

Doctor of Nursing Practice (DNP) Program Handbook

UNIVERSITY OF ROCHESTER SCHOOL OF NURSING

2024 – 2025

This handbook is a supplement to the URSON Student Handbook. The School of Nursing reserves the right to change, at any time and without notice, any of its degree requirements, policies, course descriptions, and any other information contained in this handbook.

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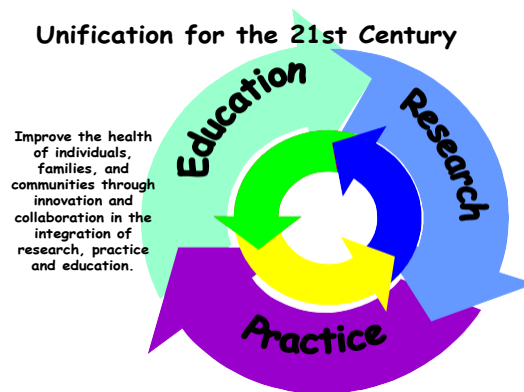
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I Overview of the DNP Curriculum

- A. **Conceptual framework and philosophy.** The Unification Model, which has guided University of Rochester nursing curricula since Dr. Loretta Ford introduced it during her tenure as Dean, has been revised to include not only the basic interdependent model components of education, practice, and research but also systems and leadership, both of which are central to the practice doctorate. An updated model, ***The Unification Model for the 21st Century***, provides an underlying philosophical orientation and organizational structure for operationalizing the DNP curriculum content, which is consistent with *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006).



Equally important and complementary to the curriculum content is the nature of the learning milieu and the quality of faculty-student relationships in the Doctor of Nursing Practice (DNP) program. These process aspects of the curriculum are guided by a theory of motivation, the ***self-determination theory (SDT)***. Two decades of empirical work with SDT in educational settings has resulted in the following findings: 1) autonomously motivated students (i.e., those who are fully present and engaged in their learning because they want to more fully understand and explore phenomena of interest to them as compared to control-motivated students or those students who are pursuing a task/assignment/degree for the sake of “getting a ticket punched”) achieve higher academic outcomes, perceive themselves as more competent and as having greater self-worth, prefer and experience more pleasure from optimal challenges, generate more creativity, and are more likely to remain in school; and 2) students flourish when their faculty support their autonomy (rather than try to control their behavior with rewards and punishments). Autonomy-supportive faculty teach because they inherently enjoy working with students, actively engage students in learning and try to understand their students’ perspectives, offer students options rather than dictates, answer questions and provide rationales, avoid defensiveness, and experience teaching as a mutually beneficial learning experience for both faculty and student. Investigators who explore autonomy-supportive learning environments have found that students enjoy the following educational benefits when faculty are autonomy supportive (in comparison to students with controlling faculty): higher academic achievement and greater conceptual understanding; greater perceived competence and higher self-esteem; greater flexibility in thinking and information processing that is more active; greater creativity; and higher rates of retention. For an overview of this research, see Reeve (2002).

Part of the quality chasm in healthcare is related to the larger system forces that undermine nurses’ autonomous motivation to pursue excellence in clinical care. Indeed, the complexity and weaknesses of our healthcare system drive the need for the DNP (AACN, 2006). Several studies in both educational and healthcare settings support the conclusion that autonomy supportive faculty cultivate autonomously motivated students. Our practice doctorate curriculum is enacted through an autonomy-supportive milieu, staffed with faculty members who specifically choose to work in the program and who value autonomy-supportive approaches to teaching. University of Rochester DNP graduates are nurses who internalize the value of autonomy-supportive approaches to teaching and learning, and who, in turn, can advocate for and lead the development of autonomy supportive clinical environments, care models, etc. Furthermore, investigators guided by SDT have demonstrated improved clinical outcomes, including greater sustained health behavior change (e.g., smoking cessation, weight loss, adherence to diabetic regimens, etc.) and greater satisfaction with care when clinical care is delivered in autonomy supportive environments (Williams, 2002). Using SDT to complement The Unification Model uniquely defines the University of Rochester DNP and distinguishes our program from practice doctorates offered in other universities.

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- B. Didactic Coursework/DNP Practicum.** Students entering the DNP Program with a baccalaureate degree complete coursework and clinical hours that prepare them as nurse practitioners in their chosen specialty practice area or as clinical nurse leaders. Effective, fall 2024, post-MS DNP students with degrees from indirect care roles or other APRN tracks can enroll in the DNP program. Students entering the DNP program with a master's degree typically complete a full year of coursework (part-time; 2 courses/semester) before beginning the clinical practicum component of the DNP curriculum (DNP courses). Students complete a total of 1000 clinical hours post-baccalaureate or 500 hours post-master's degree. Total program completion time for part-time post-master's students is 3 years, and for post-baccalaureate students is 5-6 years, including summer sessions. The plan of study is mapped out with their advisor before starting coursework.

Clinical practicums (NUR 576, NUR 577, NUR 578) provide experiences that build on each student's knowledge and skills in an identified specialty practice area related to the DNP Essentials. Students work with faculty to develop individualized semester objectives to achieve DNP competencies. Documentation of practicum experiences in the DNP practicum log (appendix) includes those in direct care and indirect care, such as participation in clinical conferences, grand rounds, training seminars, advocacy work, and networking with clinical scholars. During the DNP practicum courses, students design, implement, and evaluate a clinical practice or health policy project under the guidance of a DNP team.

Students completing the DNP program part-time typically are able to maintain full-time employment while completing the curriculum. All students should plan time for reading and writing outside of class hours.

- C. DNP Scholarly Project.** The DNP Scholarly project involves the design, implementation, and evaluation of innovative initiatives to improve clinical practice and/or influence health policy. DNP scholarly projects are conducted independently during DNP practicum courses under the guidance of each student's DNP project team and in close collaboration with practice partners and mentors. Students are required to follow the protocols and policies of practice administration in accessing and using clinical data, as well as obtain IRB approval for the development of DNP projects. Required DNP scholarly project-related assignments are described in Section IV.
- D. DNP ePortfolio** (added 12/24). The DNP program participated in an ePortfolio pilot during AY24 as part of the URSON's participation in AAC&U's ePortfolio Institute. ePortfolios are a high-impact education practice allowing the student to demonstrate progressive achievement of program learning outcomes. ePortfolio was introduced in the DNP practicum courses and following a successful pilot experience, will continue in the DNP practicum courses during AY25 (beginning in spring 25 with DNP Practicum I).

II DNP Program Goal and Learning Outcomes (PLOs)

The DNP program learning outcomes reflect the integration and application of the knowledge and skills obtained in the program based on the AACN Essentials (2021). The goal of the DNP program is to prepare clinical scholars and practice leaders who *transform* healthcare delivery, *optimize* health outcomes for diverse populations, and *generate* practice knowledge to advance the discipline of nursing. At the completion of the program, the DNP graduate will be prepared to:

Focus Area	Program Learning Outcomes
Person-Centered Care and Population Health	1. Integrate advanced nursing knowledge and specialty competencies in a defined area of nursing practice to deliver holistic, person-centered, equitable care across diverse populations.
Quality, Safety, and Value in Healthcare	2. Synthesize theoretical and empirical knowledge from a variety of sources to lead a systematic investigation of an identified practice issue.
Leadership and Collaboration	3. Lead team-based interprofessional care with intentional collaboration and effective communication to foster a climate of mutual learning, respect, and shared values.
Informatics and Healthcare Technology	4. Integrate information and communication technologies, as well as informatics processes to make data-driven decisions that improve outcomes and optimize healthcare delivery
Systems Thinking, Change Management & Advocacy	5. Drive innovation as a systems thinker, change agent, and advocate to influence health policy, improve organizational performance, and advance health equity.
Professional Identity, Knowledge, and Scholarship	6. Advance the nursing profession through professional identity formation, ethical practice, disciplinary knowledge development, and clinical scholarship.

III The DNP Curriculum

- A. **DNP Program Coursework.** Coursework required for the post-BSN DNP degree will vary according to the Master's specialty program and all students in the combined MS/DNP program must satisfactorily complete (achieve a B- or above) the required MS core and specialty coursework. Additional DNP courses are listed below. Students may take up to one-third of DNP program credits as non-matriculated students.

