Doctor of Nursing Practice (DNP) PROGRAM HANDBOOK
This handbook is neither a contract nor an offer of a contract. The material contained herein is not intended to substitute for or otherwise modify the regulations that are contained in the current NCU Catalog or any other official documents. This handbook was designed to document requirements specific to the Doctor of Nursing Practice (DNP) degree program. The University reserves the right to change any provision or requirement, including fees, at any time with or without notice. The University further reserves the right to require a student to withdraw from the University for cause at any time. Failure to read this handbook does not excuse students from the requirements and regulations described herein.

Northcentral University welcomes all qualified adult students and does not discriminate on the basis of race, color, religion, gender, sexual orientation, national origin, veteran status, or disability. This applies to all Northcentral University policies, practices, or procedures involving applicants, students, faculty members, employees, and the public. Northcentral reserves the right to refuse admission to anyone the University believes does not meet Northcentral University academic standards or demonstrates actions or behaviors not aligned with Northcentral University policy.
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Program Director of Nursing Welcome Message

On behalf of our nursing faculty and staff team members in the Department of Nursing (SHSDN), I want to welcome you to our Doctor of Nursing Practice (DNP) program at NCU! Your new learning journey is about to begin as you continue to seek and explore life-long learning opportunities. Our DNP program at NCU is robust and you will be immersed in academic and practice setting endeavors to help you achieve your goals. Our unique one-to-one learning model and active online student community forums offer you the support and communication offerings to help you succeed.

We may all come from a variety of experiences and culturally diverse backgrounds, but we have one main bond in common, we are all nurses. As nursing faculty, we have a passionate commitment to make a positive difference in your learning and furthering your career through higher nursing education. By taking this next step in your degree advancement, you will develop valuable experiences and skills as a progressive nurse leader to engage in dynamic healthcare environments, policy initiatives, interprofessional collaborations, and evidence-based improvements for quality healthcare outcomes.

Again, welcome to the DNP program…where you can imagine yourself at a higher degree!

Sincerely,

Judy Akin Palmer, PhD, RN, MSN, PHN
Program Director of Nursing
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Direct any question about the Handbook to the School of Health Sciences (shs@ncu.edu)
1 – INTRODUCTION

This Handbook has been prepared to serve as a guide for students enrolled in the Doctor of Nursing Practice (DNP) degree program at Northcentral University. University-wide rules and regulations can be found in the NCU Catalog. The policies of this handbook are consistent with university policies and are intended to supplement, not replace, university policies and procedures. In addition, the educational and practice experience protocols of the program are designed to align with the American Association of Colleges of Nursing (AACN) DNP Essentials (2006).

Please read this handbook carefully, as you are expected to know this information. If you have any questions, please contact the Program Director of Nursing in the School of Health Sciences Department of Nursing (SHSDN) at shs@ncu.edu. This document will be revised periodically to reflect necessary programmatic changes that may occur due to changes in the profession, the University, and other requirements or relevant contexts. All policies, and any changes to these policies, shall be reviewed and approved by appropriate administrative personnel and will be communicated to students as needed.

This handbook shall be distributed to the following named persons or groups of persons: 1) All faculty members, staff, and leadership associated with the DNP Program; 2) All students both current and entering the DNP degree program; and 3) The Dean of the School of Health Sciences.

DEPARTMENT OF NURSING: DNP PROGRAM INFORMATION

The Doctor of Nursing Practice (DNP) program is in the School of Health Sciences Department of Nursing (SHSDN). As a practice-focused doctorate, our DNP program incorporates pertinent nursing interventions that influence healthcare outcomes including management of care for individuals, populations, patient care, administration, leadership for nursing and health care organizations, and the development of health policy.

The DNP program provides an alternative for obtaining a terminal degree and is designed to reflect the highest degree for advanced practice nurses who wish to maintain nursing practice as their area of professional emphasis. The DNP program provides options for nurses with advanced degrees to incorporate progressive and thoughtful clinical practice, inquiry, and leadership competencies into their clinical practice repertoire.

The DNP program is offered as a post-master’s program, providing a pathway for masters prepared nurses to achieve doctoral level competencies consistent with a clinical program of study. Coursework in the program emphasizes advanced topics in nursing, field experiences, and capstone nursing experiences. Advanced nursing field experiences are guided by agency mentors and are provided on-ground in the students’ geographical regions.

Northcentral University provides the framework for the DNP in the Executive Leadership degree. As an integrated, national system of higher education, exposure to outstanding faculty, coupled with state-of-the-art online coursework and cutting-edge clinical opportunities in the student’s geographical area provides a dynamic environment for DNP students to grow into new leadership roles.
NCU Overview of DNP Program
Northcentral University, a regionally accredited educational institution, uses distance-based (online) education as the predominant method of instruction and interaction for its degree programs. The DNP Program is offers online didactic and clinical/practice experience courses. The clinical/practice experience courses provide an opportunity for students to work with online nursing faculty and clinical/practice experience preceptors in their area of degree interest. In 2002, the American Association of Colleges of Nursing (AACN) formed a task force to evaluate the progress of the practice doctorate. Comprehensive recommendations were published in 2004 and the Commission on Collegiate Nursing Education (CCNE) began accreditation of DNP programs in 2006. In a landmark study released in 2010, the Institute of Medicine issued five core recommendations for the Future of Nursing. The authors concluded that regular proximity to patients and a scientific understanding of care process across the continuum of care give nurses a unique ability to act as partners with other health professionals and to lead in the improvement and redesign of schools, homes, health clinics, long-term care facilities, battlefields, and community and public health centers (The Future of Nursing, National Academy of Health Sciences, 2011). The increased complexity of providing both acute care and population health services, as well as the rapid integration of health technology, reinforces the need for additional education and specialized expertise. The DNP program and course learning outcomes are aligned with the American Association of Colleges of Nursing (AACN) DNP Essentials (2006).

DNP in Executive Leadership
The DNP in Executive Leadership specialization is designed for experienced nurses who want to expand their career options. This specialty prepares advanced degree nurses to assume a broader leadership role as a nurse executive within a health care organization and to actively participate in and lead interdisciplinary teams. In addition to the American Association of Colleges of Nursing (AACN) DNP Essentials (2006), the specialization outcomes were based upon the American Organization for Nursing Leadership (AONL) Nurse Executive Competencies (2015).

Credit Hour Requirements
The DNP: Executive Leadership program includes 46-credit hours and a minimum of 500 practice experience hours and designed to offer doctoral level education to Registered Nurses (RN) with an MSN of Science in Nursing (MSN) degree.

DNP Courses

DNP-7000: Leadership and Interprofessional Collaboration
This course incorporates the study of organizational leadership and interprofessional team development to improve quality of care delivery, health outcomes, and safety of patient populations. You will examine consultative and leadership skills that facilitate intraprofessional and interprofessional collaboration. You will analyze effective strategies for resolving ethical and legal issues in the delivery of care. You will also synthesize knowledge of leadership and communication theories with nursing science as a framework for organizational assessment, diagnosis of systems issues, and facilitation of system-wide practice initiatives. This course will prepare you to develop advanced leadership roles in addressing complex practice and organizational issues.
DNP-7001: Contemporary Topics in Healthcare

This course involves intensive examination of contemporary topics in healthcare. Emphasis is placed on exploring and evaluating theoretical foundations that influence nursing practice, healthcare systems, and organizational sciences. Key topics include the development of interprofessional competencies, health status and health disparities, ethics, and the meaning of health outcomes related to both quality and safety for population healthcare.

DNP-7002: Healthcare Economics and Finance

This course introduces the financial structures that support nursing practice and will focus on economic principles, financial management methods, and business strategies. You will explore the foundation for balancing productivity with quality of care, while learning to design effective and realistic care delivery systems that optimize performance, minimize costs, and enhance outcomes. You will also examine methods to evaluate costs and cost effectiveness of care using health equity and diversity. This course provides you with the tools to plan, monitor, and evaluate the acquisition, use, and outcomes of fiscal resources for practice and program initiatives.

DNP-7003: Informatics in Health Care Delivery

This course incorporates the study of information science concepts, principles, and methods with application in the support, improvement, and evaluation of nursing interventions, outcomes of care, and delivery systems. You will focus on the development of knowledge and technical skills to use data management systems and technological resources for decision-making, implementation of quality improvement initiatives, and evaluation of patient care technologies.

DNP-7004: Advanced Health Policy & Advocacy

This course focuses on advanced nursing leadership and advocacy for healthcare policy improvement. You will examine the process of healthcare policy development and determine the disparities within the US and international healthcare delivery systems. You will use policy theory to critically evaluate the current and historic policies, laws, and financial incentives that affect healthcare delivery and nursing practice. You will apply principles of organizational change and cultural effectiveness to evaluate components of leadership necessary for public health improvement.

DNP-7005: Translation of Evidence into Practice

This course will address scientific frameworks for advanced nursing practice including theories from nursing, behavioral and social sciences, quality improvement models, and evidence-based practice models. You will integrate the theme of change throughout this course related to improving patient and healthcare outcomes. You will examine various strategies to develop partnerships with stakeholders, assess quality improvement, and facilitate change based on evidence.

DNP-7006: Program Planning and Evaluation

This course prepares you, the advanced nurse leader, to plan for the design, development, implementation, and evaluation of health promotion and disease prevention program initiatives. You will discuss various approaches to quality improvement.

*Requires concurrent enrollment with DNP-7006A, which includes the minimum of 50 required documented practice experience hours.
DNP-7006A: Program Planning and Evaluation Practice Experience

Within a practice setting, you will conduct a macro/meso/micro system assessment to identify issues that impact quality. You will analyze practice approaches to quality improvement and evaluate clinical prevention strategies utilized to promote population health. Throughout the practice experience you will seek out opportunities to cultivate skills in evaluating practice, organizational, population, fiscal, and policy issues that influence patient outcomes. You will also explore opportunities to participate in the design of evidence-based care interventions.

*Requires concurrent enrollment with DNP-7006.

