The Bachelor of Science and the Nursing Master’s Program, at Boise State is accredited by the National League for Nursing Accreditation Commission 2013.

The Doctor of Nursing Practice Program is applying for NLNAC Candidacy in fall, 2013 and NLNAC Accreditation in fall, 2015.

(NLNAC):
3343 Peachtree Road NE, Suite 850
Atlanta, Georgia 30326

Phone: 404-975-5000
Fax: 404-975-5020

http://www.nlnac.org/home.htm
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## Contact Information - Easy Reference Guide

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<th>Contact Information</th>
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<td>I need clarification about an assignment</td>
<td>Your course faculty</td>
<td>(obtain at beginning of semester)</td>
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<td>I need to do program planning or need to understand my AAR (Academic Advising Report)</td>
<td>Pam Strohfus, DNP, RN, CNE Coordinator DNP Program</td>
<td>426-3577</td>
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<td>I want to discuss options for my area of emphasis course</td>
<td>Chair, Supervisory Committee, and Pam Strohfus, DNP, RN, CNE Coordinator DNP Program</td>
<td>426-3577</td>
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<tr>
<td>I need some career advice</td>
<td>Course faculty, Faculty Advisor, Pam Strohfus, DNP, RN, CNE Coordinator DNP Program</td>
<td>Faculty Advisor Assigned @ program entry</td>
</tr>
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<td>I disagree with my faculty on my grade</td>
<td>See course faculty first, then your assigned faculty adviser. For more help, the Chair for Online Programs will mediate a discussion and provide information about the conflict resolution pathway for DNP Students</td>
<td>Faculty Advisor Assigned @ program entry.</td>
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<td>I need general information or technical help with registration</td>
<td>See Marian Graham, Administrative Assistant for the DNP Program</td>
<td>426-3789</td>
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<td>I need general information about Boise State and policies applicable to students</td>
<td>See Boise State University Undergraduate and Graduate Catalogs</td>
<td><a href="http://registrar.boisestate.edu/catalogs/index.shtml">http://registrar.boisestate.edu/catalogs/index.shtml</a></td>
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<td><a href="http://nursing.boisestate.edu/current">http://nursing.boisestate.edu/current</a> students/policies</td>
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<td>I have a progression problem</td>
<td>Pam Strohfus, DNP, RN, CNE Coordinator DNP Program</td>
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<td>I need policies for DNP Students and a list of deadlines</td>
<td>See current Boise State University Graduate Catalog</td>
<td><a href="http://registrar.boisestate.edu/catalogs/index.shtml">http://registrar.boisestate.edu/catalogs/index.shtml</a></td>
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<td>Faculty Advisor Assigned at program entry</td>
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Welcome to the BOISE STATE UNIVERSITY School of Nursing Doctor of Nursing Practice (DNP) Program!

The Doctor of Nursing Practice Degree is the highest level of nursing practice education. Pursuing this degree will enable you to assume leadership roles in complex clinical environments, health care policy arenas, and health care delivery systems.

*DNPs are role models, visionaries, facilitators, consultants, and expert clinicians in health care.*

**Exceptional Health Care Leader:** Whether your role as a Advanced Practice Nurse (APN), Certified Registered Nurse Anesthetist (CRNA), Certified Nurse Midwife (CNM), Clinical Nurse Specialist (CNS), Nurse Practitioner (NP), Nurse Educator, Nurse Administrator, or a Chief Nursing Officer (CNO) you will find the BOISE STATE UNIVERSITY DNP program will prepare you to be an *exceptional healthcare leader* in your area of influence locally, regionally, nationally, and internationally.

**Expert in Health Care Systems, Policy & Outcomes Management:** As a DNP, much of the curriculum of this program is focused on content specific to courses in leadership, healthcare policy, outcomes management, nursing of populations, data management, translational research, and evidence-based practice so as to achieve the essential elements described by the American Association of Colleges of Nursing (AACN).

**Online Learning Convenience:** The DNP program is offered as an online, part-time program providing students with *greater flexibility* in attaining their goals. Students preparing to enter into this program will be delighted to know how our completely online delivery will allow you to network with students from across the US.

The Doctor of Nursing Program is accepting applications in spring, 2014 for fall admission, 2014!

If interested, contact Pam Strohfus, MA, DNP, RN, CNE for more information!
You can contact her via email pamstrohfus@boisestate.edu
            Phone 208-426-3577
Hallmarks of DNP Education at Boise State University:

Why the Doctor of Nursing Practice (DNP) degree?
- Rapid and significant changes in the U.S. and global health care systems require nurses to achieve the highest level of scientific knowledge and practice expertise to improve health outcomes. The Institute of Medicine Report (2010), health care regulatory agencies, and nursing workforce data recommended that nurses be educated at the doctoral level to lead transformational change and to advance our nation’s health.
- The American Association of Colleges of Nursing (AACN, 2006) recommended that the DNP be the terminal degree for advanced practice nursing.
- Re-conceptualizing educational programs to prepare nurses at the highest level of advanced nursing practice is supported by the Institute of Medicine (IOM), Joint Commission, Robert Wood Johnson Foundation, and other health care authorities.

What is a Doctor of Nursing Practice (DNP) degree?
The DNP, degree is the highest degree for nurses working with patients, teaching nursing practice, or leading health related organizations. The DNP degree prepares nurses to improve nursing practice and patient outcomes, and increases the supply of expert clinical nursing faculty.

Graduates of DNP programs develop and expand their knowledge and expertise in eight essential areas: scientific underpinnings for practice, organizational and systems leadership, clinical scholarship and analytical methods for evidence-based practice, information systems and patient care technology, health care policy, interprofessional collaboration, clinical prevention, and advanced nursing practice (AACN, 2006).

Why a DNP degree? Nurses prepared as expert scholars and health care leaders, at the highest level of advanced nursing practice, are needed at local, regional, and national levels, across multiple settings in urban, rural, and frontier areas. The demand for DNPs has grown over the past six years and there is need for a DNP program to educate nurses who already have Master’s degrees.

Why a DNP degree at Boise State University? The faculty in the School of Nursing at Boise State University has the clinical, leadership, and educational experience and expertise needed to offer a high quality, distance education DNP program focusing on population health and leadership. Four of our faculty members are prepared with the DNP degree. The School of Nursing has over four years of experience in delivering successful distance education nursing programs at the undergraduate and graduate level. The School of Nursing involved established and respected collaborative partners, such as community agencies, organizations, and institutions of higher education, when developing the DNP program at Boise State University.
There are key differences between PhD (research focused) and DNP (practice focused) doctoral programs:

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<th>Practice focused</th>
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<td>Doctor of Philosophy degree (PhD), Doctor of Nursing Science degree (DNS, DSN, or DNSc)</td>
<td>Doctor of Nursing Practice (DNP).</td>
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<td><strong>Program focus</strong></td>
<td>Focus heavily on scientific content and research methodology</td>
<td>Focus heavily on innovative and evidence-based practice and application of credible research findings</td>
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<td><strong>Scholarly emphases</strong></td>
<td>Theory, meta-theory, research methodology, and statistics</td>
<td>Scientific underpinnings for practice and clinical scholarship and analytical methods for evidence-based practice</td>
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<td><strong>Educational activities</strong></td>
<td>Extensive research study that is reported in a dissertation or through the development of linked research papers</td>
<td>Integrative practice experiences and an intense practice immersion experience resulting in final scholarly project report</td>
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<tr>
<td><strong>Doctoral project: synthesis of student’s work provides foundation for future scholarship</strong></td>
<td>Original knowledge-generating research project, completion and defense of a dissertation or linked research papers</td>
<td>Demonstrated mastery of an advanced specialty within nursing practice. Completion of a practice application-oriented DNP project and report, with an evaluation and findings dissemination plan, is an integral part of the integrative practice experience</td>
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DNP Student Handbook Overview *

Introduction
The purpose of the School of Nursing DNP Student Handbook is to facilitate DNP student advising by providing information to students and faculty members. Upon admission to the DNP program at the School of Nursing, each student is assigned a faculty advisor who interacts with the student as a colleague and mentor throughout the student's program of study and provides guidance regarding degree requirements and access to University and School resources. This faculty advisor serves as Committee Chair who mentors the student while completing the Scholarly Project.