COURSE #	COURSE NAME	CREDITS
NLX 467	Population Health	3
NUR 573	Interprofessional Partnerships	3
NUR 509	Clinical Data Management for the DNP	3
NUR 564	Quality, Safety, & Informatics	4
NUR 571	Theory and Conceptual Foundations for Clinical Scholarship	3
NUR 572	Appraisal and Application of Evidence in Healthcare	3
NUR 574	Project Management for Systems Innovation	3
NUR 575	Health Policy Development and Political Change	3
NUR 576	DNP Practicum I	3 (2)*
NLX 473	Healthcare Financial Management	3
NUR 577	DNP Practicum II	3 (2)*
NUR 578	DNP Practicum III	5*

*DNP Clinical/Practicum hours may vary as needed to reach 1000 post-BS (56 hours = 1 clinical credit)

- B. DNP Project Credits.** NUR 576 and NUR 577 each include two clinical credits (112 DNP practicum hours). With permission of course faculty, the student may carry over additional clinical hours to the subsequent DNP practicum course (no more than 30 hours) if they exceed the clinical hour requirement (i.e., 112) and activities are congruent with the course and student objectives. NUR 578 is a variable credit course usually taken over two-three semesters immediately following NUR 577. Students may, however, enroll in NUR 578 credits concurrently with NUR 577, with the permission of the senior advisor and the DNP program director. In rare circumstances, students needing additional time beyond the anticipated final semester of coursework to complete and defend their DNP projects will continue to enroll in NUR 578 until program completion. In such circumstances, the number of credits carried beyond the final semester of coursework will be negotiated between the student, their advisor, and the DNP program director. If the student does not successfully complete the DNP project final presentation by the end of the anticipated final semester (per degree plan) in NUR 578, they must continue to register for one credit hour of NUR 578 for each subsequent semester until the DNP scholarly project final presentation is completed.
- C. Elective Courses.** Elective courses are not part of the formal DNP program of study. However, students are permitted to take an elective course to enhance preparation in an expressed area of interest. Electives are chosen with the assistance of the advisor. These courses may be chosen from any graduate-level offering in the University. Courses outside of the U of R must be approved by the program director in advance of registration. For courses offered by University departments, consult the Graduate Resources, available on the Graduate Studies website at <http://www.rochester.edu/GradBulletin/>. Available SON elective courses are listed on the SON website under registration. Course descriptions for all courses can be found in the Graduate Bulletin or on the SON website.
- D. Prerequisites and Recommended Course Sequencing**
NUR 564 is a prerequisite/co for 574
NUR 572 is a pre-co requisite for NUR 574
NUR 574 is a prerequisite for NUR 576.
NUR 576 & NUR 577 are pre-requisites for NUR 578.

DNP program matriculation is pre-requisite for NUR 574, NUR 576, NUR 577, & NUR 578.

MS-DNP students may not enroll in NUR 574 or begin DNP practicum courses until successful completion of all required MS coursework.

- E. Clinical Practicum for Advanced Nursing Practice (NUR 592).** Under certain circumstances, students may complete an independent clinical practicum in the student's area of interest. In such circumstances, students are responsible for identifying a University faculty member with the appropriate expertise and willingness to supervise an independent clinical practicum to oversee the practicum experience. Prior to registering for the practicum, the NUR 592 Clinical Practicum for Advanced Nursing Practice form must be completed by the student and faculty and approved by the DNP Program Director and Senior Associate Dean for Graduate Education.

IV DNP Program Milestones: Policies and Guidelines

- A. Forming a DNP Project Team.** A DNP project team consists of two doctoral-prepared URSON faculty. A third team member from the practice setting with expertise in the student's clinical focus area or a practice champion/liaison to support the student's DNP scholarly work serves the DNP project team in a consulting role. The DNP senior advisor is assigned prior to DNP Practicum I by the DNP program director in conjunction with DNP practicum faculty. Additional team member(s) are determined by the student's DNP senior advisor and DNP program director by the end of DNP Practicum II.

DNP Project Team members may continue to serve on an existing DNP project team for a specific DNP student up to one year after leaving or retiring from the University. After the 1-year mark, a former or emeritus faculty member may remain as a project consultant but will not be able to fulfill the required URSON faculty position on the DNP project team.

- B. DNP Scholarly Project Proposal Presentation**

The hallmark of the DNP program of study is the development of a DNP project in which the student designs, implements, and evaluates an innovative initiative to improve clinical practice in their proposed project setting and/or influence health policy. Students are eligible to orally present their DNP scholarly project proposal following the completion of course requirements in NUR 577. The purpose of the DNP proposal presentation is to provide an opportunity for students to demonstrate synthesis of knowledge acquired in the first two clinical practicum experiences and other DNP coursework. Students must successfully complete the proposal presentation before

submitting an IRB application and implementing a scholarly project. The DNP project proposal presentation provides an opportunity for the student to receive feedback and answer questions regarding their planned scholarly project. Thus, the experience supports the development and refinement of the DNP project.

Completion of this program milestone takes place following NUR 577; however, the project proposal presentation should be completed by September 15 of the final year of study. If the student is unable to meet this deadline, they will work with their senior advisor to schedule a new date, however, the inability to present the DNP project proposal by September 15 may influence the student's spring graduation date.

1. **Composition of DNP Scholarly Project Proposal Review Committee.** Committee members typically include the members of the student's DNP project team and the DNP program director. If appropriate, representatives from the student's relevant practice area may be asked to join the presentation at the invitation of the senior advisor or DNP program director.
2. Students will review the proposal slide presentation and DNP Scholarly Project Paper reflecting work completed in NUR 576 and NUR 577 with their DNP project team in advance of the DNP Project Proposal presentation. The DNP program department coordinator will post the materials in Box for the participants to access.

3. DNP Scholarly Project Proposal Presentation Format

Proposal presentations are open to students, faculty, and others interested in attending.

- a. The student's senior advisor welcomes and introduces the attendees and briefly reviews the presentation format.
- b. The student presents the DNP project proposal in a **30-minute** slide presentation which reflects synthesized learning from the student's course work and clinical practicum experiences to date related to development of their proposed project.
- c. At the conclusion of the presentation, a brief question and answer session will be offered to attendees, after which the public portion of the presentation will end. During the closed portion, members of the DNP Scholarly Project Proposal Review Committee will offer feedback, ask questions, and dialogue with the student about the strengths and any potential concerns about the proposed DNP scholarly project. Thirty minutes are reserved for discussion.
- d. At the conclusion of the discussion, faculty members will excuse the student to assess the student's achievement of expected outcomes (see DNP scholarly project proposal rubric).
- e. Students will then return to the proceedings, where the senior advisor will share their assessment and offer feedback. An evaluation rubric (see Appendix) will be completed by each member of the DNP Scholarly Project Proposal Review Committee with recommendations to:
 - 1) **Accept the proposal** with no/minor revisions. The DNP senior advisor will work with the student to submit the IRB application.
 - 2) **Conditionally accept with substantive revisions.** The student will make recommended revisions and resubmit to the DNP senior advisor within one month. Following approval of the revised DNP scholarly project proposal by the DNP senior advisor, the student will proceed with the submission of the IRB application. This revised date will become the recorded project presentation completion date.
 - 3) **Reject the proposal.** The student must develop a significantly revised or new proposal. The DNP senior advisor will work with the student on the revision. The student must present the significantly revised/new proposal to the DNP Scholarly Project Proposal Review Committee and all prior steps will be repeated.

Suggestions for the DNP Project Proposal Presentation. Students need to be prepared to articulate synthesis of evidence used to support each aspect of their DNP design congruent with the DNP proposal presentation rubric. Areas of emphasis include:

1. An ability to articulate a concise synthesis of the background literature in the clinical area of focus.
2. A persuasive argument succinctly summarizing the importance, clinical need, support, and feasibility of the proposed project.
3. Identification of a guiding framework (theoretical, conceptual, implementation, program evaluation, or feasibility), including its relationship to implementation, methods, and outcome measures.
4. Congruence between project aim(s), objectives, and outcomes.