DNP-7007: Health Outcomes Research

This course introduces various approaches to measuring health outcomes, including risk adjustment, causation, and principles of measurement. You will evaluate generic health outcome measures, health related quality of life measures, and condition-specific measures. You will examine factors that affect quality and safety and develop strategies to monitor and improve health outcomes. You will review the literature addressing a healthcare issue and identify your DNP project topic.

*Requires concurrent enrollment with DNP-7007A, which includes the minimum of 50 required documented practice experience hours.

DNP-7007A: Health Outcomes Research Practice Experience

Within the practice setting, you will appraise factors that increase risks and liability. You will review data using information technology and review the literature addressing a healthcare issue to identify a DNP project topic. Throughout your practice experience, you will seek opportunities to generate evidence-based solutions that address risks and liability.

*Requires concurrent enrollment with DNP-7007.

DNP-7008: Clinical Analytics and Data Management

This course focuses on data management skills to measure the use of services and quality of patient care within a practice setting. You will incorporate multiple techniques and methods to diagnose system issues and measure quality improvement and program outcomes. You will also assess ethical principles related to data governance and stewardship. Finally, you will work on formulating your problem statement for your DNP Project.

*Requires concurrent enrollment with DNP-7008A, which includes the minimum of 50 required documented practice experience hours.

DNP-7008A: Clinical Analytics and Data Management Practice Experience

Within the practice setting, you will measure the use of services, the quality of care, and patient satisfaction to identify system needs. You will compile data for gap analyses. Upon completion of the course experience, you will identify issues/needs to address and formulate problem statements.

*Requires concurrent enrollment with DNP-7008.
DNP-7997: DNP Project I

In this course, you will continue the development of your DNP Project with your preceptor and mentor/cha. In accordance with university and organizational guidelines, you will utilize relevant scholarly literature along with your didactic and practice experiences to address your identified topic in healthcare. You will form an interprofessional or intraprofessional team for collaboration on project goals and objectives and begin the IRB process. You will also continue working on your project manuscript and seek opportunities to evaluate and disseminate project outcomes.

*Requires concurrent enrollment with DNP-7997A, which includes the minimum of 100 required documented practice experience hours.

DNP-7997A: DNP Project Practice Experience

In the practice setting, you will work with your preceptor and interprofessional or intraprofessional team for collaboration on project goals and objectives. You will journal practice hours and reflect on the current AACN DNP Essentials alignment according to your learning and experiences. Throughout the practice experience you will seek opportunities to cultivate skills in knowledge creation, guide teams through complex health situations, and lead change.

*Requires concurrent enrollment with DNP-7997.

DNP-7998: DNP Project II

In this course, you will continue the development of your DNP Project with your preceptor and mentor/cha. In accordance with university and organizational guidelines, you will utilize relevant scholarly literature along with your didactic and practice experiences to address your identified topic in healthcare. You will work with your interprofessional or intraprofessional team for collaboration on project goals and objectives. You will continue the IRB process and working on your project manuscript and seek opportunities to implement and disseminate project outcomes.

*Requires concurrent enrollment with DNP-7998A, which includes the minimum of 150 required documented practice experience hours.

DNP-7998A: DNP Project Practice Experience

In the practice setting, you will continue to work with your preceptor and interprofessional or intraprofessional team for collaboration on project goals and objectives. You will journal practice hours and reflect on the current AACN DNP Essentials alignment according to your learning and experiences. Throughout the practice experience you will seek opportunities to cultivate skills in collaborative knowledge, guide teams through complex health situations, and lead change.

*Requires concurrent enrollment with DNP-7998
DNP-7999: DNP Project III
In this course, you will complete your DNP Project with your preceptor and mentor/chair. In accordance with university and organizational guidelines, you will utilize your didactic and practice experiences to synthesize your findings related to your identified topic in healthcare. You will finalize your project goals and outcomes with your interprofessional or intraprofessional team. You will submit your final project manuscript and seek opportunities to evaluate and disseminate executive leadership project outcomes.

*Requires concurrent enrollment with DNP-7999A, which includes the minimum of 100 required documented practice experience hours.

DNP-7999A: DNP Project Practice Experience
In the practice setting, you will continue to work with your preceptor and interprofessional or intraprofessional team for collaboration on project goals and objectives until completed. You will journal practice hours and reflect on the current AACN DNP Essentials alignment according to your learning and experiences. Throughout the practice experience you will seek opportunities to cultivate skills in collaborative knowledge, guide teams through complex health situations, and lead change.

*Requires concurrent enrollment with DNP-7999

DNP Program Course Plan
See Appendix C

DNP Project Practice Experience Requirements
In preparation for the DNP Project Practice Experience the student has the responsibility to be current with the Practice Experience Site Compliance Requirements including but not limited to: CPR certification, liability insurance, health insurance, HIPAA/OSHA training, current immunizations, TB test (If a positive tuberculosis screen is received, students must submit one negative Chest X-Ray report), physical examination, drug testing, background screening, preceptor and site affiliation agreements. Students will acquire a minimum of 500 practice experience hours during the DNP program, which will be verified, documented, and upload in designated repository. Please refer to the Doctor of Nursing Practice (DNP) Project - Practice Experience Packet.

Licensure
A current and unencumbered license as a registered nurse (RN) is required in the US state or territory in which the student completes all assignments for the program and DNP Practice Experience hours in the field. (Note that military, federal and foreign educated nurses must meet this state requirement for nursing licensure.) A current and unencumbered (RN) license must be maintained throughout the program. Students must have the registered nursing (RN) license number and state of licensure on file with NCU. The student is responsible to update this file when a renewal or change occurs.

Program Climate
The University and DNP Program support the climate of safety, respect, and appreciation for all students. For further information regarding our policy, review the “Student Well-Being and Safety” section of the NCU Catalog.
Program Faculty
The faculty members in the SHS are accomplished healthcare professionals from various related disciplines. Consistent with NCU’s standard, 100% of the faculty hold doctorate degrees. The faculty consists of diverse professionals with a variety of cultural and professional backgrounds. The nursing programs are comprised of full-time and part-time (adjunct) faculty, with the majority of students being taught by the full-time faculty. Faculty are encouraged to participate in teaching, scholarship, service, and practice activities that enable the program to reflect achievement of goals and outcomes.

Verification of MSN Hour Requirements
Verification of supervised clinical/practice experience hours is a requirement of the NCU DNP program. A total of 1000 post-baccalaureate supervised clinical/practice experience hours are required for DNP program completion. Up to 500 of supervised clinical/practice experience hours accumulated during an MSN program, Advanced Practice Registered Nurses (APRN) program/certificate, or post-master’s certificate may be applied during enrollment for the DNP program. A minimum of 500 hours will be acquired during the DNP program. Within the first week of DNP-7000, students must download and complete the student section of the Verification of Hours form. The student sends the Verification of Hours form to the program/institution where MSN program, APRN program/certificate, or post-master’s certificate clinical/practice experience hours were supervised and received. The completed form will serve as an official verification of obtained hours. Please refer to the Doctor of Nursing Practice (DNP) Project - Practice Experience Packet.

Additional Hour Requirements
If the Verification of Hours form reflects less than 500 hours, the student is required to complete additional hours during the DNP program. During enrollment in DNP-7000, students will download the Additional Hours Plan form and schedule an appointment with the Practice Experience Coordinator to create an individualized plan for completion of additional hours needed for DNP degree requirements. Please refer to the Doctor of Nursing Practice (DNP) Project - Practice Experience Packet.

2 – DNP PROGRAM MISSION, VISION, VALUES AND PHILOSOPHY
The Department of Nursing (SHSDN), DNP program’s mission, vision, and values were intentionally crafted to reflect the School of Health Sciences and NCU’s mission, vision, and values.

DNP: Mission
The mission of the DNP program is to prepare leaders and clinical experts to lead interprofessional teams and to translate evidence into practice across diverse healthcare settings.

DNP: Vision
To Be Recognized as the Premier Online Graduate School in Nursing.
DNP: Values

*Excellence*: Setting premier standards for our students, faculty, and nursing program to ensure we provide robust educational and interprofessional learner centered experiences.

*Interprofessionalism*: Using the fundamental elements of nursing and interprofessional education to support enhanced understanding as faculty and students work on common goals related to successful health care outcomes.

*Diversity and Inclusion*: Embracing cultural diversity, thought, and deed, and believing that the all person’s perspectives enhance each aspect of nursing care delivery.

*Integrity*: Demonstrating professionalism, ethical behavior, evidence-based decision making, and service, while being committed to lifelong learning and professional nursing development.

*Communication*: Applying effective written, oral, and listening skills, along with the use of innovative technology, to prepare scholarly papers and presentations, and build interpersonal relationships in the nursing and health care profession.

DNP Philosophy: Integration of Nursing, Person, Health, and Environment.

The faculty believes that *Nursing* is an inspiring profession based upon the arts and sciences. Nursing blends scientific and technical skills with the act of caring to provide comprehensive care to persons. Our curriculum is designed to illustrate the influence of social, cultural, economic, and political concerns on current healthcare. The DNP nursing program celebrates diversity within our global community and is committed to equality for all people. We are committed to excellence in academics and service. We value leadership and strive for continuous improvement. We are deeply committed to holding each member of the university responsible for scholarly and professional work. We envision new and innovative education delivery and support proven concepts of teaching and learning. The DNP program will prepare students to generate exceptional health care outcomes.

*Person* is viewed as having physiological, intellectual, emotional, spiritual, philosophical, cultural, and familial elements. Persons are deserving of respect and dignity. Each person is able to function interdependently with others because of shared values and beliefs. Each person has a responsibility to contribute in health maintenance behaviors.

*Health* is a continuum of physiological, psychological, sociological, familial and spiritual levels of well-being. Health is viewed as a vital state in constant change. The health is influenced by a person’s perception of health, internal and external influences, their ability to access healthcare services, and the care provided.

*Environment* encompasses the world in which we live. Environmental influences include the accessibility of good quality of air, water, food and living conditions. Society shapes the persons health and wellbeing and views the environment as the domain in which people must interact and collaborate with the global community to preserve our ecological resources.

