible site, as long as the student is not completing practicum or project hours during their hours of employment. All sites must have the approval of the faculty in the specific course and is the responsibility of the student to secure all practicum sites.

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

- Students must be identified as a WSU/UT student when conducting practicum activities. Students are to wear their official WSU/UT nametag clearly displayed. This enables the student to be identified as such and may help clarify the student's role in instances where the student is performing practicum hours within their own agency. Please refer to the "*WSU-UT Doctor of Nursing Practice Program Guidelines for Clinical Mentors*".

Prerequisites Prior to Final Practicum or Associated Course Clinical

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

1. **Completed Health Assessment Report:** Please assure that your health care provider completes ALL required lab work (based on respective university guidelines). Because of the legal contracts the College of Nursing and Health, WSU, and the UT College of Nursing have with health care agencies, required testing must be done YEARLY. We will only check these on an annual basis so all work must cover the full year. These tests are not optional for graduate students of nursing. Students are required to have a skin test for Tuberculosis (Mantoux/PPD) before the first practice course and annually. A student who exhibits a positive skin reaction to the tuberculin test (an area of induration 10mm or greater in diameter) should be referred to his/her private physician for follow-up care and

adhere to the prescribed medical regimen (usually one year of isoniazid and annual chest x-rays). Any expense incurred regarding TB testing and follow-up care is the sole responsibility of the graduate student. Students are encouraged to inform their faculty, the Associate Deans and Deans of their respective universities (UT or WSU) of changes in their medical status that could make them unduly at risk or unsafe in the setting.

WSU (updated 8/2015)

The College of Nursing and Health at WSU uses **Certified Profile** to track health and insurance requirements. You will receive information about Certified Profile that is specific to your cohort during orientation. You will be required to submit personal health insurance, specific CPR certification, Health Assessment, and TB immunization documentation.

IT IS THE STUDENT'S RESPONSIBILITY TO ENSURE THAT UP TO DATE IMMUNIZATIONS, TESTS, PHYSICIAL EXAM, INSURANCE REQUIREMENTS, and CPR ARE IN EFFECT AT ALL TIMES THE STUDENT IS ENROLLED IN CLINICAL NURSING COURSES (Graduate clinical courses: NUR 8004, 8007, 8101, 8102, 8201, 8202, & 8099). Students must meet all health, insurance, and other requirements before re-entering clinical nursing courses.

2. **Evidence of Liability Insurance Coverage:** Students are required to carry liability insurance coverage with at least the minimum amount of $1,000,000/3,000,000 ($1,000,000 per occurrence and up to $3,000,000 per year). UT students are to check the UT College of Nursing Handbook for the most current information on evidence of liability insurance coverage. WSU students are covered by a blanket liability insurance policy through the College of Nursing. This covers you in your role as a nursing student ONLY. Students who are nurses should carry their own personal liability insurance policy covering them in their professional role.

3. **Evidence of Personal Health Insurance** Make a photocopy of your personal health insurance policy or card, which verifies your policy number. Military dependents may submit a copy of their military identification card. Write in black permanent ink "copy"

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

Doctoral Project

Introduction

The doctoral projects reflect the student's attainment of the characteristics of the graduate for the Doctor of Nursing Practice degree identified in the AACN (2006) *Essentials of Doctoral Education in Nursing* document and the objectives of the program. As explained in the *Essentials*, doctoral education, whether practice or research, is distinguished by the completion

of a specific project that demonstrates synthesis of the student's work and lays the groundwork for future scholarship. For practice doctorates, requiring a dissertation or other original research is contrary to the intent of the DNP. The DNP primarily involves mastery of an advanced specialty within nursing practice. Therefore, other methods must be used to distinguish the achievement of that mastery. Unlike a dissertation, the work may take a number of forms. One example of a final DNP product is a practice change initiative. This may be represented by an evidence-based practice project, a program evaluation, a quality improvement project, an evaluation of a new practice model or program, a consulting project, or development of a clinical practice guideline. Additional examples of a DNP final projects could include substantive involvement in a larger public health or policy endeavor. The theme that links these forms of scholarly experiences is the use of evidence to improve either practice or patient outcomes (p. 20). Examples of DNP projects can be found at: **WSU**: http://corescholar.libraries.wright.edu/nursing_dnp/ or **UT DNP** projects at: http://utmost.cl.utoledo.edu/search~S3?/tUT+evidence-based+practice+project+%28Online%29/tut+evidence+based+practice+project+online/-3%2C-1%2C0%2CB/exact&FF=tut+evidence+based+practice+project+online&1%2C5%2C