5. A project design that permits the student to efficiently introduce a practice or policy innovation, including an evaluation plan consistent with the chosen framework.
6. Description of relevant contextual factors in the proposed DNP project setting (ex. results from a contextual assessment, anticipated facilitators and barriers to project implementation, and mitigation strategies to address the barriers).
7. Clear plan for data collection, security, and analysis.
8. Attention to the cost burden of project implementation (projected costs), potential for cost savings, and economic implications for sustainability.

Success planning for students who need to significantly revise or repeat the DNP Project Proposal Presentation

1. A remediation plan will be developed with the student's DNP senior advisor and the program director.
2. The student may not submit the IRB application until they demonstrate satisfactory achievement of DNP project proposal requirements.
3. If the student is unsuccessful in meeting the requirements in a subsequent presentation, the student and senior advisor will meet with the DNP program director and the DNP subcommittee will make student progression recommendations for consideration by the Student Affairs Committee. Failure to meet this milestone after a second attempt may result in involuntary separation from the program.

C. Pre-Implementation: DNP Project Approval Processes: URM RSRB Approval

1. Completion of CITI Training. All DNP students must complete (unless they already have CITI certification) an educational program on human subjects' protection prior to the completion of DNP Practicum 1. Once completed, students should upload certificate in Bb in NUR 576. Information for obtaining CITI certification can be found at (<https://www.citiprogram.org>). DNP project team members must have current CITI certification at the time of DNP project proposal submission to the IRB.

2. Institutional Review Board Review of DNP Projects. Students must receive Institutional Review Board (IRB) review of their proposed projects prior to implementation. The DNP senior advisor as Principal Investigator (PI) and student as Co-PI/study coordinator electronically submit the application to the UR IRB, known as the Research Subjects Review Board (RSRB). www.urmc.rochester.edu/rsrb/). Although DNP projects are typically not deemed as human subjects' research the IRB will, nonetheless, review each DNP project proposal to ensure full consideration of protection of potential participants. In addition, the publication of project findings typically requires IRB review.

Submission of IRB applications follows:

- Successful completion of the DNP proposal presentation
- Department sign-off by any other department if appropriate

IRB submission process for DNP Projects:

During/Immediately following DNP Practicum II:

- 1) Create your IRB Online Submission System (ROSS) account:
 - a. Go to <http://www.rochester.edu/ohsp/rsrb/> and email the IRB through the "contact us" link requesting a ROSS account.
 - b. You will receive an email response providing a link to your new account with login credentials.
 - c. Follow the login instructions and select "Create New Study."
- 2) Begin preliminary work on IRB application listing the senior advisor as PI and DNP student as Co-PI
- 3) Receive other department IRB signoff as appropriate.

Following Successful Completion of Project Proposal Presentation:

- 4) Incorporate feedback from DNP Project Committee and upload the NUR 577 DNP Scholarly Paper (relevant background, enhanced protocol, conceptual framework/theory) in Section 1 *Study Identification Information, Protocol & Measures*, 1.3: Include:
 - a. All project instruments, consent forms, data collection tools.
 - b. Completed *DNP IRB checklist* initialed by both student and Project Team (see Appendix).
- 5) The IRB will then complete their review and notify the student/PI with project approval or if there are any outstanding questions or need for additional information to complete the review.

Requirements for ongoing IRB supervision/reporting will be dependent on the determination of project approval status (ex. not deemed human subjects research, exempt, expedited, etc.).

To request assistance from the Research Facilitation Group with your application, and or design and consultation request please send an email to: SON_ResearchSupport@URMC.Rochester.edu

3. Practice/Project Setting Approval of DNP Projects

During DNP Practicum II (in consultation with their senior advisor)

- 1). Obtain written support for the project from relevant practice and administrative leadership early on in project development.
- 2). Obtain any additional department project approval, if appropriate.

D. DNP Project Implementation and Final Project Presentation. Following DNP project implementation in NUR 578, each DNP student will present a slide presentation to the DNP project team and DNP program director and others that demonstrates satisfactory completion of the design, implementation, evaluation, and dissemination of a scholarly project and that the student presented appropriate and effective arguments based on relevant and convincing evidence. The presentation is open to members of the school and practice communities as well as the public and is an important aspect of DNP clinical scholarship.

The DNP Final Project Presentation Process:

- a. Once all members of the DNP project team agree that the student is ready to give the final project presentation, the student informs the DNP Program department coordinator who will collect the paper and presentation slides (and put them into a Box folder. The presentation must be completed no later than **April 15th** in order for students to graduate in May. The DNP AA will secure a room and send out announcements for this public presentation as appropriate. The DNP Program AA will also send the student's presentation slides and final paper to the DNP Project Team and DNP program director one week in advance of the final presentation.
- b. **Final DNP Project Presentation Format.** At the appointed time, the senior advisor welcomes the attendees, and introduces the team members and the student, including highlights from the student's CV. The proposal presentation by the student is **30 minutes** and followed by a 10-15 minute period for questions from attendees other than the DNP Project Team members.

At the conclusion of the presentation, the attendees will be excused from the room so that the DNP project team can proceed with the closed question and answer period. Once completed, the student leaves the room for a short period of deliberation by the DNP project team and returns to discuss the student's performance with the DNP project team and DNP program director.

Results:

- 1) The student is successful with no/minor changes needed to the submitted final DNP project presentation based on feedback. An electronic copy of the final scholarly paper, including a completed *DNP Project sign-off form* (see Appendix) with the signature of the student's senior advisor, must be received in the DNP Program office prior to graduation. The sign-off form will then be forwarded to the SON Registrar.
- 2) Should the DNP project team determine that the project presentation did not satisfy project requirements, the student will work with their senior advisor and DNP program director to develop a remediation plan.

E. DNP Project Requirements in the DNP Practicum Courses

DNP Project requirements are written and reviewed with the students at the beginning of each practicum semester and are outlined in each DNP Practicum syllabus.

NUR 576	NUR 577	NUR 578	NUR 578	URSON DNP Design Table Elements
Assess/Initiate Identify need, gain support	Plan/Create Develop, design, procure resources	Act/Execute Implement, evaluate	Integrate/Disseminate Modify, monitor, sustain	
AACN: Problem Identification; Search/Analysis/Synthesis of literature and evidence	AACN: Translate evidence to construct a strategy or method to address a problem	AACN: Design implementation plan and actual implementation when possible	AACN: Evaluate outcomes, process, and or experience; Disseminate findings	AACN Essentials(2021) DNP Project Requirements

- a. **NUR 576- DNP Practicum I: Problem Identification: Synthesis of Literature and Evidence** –Completion of a focused literature synthesis in a defined area of practice inquiry to address a clinical problem or opportunity to improve/innovate care; provides the evidentiary basis for the DNP Scholarly Project (see Appendix for literature synthesis template; grading rubric and assignment guidance sheet; matrix table).
- b. **NUR 577- DNP Practicum II: Evidence Translation: DNP Project Design** –DNP scholarly paper components:
 - i. Concise background, significance from literature synthesis (written in NUR 576),
 - ii. Description of local problem and relevant contextual factors,
 - iii. Description of guiding framework (theoretical, conceptual, implementation, program evaluation, or feasibility) and application to DNP project; includes *Theory application diagram*
 - iv. *DNP project design table* (includes project aim, project objectives, intervention components)

- v. DNP project protocol (project design elements- intervention steps, project timeline, proposed outcomes, data management plan)

c. NUR 578 – DNP Practicum III: DNP Project Implementation, Evaluation, Dissemination of Findings

- i. DNP Scholarly Project Proposal Presentation/ DNP Scholarly Project Final Presentation
- ii. DNP Scholarly Paper – adds DNP project implementation results and discussion- no later than April 15th
- iii. DNP Project Poster/ePoster

*Although not a requirement for graduation, students work with their DNP Project senior advisor in the final semester(s) of the program to identify a potential journal and review author guidelines for submission of a manuscript of their scholarly project. Students also identify other future dissemination venues, such as poster or podium presentations at professional conferences.