General Information
This publication is for informational purposes and is neither a contract nor an offer to contract. The School of Nursing reserves the right to change any provision or requirement at any time without notice. This material supplements the Boise State University Graduate Catalog.

The School of Nursing DNP Student Handbook is designed as a resource for DNP Students and faculty advisors. Included are pertinent policies and procedures of Boise State University, Graduate College and the School of Nursing. Much of the information is online; therefore, the actual web sites are listed for the official information on policies and procedures. Where information is not available elsewhere online, a brief description is provided. Students are responsible to know and adhere to all established policies and procedures. All students are responsible for the contents of the DNP Student Handbook (see School of Nursing website). Although most communication regarding policy and policy changes will be communicated through your course faculty, you should, also, check Blackboard often for announcements and important information such as changes in policies.

Relationship to Other Documents
The School of Nursing DNP Student Handbook is intended to be used in conjunction with other University documents such as Boise State University Graduate Catalog. Because students are admitted to and graduate from the Graduate College, this related online document contains essential information. However some of the policies and procedures in the School of Nursing DNP Student Handbook are specific and important to DNP Nursing Students.

*Adapted from the University of Arizona College of Nursing DNP Student Handbook

History of the DNP Program

Historically, planning for the School’s DNP Program began in late fall, 2011. The State Board of Education included DNP Education in Nursing for Boise State University in its eight year plan. Planning involved a dedicated, core faculty team moderated by Abigail Gerding, Ph.D., R.N. After nearly two years of planning, negotiation and collaboration at local and state levels by Pamela Springer, Ph.D., R.N., Director of the School of Nursing and Pam Strohfus, DNP, R.N., Coordinator of the DNP Program, the Idaho Board of Education approved the Doctor of Nursing Practice Program (DNP) (February 21, 2013). The inaugural classes began in fall, 2013.
**Competencies:** Each course has been designed with competencies interfacing with the program objectives and nationally recognized documents. The curriculum design was based on criteria and standards from two documents: 1) The American Association of Colleges of Nursing’s *The Essentials of Doctor of Nursing Practice Education for Advanced Practice Nursing (2004)* and 2) *National League for Nursing Accrediting Commission, 2008, Accreditation Manual.*

**Updating:** Curriculum integrity will be ongoing to reflect new editions of nationally recognized documents such as the 2008 National League for Nursing Accrediting Commission’s *Accreditation Manual.* With student input, the faculty will continue to assess and revise the curriculum to reflect changes in health care and nursing.
Boise State University - College of Health Sciences

SCHOOL OF NURSING

Curriculum Framework and Guiding Document

Vision

To be recognized as a leading center for nursing education in the Northwest.

Mission

Foster intellectual development and excellence in nursing education through teaching, learning, scholarship and service.

Philosophy

The concepts of the nursing paradigm – Person, Health, Nursing, Environment, and professional nursing education – are the guiding concepts for the art and science of nursing and the education of students. The following summaries reflect the beliefs of the School of Nursing about these concepts:

“Person” refers to diverse individuals, families, groups, communities, and/or populations, across the lifespan, that partner in a therapeutic relationship with a nurse.

“Health” refers to the multidimensional dynamic state of well-being of the person. Health encompasses the physiological, psychological, cultural, social and spiritual aspects and perceptions of a person’s quality of life.

“Nursing” is the action, including the process of teaching and learning, by a nurse toward or in partnership with the person. The goal or outcome of the action is health promotion, disease prevention, health maintenance and health restoration. Nursing is a discipline and profession, and thus embodies specialized standards of education and practice.

“Environment” refers to both internal and external factors, stressors and stimuli. Environment has multiple influences including, but not limited to, physical, behavioral, age-related, political, economic, ethical, social, legal, psychological and cultural aspects. These aspects must be considered when health care is delivered to the person. Nursing actions take place in external environments including the home, agency, community, society, or world.

“Professional Nursing Education” refers to the education of nurses from a university-based education via a variety of delivery modes, including distance education, for an increasingly diverse student body. We believe a baccalaureate education is the foundation for entry-level nursing practice (American Association of Colleges of Nursing, 1998; American Organization of Nurse Executives, 2005; National League for Nursing, 2005). A graduate education builds on knowledge and
competencies of baccalaureate education, and reflects master’s level preparation for advanced nursing roles and practice (American Association of Colleges of Nursing, 2004).

Hallmarks of a baccalaureate education include, but are not limited to:
- A liberal education, with a focus on professional values, core competencies, core knowledge and role development (American Association of Colleges of Nursing, 1998)
- Positive attitudes towards life-long learning
- Pathways for advancement for registered nurses/licensed practical nurses to obtain baccalaureate education
- A foundation for graduate education
- A grounding in professional theory
- Emphasis on evidence-based practice and research
- An emphasis on teaching/learning in care
- Skills and knowledge to meet the needs of diverse populations
- Faculty roles of advisor, resource person, facilitator, and professional role model
- Student roles of peer mentor and future professional mentor

Hallmarks of a graduate education include, but are not limited to:
- An emphasis on the utilization of research
- An understanding of policy, organization and financing of health care
- An exploration of ethical values and beliefs that provide a framework for nursing practice
- The theory and practice of professional role development
- A focus on the critique, evaluation and utilization of appropriate theory to nursing practice
- An awareness of human diversity and social issues
- A strong theoretical foundation in health promotion and illness prevention with a population focus (American Association of Colleges of Nursing [AACN], 2004)

Belief Statements

The curriculum is organized to facilitate student learning. The beginning courses provide a foundation for the nursing major. Course content and learning experiences progress from the individual to the family and community, from simple to complex, from faculty-facilitated to student-directed learning, and from theory to application. Teaching and learning are highly interactive and multidimensional processes. Our faculty design and facilitate experiences to guide students to integrate theoretical concepts into practice, foster a spirit of inquiry, and expand critical and reflective thinking in nursing. This design enables students to acquire attitudes, cognition, and the essential skills needed to develop the knowledge and behaviors that comprise the professional nursing role.

Narrative Descriptors and Program Outcomes

Hallmarks of a baccalaureate education include, but are not limited to:
- A liberal education, with a focus on professional values, core competencies, core knowledge and role formation (American Association of Colleges of Nursing, 1998; Benner, Sutphen, Leonard, & Day, 2010)
- Positive attitudes towards life-long learning
Pathways for advancement for registered nurses/licensed practical nurses to obtain baccalaureate education
- A foundation for graduate education
- A grounding in professional theory
- Emphasis on evidence-based practice and research
- An emphasis on teaching/learning in care
- Skills and knowledge to meet the needs of diverse populations
- Faculty roles of advisor, resource person, facilitator, and professional role model
- Student roles of peer mentor and future professional mentor

Hallmarks of a graduate education include, but are not limited to:
- Emphasis on the utilization of research and evidence-based practice
- Utilization of policy, organization and financing of health care
- Application of ethical values and beliefs that provide a framework for nursing practice
- Theory and practice of professional role formation
- Evaluation and utilization of nursing practice theoretical frameworks
- Analysis of human diversity and social issues
- A strong theoretical foundation in health promotion and illness prevention with a population focus (American Association of Colleges of Nursing/DNP [AACN], 2006; American Association of Colleges of Nursing/Masters [AACN], 2011)

**Clinical Reasoning and Critical Inquiry**
Professional nurses are expected to deliver patient-centered, safe, quality care while working as members of collaborative interprofessional teams. In addition, they act as transformative change agents for patients and health care at microsystem and societal levels (AACN, 2008; Institute of Medicine of the National Academies [IOM], 2010, 2011). To do this requires nurses to “integrate reliable evidence from multiple ways of knowing to inform practice and make clinical judgments” (AACN, 2008, p. 16). “Nurses need multiple ways of thinking, such as clinical reasoning and clinical imagination as well as critical, creative, scientific, and formal critical reasoning” (Benner, Sutphen, Leonard, & Day, 2010, p. 85) in order to fulfill their professional roles and potential. This curriculum incorporates many ways of knowing in student learning experiences but emphasizes clinical reasoning and critical inquiry as cornerstones of evidence-based nursing practice.