*Nursing* is the act of protecting, promoting, and optimizing health and capabilities, facilitating healing, advocating and alleviating suffering through the human response in an effort to achieve health. Employing elements of professionalism, the nurse further supports care by functioning as an advocate in issues with legal, ethical, political, or economic indications. Nurses use critical thinking to promote, restore, and maintain health through the management of care.
SCHOOL OF HEALTH SCIENCES MISSION, VISION, AND VALUES

Mission: Developing leaders who are culturally competent and experts in interprofessional health care practices.

Vision: To be recognized as the premier online graduate school in the health professions.

Values:

Communication: SHS will be defined by the clear, intentional, and effective articulation of health sciences pedagogy as well as deliberate, timely, and respectful assessment.

Diversity and Inclusion: SHS will embrace diversity of culture, thought, and action; therefore, we believe that the inclusion of diverse people and perspectives enhance all aspects of health sciences education.

Interprofessionalism: SHS will employ educational standards that allow faculty and students from various health sciences disciplines to collaborate with one another to produce improved health outcomes.

Innovation: SHS will make use of advanced education delivery systems and state-of-the-art technology to ensure the best environment for health sciences teaching and learning.

Efficacy: SHS will equip students with the ability to produce exceptional health care outcomes.

UNIVERSITY VISION, MISSION AND VALUES
Please visit the NCU Catalog for NCU’s Vision, Mission, and Values.

3 – DNP PROGRAM GOALS

PROGRAM GOAL I: Ninety percent (90%) of the graduates of the Northcentral University DNP Program programs should be working in an advanced role within six months of graduation.

PROGRAM GOAL II: Ninety-five percent (95%) of the graduates who meet eligibility requirements should take the appropriate national certification exam and pass at a rate that equals or surpasses the national average.

PROGRAM GOAL III: Within one year, ninety percent (90%) of employers should report satisfaction with the graduate based upon established program objectives.

PROGRAM GOAL IV: Ninety percent (90%) of the graduates should report overall satisfaction with their educational experience at Northcentral University.
Program Learning Outcomes
Program learning outcomes (PLOs) represent students’ cumulatively learning across all courses by the end of the DNP program, as well as be knowledge and skills they can use in the careers. The PLOs are the focus of student assessment throughout the program.

Upon completion of the DNP program, you, as an adult learner and graduate, will be able to:

- Evaluate data to inform nursing practice, organizational health, and care delivery.
- Develop data-informed, literature based strategic plans for organizations.
- Interface with other nursing professionals with regards to the fostering of culture of accountability and responsibility for professional judgment and actions.
- Create new explanatory and predictive models to advance healthcare organizations and nursing care delivery in a global society.
- Recommend health policies, which ensure stewardship of resources, promote social justice, and community partnerships in maintaining health.

DNP Program AACN Essentials

I. Scientific Underpinnings for Practice.

II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking.

III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice.

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

V. Health Care Policy for Advocacy in Health Care.

VI. Interprofessional Collaboration for Improving Patient and Population Health Outcomes.

VII. Clinical Prevention and Population Health for Improving the Nation’s Health.

VIII. Advanced Nursing Practice.

DNP: Executive Leadership Specialization

AONL Competencies

I. Communication and Relationship Building

II. Knowledge of The Health Care Environment

III. Leadership

IV. Professionalism

V. Business Skills
4 – DNP PROGRAM EVALUATION AND ASSESSMENT

The DNP program utilizes an ongoing assessment cycle as part of its strategic plan for quality continuous improvement. The assessment cycles include the following activities: 1) Gathering data, 2) Analyze and interpreting data, 3) Developing action plans based on the data, and 4) Measuring successes of action plans and initiating subsequent cycles. Educational and program outcome data, as well as program performance data, are reviewed annually. This review is performed in order to revise outcomes per industry standards, to reflect DNP core competencies, educational guidelines, and evidence-based trends. Specifically, action plans are created to improve educational outcomes, curriculum, and overall program quality based on outcome data and faculty feedback. Action plans are also reviewed annually. The aggregated data and subsequent analysis are provided to various Communities of Interest (COI) at NCU, including but not limited to faculty, students, alumni, Student Advisory Council (SAC), Program Advisory Council (PAC), health industry employers, University administration, accrediting bodies, and others as appropriate. Feedback is requested from each community of interest which is then used to implement change and improvement in the program, its policies and procedures.
Program Assessment
The purpose of program assessment, which includes many aspects (curriculum, teaching, learning, and assessment methods, and instructor effectiveness), is for continuous quality improvement of the program, ensuring we are meeting the needs of our students, accrediting organizations, and the healthcare industry. The assessment cycle is an evidenced-based, iterative cycle of planning, implementing, assessing, and improving learning outcomes and program performance.

The Program Director of Nursing is responsible for overseeing assessment of the DNP program. The DNP Practice Experience Coordinator is responsible for overseeing the DNP Practice Experience courses and support for data gathering, analysis, and documentation of assessment activities is provided via the SHS Assessment Director. The Program Director of Nursing meets regularly with DNP faculty to review the assessment data and to implement program improvements/modifications.

The DNP Program’s Assessment Model:
STUDENT ASSESSMENTS
- A student self-assessment will be completed during DNP-7000 (indirect measure)
- Post-program self-assessment of competencies (administered in last course DNP-7999 – indirect measure)
- DNP-7999/DNP-7999A DNP Project Course (direct measure)
- NCU End of Course surveys (indirect measure)
- DNP End of Program Exit Interview (indirect measure)

FACULTY ASSESSMENTS
- Student attainment of competencies are continually assessed during the program. Student data are captured via Tavera/ePortfolio and discussed with student by faculty (direct measure). Students create a personal development plan for areas requiring attention. The personal development plan is reviewed at the next milestone.
- NCU End of Course survey – Includes recommendations for course improvements relative to content, assignments, CLOs, faculty effectiveness, etc. (indirect measure)
- DNP Quarterly Student survey (indirect measure)

ALUMNI ASSESSMENTS
- Alumni data collected includes current position and employment setting (postgraduate fellowships, further education, international employment, various U.S. healthcare settings, unrelated employment, etc.) and position currently held, per CCNE requirements.
- Alumni (one year graduated) will be asked to complete an online assessment survey of their perception of workforce preparedness/readiness. It is expected that Alumni will have had time to develop a practitioner perspective on the adequacy of preparation provided by the program and its learning outcomes. Alumni are also asked for their feedback regarding each of the competencies in the program (indirect measure of PLOs)
- NCU Graduate Satisfaction Survey (indirect measure)
- NCU Alumni Survey (indirect measure)
- NCU Withdrawal Survey (indirect measure)

COURSE ASSESSMENTS
- Assessments mapped to CLOs (direct measure)
- Competency assessment for each course signature assignment (direct measure)
- DNP Quarterly Student survey (indirect measure)

PROGRAM ASSESSMENTS
- Assessments mapped to PLOs (direct measure)
- Enrollment, graduation rates, new student retention rates, persistence rates (direct measure)
- DNP Goals and Objectives Metrics (direct measure)
- Systematic Plan for Evaluation – aligns with CCNE Standards.

PAC ASSESSMENT/ENVIRONMENTAL SCANS
- PAC members provide recommendations for program improvement (indirect measure)
- Employer Satisfaction Surveys for Alumni employers evaluate perceptions of graduate readiness.
- Every 3-5 years, an environmental scan will be completed to ensure the program is producing industry prepared graduates.
5 – DNP PROGRAM EXPECTATIONS

Student

Students in the DNP program, as current or future healthcare leaders and professionals, are held to established standards and expectations. These expectations directly align with the program’s values.

1. Students are expected to adhere to all NCU policies, procedures, and codes of conduct.
2. Students are expected to be professional, respectful, and abide by the ACHE Code of Ethics.
3. Students have the responsibility to communicate with the DNP faculty and administration.
   a. Communication with course faculty may be conducted by email, phone calls, and online conferencing such as Zoom or Skype.
   b. Students are expected to engage in one-to-one conversations with course faculty, per the NCU learning model. Conversations should be expected in, but not limited to, the first week of student courses.
   c. Students are expected to contact course faculty and/or the program director if they are experiencing difficulties in a course and/or in their personal or professional lives.
   d. Communication with course faculty must be timely, either prior to or directly after any unforeseen circumstance. Students should not wait until after the course is over to discuss a late or missing assignment with course faculty.
   e. Communication must be professional and respectful.
   f. Communication must follow proper netiquette. Netiquette is the term used to describe expected etiquette behaviors in an online environment. This includes but is not limited to:
      • Use of complete sentences, proper spelling, and grammar.
      • Avoid the use of slang, obscene words, swearing, cussing, cursing or threatening language.
      • Be respectful of differences and value others opinions (even if you are in disagreement).
   g. Students should only use their NCU email for course/school online correspondence.
      • Students are expected to check their NCU email regularly, preferably daily.
      • Students are expected to respond to emails in a timely fashion – within 24–48 hours.
4. Students are expected to adhere to doctoral level writing, which is scholarly and rigorous. Doctoral level writing goes beyond the expected minimum of the assignment instructions, broadens the topic from courseroom to professional life, is based in evidence, and synthesizes different points of view. Doctoral level assignments are to be written clearly and succinctly; have a limited use of quotations; and utilize proper syntax, grammar, punctuation, and spelling consistently.
5. Students are expected to use APA formatting for all assignments, unless otherwise noted. NCU has many resources available to students to help with APA and writing skills.
6. Students are responsible for all course material and are expected to complete all coursework by the assigned due dates. All assignments are due on Sundays by 11:59 pm Arizona time, per NCU policy.
   a. Students have the responsibility to review all feedback provided by the course faculty on student assignments and are expected to apply this feedback to future assignments. If faculty feedback is unclear, the student is expected to contact course faculty for clarification.
   b. **DNP LATE ASSIGNMENT AND GRADING POLICY**
      - **Week 1 Extensions** – When a student accepts a course late, with Monday being the expected course acceptance day, faculty may grant the student additional days (equal to the number of days of late acceptance), to submit Week 1 assignment(s). *This only applies to Week 1 assignments; all other assignments are due by said due dates.*
      - If an assignment is submitted 1-4 days late, a 10% deduction is taken for every day the assignment is late. This deduction occurs before other deductions for issues with content, critical thinking, grammar/APA, and resource use. Feedback on the assignment will be provided by the faculty member and the grade earned will be posted.
      - If an assignment is submitted late on days 5-6, the assignment is accepted, and faculty will provide feedback, but faculty will not grade the assignment resulting in the student receiving a 0 or “F” as the earned grade.
      - If an assignment is submitted 7 or more days late, the assignment will not be accepted, meaning it will not be graded and no feedback will be provided.
      - In addition, course work will not be accepted after the course end date and/or approved course extension end date. This aligns with NCU’s Assignment Submission and Return and Grading Late Work policies.
   c. **EMERGENCY EVENT OR EXTENUATING CIRCUMSTANCE** If a student anticipates missing an assignment deadline due to an emergency event or extenuating circumstance, it is the responsibility of the student to contact the course faculty PRIOR to the due date, if at all possible, to make arrangements for an extension to the due date. An extension may or may not be granted. Overdue assignments may or may not be accepted with or without penalty. If the student is unable to contact the course faculty prior to the event/circumstance, the student should contact the faculty as soon as he/she is able. If the event/circumstance is medical in nature, a physician’s note or other documentation may be required by course faculty to accept the past due assignment.