F. Graduation Criteria. The DNP Project Team will determine if the student has successfully met graduation criteria:

- a. Successful final DNP Scholarly Project Presentation
- b. Completion/submission of all DNP project requirements (see above) – oral/written work, including dissemination plan.

To participate in Commencement, all required paperwork must be submitted by the specified April deadline, or the student's name will not be submitted to the Board of Trustees.

V. Overview of DNP Project Development in Practicum Courses

The purpose of the DNP Project is for the student to synthesize and demonstrate mastery of the knowledge acquired and skills developed within the DNP curriculum through the design, implementation, and evaluation of an evidence-based practice initiative to improve health care delivery/outcomes and/or influence health policy.

The goal of the project is for the student to demonstrate advanced leadership as a change agent and clinical scholar who affects change and strengthens healthcare delivery and practice. The project should reflect an applied integration of the scientific underpinnings of practice, ethical practices, health policy, population health, technology, informatics, and organizational sciences. The student is also expected to collaborate interprofessionally to critically appraise the practice setting and develop, implement, and evaluate an evidence-based, theoretically-guided healthcare intervention or innovation to improve practice outcomes.

Students should discuss potential DNP project ideas with their advisors and other faculty members. Students also are encouraged to conduct preliminary literature searches in their chosen topic area and to write about various aspects of their topic in classes throughout the program. These strategies enhance clinical scholarship and expertise in a focused practice issue and help prepare them for the rigorous work of designing, implementing, and successfully defending their DNP projects.

NUR 576 - DNP Practicum I

The formal work on the project begins in NUR 574 with a contextual assessment and needs assessment in collaboration with key stakeholders in the proposed project setting. The needs-based problem statement will then inform the work in NUR 576, which includes a literature search surrounding this topic. Students are encouraged to think broadly about their topic, narrowing and refining it as the project develops. The search informs the development of a literature synthesis paper that provides the scientific and other sources of evidence for DNP project development. During this first DNP practicum course, students will work with course faculty and their project team as they analyze the literature.

NUR 577 - DNP Practicum II

Designing a project that addresses a practice problem or opportunity for improvement in the student's setting begins in NUR 577. With the support of the student's senior advisor and course faculty, the remaining member(s) of the DNP project team are identified. The team supports the student's design, development, implementation, and evaluation of a theoretically-guided DNP project. It is imperative that the student establish the relevance and value of the proposed project to the practice setting early on and receive the endorsement of practice and administrative leaders for the project.

Following the completion of the student's project proposal design in NUR 577 and confirmation by the DNP team that the student is ready to formally present the project proposal, A standardized grading rubric is shared with the student and used to evaluate student performance. The project proposal presentation is usually completed in the summer following NUR 577 but should be completed before **September 15** of the student's final year in the program to ensure a May graduation.

NUR 578 - DNP Practicum III

Upon successful completion of the DNP project proposal presentation, the student submits the IRB proposal to the URM C RSRB as well as any other IRB of a non-URMC institution, if appropriate, in advance of project implementation.

Pending IRB approval and support from practice leaders, the DNP project will be implemented and evaluated in the final year of the program under the guidance of the DNP project senior advisor/project team. The project culminates in the final oral presentation of the project, no later than **April 15th of the final program semester**, and completion of all required DNP project requirements previously outlined. Similar to the DNP project proposal presentation, a specific rubric is utilized to evaluate the final DNP Project presentation (Appendix).

DNP Project Forms and Resources

Practicum Course(s)	Source
I,II,III	Semester Practicum Objectives Form
I,II,III	Excel DNP Practicum Log
I,II,III	DNP Clinical Hours Documentation Form (completed by DNP Practicum course faculty)
II,III	Project Design Table
II	DNP Project Proposal Presentation Rubric
II	IRB Checklist for DNP Projects
II	IRB Application Exemplar
III	DNP Project Final Presentation Rubric
III	DNP Project Final Sign-Off Form

(Forms can be found in the handbook appendix and all forms and exemplars can be found under project recourses on the DNP Community Organization page)

VI. Student and DNP Team Responsibilities during DNP Practicum Courses

Course	Activities		Outcome
	Student	Senior Advisor	
NUR 576	<ul style="list-style-type: none"> Complete the Literature Synthesis Obtain CITI certification Schedule regular meetings with the senior advisor +/- team. Share your final presentation with your senior advisor Review completed semester objectives and clinical log with the senior advisor at the end of the semester prior to Bb submission to 576 faculty. 	<ul style="list-style-type: none"> Meet with the student to review the area of interest/potential project. Become acquainted with DNP Project guidelines. Review final class presentation. 	<ul style="list-style-type: none"> Completion of DNP Project requirements for DNP Practicum I- Literature synthesis paper PPT presentation (ROL)
NUR 577	<ul style="list-style-type: none"> Review individual semester objectives with the senior advisor at the beginning of semester. Schedule regular meetings with the senior advisor +/- team. Work with the senior advisor/course faculty to refine and finalize the practice inquiry question and project design. Develop project methods; (design/data management plan), finalize theoretical framework, and review working drafts with senior advisor. Update literature review as necessary to support ongoing project development. Open a ROSS account. Obtain project support letters from practice/administrative leaders. Review completed semester objectives and clinical log with the senior advisor at the end of the semester prior to Bb submission to 577 course faculty. 	<p>Review/Approve individualized self-directed student semester objectives and clinical log.</p> <ul style="list-style-type: none"> Approve DNP project; provide ongoing input and guidance related to project development, including completion of DNP Project Design Table. Provide input and guidance for the selection of theoretical framework. Maintain regular communication with the student. 	<ul style="list-style-type: none"> Finalization of DNP project and project team. Completion of DNP project requirements for DNP Practicum II Completion of PPT (intro/methods). Creation of (Integrated Online Research Administration-IORA) account.
NUR 578	<p>For every semester 578 is taken:</p> <ul style="list-style-type: none"> Review semester objectives with the senior advisor at the beginning of the semester. Review completed semester objectives and clinical log with the senior advisor at the end of the semester prior to Bb submission to 578 course faculty <p>DNP Scholarly Project responsibilities:</p> <ul style="list-style-type: none"> Schedule DNP Scholarly Project Proposal Presentation with DNP AA; distribute required DNP Project written materials for DNP Practicum II and PPT to participants one week in advance. Work collaboratively with the senior advisor on IRB application. Complete DNP Project Proposal Presentation by 9/15; obtain IRB/Nursing Practice approval. Implement DNP project. Complete DNP project implementation and analyze results. Disseminate findings with project setting. Prepare for DNP Scholarly Project Presentation distribute all required materials one week in advance. Create cv/abstract bio Complete ePoster Identify journal; develop a manuscript. 	<p>For every semester 578 is taken:</p> <ul style="list-style-type: none"> Review/Approve objectives and clinical log at the beginning/end of the semester. <p>DNP Scholarly Project responsibilities:</p> <ul style="list-style-type: none"> Determine readiness for DNP Project Proposal presentation; confirm distribution of materials one week in advance of proposal presentation. Oversee DNP Project Proposal Presentation; summarize DNP Project Proposal Review Committee recommendations; guide remediation/revision efforts if needed. Work collaboratively on IRB application; approve/submit the final application as PI. Maintain ongoing communication during DNP project implementation. Assist with DNP Scholarly Project Poster development. Provide input and guidance for interpretation of project results and completion of DNP Scholarly Paper. Determine readiness for final DNP Scholarly Project presentation; confirm the distribution of materials one week in advance. Oversee final DNP Scholarly Project presentation; complete project sign-off form. Assist with journal selection and manuscript 	<ul style="list-style-type: none"> Successful completion of DNP Scholarly Project proposal presentation by 9/15. IRB approval DNP Scholarly Project implementation Project completion and analysis of results Completion of all DNP Project Requirements Manuscript/dissemination plan Successful final DNP Scholarly I Project Presentation by 4/15 Completion of 1000 post-BS clinical hours

- Confirm completion of graduation requirements: 1000 post-BS clinical hours, successful oral presentation of DNP project, submission of all written DNP project requirements signed off by senior advisor, approved dissemination plan (by senior advisor)

development.

- Confirm completion of graduation requirements.