Clinical reasoning is “the practitioner’s ability to assess patient problems or needs and analyze data to accurately identify and frame problems within the context of the individual patient’s environment” (Murphy, 2004, p. 227). Inherent in clinical reasoning is practical reasoning, enhancing nurses’ basic analytic processes with evidenced, reflective clinical judgment, which also takes into account the unpredictable, ever-changing nature of patient care situations and contexts (Benner et al., 2010; Sullivan & Rosin, 2008).

Critical inquiry is a process involving examining existing assumptions, knowledge, and questions, gaining (and creating) new information, and acquiring new perspectives. It then requires using critical analysis to reflect, take action, examine responses, and share learning with others (Jennings & Smith, 2002). Critical inquiry skills allow a person to identify a problem, propose solutions, find evidence for and against proposed solutions, and evaluate the solutions based on this evidence (Suthers, 1997).
Critical inquiry assists students to examine and challenge the status quo and the power relations that produce inequalities, in ways that can lead to advocacy and community action (Wright, 2004). Learning to think and act like professional nurses involves using clinical reasoning and critical inquiry with elements of reflective judgment resulting in a reasoned, analytic cyclical process which incorporates scientific evidence, objective thought, contextual elements, values, and ever-changing conditions. Teaching students to reason and “think like a nurse” (Benner et al., 2010, p. 85) involves elements of focused reflection, written and/or verbal articulation of thoughts, assignments that connect new experiences to existing knowledge, critical inquiry, creative thinking, and nursing judgment.

**Experiential Learning**
Experiential Learning is an educational process of engaging learners through a variety of learning methodologies to increase knowledge, develop skills, and clarify and foster values essential to nursing. Experiential Learning is engagement, the process whereby students and faculty are actively connected and involved in their learning about nursing and their work with people, the interprofessional healthcare team, and the community. This active engagement has intellectual, social, and emotional components (Kahu, 2011; Schreiner, 2010a,b,c) and requires “meaningful processing, focused attention and active participation” (Schreiner, 2010b, p. 4).

Experiential Learning may include, but is not limited to:
- Student-focused learning using reality-based situations and problems
- Faculty and student interactions to construct meaningful interpretation of events and ideas
- Teaching-learning techniques, such as active learning, cooperative learning, collaborative learning, self-directed and student-focused learning, and clinical simulations
- Authentic field experiences and partnerships (acute, immediate, long-term, public health and community agencies)
- Civic engagement and service-learning experiences
- Advocacy and policy development experiences
- Cultural immersion through global nursing and health experiences
- Mentoring in research, evidence-based practice, and scholarly projects

**Communication**
Communication is the process of exchanging information, ideas, feelings and beliefs with the aim of understanding (Nordby, 2007). Skillful communication occurs when a person clearly, concisely, and accurately conveys messages to another person(s). It involves active listening and careful evaluation including nonverbal, extrasensory, written, spoken and written in technological formats. Nursing communication has a professional, therapeutic, collaborative and client-centered focus. The main intent of communication in a health setting is to influence well-being (Fleischer, Berg, Zimmermann, Wuste, & Behrens (2009).

**Global Worldview**
Global Worldview is the process of integrating an intercultural and international dimension into the teaching, research, and service functions of nursing education. A global outlook is universal in scope, not limited by what is known and familiar. It demonstrates an awareness of the interconnected world community and the importance of social justice. “Worldview” is defined as “the overall perspective from which one sees and interprets the world” (The American Heritage®
Dictionary, 2006). A global world view is integral to achieving cultural competence in areas such as ability, age, ethnicity, generation, gender, race, religion, sexual orientation, and socioeconomic status.

This approach may include, but is not limited to:

- Diverse communities
- Intercultural issues
- Student and faculty foreign exchange opportunities
- Intercultural and international program development
- Faculty/institutional support services
- Service-learning programs

**Professionalism and Leadership**

Professionalism requires a body of knowledge, on-going generation of knowledge, evidence-based practice, socially sanctioned or mandated service, autonomy, self-governance, code of ethics, and participation in professional societies and organizations (Porter-O’Grady & Malloch, 2012). Professionalism is exhibited in the behaviors and attitudes of each individual nurse. The integration of core disciplinary values, knowledge, and personal reflection is the foundation of professionalism in nursing. Core disciplinary values include the values of integrity, respect for human dignity, caring, and advocacy. All nurses must have knowledge of legal, ethical, and practice standards. Personal reflection includes the integration of personal evaluation and self-care practices with lifelong career and personal goals. Nursing professionalism is expressed through leadership skills such as creativity, collaboration, assertiveness, adaptability to change, vision, innovation, life-long commitment to learning; and professional accountability, role behaviors and appearance (Porter-O’Grady & Malloch, 2010; Porter-O’Grady & Malloch, 2012) that influence, motivate, and affect others to contribute to the improvement of client health care and to the success of the organization. Professionalism is the foundation of the nurse’s roles of information resource, clinician, mentor, care coordinator, advocate and change agent. It also underpins the management skills of administration, organization, delegation, supervision, change leadership, and resource management (Huber, 2011). Nursing professionalism is the foundation for the efficient, effective use and stewardship of human, physical, financial, intellectual, and technical resources to meet client needs and support organizational outcomes.
Doctor of Nursing Practice (DNP) Program

DNP Program Purpose and Conceptual Interface

Purpose: The DNP is a doctoral degree in practice nursing for those with existing graduate degrees. The post-master’s DNP focuses on evidence-based nursing practice, enhancing development of interventions that impact health outcomes and complex healthcare systems. Graduates from the DNP Program will be expert nurse leaders who can address the pressing issues and challenges in today’s complex health care arena. This program is offered entirely via distance education.

Conceptual Interface with School’s Guiding Documents: The DNP Program is synchronous with the School of Nursing’s mission in a variety of ways.

First, the School’s philosophy is addressed. For the person concept of the nursing paradigm, the curriculum provides multiple opportunities for the DNP student to interface with, or on behalf of, a population or organization/system, apply theoretical perspectives concerning diversity, and partner with others. All facets of the nursing concept of the paradigm are carried out through partnership and service for populations, organizations/systems, or government, resulting in program outcomes for clinical reasoning and critical inquiry, communication, experiential learning, global worldview and professionalism and leadership. These outcomes are deemed essential for professional nursing practice at the doctoral level. For the environment and health concepts of the paradigm, the curriculum focus is on multi-dimensional theoretical knowledge applicable to populations and organizations/systems, which includes assessment, planning, intervention and evaluation, and where the external environment is conceptualized as crossing geographical and practice boundaries.

Second, the School’s belief statements interface with the design of the DNP Program. For example, courses in advanced nursing populations, systems and organizations, scholarly inquiry, policy and health care systems, and advanced nursing leadership are foundational to specialty practice at the doctoral level. Curriculum for nursing practice includes advanced role development, concepts, and theoretical components applicable for populations or organizational systems through the Scholarly Project. Integrated content includes health care policy, ethics, human diversity, social issues, and health promotion and disease prevention. Theoretical concepts are integrated with practice in ways intended to be practical and useful for adult learners in advanced nursing roles.

Clinical reasoning and critical inquiry are integral to the curriculum, focusing on applying theoretical knowledge, evidence and skills at the population or systems level. Critical inquiry is the mainstay of doctoral education. At the doctoral level, skilled communication is used in developing and maintaining partnerships, negotiating, marketing, advocacy roles, and in utilizing a variety of technological modalities.

The integrated components of engagement and experiential education are particularly strong. This DNP Program is designed with evidence-based experiential education providing a measurable medium for evaluating the DNP Scholarly Project experience. Students are actively engaged with organizational and health care systems; the outcomes that are produces are measurable and sustainable which summarizes the student’s growth in knowledge and expertise” (AACN, p. 20).
The *global worldview* is addressed through assignments, discussion and literature that lead the DNP Student to a broadened view of issues, needs, and concerns. Related content includes cultural competency and economic and financial perspectives. An increasing array of international agreements at Boise State University will provide elective, and potentially, program of study opportunities in selected global environments.