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

Choosing a Topic

While identifying potential doctoral projects early is encouraged, typically in the NUR 8003/NURS 7040 Applied Nursing Research and NUR 8005/NURS 7090 Project Seminar Courses the opportunity to begin exploring potential clinical issues affecting a variety of patient populations for the doctoral project is began. Students need to keep in mind not only their current employment situation, but also their goals for future employment and professional activities and how the doctoral project may impact these future scholarly goals. Students at the DNP level have often worked with a specific population for many years. Students may wish to continue working with this population or may choose a new population if they believe their career will take a divergent path during the program or upon completion of the program.

Any number of ideas may serve as the basis for a project. Many resources are available to assist students in determining a topic for their project including other student's projects, faculty interest lists, the University libraries, and numerous university websites that have completed DNP project abstracts listed. Suitable topics of investigation should be discussed with the NUR 8003/NURS 7040 faculty during enrollment in Applied Nursing Research. It is extremely helpful to begin a list of potential topics, clinical problems, issues or concerns from the first day of your program. As you read and discuss issues in classes or clinical seminars, or experience clinical issues within your nursing practice write down topics that interest you. Prior to determining a topic, consider the following:

- your interest in the clinical issue/problem;
- aspects of the clinical issue/problem to be explored with a patient or healthcare outcomes focus;
- internal organizational data to support the existence of a clinical issue/problem and need for a practice change;
- feasibility of completing the project (your skills; the time required; resources needed; implementation site, population and instrument/resource availability);
- your professional goals;
- local, regional or national nursing priorities;
- plan for sustainability of the project after completion;
- faculty availability and interest in the topic area; and
- congruency with your specialty area and foundation for future scholarship.

Considerations for Project Topics

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

1. The project relates to your advanced practice specialty (Advanced practice can either be in direct patient care, administrative leadership, educational leadership, or public health).
5. The project is evidence based (i.e., there is a body of evidence to support implementation of a practice change and data to support a clinical issue/problem in a designated population) and there is a means to measure specific outcomes.
2. The project focuses on identified need(s) of a group (system/organization), population or community rather than an individual person.
3. The project may be done in partnership with agencies or other groups (i.e., public health departments, schools, governmental agencies, or professional organizations). Projects in which nursing students are the population of interest are discouraged.
4. The DNP student will function as the Project Director; however identifying collaborative partnerships and stakeholders supportive of the project are vital to the project's success.
5. Identification of a model or framework for design, implementation, and evaluation of the project outcomes.
6. The project meets accepted professional standards.
7. Opportunities are available for dissemination at professional and public forums that meet your time/financial constraints.

Examples of Projects

1. Creation, implementation, and evaluation of a new health initiative or program at a local or state level.
2. Design and evaluation of a new model of care.
3. Program evaluation and revision of an existing health program.
4. Extensive needs assessment of a system and participation in the change process within that system.

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

This list is not inclusive of the many doctoral projects completed by DNP students across the country. Keep in mind your project should impact current state of the nation's health, be evidence-based, and have measurable outcomes. The Virginia Henderson International Nursing Library's Online Research Repository and Doctors of Nursing Practice online community web sites provide a list of completed DNP scholarly projects contributed by other DNPs across the country. The link to access the web sites are:

http://www.nursinglibrary.org/vhl/
http://www.doctorsofnursingpractice.org/resources/dnp-scholarly-projects/

Selecting a Doctoral Project Chair

The process of selecting a project chair begins with your entry into the DNP program. Interacting and networking with graduate faculty are important components of doctoral education and provide the basis for selecting a project chair and committee members. By interacting with as many graduate faculty members as possible, you can identify and discuss their major areas of interest. Usually the final selection of your chair is made during or

following your Applied Nursing Research course. Contact the potential chair to discuss your topic and the faculty's interest and availability. Your chair must agree to serve in this role prior to registration for NUR 8099/NURS 7100 Doctoral Project. The role of the project chair is to:

- provide guidance from the proposal stage through completion of the project's final defense;
- provide overall supervision of the project;
- raise questions and serve as an informed critic; and provide specific recommendations for improvement
- be available as faculty of record for final practicum hours
- meet your specified timeline for project completion (i.e., available during summer breaks).
- assist the student with selecting faculty members to serve on the doctoral project committee.
- be aware of potential and actual conflicts in the committee, and when they arise, take steps to mediate.
- complete all required documentation.