A. Role of DNP Senior Advisor

1. Mentors the student throughout the DNP Project Process: project development, preparation of the DNP project proposal, project implementation and evaluation, completion of all DNP project requirements (oral/written) and dissemination plans.
 - a. senior advisors will have Bb access in NUR 576, 577, and 578
 - b. mentor the student for DNP Day presentation
2. Reviews and approve individual semester objectives, DNP practicum activities, and DNP clinical hours (DNP log) for each DNP practicum course (I, II, III).
3. Collaborates with the student to schedule ongoing team meetings to facilitate project development, project proposal presentation date, and final project presentation date.
4. Communicates effectively with DNP project team members and DNP practicum faculty.
5. Provides ongoing feedback to the student on DNP Project presentation and required written assignments in a timely manner.
6. Oversees IRB application process; serves as PI or Co-PI on the student's DNP project.
7. Leads project proposal presentation and synthesizes feedback, supports student completion of needed DNP project revisions; leads final presentation proceedings and ensures that all revisions are completed; provides final sign-off following completion of DNP project and verifies satisfactory completion of graduation requirements.

B. Role of DNP Project Team Members

1. Work collaboratively with student/senior advisor and other team member(s) to support DNP project development
2. Critique drafts of the developing DNP Project proposal.
3. Participate in DNP Project Team review and approval of the oral project proposal and final project presentations.
4. Provide timely feedback to the student on DNP Project presentation and required written assignments.
5. Communicate concerns to the student and senior advisor in a timely manner.

C. Role of DNP Student

1. Develops a scholarly project based on an identified area of need within a specialized area of practice under the guidance of a DNP project team during three DNP Practicum courses.
2. Maintains consistent and effective communication with the senior advisor; establishes project timeline and reviews progress toward goals with the senior advisor on an ongoing basis.
3. Collaborates with the senior advisor to schedule ongoing team meetings and determine the date for DNP Project Proposal/Final Presentations.
4. Generates and submits all forms as required to the DNP program administrative assistant.

VII. Annual DNP Project Day (updated 12-24)

This annual event offers every DNP student enrolled in the final DNP practicum course with the opportunity to present their DNP projects to fellow students, faculty, and clinicians. This day of scholarship provides a forum for the exchange of ideas and suggestions to strengthen students' practice innovation presentations by creating a conference-like venue to develop presentation and critique skills. Students work with their senior advisors/DNP Project Team to plan their presentations and showcase their areas of scholarly interest for clinical staff, SON faculty, and fellow students. DNP Day will be a full day in person event that will take place on a Friday in April. Students who are currently in DNP Practicum III will have 45 minutes to present their final DNP project presentation (30 minutes for the presentation and 15 minutes for audience feedback). Depending on the number of students in DNP Practicum III, breakout rooms may be utilized.

The benefits of DNP Day specifically for students are:

1. Students have a target date by which to pull together their final DNP project presentation.
2. Students work closely with their senior advisors to develop their presentations, which moves both of their thinking forward.
3. Advisors and students hear other practitioners' and faculty's thoughts on the students' projects and results.

4. Students get input from and exposure to a wide range of clinicians and faculty.
5. Students receive feedback from their colleagues in other cohorts.
6. Clinicians and faculty are brought together in dialogue and can role model effective critique.

Participation is expected for students enrolled in DNP practicum courses. Advisors/Senior advisors are also expected to attend at least their advisee's presentation, and all URMC clinicians, faculty, and students are welcome. Podium presentations (slide presentations) will be given by students who have completed their projects in the DNP practicum course III.

Tips for Preparing for DNP Day. The purpose of DNP day is to advance your scholarly thinking and receive input from your peers, clinicians, and faculty.

1. If you are giving a presentation, plan on about one slide per minute of your talk. Students should use the DNP Final Presentation Criteria to guide the content of their slides. Slide presentations should be emailed to the DNP program AA several days in advance. Do not use full sentences on the slides—just phrases (key concepts/main points) that you will then expand upon.
2. Do not prepare a script to read. It is much more effective to summarize the content on the slide in your spoken language rather than your written language. Practice your presentation at a normal pace to be sure you can complete the presentation in the allotted timeframe, including acknowledgments and side comments.
3. Presentation content should contain appropriate citations on each slide using APA format; however, complete reference lists should not be included at the end of the presentation.
4. Remember that you are each other's main and supportive audience, and it will be instructive to hear what colleagues from other cohorts are planning for their projects.
5. Senior advisors will likely be present, however, if they are unable to attend, make other arrangements for someone to take notes in their absence.

Meet with your senior advisor to plan your presentation

1. Your senior advisor and project team provides ongoing guidance for your project development and, therefore, should be well versed and up-to-date with the latest project developments.
2. Your advisor can provide additional support and clarification of project status while answering audience questions.
3. Practicing your presentation in front of your advisor is the best simulation of what it will feel like to give it in front of a wider audience.

VIII. Administrative Support for the DNP Program

A. Administrative Responsibility for DNP Program

Administrative leadership for SON DNP program rests with the DNP program director, who also is the current Associate Dean for Education and Student Affairs, who in turn reports to the Dean of the School of Nursing. The DNP program is subject to all the rules and regulations for graduate study within the SON and the University of Rochester.

B. DNP Subcommittee – Membership and Responsibilities

DNP curricula, courses, policies, and procedures are developed, guided, and evaluated by a DNP Subcommittee of the Curriculum Committee. DNP subcommittee membership includes: (a.) 2 elected faculty with experience in the program who serve 2-year terms (voting members), (b) CNL specialty program director, (c) course faculty for DNP practicum courses (voting members), (d) DNP student representatives appointed by the DNP program director (non-voting position). The DNP program director chairs the DNP Subcommittee (voting member), and the Senior Associate for Graduate Education is an *ex officio* member (voting member). In addition to the standing members, faculty involved with coursework under revision will be invited to participate in DNP subcommittee activities during the academic year.

This committee makes policy and procedural recommendations about the program curriculum, admissions, and requirements for progression and academic performance; responds to student issues and concerns and makes recommendations on individual student admission and progression. The meetings consist of an open portion with the participation of the student representative and a closed portion held without the student representative in which individual student progression issues and applicants are discussed.

Working within existing University and School of Nursing policies, the DNP Subcommittee reviews new DNP course

offerings and revisions of existing course objectives, course descriptions, titles, prerequisite course work, course offerings, and course content and makes recommendations to the Curriculum Committee. The DNP Subcommittee recommends policy regarding student admission and progression and forwards recommendations to the Student Affairs Committee.

For the administration of the Master's coursework components of the DNP program, the DNP program director and the DNP Subcommittee work in collaboration with the Master's program director and the Master's Subcommittee.

C. DNP Office Staff Support

The DNP program office is in HWH 4W122A. Admitted students should contact the DNP Program department coordinator to review administrative support information. The DNP program department coordinator manages student communication and maintains program materials including DNP Project Team- related forms, DNP project proposal/final presentation materials, and practicum objectives/log. The department coordinator also provides access to the DNP student shared offices (2) 4w110 & 4w111. Students and faculty may also access DNP program resources on the DNP Community Organization page. These resources include SON resources, DNP project resources (including forms and exemplars), and past DNP student presentations and papers.

D. Faculty Advisors and Program Planning

The DNP program director assigns each student an academic advisor at the time of admission. A program of study (degree plan) should be developed in conjunction with the advisor before the first semester of study and submitted to the registrar through SON DB. Any changes in the program of study should be updated in SON DB degree plan. Students should plan to meet with their advisors prior to the start of every semester to ensure that degree plans remain current and to provide ongoing review/guidance of the planned program of study.

Students who have not yet started practicum courses should meet at least once a semester with their advisor, at the student's initiation, to discuss academic progress with their advisors, including the exploration of potential DNP project ideas, practice opportunities such as interdisciplinary seminars, conferences, and collaborations, and resources available for academic and personal support. Students enrolled in DNP Practicum courses should meet regularly with their DNP project senior advisor and project team as needed by mutual agreement.

If a student desires a change in advisor during the program, or the advisor leaves the school or becomes unable to continue, the student should discuss alternatives with the current advisor and DNP program director. Once the student forms their DNP project team, the senior advisor of the team will serve as the student's advisor.