*Professionalism and leadership* embody core beliefs essential for advanced nursing roles. Simply stated, the doctoral level nurse uses the attributes of self in conjunction with the nursing profession’s values, tenets, standards, guidelines and codes to make a difference at the health policy level with and for others.

References included at the end of this School of Nursing DNP Student Handbook.

**DNP Program Objectives**

*At the end of the DNP Program, the graduate will:*

**Critical Inquiry/Clinical Reasoning**
1. Use theoretical and evidence based knowledge to create, evaluate, and implement changes in practice, systems of care, organizations and communities to improve population-based outcomes.
2. Design, implement, and evaluate practice methodologies which integrate nursing science with knowledge from a wide-range of disciplines, and based on other appropriate scientific underpinnings to enhance individual, aggregate, and population health outcomes.

**Communication**
3. Utilize advanced communication skills to provide leadership in inter-professional and intra-professional teams to create change and influence policy in practice, systems of care, organizations and communities.
4. Provide leadership in the evaluation and resolution of ethical, legal, and policy issues within systems relating to the use of information, information technology, communication networks, and health care technologies.
5. Apply emerging technology and communication modalities to provide ethical communication sensitive to the needs of diverse populations.

**Experiential Learning**
7. Build sustainable inter-professional and intra-professional partnerships based in social justice, equity, and ethical principles to optimize the health of populations.

**Global World View**
8. Design, implement, and analyze innovative policies and processes to enhance the health of local, regional, national, and global populations.
9. Create, implement, and evaluate cost-effective strategies beyond formal health systems to improve health and population outcomes in local, regional, national, and global populations.

**Professionalism and Leadership**
10. Provide leadership and mentorship to meet the current and future needs of populations to promote optimal health outcomes.
11. Employ and apply evidence and principles of business, finance, economic, and health policy to implement ethical and effective practices to improve health outcomes.
12. Construct a personal philosophy of leadership using personal reflection and ethical, principled leadership skills to lead change and achieve excellence in nursing practice.
13. Employ empirical and culturally-sensitive strategies to assess, design, implement, and evaluate outcomes to effect health care change.

**DNP Faculty, Student, and Learning**

<table>
<thead>
<tr>
<th>Courses are built to be learner centered and directed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faculty</strong> are facilitators, guides, content experts, mentors, role models, and educators.</td>
</tr>
<tr>
<td>The <strong>online learning community</strong> is supportive, collaborative, interactive, engaging and promotes critical thinking and inquiry, etc.</td>
</tr>
<tr>
<td><strong>Levels of interaction</strong> include: Student-to-Content, Student-to-Instructor, Student-to-Student.</td>
</tr>
<tr>
<td>Content and activities are solely online. Full engagement by faculty and students. Faculty directed, media rich, gospel and epistle identified for curriculum integrity.</td>
</tr>
</tbody>
</table>
DNP Student Handbook 2013-2014

DNP Curriculum Overview

Course Descriptions

A. **NURS 601 SCHOLARLY PROJECT I.** Assessment and identification of nursing practice issue focused on a population of interest that lays the groundwork for development of the culminating scholarly project while investigating the DNP role. This course includes at least 16 hours of formalized discussion with faculty advisor per semester.

B. **NURS 602 ADVANCED PRINCIPLES OF POPULATION HEALTH NURSING.** Analyzes impact of social, cultural, ecological, & systems of care delivery factors on health care disparities across population groups. Evaluates the DNP role in disease prevention and health promotion for populations, utilizing a social, justice framework; explores the impact of globalization on health care and health care planning, and the need to design health care systems that are responsive to diverse cultural needs.

C. **NURS 603 SCHOLARLY PROJECT II.** Immersive practice experience with a population of interest that includes planning of the culminating scholarly project and examination of DNP role within a health care system. Includes at least 16 hours of formalized discussion with faculty advisor per semester. An oral proposal of the project must be approved by the supervisory committee to satisfactorily complete the course.

D. **NURS 604 DESIGNING MODELS OF HEALTH CARE DELIVERY.** Synthesizes evidence, theories, and scientific principles to create new individual, aggregate, and population health care delivery models and approaches. Comprehensive program planning knowledge and analytical skills will be used to evaluate and ameliorate the interactions between complex practice, organization/system, population, policy, economic, and political issues affecting diverse populations and practice settings.

E. **NURS 605 SCHOLARLY PROJECT III.** Immersive practice experience with a population of interest that includes implementation of scholarly project and role of the DNP. Includes at least 16 hours of formalized discussion with faculty advisor per semester.

F. **NURS 606 CONSTRUCTING LEADERSHIP FOR THE DNP.** A comprehensive examination of leadership theories and styles, understanding of ethical, principled leadership skills, and an analysis and application of innovative leadership techniques and strategies. Uses reflection and leadership development strategies to actualize the DNP leadership role.

G. **NURS 608 HEALTH CARE POLICY AND ADVOCACY.** Prepares students to analyze, influence, develop, and implement health related policies at all levels. Focused on principles and strategies to influence policymakers, lead stakeholder teams, and engage in advocacy efforts for health care consumer populations, providers, systems of care, and other stakeholders in policy and public forums.

H. **NURS 609 HEALTH CARE POLICY & ADVOCACY PRACTICUM.** Provides the student the opportunity to experience leadership and professional development alongside an experienced local, regional or national health care policy leader.

I. **NURS 610 LEADERSHIP FOR ORGANIZATIONS, SYSTEMS, AND POPULATIONS.** Prepares the student for a leadership role in a complex health care system and refines leadership skills to assess and transform practice environments, to lead change, and to enhance the quality of health care delivery systems in the context of the organizational
culture and inter-professional collaboration. Addresses advanced application of economic
theory, financial principles and financial modeling in the health care market.

J. NURS 612 TRANSLATION, INTEGRATION, AND DISSEMINATION OF
EVIDENCE. Analyzes and evaluates concepts associated with evidence-based nursing
practice models. Translating evidence-based practice includes: evidence-based practice
recommendations, practice change, evaluating outcomes, and diffusing innovation. Uses
translational science to apply evidence to practice.

K. NURS 614 OUTCOMES MANAGEMENT ANALYSIS. Analysis of epidemiological, bio-
statistical, environmental, and other data related to individual, aggregate, and population
health. Emphasis on business and economic processes for analysis of cost effective health
care outcomes.

L. NURS 616 HEALTH CARE TECHNOLOGY, INFORMATION SYSTEMS, AND
QUALITY.
Prepares students to use evidence and advanced knowledge of technology to lead
improvements in communication and the monitoring, collection, management, analysis, and
dissemination of information that enhances health and health care safety and quality. Focused
on design, selection, use, and evaluation of legal, ethical, just, and cost-effective information-
management processes to evaluate health and practice outcomes in diverse, aggregate-
focused, advanced practice settings.

M. NURS 618 QUALITY IMPROVEMENT AND EVALUATION METHODOLOGY.
Appraises the study, understanding, and challenges of quality care measurement and
improvement to assure high quality health care outcomes in practice, systems of care,
organizations and communities, and populations. Uses evidence, research, and outcome
information to improve nursing practice, care-delivery models, and health care systems.

N. NURS 620 SCHOLARLY INQUIRY AND ADVANCED EVIDENCE-BASED
PRACTICE. Examines foundational and philosophical aspects of nursing science related to
the role of the DNP. Uses applied research methods and design of health care research and
evidence-based practice related to advanced clinical scholarship to examine relevance to
nursing and health care practice.

O. NURS 621 SCHOLARLY PROJECT IV. Culminating immersive practice experience with
a population of interest that includes evaluation of the scholarly project, written report of
completed work and appraisal of the role of the DNP. An approval of supervisory committee
at end of course.