At the present time, the chair must be a nursing faculty member, with a degree in nursing, who has full Graduate Faculty status as identified by the WSU School of Graduate Studies for WSU students or the UT College of Graduate Studies for UT students. After a faculty member agrees to chair your project, the two of you discuss options for committee members who are within and outside the WSU CoNH /UT College of Nursing. The committee members must be acceptable to both you and the chair. It is then your responsibility to contact the potential committee members and assess their interest in the topic and willingness to serve on your committee and report back to your project chair.

Selecting a Doctoral Project Committee

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

Forms to Sign

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

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

http://www.utoledo.edu/graduate/currentstudents/academicprogramforms/index.html

Guidelines for the Doctoral Project Proposal

See Appendix A.

Guidelines for the Final Doctoral Project

See Appendix B.

Institutional Review Board

Based on your topic and your university's policies, you may need to submit your project proposal to the Institutional Review Board (IRB) before defending your project proposal or after proposal defense, but prior to implementing your project. In some cases, it may not be necessary to go to IRB and your project may have an exempt status with the IRB. Check with your project chair regarding the appropriate action

Grading of the Doctoral Project

Hours earned in NUR 8099/ NURS 7100, Doctoral Project, are counted in hours attempted and hours earned; however, they are not computed in the grade point average. A "P" signifies satisfactory completion of the project. Unsatisfactory work receives a "U" at WSU. At UT satisfactory work toward the project is denoted with the grade of "S;" satisfactory work not completed, but in progress is denoted with a PR; unsatisfactory work receives a "U." If students opt to take an "I" in a course because they have not completed the requirements of the course, the student must complete the required work before the end of the following semester (excluding summers) in which the "I" grade was received for UT students. The grade of "I" for incomplete work may not be granted for NUR 8099/NURS 7100, therefore plan accordingly with your project chair for completion of contracted work. At WSU a student has two academic semesters in which to successfully complete the work required to have an "I" changed by the faculty to a "P". If the work is not completed after two academic semesters the "I" will automatically convert to a grade of "F".