7. All student course work is expected to be original and written specifically for the course in which it is assigned. Plagiarism, whether intentional or unintentional, is an academic integrity violation. This includes self-plagiarism.
   a. Academic recycling, which is defined as the submission of all or a portion of course work submitted for an assignment in a concurrent course, previous course, or at another institution, is not permitted.
   b. If a student is repeating a previously attempted course, NCU allows prior work from the same course to be submitted when a student is re-taking a course that was previously attempted. However, the student must notify their faculty that they
previously attempted the course and are re-using prior work. This exception notwithstanding, refining prior work before submission to best reflect the student’s current scholarly abilities and achieve the best chance for a passing grade on the re-take is always prudent.

c. If a student would like to reuse their previous work and believes that a concurrent or previous course assignment meets the criteria for a current course assignment, the following criteria must be satisfied:

1. **PRIOR** to submission, faculty permission must be obtained. Not all faculty may grant this permission.
2. Student must provide the current course faculty with a copy of the previous/concurrent coursework that they wish to repurpose **PRIOR** to submitting the assignment that contains the recycled material. This email must include the name of the course, course dates, and where the material was originally used.
3. Written approval must be obtained from the course faculty via email.
4. The original assignment must be substantially revised and/or enhanced to reflect the student’s current scholarly abilities.
5. The recycled material is properly recognized as *self-citing* in the current submission according to APA guidelines.

8. Students are expected to complete the DNP Executive Leadership competency assessments and review with course faculty their evaluation of student competencies.
9. Students have the responsibility to complete the End of Course Survey/Post Course Survey in each course.
10. Students are encouraged to participate in Interprofessional Education (IPE) Activities offered by SHS. DNP students are required to track their participation and turn in documentation upon completion of the program (see Appendix B). DNP students are encouraged to participate in at least 6 IPE activities during the tenure of their program.
11. Students are expected to engage in the Commons, particularly the School of Health Sciences HA, IPE, and Nursing Commons. There are a variety of interest groups in the Commons that students can connect with for engagement.
12. For complete DNP Project Practice Experience requirements and information, please refer to the [Doctor of Nursing Practice (DNP) Project - Practice Experience Packet](#).

**Faculty**

Faculty of the DNP program, as educators and current or previous healthcare leaders and professionals, are held to certain expectations and have certain responsibilities to the DNP student. These expectations and responsibilities directly align with the program’s values.

1. Faculty are expected to adhere to all NCU expectations, code of conduct, policies, and procedures.
2. Faculty are expected to be professional, respectful, and abide by the ACHE Code of Ethics.
3. Faculty are expected to teach through engagement, be present, be mentors to their students, share their knowledge and experiences, and help students grow as individuals and professionally. Please refer to the *Teaching Through Engagement* training and handbook for further explanations.
4. Faculty have the responsibility to communicate with the DNP students.
   a. Communication with students may be conducted by email, phone calls, and online conferencing such as Zoom or Skype.
b. Faculty are expected to engage in one-to-one conversations with students, per the NCU learning model. Conversations should be expected in, but not limited to, the first week of student courses.

c. Faculty are expected to contact students if they are going to be out of the office and unavailable. Faculty will also communicate to the student who to contact in their absence.

d. Communication must be professional and respectful.

e. Communication must follow proper netiquette. Netiquette is the term used to describe expected etiquette behaviors in an online environment. This includes but is not limited to:
   - Use of complete sentences, proper spelling, and grammar.
   - Avoid the use of slang, obscene words, swearing, cussing, cursing or threatening language.
   - Be respectful of differences and value others’ opinions (even if you are in disagreement).

f. Faculty should only use NCU email for course/school online correspondence with students.
   - Faculty are expected to check their NCU email regularly, preferably daily.
   - Faculty are expected to respond to emails in a timely fashion – within 24–48 hours.

5. Faculty are expected to conduct student competency evaluations at various milestones in the DNP program, provide the student with feedback, and work with the student to develop an individual improvement plan.

6. Faculty are expected to provide timely, thorough, and relevant feedback on student assignments. Feedback and grades must be provided within 4 days of assignment due date. Faculty have the responsibility to ensure the student understands feedback, to work with students on improvements, and that the student is applying said feedback in future assignments.

7. Faculty are expected to adhere to grading at the doctoral level, which is scholarly and rigorous, per the grading guidelines stated by NCU and the DNP program. Doctoral level writing should go beyond the expected minimum of the assignment instructions, broaden the topic from courseroom to professional life, be based in evidence, and synthesize different points of view. Doctoral level assignments are to be written clearly and succinctly; have a limited use of quotations; and utilize proper syntax, grammar, punctuation, and spelling consistently.

8. Faculty have the responsibility to report academic integrity violations.

9. Faculty are expected to participate in Interprofessional Education (IPE) Activities offered by SHS.

10. Faculty are expected to engage in the Commons, particularly the SHS HA, IPE, and Nursing Commons. There are a variety of interest groups in the Commons that faculty can connect with for engagement.

11. Faculty are expected to work with students and the DNP program if a course extension or incomplete is necessary. These policies are not to be abused and are for serious or extenuating circumstances only.
6 – DNP PROGRAM RESOURCES

All students in the DNP program are expected to be familiar with the DNP Handbook and the policies outlined in the current NCU Catalog, as well as agree to abide by all key policies and procedures. In addition, students are expected to agree to and abide by the professional and ethical behavior outlined in the American Nurses Association (ANA) Code of Ethics. Failure to do so may result in dismissal from the program.

Program Advisory Council

The DNP Program Advisory Council (PAC) consists of leaders and administrators with a vast variety of healthcare experience. Similar PACs exist in each school throughout Northcentral University. The primary purpose of the PAC is to provide industry expertise to the DNP program, acting as sounding boards to ensure students are learning relevant disciplinary knowledge and skills that align with the needs of external stakeholders. PAC members are asked to participate in various evaluation activities. These activities provide the DNP program with valuable information to help support the continuous improvement of the program.

Student Governance

Student governance is a very important part of the NCU model, both within the program and across the university. The university Policy and Procedures Manual, Role of Student in Governance, indicates that students, as consumers, have a valuable perspective on the educational services they receive. Therefore, the University can benefit from their perceptions and input, especially on academic and administrative matters.

Students in the DNP program are encouraged to participate in governance through the School of Health Sciences Student Advisory Council (SAC).

SHS Student Advisory Council

The School of Health Sciences Student Advisory Council (SAC) serves as a liaison between students, faculty, and administration. SAC members work together to evaluate and provide recommendations to DNP policy and program, as well as work toward increasing student awareness and participation with DNP opportunities. More specifically, this council is expected to identify issues important to the future of the University and the DNP program, as well as provide feedback and recommendations regarding improvement or enhancements to the program from the student perspective.

Student Support Services

Northcentral University offers an array of student support services. Contact information for all student support services can be found in the current NCU Catalog. With the use of a web-survey the university evaluates student support services annual to ensure the quality of these services are meeting the program and student needs.

Please consult the NCU Catalog for specific information pertaining to the following services:

- Enrollment Services
- Academic and Finance Advising
- Disability/ADA Services
- Center for Teaching and Learning
- Academic Success Center
Notice: Please consult the current version of the NCU Catalog for information regarding curriculum, academic requirements, fees, deadlines, academic policies (including requirements regarding English proficiency and degrees awarded by non-U.S. Institutions), and application and admission requirements.

The following program policies are reviewed and revised as necessary. Policies have been developed to be fair and equitable. All program policies are designed to be supportive of the program and university mission and values. If students have questions regarding any policies or any other information found in this handbook, they are encouraged to contact the Program Director of Nursing (shs@ncu.edu) to seek clarification.

Recruitment of Students and Faculty
The program has an intentional and comprehensive strategy to attract and retain a diverse student body, faculty, instructors, professional staff, etc. Due to the format of the distance-based education structure, the program is accessible to students and faculty from diverse and marginalized backgrounds that may not have access to a DNP program in a regionally accredited university. We utilize the power of the Internet and social media to reach the most diverse population possible. Additionally, in the recruitment of potential students, we use organizations that advertise to a wide variety of people and collect leads expressing interest in graduate studies. These leads are then purchased by NCU and the potential students are contacted to see if there is a fit between the goals of the applicant and the programs we offer.

As part of the overall strategy, the program has strived to offer diversity in the curriculum, to attract a wider body of students, and faculty. Faculty are recruited through traditional Internet-based websites (Higher Ed Jobs, Monster, Indeed, etc.) where we often purchase the diversity package to ensure the post are on specific websites that market to diverse populations of professionals. Reaching potential students, staff and faculty is facilitated by the many Internet-based resources that remove many of the barriers to searches that existed historically.