P. NURS 623 SCHOLARLY CLINICAL EXPERIENCE. Course with variable credits for
those students who do not have 500 clinical hours prior to entrance in the DNP program.
Clinical experiences in leadership developed with the student to ensure completion of 1000
hours of clinical upon completion of DNP program.
## Curriculum Box

### Doctor of Nursing Practice

<table>
<thead>
<tr>
<th>Course Number and Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 620 Scholarly Inquiry and Advanced Evidence Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 601 Scholarly Project I</td>
<td>2</td>
</tr>
<tr>
<td>NURS 602 Advanced Principles of Population Health Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NURS 603 Scholarly Project II</td>
<td>2</td>
</tr>
<tr>
<td>NURS 604 Designing Models of Health Care Delivery</td>
<td>3</td>
</tr>
<tr>
<td>NURS 605 Scholarly Project III</td>
<td>2</td>
</tr>
<tr>
<td>NURS 606 Constructing Leadership for the DNP</td>
<td>3</td>
</tr>
<tr>
<td>NURS 608 Health Care Policy and Advocacy</td>
<td>3</td>
</tr>
<tr>
<td>NURS 609 Health Care Policy &amp; Advocacy Practicum</td>
<td>2</td>
</tr>
<tr>
<td>NURS 610 Leadership for Organizations, Systems, and Populations</td>
<td>2</td>
</tr>
<tr>
<td>NURS 612 Translation, Integration, and Dissemination of Evidence</td>
<td>3</td>
</tr>
<tr>
<td>NURS 614 Outcomes Management Analysis</td>
<td>4</td>
</tr>
<tr>
<td>NURS 616 Healthcare Technology, Information Systems, and Quality</td>
<td>3</td>
</tr>
<tr>
<td>NURS 618 Quality Improvement and Evaluation Methodology</td>
<td>3</td>
</tr>
<tr>
<td>NURS 621 Scholarly Project IV</td>
<td>2</td>
</tr>
<tr>
<td>NURS 623 Scholarly Clinical Experience</td>
<td>0-3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>
## Curriculum Grid by Semester

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDITS</th>
<th>SEMESTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 620 Scholarly Inquiry and Advanced Evidence Based Practice</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>NURS 604 Designing Models of Health Care Delivery</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>NURS 602 Advanced Principles of Population Health Nursing</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>NURS 606 Constructing Leadership for the DNP</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>NURS 601 Scholarly Project I – Phase 1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>NURS 618 Quality Improvement and Evaluation Methodology</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>NURS 614 Outcomes Management Analysis</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>NURS 616 Healthcare Technology, Information Systems, and Quality</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>NURS 603 Scholarly Project II – Phase 2</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>• Oral Proposal of Scholarly Clinical Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 610 Leadership for Organizations, Systems, and Populations</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>NURS 605 Scholarly Project III – Phase 3</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>NURS 608 Health Care Policy and Advocacy</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>NURS 609 Health Care Policy &amp; Advocacy Practicum</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>NURS 612 Translation, Integration, and Dissemination of Evidence</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>NURS 621 Scholarly Project IV – Phase 4</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>• Final Scholarly Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NURS 623 Scholarly Clinical Experience</td>
<td>0-3</td>
<td></td>
</tr>
<tr>
<td>• Additional clinical hours as needed to meet 500 clinical doctoral hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>40</strong></td>
<td></td>
</tr>
</tbody>
</table>
**Culminating Assignments**

Students will complete a Scholarly Project as a culminating assignment for completion of their DNP degree. The following is a suggested timeline for completion of certain stages within specific semesters:

**Suggested Timeline for Completion of Scholarly Project**

<table>
<thead>
<tr>
<th>Role</th>
<th>Fall '13 Semester 1</th>
<th>Spring '14 Semester 2</th>
<th>Summer '14 Semester 3</th>
<th>Fall '14 Semester 4</th>
<th>Spring '15 Semester 5</th>
<th>Summer '15 Semester 6</th>
<th>Fall '15 Semester 7</th>
<th>Spring '16 Semester 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair or Coordinator</td>
<td>Select Chair &amp; Faculty Advisor</td>
<td>Appointment of 2nd Committee Member</td>
<td>Review Program Plan with Faculty Advisor</td>
<td>Review Scholarly Proposal and Course work with Faculty Advisor</td>
<td>Review Scholarly Project and Course work with Faculty Advisor</td>
<td>Review Final Scholarly Project and Course work with Faculty Advisor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Advisor</td>
<td>Discuss and Define Scholarly Project with Student</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Form 1: Complete Scholarly Project Proposal Approval</td>
<td>Form 2: Committee to Approve Final Scholarly Project</td>
<td></td>
</tr>
<tr>
<td>Student</td>
<td>Discuss potential for Scholarly Project with Faculty Advisor</td>
<td>Refine Scholarly Project question or project emphasis and potential methods</td>
<td>Develop, plan, organize Scholarly Project</td>
<td>Submit and Present Scholarly Project Proposal</td>
<td>IRB Submission</td>
<td>Complete data analysis</td>
<td>Oral Presentation of Scholarly Project</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Define Scholarly Project &amp; Problem statement</td>
<td>Continue literature review</td>
<td>Develop Scholarly Project proposal with Faculty Advisor</td>
<td>Complete Scholarly Proposal</td>
<td>Once receive IRB approval, implement Scholarly Project.</td>
<td>Refine manuscript with input from committee</td>
<td>Bind Scholarly Project (See Graduate College Guidelines). Present a copy of the final product to Faculty Advisor.</td>
<td></td>
</tr>
</tbody>
</table>

**Forms Completion**

- Form 1: Scholarly Project Proposal
- Form 2: Committee to Approve Final Scholarly Project Proposal
- Form 3: Scholarly Project Proposal
Institutional Review Board (IRB) and Human Subject Requirements

Compliance with Human Subject Research Regulations
DNP Nursing Students will need to obtain approval from the Office of Research Compliance in the University’s Division of Research and Economic Development before beginning scholarly project where clinical information may be publicly disseminated. Please read the following information and seek consultation from faculty advisors and the Office of Research. Developing proposals will require adequate time to meet requirements and schedules for the IRB. Please note the requirements for faculty signature and sponsorship of research/EB scholarly projects.

Regulations Outlined for Human Subjects Research
All research projects in which human participants participate, whether funded or unfunded, are participant to the federal regulations governing such research, and to the policies and procedures outlined in the Boise State University Policy No. 6505-B "USE OF HUMAN PARTICIPANTS" http://www.boisestate.edu/policy/policy_docs/5050_useofhumansubjects.pdf. It is always the responsibility of the principal investigator to obtain IRB approval prior to initiation of any research activity involving the use of human participants. For more information about IRB and policies, please go to the following link: http://www.boisestate.edu/research/compliance/irb.shtml

The Office of Research Compliance has two documents to help students and faculty decide if IRB approval is needed. A copy of these forms can be found in the appendix.

- Does IRB review apply?
- Does my class assignment require IRB approval?

Social Behavioral and Biomedical IRB
Boise State University has two Institutional Review Boards: a Social & Behavioral IRB and a Biomedical IRB. Both committees review and approve human subjects research in accordance with the Department of Health and Human Services (DHHS) regulations (45 CFR 46). The Social & Behavioral IRB will review research involving surveys, interviews, observation, focus groups, etc. The Biomedical IRB will review research that involves any physical activity, venipuncture, x-rays, or the collection of blood samples, or physiological statistics. The Office of Research Compliance offers assistance in determining which IRB committee will review the protocol. Please email HumanSubjects@boisestate.edu with any questions.

The Boise State Institutional Review Board (IRB) requires all principal investigators (PIs) and co-investigators conducting human subject research to successfully complete the Collaborative Institutional Training Initiative (CITI) on-line training program (https://www.citiprogram.org) prior to submitting a protocol for consideration. This requirement applies to undergraduate, graduate and DNP Students, and instructors who teach research methods and design courses or assign research as part of course requirements. Please note that human subject research includes, but is not limited to: surveys, analyzing prior collected data, observations of classrooms, interviewing, collection of biological specimens, videotaping, tape recording, observations of human behavior and cultures, collection of historical data, questionnaires or research that will be used, shared, presented at conferences, or published for purposes outside the Boise State campus. If course assignments are to be used for internal evaluation only, they do not qualify as research and do not require IRB review.
The IRB will not permit students to serve as PIs on human subject protocols except in the cases of thesis and dissertation research activities. Students working on their thesis or dissertation may be designated as the project PI as long as their advisor is identified as the co-investigator. In all other circumstances, a faculty member and/or course instructor must be designated as the PI and the student as the co-investigator on all human subject research protocols.