Procedures for Developing and Conducting the Doctoral Project

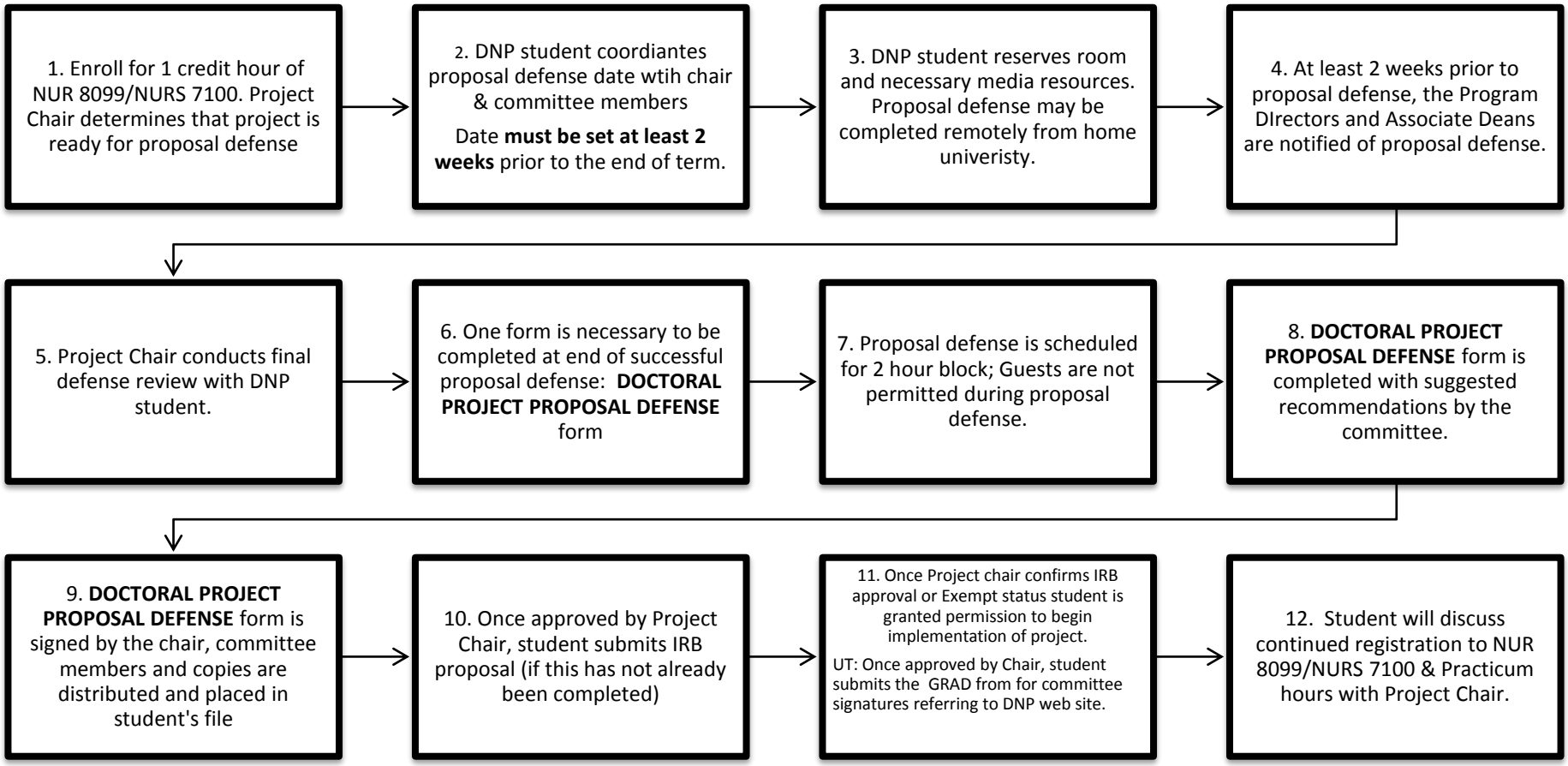
A detailed description of the procedure for developing and conducting the Doctoral Project follows:

Preparation

- For students to enroll in NUR 8099/NURS 7100 Doctoral Project must have completed Scientific Basis of Nursing Practice (NUR 8001/NURS 7010), Applied Nursing Research (NUR 8003/NURS7040), and Project Seminar (NUR 8005/NURS 7090).
- Discuss project ideas with your academic advisor and faculty members in order to identify a suitable project and several potential committee members.
- Select a project chair as noted previously. In order to register for NUR 8099/NURS 7100, you need agreement of your project chair to be available that term and agreement on number of credit hours to be taken. When registering, be careful to select the correct section number that reflects the appropriate number of credit hours.
- Select your committee members.
- Complete the required forms per your institution (see previous section, Forms to Sign).
- Meet with the project chair and develop a mutual time line for completion of the project.
- Write the doctoral project proposal and defend the proposal. Students will register for one credit hour of NUR 8099/NURS 7100 Doctoral Project in the term they are completing the proposal defense.
- At WSU complete and submit a "*Proposed Thesis/Dissertation Committee form*" **prior to proposal defense.** (At UT, there is no similar form to sign at this stage.) The "*Proposed Thesis/Dissertation Committee form*" should be placed in the student's academic file and a copy given to the student and all committee members by the chair.
- Develop the proposal for the project with input and approval from chair, committee members and agency member if appropriate.
- Obtain signatures, as required, on Agency Permission Form (WSU - Appendix C).
- Submit draft(s) of proposal to project chair and your committee (when instructed by the chair). Multiple drafts are to be expected. The proposal defense and final document must be given to the committee 2 weeks prior to the defense(s).
- Arrange statistical consultation if needed and take along a written analysis plan. Your project chair should attend during this initial meeting.