In addition, we receive referrals from our current full and part time faculty, students, and alumni, which are spread across the national and many foreign counties, as well as our PAC members. We also recruit potential students, staff and faculty at professional conferences (e.g., ANA Quality & innovation Conference, ANCC Pathway to Excellence® Conference, AACN Conferences, AONL Conferences, AHA Leadership Summit, etc.) where we receive inquiries regarding our programs and employment with the University.
There are formal structures in place to not only attract but retain a diverse student body and faculty/staff. The program strives for inclusion and diversity within the program and the current strategic efforts have successfully created a program that has rich diversity in its current student body and faculty.

**Anti-Discrimination Policy**
The DNP Program abides by the University’s Non-Discrimination Policy, as found in the current NCU Catalog. In addition, faculty are invested in the personal and professional growth of students and developing an understanding and appreciation for diversity is an important element of this growth. Diversity includes, but is not limited to, ethnicity, relationship status, gender identity, health status, national origin, race, color, religion, spiritual values, gender, sexual orientation, SES, learning disabilities, physical limitations, age, veteran status, belief systems, and academic and professional background. Respect for diversity is embedded in the nature of the DNP program at Northcentral University, and the program is committed to acknowledging and discussing issues of diversity. Due to the online nature of the program, students and faculty members come from a wide variety of contexts. As such, the importance of diversity can be seen in the actual diversity of our students and faculty, as well as being evident throughout our curriculum and educational outcomes.

**Admission Policy**
1. Earned Master of Science in Nursing (MSN) from a regionally or nationally accredited program (an institution accredited by either a regional accreditation agency or an agency recognized by the Council for Higher Education (CHEA)).

2. A total of 1000 post-baccalaureate supervised clinical/practice experience hours are required for DNP program completion. Up to 500 of supervised clinical/practice experience hours accumulated during an MSN program, Advanced Practice Registered Nurses (APRN) program/certificate, or post-master's certificate may be applied to the NCU DNP program.

3. GPA 3.0 or above on a 4.0 scale.

4. Current, active, unencumbered licensure as a registered nurse (RN). (Require license # and expiration date).

5. Employment verification or verified access to an applicable healthcare environment for practice experience requirements and completion.

6. May require candidacy review process including telephone and/or video interview and writing samples.

7. Also required are: transcripts, current resume or curriculum vitae.
The following is an outline of what can be expected once the student is accepted.

<table>
<thead>
<tr>
<th>Responsible Party</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advisor</td>
<td>Provides the student access to the NCUOne and works with the student to schedule courses for at least one year in the Course Scheduler.</td>
</tr>
<tr>
<td>Student</td>
<td>Stays in contact with her or his Academic Advisor (AA) in order to adjust the timing of courses, ask questions, or request information or assistance regarding matters related to these aspects of the program. The most common ways of maintaining contact are email, phone calls, or the University message system.</td>
</tr>
<tr>
<td>Student</td>
<td>Utilizes the NCUOne as the primary means for completing coursework and degree requirements, serving as the gateway to courses, the NCU Bookstore, communication with faculty, staff, other students, and University resources, such as the Northcentral Library, the Academic Success Center (ASC), and the IT Help Desk. Using the NCUOne, the student can review her or his degree plan, request/register for specific courses, manage educational finances, and setup or edit personal information found in the NCUOne.</td>
</tr>
<tr>
<td>Student</td>
<td>Begins courses and submits assignments in a timely manner. Understands the program’s late policy. No “bulk uploading” is accepted. The student must receive feedback and a grade on the current assignment before submitting the next assignment. Stays in contact with faculty member regarding course attendance and assignment questions.</td>
</tr>
<tr>
<td>Faculty Member</td>
<td>When assignments are completed and submitted for grading, the faculty member reviews, evaluates, offers detailed feedback, and submits the feedback and grades for completed work. University requirements are such that faculty must respond to questions in messages or email within 24-48 hours and they must grade and submit detailed feedback for all work submitted within 4 business days. Provide academic and professional mentoring.</td>
</tr>
<tr>
<td>Student</td>
<td>Takes advantage of the asynchronous model to work at their convenience, within the allowed time frames for course participation and faculty member responsiveness. Students are encouraged to also set time to talk via Skype or Zoom (or by phone) if additional mentoring or support is needed.</td>
</tr>
</tbody>
</table>

Minimum Technology Requirements and Training

**Minimal Technology Requirements:**
Students in an online program must have the technological resources necessary for them to be successful. The Technical Requirements (as found in the NCU Catalog) explains the minimum technical requirements for NCU students.

**Available Technology Training:**
Students can locate the Student Technology Resource Center within the Center for Teaching and Learning Community in the Commons. The center can be found under the “Find What You Need” tile. This link takes you to the University Services Module and the Student Technology Resource Center can be located on the left-hand side of the page.

**University Orientation**
University enrollment and academic advisors orient students to the learning environment. DNP students should ensure that they have familiarized themselves with NCUOne, the Commons, and various student support services. Contact your Academic and Finance Advisors if you have questions.
Code of Conduct Policy
Northcentral University has established a Code of Conduct for all students and faculty in the University community, including applicants, and alumni. Students in the DNP program are expected to abide by this code at all times. This code can be found in the NCU Catalog.

Academic Integrity
All work submitted in each course must be the student’s own original work. This includes all assignments, exams, term papers, and other projects required by the faculty. The submission of another person’s work represented as that of the student’s (without properly citing the source of the work) will be considered plagiarism and will result in an Academic Integrity Policy Violation Notice being filed by the faculty member. The result may be an unsatisfactory grade for the work submitted or for the entire course and may result in academic dismissal. Assignments are submitted through Turnitin to help students prevent plagiarism, engage students in the writing process, and provide personalized feedback.

The current American Psychological Association (APA) Manual, is standard for all student work. Students may find out more about this writing style through the Center for Teaching and Learning, the Academic Success Center, and NCU’s APA Central, or may ask their faculty mentor for help.

University Course Policies
Please consult the current version of the NCU Catalog for information regarding the following policies. Please note this section focuses on specific course policies relevant to the DNP program but is not a comprehensive (and may not be the most current) summary of all course policies.

- Course Participation
- Assignment Submissions
- Recommended Schedule for Course Completion
- Submittal Turn-Around Schedule
- Course Learning Assessment/Course Grade

Grade Policy
See Grading Policies of the NCU Catalog for information about the NCU Grading Policies.

Natural Disasters and University-Wide Technology Outages
Students should be reassured that faculty will work with them regarding assignment submissions in the event of natural disasters (i.e., hurricanes, wildfires, tornadoes, etc.), or in the event of a university-wide technology outage. Each event and how it directly affects the student will be handled on an individual basis. This may or may not include extensions on assignment due dates, utilizing the Incomplete Grading Policy, and/or granting an official course extension. Students should contact their course faculty if they believe they will be impacted by a natural disaster.
Satisfactory Academic Progress
Satisfactory Academic Progress (SAP) is the standard by which Northcentral University measures students’ progress toward completion of a degree or certificate program. The three components of SAP are Grade Point Average (GPA), Course Completion Rate (pace), and Maximum Timeframe. If, at any time, a student is not meeting the minimum requirements for SAP, he/she receives an email notification in NCUOne as well as an email to the personal address on file. However, it is ultimately the student’s responsibility to know these requirements, and failure to receive notification does not nullify the SAP status.

Additional information regarding the Satisfactory Academic Progress policy can be found in the NCU Catalog.

Course Repetitions
Per NCU Policy, students who are unsuccessful (letter grade F) in a course may request a second attempt of the same course. However, it is recommended that the student make an appointment with the Program Director of Nursing to review their plan to facilitate academic and course success in the second attempt. If the second attempt is unsuccessful, per NCU policy, a third attempt may be requested. The Program Director of Nursing retains the right to determine if a third attempt is in a student’s best interest and the third attempt is not guaranteed.

Only the most recent grade for a repeated course is counted in the Program GPA. All attempted courses are counted toward the Course Completion Rate and the SAP Maximum Timeframe for program completion.

Academic Leave of Absence
NCU programs are designed to allow students to pursue their educational efforts full-time while managing other responsibilities. NCU will consider granting an Academic Leave of Absence (LOA) for a student who is experiencing hardships that make effective progress in his/her academic course of study unusually difficult. A leave of absence is defined as a temporary break from academic registration with a clear intent to return to the program of study.

Additional information regarding the Academic Leave of Absence policy can be found in the NCU Catalog.

Program Probation
Occasionally students experience difficulty in their graduate program that may lead to being placed on probation or other corrective actions. A student may be placed on program probation by the University or DNP administrative personnel for unsatisfactory academic progress or for unsatisfactory performance in other training domains. These include, but are not limited to, professional or ethical violations or concerns and/or other reasons identified by faculty.

A student placed on probation will, in consultation with the DNP faculty, develop a remediation plan (Guided Action Plan). Remediation plans are structured to assist students in working through whatever difficulties they are experiencing with the purpose of achieving their professional goals. These plans will specify, in writing, the basis for the probation and the term of the probationary period. The conditions which must be met in order to be removed from probationary status will be specified in writing.

Students placed on probation will remain on probation for a minimum of twelve weeks. Students placed on probation for unacceptable grades must successfully remediate the unacceptable grade and meet the requirements of their remediation plan, without incurring any additional complaints or problems, in order for probationary status to be removed.
Removal from probation requires satisfactory progress of the remediation plan as determined by faculty consensus. Failure to meet the conditions of probation will result in dismissal from the program. If a student believes that the probationary status is not justified, or that the conditions of the probation are unreasonable, the student may appeal in writing to the Program Director of Nursing within 10 working days. A student who has formerly been on probationary status may be terminated from the program for future inappropriate conduct or subsequent academic difficulties.

Resources Available to Students When Experiencing Difficulties
When a student is placed on probation, several steps may be taken as a part of his or her remediation plan. This plan may include, but is not limited to, the following: (a) reducing the student's course load, (b) referring students to the Northcentral University academic assistance resources, (c) considering a possible leave-of-absence, (d) suggesting a referral of a student for therapy services or medical intervention in his or her local community, (e) creating a behavioral contract to outline the necessary changes and steps that must be taken for successful completion of the program, and (f) providing additional faculty mentoring and encouragement. All recommendations are designed with the goal of helping students to succeed. If, during a student's program, the faculty determines that a student does not have the personal and professional health and maturity needed to be an effective healthcare administrator, the student will be advised of this and counseled to seek another area of study.