E. University ID Card

Your ID card identifies your legitimate presence in the School and Medical Center, provides off-hours access to HWH, and is used for other purposes such as signing-out library books.

F. University Parking

Once you have your ID card, please contact parking@rochester.edu or (585) 275-4524 for more information. Do not park in the HWH parking lot at any time. UR Parking Authority regularly tickets cars without HWH lot stickers.

G. Student Work Space and Equipment

Doctoral study offices. The School of Nursing has dedicated office space for DNP students. Please see the DNP department coordinator, who will assist with accessing shared office space. Since the dedicated DNP offices may be used by several students, students are reminded to maintain the security of data files, be sure to close all programs, and properly shut down computer equipment. In addition, there is a kitchen for doctoral students in the 4th floor doctoral studies area. Students are asked to keep kitchen areas clean to prevent pest infestations.

H. Computer Access to Library and Internet Resources and Email

Each student will receive a username and password, a university email account, and personal electronic storage space on the shared "H-drive" server. All campus internet resources can be accessed remotely (including from home with your own internet service provider). The SON's Information Systems department (x5-8883) assigns these resources and can

provide instructions for access from campus and home **You should check your university email daily for any important messages from the program director and/or administrators.**

I. Printer Access

Students are encouraged to obtain electronic copies of scholarly materials whenever possible and similarly to submit their working drafts electronically for review whenever possible to reduce waste and excessive expense. Due to the extremely heavy use of the doctoral area printer and materials, a printing fee may be instituted at any point to offset the increased cost to the school for these resources. Please think before you print. Work on becoming comfortable skimming your search results and electronic articles on the computer screen. Use the printer only when it is necessary to print a hard copy.

J. Photocopying (do we still need this?)

Copiers are available for student use in Helen Wood Hall and Miner Library. All copiers require a pre-paid copy card purchased in the Miner Library. The UR ID card also may be used to store funds for copying.

K. Campus Security

The Advisory Committee on Campus Safety will provide, upon request, all campus crime statistics as reported to the United States Department of Education (USDOE). The statistics are available from the USDOE at <http://ope.ed.gov/security/> and from the University at <http://www.security.rochester.edu/>. You can also obtain a hard copy of the most recent report, *Think Safe*, by contacting University Security Services at 585-275-3340.

IX Registration Procedures and Requirements

Course registration. Course registration is generally completed in April for the summer semester, August for the fall semester, and November for the spring semester.

Full-time and part-time status. Full-time status requires registration for 9 or more credits per semester. Full-time status includes several fees that are not required of part-time students, including health and activity fees and health insurance unless the student waives this coverage. Proof of alternative insurance coverage is needed each year to waive additional University student health insurance fees.

X Policies on Good Academic Standing and Progression in the Program

Unless specified otherwise, all policies and procedures for both the Master's program and the DNP program apply to post-baccalaureate DNP students.

Professional and Academic Honesty. Academic and professional integrity are of paramount importance at the University and in professional life. Students are obligated to know the expectations for academic integrity upon entry into the program and will be held to these expectations in all academic activities. Please become familiar with this section in the School of Nursing Student Handbook.

Satisfactory Academic Performance. A satisfactory grade is B- or higher. Minimum grades for courses or clinical work are "B-" or "S". The student will be required to repeat the course for final grades below B-. Any grade below a B- will result in a review of the student's academic performance by the DNP Subcommittee and the Student Affairs Committee and warrants academic probation. Probation status will be removed when the student receives grades of B- or higher for 9 credit hours of subsequent graduate study. If a DNP student is in the MS portion of their program, both MS and DNP program subcommittees review the academic performance. A second grade below B- may result in a suspension from the program or separation (involuntary withdrawal) from the program. The DNP Subcommittee (and MS Subcommittee if relevant) will make a recommendation to the Student Affairs Committee, which will base a decision on the student's total academic performance.

If a DNP student receives a grade of E or W/E (failing at the time of withdrawal) in a course, the DNP Subcommittee will make one of two recommendations to the Student Affairs Committee. The recommendations will be to either (a) allow the student to repeat the course (the next time it is offered) or (b) separate the student from the program. Re-application is permitted after involuntary separation, but readmission is unlikely unless a substantial change in academic approach can be demonstrated.

Please note that failure to maintain satisfactory academic progress may result in the loss of eligibility for federal, state, and/or institutional aid. We recommend that you work closely with your advisor and course instructors to address academic concerns as soon as possible to optimize academic success.

Grades of “Incomplete”. A student who anticipates difficulty in completing the requirements for a course within the semester can request from the course instructor an extension of time to complete the course requirements prior to the course deadlines. Granting of an incomplete contract is at the discretion of the course instructor. An incomplete contract includes the date by which all work will be completed and must be signed by the instructor and program director. The instructor will enter a grade of “I” for the semester. When the work is completed, the grade will be changed to IA, IB, etc., indicating that an incomplete grade has been resolved.

If the student anticipates being unable to meet a previously negotiated due date, a *Request for Extension on Previous Incomplete Contract Form* may be submitted to the course instructor. An incomplete contract may not be granted in lieu of a failing grade.

Extension of Time to Complete the DNP Program. Students are expected to complete the DNP program in 7 years after matriculation with a BS degree or 5 years after entry with an MS degree to complete the DNP program.

If the DNP project final presentation is not completed by the end of the final allotted year, a letter requesting an extension to complete the program must be submitted to the DNP program director. Requests for extension should describe progress in meeting degree requirements and the reason for the need for an extension, as well as a detailed plan and timetable for completing degree requirements. The extension request should be co-signed or accompanied by a supporting letter or email from the student’s DNP Project senior advisor. The student must remain enrolled in at least one credit of NUR 578 until project completion.

All requests for extension are reviewed by the DNP Subcommittee and are subject to approval by the Senior Associate Dean for Graduate Education and Student Affairs. The approved extension duration will vary depending on the individual student’s situation. Requests for additional extensions are contingent upon continuous progress toward degree completion in accordance with the student’s detailed projected plan for completion. Failure to meet milestones over several program extensions can be cause for separation from the program.

Leaves of Absence. Leave time may be granted for personal or professional reasons and is limited to three semesters. If a student does not foresee being able to return to the program in one year, voluntary withdrawal (see below) from the program may be preferable to support the student’s academic success. Time spent on a leave of absence is counted toward the time limit for completion of degree requirements.

A leave of absence requires the completion of a Change in Status form and the approval of the student’s advisor and the DNP program director. If approved, the Registrar will register the student for NUR 985; the student will be expected to pay the associated fee. The fee is waived if the student provides documentation of registration at another university for coursework to be applied to the University of Rochester degree. Students registered for NUR 985 are not eligible for student health insurance and should explore the impact on loan deferment.

Voluntary and Involuntary Withdrawal. Voluntary withdrawal is an appropriate action if a student feels unable to achieve satisfactory performance in the DNP program and has exhausted the option for a leave of absence or does not foresee being able to return to satisfactory performance within one year. The student may reapply to the program after withdrawal. The application for re-admission will be considered with the student’s prior academic performance taken into account.

Involuntary withdrawal, or administrative separation, may be incurred as a result of persistent failure to achieve satisfactory academic performance or progression based on program requirements listed above, or as a result of a serious violation of School or University policy. Please see the SON Student Handbook for further information.

Readmission to the DNP Program. An applicant’s readiness for readmission is evaluated on an individual basis, using criteria and materials that the program director, in consultation with other faculty, determines to be relevant to that applicant’s situation. These may include evidence of scholarly progression in the interim, documentation of improved study skills, a revised professional goal statement, a literature review on the selected clinical topic, a proposal outlining a clinical innovation, or other materials. At least one interview will also be required. The requested documentation should demonstrate the applicant’s readiness to return. Once a student is readmitted, courses taken more than 5 years prior to the application for readmission will be evaluated to determine whether they can still be counted toward the degree.

XI Resources to Enhance Your DNP Learning Experience

Employee Benefits. Students (both full-time and part-time) who are hospital employees at SMH or elsewhere and who are eligible for tuition benefits typically use these benefits toward tuition costs. The website for SMH benefit information is <http://www.rochester.edu/working/hr/benefits/tuition/>.