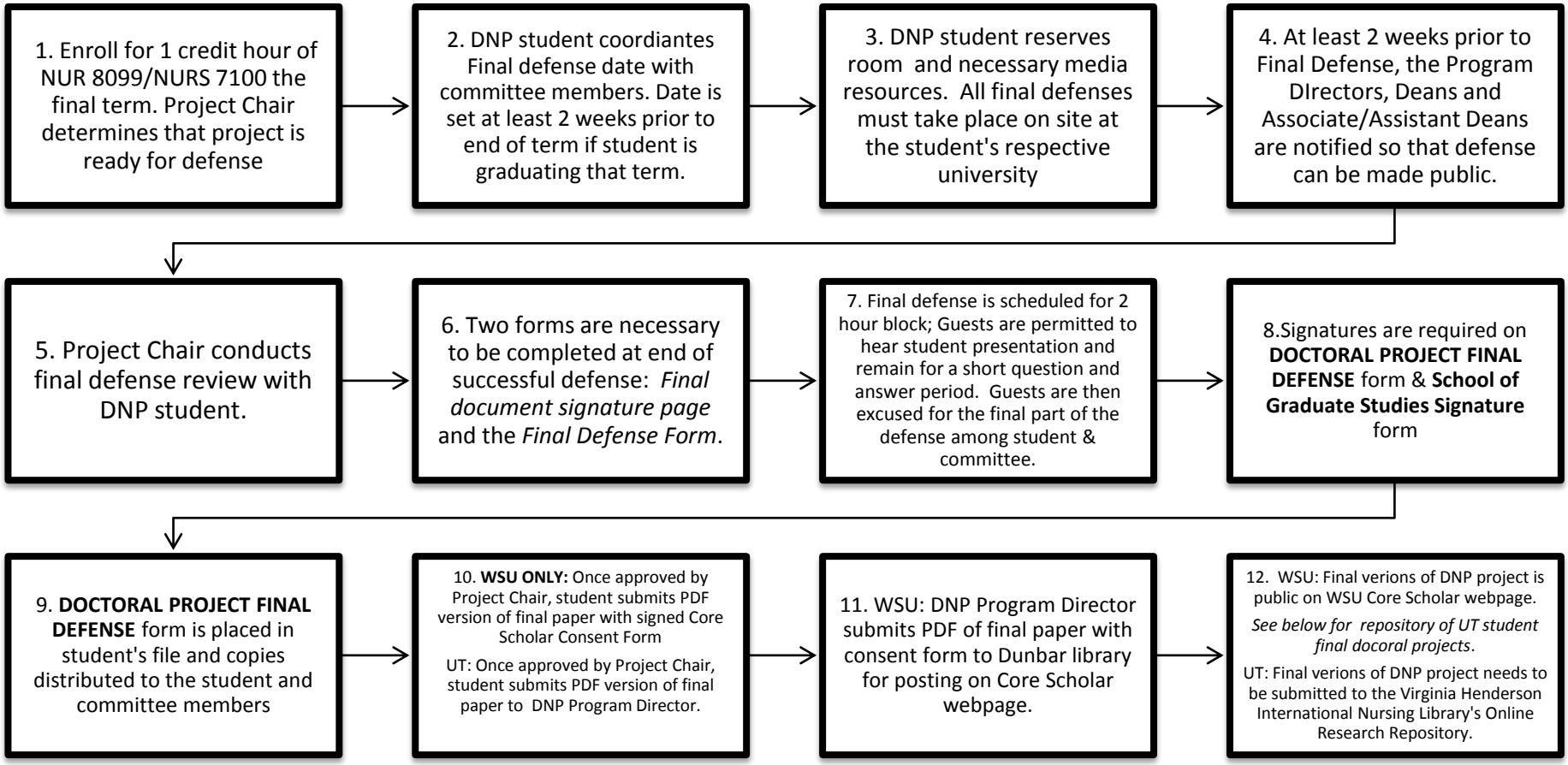
Proposal Defense & Conducting Your Project

Please use the following pathway as a guideline for successful completion of the doctoral project proposal defense. Always remember to refer to your specific university's guidelines.



Final Defense

Please use the following pathway as a guideline for successful completion of the doctoral project final defense. Always remember to refer to your specific university's guidelines.



Following Defense

WSU:

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

UT

- After the defense, make revisions as necessary.
- Have a format check by the UT College of Graduate Studies if required.
- After revision, **submit final copy** to chair, all Committee members and the DNP office. Make multiple copies for possible later distribution.
- If necessary, send the **IRB a memo** notifying them that study was completed.

Comprehensive Defense Questions

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

Questions Specific to the Doctoral Project:

1. Differentiate between evidence based practice, research utilization and quality improvement. Explain how your project exemplifies these concepts.
2. You used ____ theory/model to guide the content of your project. Is there another theory or model that would have been just as appropriate that you could have used? If so, why?
3. You used ____EBP/QI model to guide implementation of your project. What other EBP/QI model could you have used to guide your project? How would that have influenced the design of your project?
4. What guidelines did you use to design your project and how did you prioritize them? How did you determine if the guidelines are appropriate to your population?
5. Are there other types of evaluation strategies that you could have used to evaluate your outcomes? If so, what might they be?