Review and Signature of Faculty Supervisor (Student Research Only): All student-initiated research involving human participants whether dissertation, thesis, or other research projects, must be supervised by a faculty member. The faculty members’ signature on the student research protocol form attests the research procedures comply with federal and university policies with regard to the protection of human participants.

For thesis or dissertation research, the signature of the faculty advisor is required, unless there appears to be a conflict of interest (e.g., the advisor is also the chair of the unit review committee.) If the faculty advisor is unable to sign, another member of the student's committee may sign.

It is always the responsibility of the principal investigator to obtain IRB approval prior to initiation of any research activity involving the use of human participants. Failure to do so may result in restrictions on the research activities of such individuals, as well as potentially endanger all federal funding to the University.

http://research.boisestate.edu/compliance/institutional-review-board-irb-home/

Considerations in Developing Your Program of Study

Expectations of DNP Students

DNP Students should have strong motivation to advance within the health care field. Excellent communication skills, both written and verbal, are essential for professional success. DNP Students are expected to have a sound sense of responsibility for their own learning, continued scholarly activity and willingness to take initiative in achievement of learning goals. Over the course of the program, the DNP Student will develop the ability to demonstrate leadership and collaboration skills in working with colleagues, groups and in community partnerships.

The curriculum is offered on-line. One of the assumptions of on-line learning is the student actively engages and participates in the learning process. In many graduate courses, faculties serve as facilitators to student learning. Therefore, the students take on the responsibility of self-directed learning, so that within each course, the subject matter of study can be aligned with their particular area of interest. Clinical course content is delivered on-line with community partner, faculty, and student designing the practicum which provides flexibility for the student.

On-line Teaching and Learning

The mechanism of delivery for the Boise State University Nursing DNP Program will be primarily as an on-line/distance education program in which students do not have to be online together at the same
time for their classes (asynchronous learning). In some instances, however, students may be asked to attend a learning session or participate in class activities requiring them to meet online together at the same time (synchronous learning). Advanced notice of these situations will be given so students can plan schedules accordingly.

Participating in an on-line course requires you to have access to a computer and be able to send and receive e-mail. Your instructor must be able to correspond with you through e-mail and may require you to communicate with your classmates through e-mail. The address assigned to you by Boise State is the official email for communication.

By enrolling in an on-line course, you are granting the instructor permission to post your name and e-mail address on the course website or otherwise distribute that information to other students in the class.

**Technology Skills and Computer Requirements**

**Technology Skills**: Boise State University emphasizes the ability to utilize technology skills along with various software packages in the educational setting. Computer skills needed to succeed in the nursing program include word processing, use of the Internet, e-mail and Excel for spreadsheets; skills include the following:

- **Basic computer skills**
  - Locate, open, and close files
  - Use a mouse
  - Toggle or switch between two open applications and/or files
  - Open and download documents/programs from course sites

- **Basic word processing skills**
  - Format pages
  - Cut, paste, and copy text from one document to another
  - Number pages
  - Add headers and/or footers
  - Save and rename files
  - Use “track changes” functions in documents
  - View and insert “comments” in documents
  - Uses and has access to Microsoft Word

- **Send and receive e-mail**
  - Send documents as attachments to e-mail
  - Open and save e-mail attached documents to own computer

- **PowerPoint**
  - Prepare a basic slide presentation
  - Insert pictures and text into slides
  - Insert audio files or record audio in presentations

- **Excel Spreadsheets**
  - Perform basic spreadsheet formatting
  - Enter a basic formula for calculations
Uses and has access to **Microsoft Excel**

Microsoft Word, Chrome, Firefox and/or Internet Explorer (8.0 or greater) are recommended. Chrome and Firefox are especially recommended for compatibility with the Internet course delivery program, *Blackboard*, which is used at Boise State University. If you have any questions regarding the computer requirements or questions on minimum system requirements to run Blackboard program, please see information at [http://at.boisestate.edu/lmshelp/student-help/](http://at.boisestate.edu/lmshelp/student-help/) or contact Tech Support at email: helpdesk@boisestate.edu

Students must check their Boise State email accounts, because Boise State e-mail is used for communication by School of Nursing personnel. Students can set their *Broncomail* e-mail accounts to forward to another preferred e-mail address, if desired. Assistance can be accessed through the help desk at BOISE STATE UNIVERSITY (426-HELP (4357) [http://helpdesk.boisestate.edu/](http://helpdesk.boisestate.edu/))

All university information is disseminated via the Internet. Students are responsible for accessing all information posted by the University and the School of Nursing. Students are also responsible for assuring that their e-mail, software, hardware, and technology equipment are in working order. E-mail or equipment failure does not release the student from course and communication expectations and/or responsibilities.

**Student Code of Conduct**

In many respects, an on-line class is no different from a traditional class. In both types of classes, you are expected to abide by the University's policies on conduct and academic honesty. Therefore, you should familiarize yourself with the Student Code of Conduct and Student Rights and Responsibilities:

Student Conduct Program Info: Excellent sites for students to learn about the Office of Student Rights and Responsibilities and Student Code of Conduct: Student Information can be found at [http://osrr.boisestate.edu/](http://osrr.boisestate.edu/)

Also important for students to be familiar with is the University's policy on the use of technology:
[http://policy.boisestate.edu/information-technology/](http://policy.boisestate.edu/information-technology/)

Communicating and interacting with your instructor and classmates in an on-line course is equally as important in a traditional class. For this reason, you should also familiarize yourself with accepted conventions of on-line behavior (often referred to as Netiquette). The University supports the following for detailed information on Netiquette: [http://www.albion.com/netiquette/](http://www.albion.com/netiquette/)

You will be given a Boise State University user name and password. Please remember that user names and passwords are protected information. You may not share this information with anyone. Please familiarize yourself with Section 18 of the Student Code of Conduct regarding academic
dishonesty, including cheating and plagiarism, which apply to all Boise State students, regardless of how the course is delivered. http://osrr.boisestate.edu/scp-codeofconduct-article2/#18A
Line of Communication

The School of Nursing is committed to the creation of an environment which promotes the student learning experience. Open, respectful dialogue between and among students and faculty is critical to the enrichment of the learning experience. In order to facilitate open communication between and among students and faculty, the School of Nursing has outlined a line of communication to resolve academic issues that may arise in the classes, healthcare settings or other organizations related to the academic experience. Student issues or concerns need to be addressed promptly and according to the established line of communication outlined below. Dialog with the next person in the line of communication is necessary only after the prior contact does not lead to a successful resolution.

Line of Communication for Problem Resolution:
Course Instructor ►
Faculty Advisor ►
Coordinator of the DNP Program ►
Chair of the DNP Program ►
Chair of the DNP Program ►
Director of the School of Nursing ►
Dean of the College of Health Sciences

Planning Your Course of Study

Guidance after enrollment
A faculty advisor will be assigned to facilitate your academic progress when you are accepted into the DNP Program. This faculty advisor will assist you in planning your course of study and in developing your Scholarly Project. Your faculty advisor will also help you identify appropriate graduate faculty who can contribute to development of your project as content experts.

Program Planning

You and your faculty advisor will together prepare a program plan that will be placed in your student file. The purpose of this program plan is to assist you in completing the program within your targeted time frame. All faculty advisors have knowledge about content of all courses, the master schedule of course offerings, course prerequisites, and the School of Nursing policies regarding the DNP Program. Students should plan to communicate with their faculty advisor at least two times per semester to plan and refine ideas. This is particularly essential for successful completion of all phases of the Scholarly Project. These meetings can be conducted by telephone or visual, synchronous modes.

DNP Student Policies

Admission Criteria & Admission Process (2013-2014)

The post-master’s Doctor of Nursing Practice (DNP) degree at Boise State University develops doctorally prepared nurse leaders, who work with diverse populations to provide health innovation and integration of evidenced based knowledge that supports advanced nursing practice. This program
provides nurses with the opportunity to develop essential skills to become nurse leaders who integrate and apply research findings to improve systems and organizations, while facilitating safe, effective, and equitable care within the complexity of the health care environment. This distance education program may include synchronous and asynchronous course delivery and/or on-campus sessions.