Other Funding Sources. The DNP program strongly supports and facilitates student applications for funding for DNP study. External funding applications should be reviewed with the student's advisor and the DNP program director prior to submission. Students are also encouraged to contact the Student Affairs office to guide them through the financial aid application process. In addition to helping the student submit the strongest possible application, faculty involvement is important because there may be university regulations that affect the processing of some applications.

XII Learning Opportunities to Enrich your Academic Clinical Training Experience

Center for Research Support. The SON Center for Research Support -formerly the Center for Research Support- established in 1995, offers comprehensive support to School of Nursing faculty and students in order to:

- facilitate the research and scholarly development of the School of Nursing faculty and their intra- and interdisciplinary collaborators.
- provide training opportunities for pre- and postdoctoral fellows in all phases of the research process.
- advance research dissemination and evidence-based practice.
- Provide support to the Centers of Excellence
 - Elaine Hubbard Center for Nursing Research on Aging
 - Center for Research Implementation and Translation

The center provides support from two groups at the School of Nursing:

Research Facilitation Group

These are a comprehensive, vertically integrated set of services designed to speed research development by making experts and resources readily accessible to the investigator at each phase of the research process.

· Consultation Design: mentorship, biostatistician consultation, sample size determination, design and methods, proposal development

- Project Management: recruitment, IRB support, management of Information system (MIS)
- Technical Support: instrument development, database design, data management/processing, computer assisted data gathering (QDS), on line data collection, development of observational coding systems, variable creation and psychometric evaluation
- Data Gathering: interviewer training, data collection, focus groups

Clinical and Research Grand Rounds. The Center for Research Support sponsors regular research forums and development sessions for the presentation and sharing of research methods, conceptualization, study design, and findings. The purpose of these forums is to enhance community collaboration pertaining to ongoing research and methodological issues as well as to enhance knowledge development in conducting research and utilizing research results. Announcements of meeting times and places appear in email communication to the SON. Faculty, doctoral students, post-doctoral fellows, clinical nurses, and other interested persons are encouraged to present and attend.

Sovie Center for Advanced Practice Providers

In recognition of this highly desirable resource and the need to ensure that APNs also receive the mentoring and support needed to achieve professional goals, SMH allocated financial and personnel resources toward the creation of the Sovie Center for Advanced Practice Providers. The Center, which opened in November 2006, is named in honor of Margaret Sovie, PhD, RN, FAAN, the former Director of Nursing at SMH, and a pioneer in the establishment of advanced nursing practice in acute care.

The Sovie Center is located in SMH. The Institute has four functional units that focus on regulatory and credentialing needs, education, professional development and coaching, research and evidence-based practice, and practice model innovation.

The *education core* focuses on the educational and professional development needs of APNs. The Institute staff is responsible for professional development and coaching and works closely with Nursing Practice's Leadership Institute to facilitate professional development and coaching initiatives. Some of these activities include individual career planning, communication skills and team building, assisting with publications and presentations, and mentoring programs.

The *regulatory core* focuses on credentialing, certification, licensure, and various other regulatory requirements. A direct link has been established with the Medical Staff Office to ensure that all credentialing procedures are consistent across all areas of the Medical Center

The *practice development and innovation functional unit* is responsible for working with individual practices to identify areas in which NP productivity, workload, and outcomes can be improved. Through this core, innovative practice models are identified and benchmarked within SMH and outside SMH to ensure that NP practice is current and state-of-the-art. Activities related to research and evidence-based practice fall within the practice development and innovation unit. The Institute aligns its activities closely with the Clinical Nursing Research Center and others in the Medical Center that focus on research and evidence-based practice (EBP) initiatives.

Expertise concerning certification has been developed among Institute staff to ensure that the Institute can serve as a resource for nurses who are seeking initial certification or obtaining recertification. Recertification notices are sent to APNs, and information available through the School of Nursing is updated to ensure that all required information is obtained. The Institute also acts as a resource for information pertaining to state licensure, prescriptive authority, and drug enforcement administration (DEA) numbers.

XIII Building Your Scholarly Career: Presentations, Publications, and Funding

The Importance of Scholarly Productivity. The most significant professional contributions of DNP-prepared individuals are the results of their clinical scholarly work- disseminated in presentations and publications- which become part of the scientific foundation for clinical practice. Typically, the work is first presented at a professional conference to gather feedback from peers and then submitted for publication in a peer-reviewed journal. Scholarly productivity of students during and after completion of the program is one of the main measures of quality in doctoral programs and is tracked by the SON.

A *curriculum vitae*, or CV, is a scholar's record of all scholarly work and takes the place of a resume as a career-long record of achievements. During the DNP program, students should begin building their CVs and establishing track records as active clinical scholars. The main activities to focus on are presentations, publications, policy initiatives, leadership (professional/academic), and service (committees/community/professional/administrative). Students also are encouraged to prepare presentations and manuscripts for publication from their course assignments, including integrative literature reviews, innovative approaches to clinical problems, including program evaluation, and position papers on practice and/or policy issues. Faculty can provide guidance as to which work is suitable for further development into a presentation or manuscript for publication.

Grant funding can be sought for scholarship support of DNP study and for completion of the DNP project. Grant funding is awarded by professional associations, such as AACN charitable foundations, local organizations such as churches and community groups, state government agencies such as the Department of Health or the Office of Mental Health, and the offices and institutes of NIH. Even small awards are considered important achievements for DNP students. Most require an application, sometimes quite detailed, and most accept applications only a few times each year. Students are encouraged to seek out these opportunities in advance of finalizing the DNP project proposal so that deadlines can be anticipated.

The DNP Office keeps track of students' scholarly achievements for program evaluation as well as to support requests for funding for scholarly work. Please notify the program director and the program office when you have a paper accepted for presentation or publication and if you are awarded any grant or scholarship funding.

Authorship of Publications. All individuals contributing to a manuscript for publication should be acknowledged. Major conceptual and writing contributions must be recognized by the inclusion of the individual's name as an author. For clinical or research publications, substantial input to the formulation of the problem, creation of the design or intervention protocol, organization, and conduct of the analyses, or interpretation of the results; or writing of a major portion of the publication constitute such a contribution.

Authorship (and order of authors) for DNP scholarly work should be mutually agreed to by the student, senior advisor, members, and others in advance of manuscript preparation.

Accepting authorship for a publication entails accepting responsibility for the accuracy, originality, proper acknowledgment, and ethical implications of the content of the publication.

Acknowledgments on Student-Authored Publications. Descriptions of contributions that do not necessarily warrant authorship should be acknowledged in the text or a footnote. Such contributions may include data collection, coding or entry, and running requested analyses. Manuscripts bearing identification of the UR should be reviewed with a member of the faculty prior to submission.

Students whose work is supported by external funding either to themselves or mentors should and, in the case of federal funding, must acknowledge that support using approved language and notify the publisher on submission that the work, if published, must be submitted to the federal public access source according to federal requirements (if NIH-funded).