6. Explain how change was facilitated in your project using a change theory.
7. Explain the leadership style used when you implemented your project using a leadership theory.
8. Now that you have completed implementing your project, what other types of interventions do you feel might have worked to get a similar or different outcome?
9. Based on the results of your project, what would be the next logical step?

Questions Specific to DNP Education:

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

Appendix A

Doctoral Project Proposal Guidelines (Subject to Revision)

This document is to serve as a framework for the writing of the proposal for the doctoral project. The report is written in future tense and uses 6th edition APA writing style. The information about the project should be guided by the proposed framework selected as well as the nature of the project. The proposal is to be completed at a level appropriate for graduates of a doctoral program. The proposal should clearly state the clinical issue/problem, project purpose, literature review, project methods, and projected outcomes and evaluation. The Guidelines of the Graduate Office of the home institution serves as reference for formatting of the report.

Title Page

- Include DNP Collaborative Program

Abstract or Executive Summary

- Concise description of the project including the results and recommendations.
- Use format required by university

Description of problem or clinical issue addressed

- Prevalence of the clinical problem or issue
- Significance of clinical problem or issue
    - Include either internal organizational data or findings from the literature to support prevalence and significance of the clinical problem or issue

Purpose and goals of project

- Purpose statement for the proposed project
- Project Type
    - Evidence-based Practice (EBP)
        - Clinical question using the PICOT format
    - Quality Improvement (QI)
        - Goal/aim/purpose (as appropriate for model selected)
    - Other-which could be both or as negotiated with chair
- Overall project aim statement
    - Goals/outcomes

Guiding Framework/Model/Theory(s)

- Evidence based practice model/framework
- Other frameworks/models guiding the project
    - i.e., PDSA, middle range theories, change theories

Review of the Literature:

Content will address:

- Search Strategies for Review of the Literature
- Critical Appraisal and Evaluation of the evidence
    - Describe appraisal methods, tools, and leveling of the body of evidence (as there are several methods).
    - Evaluation of evidence will be displayed in evaluation tables
- Synthesis of the body of evidence

- Development of a synthesis table
- Include in the synthesis any clinical expertise, internal data, and/or patient and family preferences and values that contribute to the body of evidence.

- Implications for Practice Based on the Evidence Practice change, policy or protocol implementation recommendation
- Justify practice change with rationale from the literature

Implementation and Evaluation Plan for doctoral project (use steps and terminology of EBP or QI model that guided the project)
Content will address:

- **Project Setting/population**

- **Action or implementation plan/guide**
  - Address team members including roles and responsibilities
  - Anticipated barriers and facilitators to implementation
    - Contingency plan for any anticipated barriers
- **Outcome measures**
  - What specific outcomes will be measured?
  - How will the outcomes impact the overall aim/purpose of the project?
    - What difference will the project outcomes make in improving health, costs, patient, family, or community outcomes?
- **Implementation process** (using framework for guiding implementation)
  - Methods
  - Need for IRB
  - Develop a timeline for implementation and evaluation of project

- **Evaluation process**
  - How will data be collected to measure outcomes?
  - If using data collection tools discuss reliability/validity of instrument
  - How will outcome data be analyzed, interpreted, and reported?

Summary Conclusion

- Short conclusion showing logical connection between the problems or needs of institution/population, anticipated project outcomes, and feasibility of project.

References
Appendices

- Review of the literature abstraction tables, rapid critical appraisal forms (if applicable) evaluation tables and synthesis tables
- Copies of measures used
  - Data collection tools
- Supporting materials
  - Agency permission form

Appendix B

Doctoral Project Final Guidelines (Subject to Revision)

This document is to serve as a framework for the writing of the final report for the DNP doctoral project. The report is written in past tense and uses 6thAPA writing style. The information about the project should be guided by the framework used as well as the nature of the project. The final report is to be completed at a level appropriate for graduates of a doctoral program. The Guidelines of the Graduate Office of the home institution serves as reference for formatting of the report (including table of contents, page layout, copyright statements etc.).