Application and Admission Requirements

Admission Process:

- Submit an application to www.nursingCAS for admission to Boise State University School of Nursing DNP Program
- Submit an application to the Graduate College Admission and Degree Services. If approved, the applicant will receive a certificate of admission to enroll in graduate courses at Boise State University. The applicant is advised to consult the General Admission Policies section of the Graduate College catalog for additional details on admission
- Submit a $20 fee to the School of Nursing
- International students must comply with the policies from the Commission of Graduates of Foreign Nursing Schools (CGFNS). (Please refer to Boise State University Graduate Handbook for further instructions)

The following Admission criteria must be met:

1. Possess a valid, unencumbered RN license or advanced nursing practice license from within the United States.
2. Possess a **Master’s Degree in Nursing** from a National League for Nursing Accrediting Commission (NLNAC) or Commission on Collegiate Nursing Education (CCNE) accredited Nursing program or a **Bachelor’s Degree in Nursing** from a National League for Nursing Accrediting Commission (NLNAC) or Commission on Collegiate Nursing Education (CCNE) accredited Nursing program and a **Master’s Degree in a related field**. Students who possess a master’s degree in a related field may be required to take additional graduate courses.
3. Applicants are not required to be certified in a clinical specialty.
4. Have a cumulative GPA of 3.0 (on a 4.0 scale) for the undergraduate nursing coursework and a cumulative GPA of 3.00 (on a 4.0 scale) in the Master’s program.
5. **Submit three professional references** to www.nursingCAS. References must be from faculty members, professional colleagues, or work supervisors who can evaluate your potential for success in a doctoral program.
6. Submit your original comprehensive statement of 500 words to www.nursingCAS:
   a. Describe your vision of nursing, your professional goals, and how a Doctor of Nursing Practice degree will help you achieve these goals
   b. Identify a problem that requires a relevant change in health care or educational systems and/or policies that could serve as a basis of your DNP scholarly project
      OR
      Discuss a relevant issue related to your population of interest that could serve as a basis of your DNP scholarly project
   c. If your comprehensive statement exceeds 500 words, the application will not be considered
   d. A separate signature form is required attesting that you are the person who wrote the comprehensive statement. The signature form is not part of your 500 word statement
7. An interview with select graduate faculty is required as part of the admission process. Applicants will be contacted by the School of Nursing to schedule the interview.

DNP Progression Policy

**Purpose:** Progression in the Boise State University Doctor of Nursing Practice (DNP) Program is based upon the successful completion of course and program objectives. Courses in each semester of the program are designed for achievement of increasingly complex learning objectives. Students in the DNP program will progress through the curriculum upon successful completion each semester of all course objectives.

Within the curriculum, most courses are sequential and must be taken as outlined in the DNP Program of study. Students are responsible for monitoring their progression in the DNP Program and ensuring progression requirements are met.

1. To progress in the DNP Program the student must:
   a. Maintain a minimum passing grade of “B” in all DNP required courses
   b. Successfully “Pass” each DNP clinical course with a minimum of 83% (3.0).
   c. Adhere to nationally accepted nursing practice standards (American Association of Colleges of Nursing, 2006).
   d. Complete and/or renew health requirements by the renewal deadline. Refer to the School of Nursing, DNP Program Policy for Health Requirements.
   e. Adhere to all Boise State University Graduate College, School of Nursing, and DNP program policies.
   f. Maintain professional conduct, patient safety, current and unencumbered nursing license, and legal-ethical behavior.

2. Students who withdraw in the first semester of the DNP Program, for any reason, must apply again for admission to the DNP Program (see DNP Program Reentry Policy).

3. Students who receive a grade of B- or lower in a required DNP nursing course:
   a. Will not progress and will be placed on Academic Probation by the Boise State University School of Nursing.
   b. Will develop a plan for academic success and meet with the DNP Program Coordinator to review that plan. The plan will include:
      i. Steps taken to resolve factors related to the failing grade.
      ii. Description of what the applicant has done to maintain currency in nursing knowledge and skills at the competency level required to pass previous DNP coursework.
      iii. A detailed plan and timeline for successful completion of the DNP Program.
   c. Will be given one opportunity to retake the course to achieve a grade of B or better, depending on space availability.
   d. Will not be eligible to progress in the DNP program until a course grade of B or better has been successfully achieved.
4. An earned grade of B- or lower in the repeated DNP course or an earned grade of B- or lower in a second DNP required course will result in dismissal from the DNP Program and ineligibility for re-admission to the DNP Program.

5. A student may be dismissed from the DNP Program at any time for:
   a. Academic dishonesty
   b. Breach of professional ethics and/or practice standards
   c. Unsafe clinical practice
   d. Impairment from alcohol or drug use
   e. Failure to maintain a current, unencumbered RN license

6. If dismissed, the student will receive a grade of “F” in all nursing courses for which he/she is currently enrolled and will be ineligible for re-admission.

7. If the student wishes to “drop a class” or “withdraw” from a course, refer to the University Policy.

8. Students who withdraw from or voluntarily stop progression in the DNP program will be eligible for re-entry or re-admission as outlined in the School of Nursing Graduate Program Readmission and Reentry Policies.

9. All requirements for a doctoral degree (including courses completed at another college or university) must be started and completed within an interval as outlined in the Boise State University Graduate College Catalog and Policies.

A student may appeal an academic action, sanctions for misconduct, and/or dismissals. The academic appeals process is described in the Graduate Student Handbook.

**DNP Program Readmission & Reentry Policy**

**Purpose**

The Doctor of Nursing Practice (DNP) Program Readmission Policy describes the process and establishes priorities for readmission to the DNP program. Readmission is determined on an individual basis and is contingent on space available. The DNP Program Reentry Policy describes the processes for students who successfully complete one or more academic semesters of the DNP program courses, who stop progression for a maximum of one academic semester and wish to reenter for degree completion.

**Definitions**

*Readmission*: Students, who must stop progression in graduate nursing courses for longer than one academic semester, will be considered under the Graduate Readmission Policy.

*Reentry*: Students who successfully complete one or more academic semesters of graduate nursing courses and who stop progression for a maximum of one academic semester will be considered under the Graduate Reentry Policy.

All requirements for a doctoral degree (including courses completed at another college or university) must be started and completed within an interval of no more than seven years. Reentry or readmission may lengthen program of study. Students are held to Graduate College standards for completing program in specified length of time.

**Readmission Process:**
To be eligible for readmission the student will:

1. Be in good academic standing in accordance with Boise State University Graduate College and School of Nursing Policies.
2. Have completed the most recent graduate DNP required nursing course(s) within 1.5 years of the anticipated date to restart DNP coursework. All DNP required courses must have been successfully completed with a grade of “B” or better.
3. Submit a letter to the DNP Program Coordinator requesting readmission. The letter of request must contain the following information:
   a. Steps taken to resolve factors that necessitated leaving the program
   b. Description of what the applicant has done to maintain currency in DNP nursing knowledge and skills at the competency level required to pass previous coursework
   c. A detailed plan and timeline for successful completion of the DNP program
   d. The semester for which readmission is being requested
4. Schedule an appointment with the DNP Program Coordinator, or designee, to discuss the student’s plan for academic success and program completion, and readiness to return to the DNP Program.
5. Be readmitted into the current DNP program curriculum. Academic adjustments for prior completed course work will be filed as needed.

**Reentry Process:**

To be considered for reentry into the DNP Program the student must:

1. Be in good academic standing in accordance with Boise State University Graduate College and School of Nursing policies.
2. Have completed the most recent graduate nursing courses(s) within 1 year of the anticipated date to reenter DNP coursework. All DNP courses must have been successfully completed with a grade of “B” or better.
3. Submit a letter to the DNP Program Coordinator requesting reentry into the DNP Program. The “Request to Reenter” letter must be received by March 1st to be considered for readmission for the subsequent summer or fall semester or by October 1st to be considered for reentry for the subsequent spring semester.
4. The letter of request must contain the following information:
   a. Steps taken to resolve factors that necessitated leaving the program
   b. Description of what the applicant has done to maintain currency in DNP nursing knowledge and skills at the competency level required to pass previous coursework
   c. A detailed plan and timeline for successful completion of the DNP Program
   d. The semester for which reentry is being requested
5. Schedule an appointment with the DNP Program Coordinator, or designee, to discuss the student’s plan for academic success and program completion, and readiness to return to the DNP Program.
6. Be readmitted into the current DNP program curriculum. Academic adjustments for prior completed course work will be filed as needed.