Dismissal from the Program
A student's dismissal from the program may be a student decision or program decision. Students who violate the University's Code of Conduct and/or Academic Integrity policy while enrolled in the program may be subject to immediate administrative dismissal. Students who have been dismissed due to a violation of the Code of Conduct or Academic Integrity policy, or due to any other legal or ethical matter, do not qualify for readmission to Northcentral University. Students in violation of the University's Attendance policy may be withdrawn. Dismissal of students who fail to meet their financial obligations to the University is handled by the Accounting department. The Code of Conduct, Attendance policy, and a summary of the Academic Integrity policy are published in the NCU Catalog. Complete information concerning Academic Integrity is provided in the NCUOne to students. For additional information regarding Dismissal Policies students can reference the NCU Catalog.

Time Limits for Degree Completion
Northcentral University allows 7 years to complete doctoral programs of 60 credits of less. Students who are unable to complete a degree program within the stated time limits are dismissed. Students who believe they have extenuating circumstances may document the circumstances and send a request for consideration to their respective Program Director or School Dean. Exceptions to the policy are determined on a case-by-case basis and, if granted, are granted only once.

Graduation Policy
Upon completion of all program requirements, student will contact their Academic Advisor to begin the process of petitioning for graduation. To assure that all requirements of the program and degree, as well as those of the University, are met prior to conferring the degree, a Graduation Audit will be performed in response to a student's Graduation Request.

The student submits the request to graduate electronically, which sets an alarm for the Academic Advisor. The advisor then verifies that all general requirements have been met to earn the degree. An additional audit is performed by the Program Director of Nursing to ensure that program specific requirements have been met.
For all students, degree requirements include:

- 3.0 (letter grade of “B”) or higher GPA
- Official documents on file for basis of admission from an appropriately accredited academic institution
- Official transcripts on file for all transfer credit hours accepted by the University
- All financial obligations to the University paid in full

Once the Academic Advisor and Program Director have approved the graduation request, a notice is sent to the Accounting Department, which then verifies that all fees are paid. When approved by Accounting, the Registrar receives a notice to issue the diploma.

**Exit Interview, Alumni, and Employer Evaluation Surveys**
Graduating students are asked to participate in an online Exit Interview Survey immediately after graduation, and the Alumni Survey and Survey of Employers of graduates one year after graduation. The primary purpose of the exit interview is to give students an opportunity to share with the DNP faculty their overall evaluation of the DNP program, including ways that it can be improved. The primary purpose of the alumni survey is to gather information about alumni views of how well the program prepared them for success in various competency areas and current employment. The purpose the employer evaluation survey is to gather information about their views of how well our graduates are doing, what competencies may be lacking, and, in general, how satisfied they are with the graduate’s performance. Students are asked to please be sure to provide contact information (email, phone, etc.) when they graduate so they or their employers can be provided links to these various surveys.

**Student Complaint and Grievance Procedures**
Part of the process of becoming a professional is learning to deal appropriately with disagreements and grievances. Generally speaking, most concerns can be effectively addressed and resolved between the student and their faculty. Engaging in a respectful interchange of ideas and concerns with peers and supervisors an important part of a student’s professional development and learning to address concerns in a professional manner is an important graduate level student skill.

If students experience a concern, either academic or administrative (e.g., university policy or procedures, its decisions or judgements), the student should follow the steps outlined in the table below. These steps are consistent with the levels of action described in the NCU Catalog. For academic concerns regarding grade appeals, students should contact their Academic & Financial Advisor or refer to the NCU Catalog for the current appeal process.

*See NCU Catalog for additional information regarding university policies and procedures.

**Appeals, Grievances and Concerns**
Students who believe they have mitigating circumstances and wish to appeal their administrative dismissal must initiate the appeal within 30 days of receiving notification of the dismissal. Students appealing an administrative dismissal must follow the process outlined in the NCU Catalog.

As indicated in the NCU Catalog, in the event that a student has a complaint or dispute with the University regarding the University’s application of policies and procedures, its decisions, or judgments, the student has a right to seek a satisfactory resolution through the formal avenues of appeal and/or grievance. A grievance may not be filed if other avenues such as filing a “Concern” or an “Appeal” are available to the student.
Escalation Procedures

1. Academic and Financial Advisor/Financial Services Advisor/Faculty
2. Academic Liaison and/or Associate Director of Student and Financial Services
3. Director of Student Services/ Sr. Director of Student Services
4. Ombudsman or Legal Affairs (depending on the nature of the issue)
5. Grievance: A grievance is a formal complaint that has not been resolved at other levels within the University. Resolution is viewed as being afforded due diligence and has been evaluated in accordance with ethics, academic integrity, policies, regulations, and laws. A grievance is not another channel of escalation in the case a decision was not made in the student’s favor.

(Note: Appeals of final grades must use the appeal process defined in the NCU Catalog. Review carefully the directives on appeals, as often the decisions of Deans in these matters are not grieve-able. Other Appeals include but are not limited to SAP, academic dismissal, administrative dismissal, and re-admission. Students should refer to the catalog for details on advancing these types of appeals.)

Grievance Evaluation

Formal grievances are reviewed by the Provost and are considered final. Students can file a grievance through their Academic and Financial Advisor if all other steps noted above have been attempted without appropriate resolution.

Students may not grieve the stated or published policy of NCU.

Students may file a complaint with the California Bureau for Private Postsecondary Education. A compliant may be filed by writing (Complaint Form) or calling the Bureau’s Enforcement Section (contact information can be found in the NCU Catalog).
APPENDIX A

NCU DNP PRE / POST STUDENT COMPETENCY INVENTORY

Competency Inventory Completion Instructions:

The following pages contain a complete listing of the DNP specialization in Executive Leadership competencies used by the NCU DNP Program. The goal of the DNP Program is to help you develop these competencies as you advance through the program and prepare for a successful career in Executive Leadership. The competencies listed are derived from the American Association of Colleges of Nursing (AACN) DNP Essentials and the American Organization for Nursing Leadership (AONL) Nurse Executive competencies for the DNP in Executive Leadership specialization.

Keep in mind that this inventory is a personal reflection of your capabilities in relation to your long-term professional development and career goals. There are no right or wrong answers. Please upload this competency inventory in your e-Portfolio. Note your current perceived capability(ies) in relation to each competency. At the end of the inventory, provide a summative paragraph of your overall reflection on where you are in terms of the competencies listed, where you would like to be, and how you plan to develop these competencies.

Additionally, you will also complete this inventory in your DNP Project course (DNP-7999). Throughout the program, you and your faculty member will use these inventories as a reference in planning your continued development in relation to each of the required competencies.

The inventory begins on the next page.
Check the appropriate box and provide the date.

<table>
<thead>
<tr>
<th>STUDENT NAME:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SELF-ASSESSMENT</td>
</tr>
<tr>
<td>Pre/Self-Assessment (DNP-7000)</td>
</tr>
<tr>
<td>Post/Self-Assessment (DNP-7999)</td>
</tr>
</tbody>
</table>

American Organization for Nursing Leadership (AONL), Nurse Executive Competencies (2015)

The competencies labeled 1, 2, etc., represent the overarching competency domain. The competency(ies) labeled A,B,C., etc., are the sub-levels of the competency. The levels and sub-levels reflect the outcomes achieved by the end of your DNP program.

Using a Likert Scale from 1 “Not at all” to 5 “Expert”, please indicate your CURRENT level of capability for each competency listed.

<table>
<thead>
<tr>
<th>AACN DNP Essentials</th>
</tr>
</thead>
<tbody>
<tr>
<td>I Essential I: Scientific Underpinnings for Practice</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>2. Use science-based theories and concepts to: • Determine the nature and significance of health and health care delivery phenomena; • Describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and health care delivery phenomena as appropriate; and • Evaluate outcomes.</td>
</tr>
<tr>
<td>3. Develop and evaluate new practice approaches based on nursing theories and theories from other disciplines.</td>
</tr>
<tr>
<td>II Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>2. Ensure accountability for quality of health care and patient safety for populations with whom they work.</td>
</tr>
<tr>
<td>3. Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research.</td>
</tr>
<tr>
<td>III Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice.</td>
</tr>
</tbody>
</table>
1. Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.

2. Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends.

3. Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.

4. Apply relevant findings to develop practice guidelines and improve practice and the practice environment.

5. Use information technology and research methods appropriately to:
   • Collect appropriate and accurate data to generate evidence for nursing practice
   • Inform and guide the design of databases that generate meaningful evidence for nursing practice
   • Analyze data from practice
   • Design evidence-based interventions
   • Predict and analyze outcomes
   • Examine patterns of behavior and outcomes
   • Identify gaps in evidence for practice

6. Function as a practice specialist/consultant in collaborative knowledge-generating research.

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

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

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.

### V Essential V: Health Care Policy for Advocacy in Health Care.

1. Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing,
other health professions, and other stakeholders in policy and public forums.

2. Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy.

3. Influence policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve health care delivery and outcomes.

4. Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes.

5. Advocate for the nursing profession within the policy and healthcare communities.

6. Develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery.

7. Advocate for social justice, equity, and ethical policies within all healthcare arenas.

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

1. Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products.

2. Lead interprofessional teams in the analysis of complex practice and organizational issues.

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

### Essential VII: Clinical Prevention and Population Health for Improving the Nation’s Health.

1. Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.

2. Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.

3. Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.

### Essential VIII: Advanced Nursing Practice

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.