Title Page

- Include DNP Collaborative Program

Abstract or Executive Summary

- Concise description of the project including the results and recommendations.
- Use format required by university

Description of problem or clinical issue addressed

- Prevalence of the clinical problem or issue
- Significance of clinical problem or issue
    - Include either internal organizational data or findings from the literature to support prevalence and significance of the clinical problem or issue

Purpose and goals of project

- Purpose statement for the proposed project
- Project Type
    - Evidence-based Practice (EBP)
        - Clinical question using the PICOT format
    - Quality Improvement (QI)
        - Goal/aim/purpose (as appropriate for model selected)
    - Other-which could be both or as negotiated with chair
- Overall project aim statement
    - Goals/outcomes for implementing the project

Guiding Framework/Model/Theory(s)

- Evidence based practice model/framework
- Other frameworks/models guiding the project
    - i.e., PDSA, middle range theories, change theories

Review of the Literature:

Content will address:

- Search Strategies for Review of the Literature
- Critical Appraisal and Evaluation of the evidence
    - Describe appraisal methods, tools, and leveling of the body of evidence (as there are several methods).
    - Evaluation of evidence will be displayed in evaluation tables
- Synthesis of the body of evidence
    - Development of a synthesis table

- Include in the synthesis any clinical expertise, internal data, and/or patient and family preferences and values that contribute to the body of evidence.

Recommended Practice Change

- Recommended practice change, policy or protocol implemented
- Justify practice change with rationale from the literature

Methods: Implementation and Evaluation of the EBP project (use steps and terminology of EBP or QI model that guided the project)
Content will address:

- **Project Setting/population**
  - Human subject protection
- **Action or implementation plan/guide**
  - Address team members including roles and responsibilities
  - Barriers and facilitators to implementation of project
    - How were barriers overcome
- **Implementation process** (using framework for guiding implementation)
  - Methods of how you implemented your project
- **Outcome measures** – description of measures and how data was collected
- **Evaluation process**
  - How did you evaluate the outcomes of the project implementation
  - How was data collected and managed.

Outcomes of project

- Presentation of findings
  - Outcomes related back to the original PICOT question if using EBP
  - Did you meet the goal set in the aim statement if using QI process?
- Use of tables and graphs as appropriate to display findings
- Economic outcomes considered i.e. cost benefit analysis, return on investment and feasibility of implementation.

Discussion

- Interpretation of findings relative to the current evidence and clinical practice
  - Similarities or differences (did you learn something new)
- Contribution to EBP in the area of content

Future Recommendations & Conclusion

- Presentation of future recommendations based on the evaluation of the project outcomes
- Consideration of strengths and limitations to project implementation
- Next steps

References

Appendices

- Review of the literature abstraction tables, rapid critical appraisal forms (if applicable) evaluation tables and synthesis tables
- Copies of measures used
  - Data collection tools
- Supporting materials
  - Agency permission

Appendix C

Wright State University-Miami Valley College of Nursing and Health

AGENCY PERMISSION FOR CONDUCTING DOCTORAL PROJECT

THE _____ GRANTS TO

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

The conditions mutually agreed upon are as follows:

1 The agency (may) (may not) be identified in the final report.

2 The names of consultative or administrative personnel in the agency (may) (may not) be identified in the final report.

3 The agency (wants) (does not want) a conference with the student when the report is completed.

4 Other:

_____ _____

Date Signature of Agency Personnel/Title

_____ _____

Student Signature Project Chair Signature

Appendix D

Final Approval of Doctoral Project Form

Wright State University College of Nursing and Health
The University of Toledo College of Nursing

FINAL APPROVAL OF DOCTORAL PROJECT
DOCTOR OF NURSING PRACTICE

Date of Defense/Presentation: _____

Student: _____

WSU Number / UT Rocket Number: _____

Title of Project:

Recommendations of the Committee:

In partial fulfillment of the requirements for the degree of Doctor of Nursing Practice in the Doctor of Nursing Practice Program.

Committee:	**Signature**
_____ (Please Print Name of Doctoral Project Chair, Credentials)	_____
_____ (Please Print Name of Doctoral Project Committee, Credentials)	_____
_____ (Please Print Name of Doctoral Project Committee, Credentials)	_____
_____ (Please Print Name of Doctoral Project Committee, Credentials)	_____
_____ (Please Print Name of Student, Credentials)	_____

Updated 11/27/2013_6/26/15