XIV DNP Student Handbook Appendices

Forms and Resources:

1. DNP Practicum objectives grid (individual semester objectives for corresponding DNP practicum course)
2. DNP Practicum Hours spreadsheet (email DNP Program AA to obtain formatted log).
3. Clinical Hours Documentation Form DNP Practicum I, II, III
4. DNP Project Proposal rubric
5. DNP Final Project rubric
6. DNP Project Sign-Off Form

University of Rochester School of Nursing

Course Semester Practicum Objectives

Student Name

Semester

Practice hours will include a minimum of # **hours** - to meet the following objectives:

Objective	Proposed Activities	DNP Essential Domain	Completed Activities

**University of Rochester School of Nursing
Doctor of Nursing Practice Program
DNP Practicum Hours Documentation**

Course: NUR_____

DNP Practicum_____

Semester:

Course Faculty:

Student's Name:

This confirms that _____ completed # hours of clinical experience in fulfillment of the clinical requirements for Course #:

Course faculty signature

Date

____ hours to be carried over to _____
(no more than 25 hours can be carried over)

Criteria for DNP Proposal Presentation – See BOX to complete/sign

INTRODUCTION/PROBLEM

1. Background information describes:
 - A. the focused need based on a problem or opportunity
 - B. the significance & relevance of the problem or opportunity
2. Literature review:
 - A. is presented as a succinct, integrated literature synthesis
 - B. adequately supports the project & proposed methods
3. Identified need:
 - A. is based on data gathered from a local needs assessment and input from key stakeholders
 - B. demonstrates engagement of collaborative partnership(s) to prioritize the local needs
 - C. includes organizational/environmental facilitators, barriers, and evidence-based mitigation strategies
4. Guiding framework (theoretical/conceptual/implementation/program evaluation/feasibility):
 - A. explains major concepts and their purported relationships
 - B. is appropriate and applicable based on proposed the project's aim
 - C. major concepts are clearly aligned with the proposed project

METHODS

5. Project Aim(s) clearly described
6. Objectives:
 - A. are stated in feasible and measurable terms
 - B. are congruent with project aim
7. Setting and participants clearly described
8. Proposed project methods:
 - A. is clearly described
 - B. includes clear rationale for actions/implementation plan
 - C. implementation plan is congruent with project aim and objectives
 - D. includes a feasible project timeline
9. Evaluation plan:
 - A. process and outcome measures are clearly described
 - B. measures are clearly linked to project aim, objectives, and framework
 - C. data collection tools/measures are clearly described, including psychometric properties if appropriate
 - D. measurement techniques and analysis plan are clearly described for each measure
10. Anticipated project resources (e.g., financial, personnel, space) are identified and realistic
11. Summarizes the proposed project succinctly in terms of the project's importance and potential impact

OVERALL EVALUATION

12. Scope of the project is realistic and appropriate to address the local problem or opportunity
13. Is knowledgeable, respectful, and articulate when responding to audience questions following the presentation
14. Demonstrates insight when considering recommendations for project refinement following the presentation

EVALUATOR FEEDBACK

15. Recommendation:

- Y **a. Accept the proposal.** DNP Senior Advisor will file approval of the Project Proposal on behalf of the Doctoral Committee with the Doctoral Program Administrative Assistant. The student can proceed with the submission of the RSRB application.
- Y **b. Conditionally accept with revisions.** The student will make recommended revisions and resubmit to Senior Advisor within one month of the proposal presentation. Following approval of the revised proposal by the Senior Advisor, the student can proceed with the submission of the RSRB application.
- Y **c. Reject the proposal.** The student must develop a significantly revised or new proposal. The Senior Advisor will work with the student on the revision. Following approval of the revised proposal by the Senior Advisor, the student will repeat the proposal presentation process (evaluation of the paper and presentation to the Doctoral Committee).

Name: _____

Credentials: _____

Signature: _____

Date: _____

Originally adapted from Rutgers University School of Nursing, DNP Capstone Project Guidelines. Retrieved March 1, 2016; approved 8/1/16; revised 5/3/21. Updated 12/18/22.

Criteria for DNP Project Final Presentation

INTRODUCTION/PROBLEM

1. Background information describes:
 - A. the focused need based on a problem or opportunity
 - B. the significance & relevance of the problem or opportunity
2. Literature review:
 - A. is presented as a succinct, integrated literature synthesis
 - B. adequately supports the project methods
3. Identified need:
 - A. is based on data gathered from a local needs assessment and input from key stakeholders
 - B. demonstrates engagement of collaborative partnership(s) to prioritize the local needs
 - C. includes organizational/environmental facilitators, barriers, and evidence-based mitigation strategies
4. Guiding framework (theoretical/conceptual/implementation/program evaluation/feasibility):
 - A. explains major concepts and their purported relationships
 - B. is appropriate and applicable based on the project's aim
 - C. major concepts are clearly aligned with the project

METHODS

5. Project Aim(s) clearly described
6. Objectives:
 - A. are stated in feasible and measurable terms
 - B. are congruent with the project aim
7. Setting and participants clearly described
8. Project methods:
 - A. is clearly described
 - B. includes a clear rationale for actions/implementation plan
 - C. implementation plan is congruent with the project aim and objectives
 - D. includes a feasible project timeline
9. Evaluation plan:
 - A. process and outcome measures are clearly described
 - B. measures are clearly linked to project aim, objectives, and framework
 - C. data collection tools/measures are clearly described, including psychometric properties if appropriate
 - D. measurement techniques and analysis plan are clearly described for each measure
10. Results:
 - A. findings organized in an appropriate format and presented effectively
 - B. findings linked to the problem, project aim, objectives, and evaluation plan
 - C. described the extent to which project objectives were achieved

- D. addressed key facilitators and barriers that impacted the project's objectives
- E. described any unintended consequences (both positive and negative)

11. Discussion:

- A. discussed project strengths/limitations
- B. discussed the project's impact on key stakeholders, the healthcare system, potential other settings (transferability), and the student
- C. included recommendations related to identified facilitators/barriers and unintended consequences, if applicable
- D. discussed any anticipated intervention modifications as well as future areas of practice inquiry and/or health policy consideration
- E. discussed financial costs/savings (if relevant) and intervention sustainability

12. Project resources (e.g., financial, personnel, space) are identified and realistic

13. Summarizes the project succinctly in terms of the project's importance and potential impact

OVERALL EVALUATION

- A. Extent to which student demonstrated practice inquiry skills, including appraising and translating evidence.
- B. Ability of the student to articulate the state of current knowledge as it relates to advanced practice nursing in the health care system.
- C. Extent to which the student integrated scientific curiosity and inquiry in project completion.
- D. Extent to which the student analyzed issues and provided a critique of advanced nursing practice and the health care system within the project.
- E. Evidence of student's ability to engage in collaborative partnership(s) in designing and implementing DNP project.

EVALUATOR FEEDBACK

14. Recommendation:

- Y **a. Satisfactory.** The student will submit the final presentation slides and final cumulative project paper to the Doctoral Program Assistant, pending final approval of the Senior Advisor. Once submitted, the DNP Senior Advisor will complete the DNP project sign-off form and return it to the Doctoral Program Assistant, confirming that the DNP project requirements for graduation have been met.
- Y **b. Conditionally approve the DNP Project with revision.** The student will complete the recommended revisions to the presentation and/or scholarly project paper and submit it to the Senior Advisor for approval within two weeks. The student will submit the revised materials (slides as well as a final copy of the scholarly project paper) to the Doctoral Program Assistant. The Senior Advisor will then complete the DNP project sign-off form and return it to the Doctoral Program Assistant, confirming that the project requirements for graduation have been met.
- Y **c. Unsatisfactory.** Working with the Senior Advisor and project team members, a remediation plan will be developed for identified deficiencies. The student will complete the recommended revisions and, pending approval of the Senior Advisor, will reschedule a final project presentation which must be successfully defended; all prior steps will be repeated to confirm that project requirements for graduation eligibility are met.

Name: _____

Credentials: _____

Signature: _____

Date: _____

Originally adapted from Rutgers University School of Nursing, DNP Capstone Project Guidelines. Retrieved March 1, 2016; approved 8/1/16; proposed revisions 5/04/21; updated 12.12.22

DNP PROJECT SIGN-OFF FORM

Name of Student has satisfactorily completed a DNP Project entitled:

Project Title:

I have reviewed all required DNP project requirements as submitted and confirm that this student's DNP project satisfies graduation requirements.

Senior Advisor Name

Date

Key Personnel and Offices

DNP Program Director	Lydia Rotondo	HWH 3W155 276-5424
DNP Program Support, Admin. Assistant		HWH 4W122A 275-8868
Assistance with obtaining access to shared DNP offices Coordination of milestone events (proposal and final presentation, commencement, special events)		
Registration Requirements & Process	Andrea Chamberlain	HWH 2w140 275-8832
Forms: Petitions to transfer courses Status Change Drop/Add forms Incomplete grade contracts and extensions	Student Affairs Office	HWH 2w140 275-8832
Computer Hardware & Software	Peter Moore	HWH 3W320 275-8883
Education Administrator	Jennifer Taranto	HWH 3w154
Administrator/Coordinator of Research Operations Research resources/information Funding opportunities information	Kyle Dembrow	HWH 2W148 275-8055