---

**DNP Executive Leadership**

**AONL Competencies**

<table>
<thead>
<tr>
<th>1. COMMUNICATION AND RELATIONSHIP BUILDING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. EFFECTIVE COMMUNICATION</strong></td>
</tr>
<tr>
<td>• Make oral presentations to diverse audiences on: Nursing/Health care topics /Organizational issues</td>
</tr>
<tr>
<td>• Produce written materials for diverse audiences on: Nursing/Health care topics/Organizational issues</td>
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<tr>
<td>• Facilitate group discussions</td>
</tr>
<tr>
<td>• Demonstrate skill in interpersonal communication</td>
</tr>
<tr>
<td><strong>B. RELATIONSHIP MANAGEMENT</strong></td>
</tr>
<tr>
<td>• Build collaborative relationships</td>
</tr>
<tr>
<td>• Exhibit effective conflict resolution skills</td>
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<tr>
<td>• Create a trusting environment by: Following through on promises and concerns - Establishing mechanisms to follow-up on commitments - Balancing the concerns of individuals with organizational goals and objectives - Engaging staff and others in decision making - Communicating in a way as to maintain credibility and relationships</td>
</tr>
<tr>
<td><strong>C. INFLUENCING BEHAVIORS</strong></td>
</tr>
<tr>
<td>• Assert views in non-threatening, nonjudgmental ways</td>
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<tr>
<td>• Create a shared vision</td>
</tr>
<tr>
<td>• Facilitate consensus building</td>
</tr>
<tr>
<td>• Inspire desired behaviors and manage undesired behaviors</td>
</tr>
<tr>
<td>• Achieve outcomes through engagement of stakeholders</td>
</tr>
<tr>
<td>• Promote decisions that are patient-centered</td>
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<tr>
<td>• Apply situational leadership skills</td>
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<tr>
<td><strong>D. DIVERSITY</strong></td>
</tr>
<tr>
<td>• Establish an environment that values diversity (e.g. age, gender, race, religion, ethnicity, sexual orientation, culture)</td>
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<tr>
<td><strong>E. COMMUNITY INVOLVEMENT</strong></td>
</tr>
<tr>
<td>• Represent the organization to non-health care constituents within the community</td>
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<tr>
<td>• Serve as a resource to community and business leaders regarding nursing and health care</td>
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<tr>
<td>• Represent the community perspective in the decision-making process within the organization/system</td>
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<tr>
<td>• Represent nursing to the media</td>
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<tr>
<td>• Serve on community-based boards, advisory groups, and task forces</td>
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<tr>
<td><strong>F. MEDICAL/STAFF RELATIONSHIPS</strong></td>
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<tr>
<td>• Build credibility with physicians as a champion for patient care, quality and the professional practice of nursing</td>
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<tr>
<td>• Confront and address inappropriate or disruptive behavior towards patients and staff</td>
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<tr>
<td>• Represent nursing at medical executive committee and other department/medical staff committees</td>
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<tr>
<td>• Collaborate with medical staff leaders and other disciplines in determining needed patient care service lines</td>
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<tr>
<td>• Collaborate with physicians and other disciplines to develop patient care protocols, policies and procedures</td>
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<tr>
<td>• Collaborate to determine patient care equipment and facility needs</td>
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<tr>
<td>• Use medical staff mechanisms to address physician clinical performance issues</td>
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<tr>
<td>• Address and model appropriate conflict resolution</td>
</tr>
<tr>
<td>• Create opportunities for physicians and nurses to engage in professional dialogue</td>
</tr>
<tr>
<td><strong>G. ACADEMIC RELATIONSHIPS</strong></td>
</tr>
<tr>
<td>• Determine current and future supply and demand for nurses to meet the care delivery needs</td>
</tr>
<tr>
<td>• Identify educational needs of existing and potential nursing staff</td>
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<tr>
<td>• Collaborate with nursing programs to provide required resources</td>
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<tr>
<td>• Collaborate with nursing programs in evaluating quality of graduating clinicians and develop mechanisms to enhance this quality</td>
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<tr>
<td>• Serve on academic advisory councils</td>
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<tr>
<td>• Collaborate in nursing research and translate evidence into practice</td>
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<tr>
<td>• Collaborate to investigate care delivery models across the continuum</td>
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<tr>
<td>• Create academic partnerships to ensure a qualified workforce for the future</td>
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</table>
### 2. KNOWLEDGE OF THE HEALTH CARE ENVIRONMENT

#### A. CLINICAL PRACTICE KNOWLEDGE
- Demonstrate knowledge of current nursing practice and the roles and functions of patient care team members
- Communicate patient care standards as established by accreditation, regulatory and quality agencies
- Ensure compliance with the State Nurse Practice Act, State Board of Nursing regulations, state and federal regulatory agency standards, federal labor standards and policies of the organization
- Adhere to professional association standards of nursing practice
- Ensure that written organizational clinical policies and procedures are reviewed and updated in accordance with evidence-based practice
- Integrate bioethical and legal dimensions into clinical and management decision-making
- Ensure protection of human subject rights and safety in clinical research

#### B. DELIVERY MODELS / WORK DESIGN
- Demonstrate current knowledge of patient care delivery systems across the continuum
- Describe various delivery systems and age appropriate patient care models and the advantages/disadvantages of each
- Assess the effectiveness of delivery models
- Develop new delivery models
- Participate in the design of facilities

#### C. HEALTH CARE ECONOMICS AND POLICY
- Understand regulation and payment issues that affect an organization’s finances
- Describe individual organization’s payer mix, CMI and benchmark database
- Align care delivery models and staff performance with key safety and economic drivers (e.g., value-based purchasing, bundled payment)
- Take action when opportunities exist to adjust operations to respond effectively to environmental changes in economic elements
- Use knowledge of federal and state laws and regulations that affect the provision of patient care (e.g., tort reform, malpractice/ negligence, reimbursement)
- Participate in legislative process on health care issues through such mechanisms as membership in professional organization and personal contact with officials
- Educate patient care team members on the legislative process, the regulatory process and methods for influencing both
- Interpret impact of legislation at the state and federal level on nursing and health care organizations
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<thead>
<tr>
<th></th>
<th>GOVERNANCE</th>
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<tbody>
<tr>
<td>D.</td>
<td>• Use knowledge of the role of the governing body of the organization in the following areas: » Fiduciary responsibilities » Credentialing » Performance management</td>
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<td>• Represent patient care issues to the governing body</td>
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<td>• Participate in strategic planning and quality initiatives with the governing body</td>
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<td>• Interact with and educate the organization’s board members regarding health care and the value of nursing care</td>
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<td>• Represent nursing at the organization’s board meetings</td>
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<td>• Represent other disciplines at the organization’s board meetings</td>
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<td>E.</td>
<td>EVIDENCE-BASED PRACTICE/OUTCOME MEASUREMENT AND RESEARCH</td>
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<tr>
<td></td>
<td>• Use data and other sources of evidence to inform decision making</td>
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<td></td>
<td>• Use evidence for establishment of standards, practices and patient care models in the organization</td>
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<td>• Design feedback mechanisms by which to adapt practice based upon outcomes from current processes</td>
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<td>• Design and interpret outcome measures</td>
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<td></td>
<td>• Disseminate research findings to patient care team members</td>
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<td></td>
<td>• Allocate nursing resources based on measurement of patient acuity/care needed</td>
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<td></td>
<td>• Monitor and address nurse sensitive outcomes and satisfaction indicators</td>
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<td>F.</td>
<td>PATIENT SAFETY</td>
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<td>• Support the development of an organization-wide patient safety program</td>
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<td>• Use knowledge of patient safety science (e.g., human factors, complex adaptive systems, LEAN and Six Sigma)</td>
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<td></td>
<td>• Monitor clinical activities to identify both expected and unexpected risks</td>
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<td>• Support a Just Culture (non-punitive) reporting environment, supporting a reward system for identifying unsafe practices</td>
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<td>• Support safety surveys, responding and acting on safety recommendations</td>
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<td></td>
<td>• Lead/facilitate performance improvement teams to improve systems/processes that enhance patient safety</td>
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<tr>
<td>G.</td>
<td>PERFORMANCE IMPROVEMENT/METRICS</td>
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<tr>
<td></td>
<td>• Articulate the organization’s performance improvement program and goals</td>
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</tbody>
</table>
- Use evidence-based metrics to align patient outcomes with the organization’s goals and objectives
- Apply high reliability concepts for the organization
- Establish quality metrics by » Identifying the problem/process » Measuring success at improving specific areas of patient care » Analyzing the root causes or variation from quality standards » Improving the process with the evidence » Controlling solutions and sustaining success

### H. RISK MANAGEMENT
- Identify areas of risk/liability
- Facilitate staff education on risk management and compliance issues
- Develop systems that result in prompt reporting of potential liability by staff at all levels
- Identify early warning predictability indications for errors
- Correct areas of potential liability
- Ensure compliance by staff with all required standards

### 3. LEADERSHIP

#### A. FOUNDATIONAL THINKING SKILLS
- Address ideas, beliefs or viewpoints that should be given serious consideration
- Recognize one’s own method of decision making and the role of beliefs, values and inferences
- Apply critical analysis to organizational issues after a review of the evidence
- Maintain curiosity and an eagerness to explore new knowledge and ideas
- Promote nursing leadership as both a science and an art
- Demonstrate reflective practice and an understanding that all leadership begins from within
- Provide visionary thinking on issues that impact the healthcare organization

#### B. PERSONAL JOURNEY DISCIPLINES
- Learn from setbacks and failures as well as successes

#### C. SYSTEMS THINKING
- Use knowledge of classic and contemporary systems thinking in problem solving and decision making
- Provide visionary thinking on issues that impact the healthcare organization
- Recognize the contribution of mental models on behavior
- Promote systems thinking as an expectation of leaders and staff
- Consider the impact of nursing decisions on the healthcare organization as a whole
- Use resources from other paradigms
### D. SUCCESSION PLANNING
- Develop a leadership succession plan
- Promote nursing leadership as a desirable specialty
- Mentor current and future nurse leaders
- Establish mechanisms that provide for early identification and mentoring of staff with leadership potential
- Develop a workforce analysis plan and implement strategies to ensure an adequate and qualified workforce

### E. CHANGE MANAGEMENT
- Adapt leadership style to situation needs
- Use change theory to implement change
- Serve as a change leader

### 4. PROFESSIONALISM

**A. PERSONAL AND PROFESSIONAL ACCOUNTABILITY**
- Hold self and others accountable for mutual professional expectations and outcomes
- Contribute to the advancement of the profession
- Participate in and contribute to professional organizations
- Demonstrate and promote leader and staff participation in professional organizations
- Promote leader and staff participation in lifelong learning and educational achievement
- Achieve and maintain professional certification for self
- Promote professional certification for staff
- Role model standards of professional practice (clinical, educational and leadership) for colleagues and constituents

**B. CAREER PLANNING**
- Coach others in developing their own career plans
- Seek input and mentorship from others in career planning and development
- Develop a personal and professional career plan and measure progress
- Solicit feedback about personal strengths and weaknesses
- Act on feedback about personal strengths and weaknesses

**C. ETHICS**
- Uphold ethical principles and corporate compliance standards
- Hold self and staff accountable to comply with ethical standards of practice
- Discuss, resolve and learn from ethical dilemmas

**D. ADVOCACY**
- Promote clinical perspective in organizational decisions
- Involve nurses and other staff in decisions that affect their practice
- Represent the perspective of patients and families
- Advocate for optimal health care in the community

### 5. BUSINESS SKILLS

#### A. FINANCIAL MANAGEMENT
- Develop and manage an annual operating budget and long-term capital expenditure plan
- Use business models for health care organizations and apply fundamental concepts of economics
- Interpret financial statements
- Manage financial resources
- Ensure the use of accurate charging mechanisms
- Educate patient care team members on financial implications of patient care decisions
- Participate in the negotiation and monitoring of contract compliance (e.g., physicians, service providers)

#### B. HUMAN RESOURCE MANAGEMENT
- Ensure development of educational programs to foster workforce competencies and development goals
- Participate in workforce planning and employment decisions
- Use corrective discipline to mitigate workplace behavior problems
- Evaluate the results of employee satisfaction/quality of work environment survey
- Support reward and recognition programs to enhance performance
- Formulate programs to enhance work-life balance
- Interpret and ensure compliance with legal and regulatory guidelines
- Provide education regarding components of collective bargaining
- Promote healthful work environments
- Address sexual harassment, workplace violence, verbal and physical abuse
- Implement ergonomically sound work environments to prevent worker injury and fatigue
- Develop and implement emergency preparedness plans
- Analyze market data in relation to supply and demand
- Contribute to the development of compensation programs
- Develop and evaluate recruitment, onboarding, and retention strategies
- Develop and implement an outcome-based performance management program
- Develop and implement programs to reeducate the workforce for new roles

#### C. STRATEGIC MANAGEMENT
<table>
<thead>
<tr>
<th>D. INFORMATION MANAGEMENT AND TECHNOLOGY</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use technology to support improvement of clinical and financial performance</td>
</tr>
<tr>
<td>• Collaborate to prioritize for the establishment of information technology resources</td>
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<tr>
<td>• Participate in evaluation of enabling technology in practice settings</td>
</tr>
<tr>
<td>• Use data management systems for decision making</td>
</tr>
<tr>
<td>• Identify technological trends, issues and new developments as they apply to patient care</td>
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<tr>
<td>• Demonstrate skills in assessing data integrity and quality</td>
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<tr>
<td>• Provide leadership for the adoption and implementation of information systems</td>
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</table>

**Summative Reflection:** (use additional space as needed)
APPENDIX B

SHS Student IPE Activity Tracking

Please complete this form as you participate in IPE activities. You may want to upload this into your ePortfolio for safe keeping.

*Please Note: Doctor of Nursing Practice (DNP) students are **required** to track all interprofessional education (IPE) activities throughout their DNP program. Our goal is that you will have participated in at least 6 activities upon graduation. You will be asked to turn this form in to the Program Director of Nursing upon completion of your program.

<table>
<thead>
<tr>
<th>Date</th>
<th>IPE Activity Title</th>
<th>Brief Summary</th>
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<tbody>
<tr>
<td>1</td>
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<td>10</td>
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<tr>
<td>Required Courses</td>
<td>Didactic Credit Hours</td>
<td>Practice Experience Hours</td>
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<tr>
<td><strong>DNP-7000</strong> Leadership and Interprofessional Collaboration 8 weeks</td>
<td>3</td>
<td></td>
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<tr>
<td><strong>DNP-7003</strong> Informatics and Healthcare Delivery 8 weeks</td>
<td>3</td>
<td></td>
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<tr>
<td>DNP-7004 Advanced Health Policy</td>
<td>3</td>
<td>8 weeks</td>
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</table>

Weeks 1-8: Weekly Assignments.
Week 8: Final Reflection Assignment.

Weeks 1-8: Complete Doctor of Nursing Practice (DNP) Project - Practice Experience Packet.
Weeks 1-8: Complete DNP Practice Experience Site Compliance Requirements.
Weeks 1-8: Weekly Assignments.
Week 8: Final Reflection Assignment.

Weeks 1-8: Upload Doctor of Nursing Practice (DNP) Project Practice Experience Packet completed forms to designated repository:
- NCU Practice Experience Affiliation Agreement
- NCU DNP Practice Experience Acknowledgment and Instructions
- DNP Program Additional Hours Plan
- Current non-restricted license to practice as a registered nurse (RN)
- Cardiopulmonary Resuscitation Certification (CPR)
- Current, professional liability insurance declaration page
- HIPAA/OSHA certificate of completion
- Preceptor's CV/Resume
- Preceptor's current, unencumbered license to practice as a registered nurse (RN) in the state of practice experience.
- DNP Practice Experience Preceptor Agreement
- CITI completion certificate

Weeks 1-8: Upload and submit completed DNP Practice Experience Site Compliance Requirement forms to designated repository:
- Comprehensive Background Check
- Drug Screen
- Required Immunizations

Weeks 1-6: Upload Journal Reflection of DNP Essentials to ePortfolio.

Weeks 1-8: Upload assignments to Dropbox.
Week 8: Upload final Journal Reflection to Dropbox.
Weeks 1-8: Upload IPE Activity Tracking in ePortfolio.
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<tbody>
<tr>
<td>DNP-7007A</td>
<td>Health Outcomes Research Practice Experience</td>
<td>1 (min 50 hrs)</td>
<td>Weeks 1-8: Generate a review of literature addressing a healthcare issue and identify DNP project topic. Weeks 1-8: Communicate with the Practice Experience Coordinator. Weeks 1-8: Communication with DNP practice experience preceptor.</td>
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<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Timeframe</td>
<td>Activities</td>
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</table>
| DNP-7008A  | Clinical Analytics and Data Management Practice Experience | 3 (min 50 hrs) | Weeks 1-8: Formulate problem statement for DNP Project.  
Weeks 1-8: Communicate with the Practice Experience Coordinator.  
Weeks 1-8: Communication with DNP practice experience preceptor.  
Weeks 1-8: Upload reflections, practice experience hours, and related documents to designated repository.  
Week 4: Midterm Evaluation (Preceptor)  
Week 8: Final Evaluation (Preceptor) / Evaluation of Site and Preceptor |
| DNP-7997  | DNP Project I 12 weeks | | Weeks 1-12: Continue the development of your DNP Project with your instructor and DNP Project Team members.  
Week 12: Final Reflection Assignment.  
Weeks 1-12: Upload assignments to Dropbox.  
Week 12: Upload final Journal Reflection to Dropbox.  
Weeks 1-12: Upload IPE Activity Tracking in ePortfolio. |
| DNP-7997A | DNP Project I Practice Experience | 2 (min 100 hrs) | Weeks 1-12: DNP Project Team collaboration at the project site.  
Weeks 1-12: Reflections and Journaling  
Week 6: Midterm Evaluation (Preceptor)  
Week 12: Final Evaluation (Preceptor) / Student Evaluation of Site and Preceptor  
Weeks 1-12: Upload reflections, practice experience hours, and related documents to designated repository.  
Weeks 1-12: DNP Project Proposal Approval Form  
DNP Project Team Agreement |
| DNP-7998  | DNP Project II 12 weeks | 3 | Weeks 1-12: Continue the development of your DNP Project with your instructor and DNP Project Team members.  
Week 12: Final Reflection Assignment.  
Weeks 1-12: Upload assignments to Dropbox.  
Week 12: Upload final Journal Reflection to Dropbox.  
Weeks 1-12: Upload IPE Activity Tracking in ePortfolio. |
| DNP-7998A | Project II Practice Experience | 3 (min 150 hrs) | Weeks 1-12: DNP Project Team collaboration at the project site.  
Weeks 1-12: Reflection and Journaling  
Week 6: Midterm Evaluation (Preceptor)  
Week 12: Final Evaluation (Preceptor) / Student Evaluation of Site and Preceptor  
Weeks 1-12: Upload reflections, practice experience hours, and related documents to designated repository. |
| DNP-7999  | DNP Project III 12 weeks | 3 | Week 1: Completion of Self-Assessment and DNP-7999 Student Competency Inventory  
Weeks 1-12: Completion of the DNP Project with your instructor and DNP Project Team members.  
Week 12: Final Reflection Assignment.  
Week 1: Upload DNP Self-Assessment assignment Dropbox.  
Week 1: Upload DNP-7999 Student Competency Inventory to ePortfolio.  
Weeks 1-12: Upload reflections, practice experience hours, and related documents to designated repository.  
Week 12: Upload final DNP project to Dropbox. |
| **DNP-7999A**  
Project 1 Practice Experience | 2 (min 100 hrs) |  
|-------------------------------|----------------|  
| Weeks 1-12: Complete the DNP Project Team collaboration at the project site.  
Weeks 1-12: Reflection and Journaling  
Week 6: Midterm Evaluation (Preceptor)  
Week 12: Final Evaluation (Preceptor) / Student Evaluation of Site and Preceptor |  
| Weeks 1-12: Upload reflections, practice experience hours, and related documents to designated repository.  
DNP Final Project Approval  
Weeks 1-12: Upload Completed IPE Activity Tracking in ePortfolio and submit to Program Director. |  
| **Total Credits** | 36 |  
| **Minimum 500 hours** |  
| **Total Program Credits:** | 46 |  

**Total Program Credits:** 46