**Readmission or Reentry letter submission dates:**

Letters requesting readmission or reentry must be received by

- March 1st to be considered for readmission for the subsequent summer or fall semester
The DNP Program Coordinator and/or Graduate Program chair will approve all requests for readmission or reentry on an individual, space available basis.

Scholarly Project Policy

Purpose
To describe the Scholarly Project requirements and procedures necessary to obtain the DNP degree.

The following are described in this policy:
1. Definition(s) of Scholarly Project
2. DNP Scholarly Project Committee
3. Faculty Advisor
4. Community Member
5. Chair & DNP Project Committee Responsibilities
6. Scholarly Project Proposals and Final Reports
7. Scholarly Project Guidelines
8. Manuscript based on Scholarly Project
9. Institutional Review Board (IRB) and Human Subject Requirements
10. Policies for Graduate Level Courses Involving Organizational Collaboration

Definition(s)
1. A Scholarly Project is a professional endeavor generally carried out in cooperation with a community partner that results in a formal paper, presentation and Scholarly Project completion. This definition is consistent with the Boise State University Graduate Catalog. Doctoral education in nursing practice is distinguished by the completion of a specific project that demonstrates synthesis of the student’s work. A Scholarly Project may involve assessment, evaluation, and/or analysis of data and may require IRB approval. Other Scholarly Projects could be practice change initiatives, research utilization projects, grant applications, or program evaluations. Scholarly Projects link the use of evidence to improve either practice or patient outcomes. Students who successfully complete a Scholarly Project and the required curriculum are awarded a Doctor of Nursing Practice (DNP) degree.

Scholarly Projects are rigorous. All requirements established by the Graduate College and the School of Nursing regarding Scholarly Projects must be followed.

2. Scholarly Project DNP Project Committee
   Each student will work with a DNP Scholarly Project Committee to plan and complete a Scholarly Project. The DNP Scholarly Project Committee will consist of a minimum of two
Graduate Faculty members, including a Faculty Advisor, who will be appointed in the first semester of the program and will also serve as the DNP Scholarly Project Committee chair for the student.

Once a Faculty Advisor is agreed upon, the student works with the chair to complete a plan of study and to further refine the Scholarly Project focus and problem statement. Once the topic is better refined, the student in consultation with the Faculty Advisor and Coordinator/Director will select other DNP Project Committee member(s) who are eligible for Graduate Faculty status and earned a minimum of a doctoral degree.

3. Faculty Advisor:
   a. Serves as the DNP Scholarly Project Committee chair for the student
   b. Serves as the primary mentor of the student
   c. Must be endorsed to chair the committee
   d. Must be accepted as Graduate Faculty

4. Community Member
   In some cases, a community member may be asked to consult as a content expert or organizational liaison.

5. Chair & DNP Project Committee Responsibilities
   Responsibilities of Faculty Advisor (F) include:
   • Serving as the student’s primary mentor through the project phases (F)
   • Directing the student in planning and implementing the Scholarly Project (F)
   • Providing ongoing guidance and timely feedback in the writing of the proposal, the Scholarly Project and final report. The Faculty Advisor is expected to review drafts and provide feedback to the student within at least a 2 week timeframe. (F)
   • Assuring that DNP Scholarly Project Committee member(s) have reviewed the Scholarly Project Proposal and final Project before it is in final form and that the student has incorporated all necessary changes (F)
   • Managing conflict/disagreement that may arise within the Scholarly Project Committee (F)

   Responsibilities of Faculty Advisor and Student (F S) include:
   • Assessing and continuing the Scholarly Project plan with the student (F S)
   • Consulting to select another DNP Project Committee member(s) (F S)
   • Calling necessary meetings and working effectively with the student to set realistic timelines for completion of the Scholarly Project (F S)
   • Schedule a meeting once a semester at the minimum with the student prior to the proposal and final presentation (F S)
   • Seeing that a high standard of writing quality is maintained throughout the Scholarly Project (F S)
   • Maintaining communication with other DNP Scholarly Project Committee members, and receiving feedback regarding the Scholarly Project (F S)
   • With the student, assuring that all School and Graduate College deadlines have been met (F S)
   • Scheduling and facilitating the project proposal and final project presentations (F S)
Responsibilities of Students (S):

- Work with the Faculty Advisor to determine a Scholarly Project
- Completion of the Initial Approval Form for the Scholarly Project and submit to the Faculty Advisor for approval prior to enrollment in Scholarly Project credits
- Determine, in consultation with the Faculty Advisor, roles of the Faculty Advisor and DNP Scholarly Project Committee member(s), needs of the Faculty Advisor in working through the approval process, and the timelines and deadlines for submitting written work for approval
- Understand that there will be multiple drafts, edits and revisions prior to final acceptance of the DNP Scholarly Project Committee
- Obtain editorial help if necessary in order to appropriately format the final paper
- Adhere to the Boise State University Graduate College Standards and Guidelines for Thesis & Dissertation or the School of Nursing Handbook for Scholarly Project completion
- Present the Scholarly Project Proposal and Final Presentation in an open forum prior to final approval(s)
- Understand that final acceptance of the Scholarly Project final report is determined by the student's faculty DNP Scholarly Project Committee, the Thesis & Dissertation Office, and the Dean of Graduate College. Posting of the final degree is dependent on clearance by all of the above parties.
- Understand that final acceptance of the Scholarly Project is determined by the student's faculty DNP Scholarly Project Committee and posting of the final grade is dependent on clearance by the above parties.
- Assist in conflict management/resolution that may arise in the Scholarly Project phases

Responsibilities for DNP Scholarly Project Committee member(s) include:

- Reading selected drafts of the proposal, Scholarly Project and the final report when deemed appropriate by the Faculty Advisor and providing timely feedback. DNP Scholarly Project Committee members are expected to review drafts and provide feedback within 2 weeks
- Attending the proposal presentation and giving feedback and approval
- Being available to discuss the Scholarly Project to provide expertise
- Attending the Final Presentation of the work and giving final approval.

6. Scholarly Project Proposals and Final Reports

A written proposal outlining the background and plans for the Scholarly Project must be approved by consensus of the entire DNP Scholarly Project Committee before the IRB application is submitted, data collected, or Scholarly Project begun.

APA format is to be followed in the proposal and final product. The following Scholarly Project format requirements of the School of Nursing document must be adhered to. A bound copy of the Final Report is provided to the Faculty Advisor and DNP Scholarly Project Committee member(s), the School of Nursing, and Boise State University Albertson’s Library.
7. Scholarly Project Guidelines

School of Nursing Scholarly Project Report Outline

I. The Evidence Based Problem
   a. Introduction
   b. Statement of the problem and population to be addressed
   c. Significance to Nursing

I. Literature Review and Conceptual Framework

II. Systematic and/or integrative review of the relevant literature
   a. Conceptual/theoretical framework
   b. Statement of the purpose
   c. Research questions and/or hypotheses
   d. Conceptual and operation definitions
   e. Assumptions

III. Methodology
   a. Evidence based evaluation and research design
   b. Setting, population and sampling method
   c. Data collection procedures & instrumentation
   d. Protection of Human Subjects
   e. Data analysis plan/procedures

IV. Results
   a. Description of the subjects/participants
   b. Results/findings according to research questions/hypotheses

V. Evaluation
   a. Evaluation plan
   b. Implementation evaluation
   c. Completion evaluation
   d. Evaluation of outcomes

VI. Discussion and Conclusions
   a. Interpretation of Results/Findings (in relation to conceptual framework and previous research)
   b. Limitations
   c. Implications for nursing practice, theory development, policy, and education
   d. Recommendations for further research
   e. Summary

VII. Dissemination and Sustainability
   a. Dissemination
   b. Sustainability

8. Manuscript based on Scholarly Project

The final product of a Scholarly Project may be a publishable manuscript. Discussion should occur early with the Faculty Advisor as to the whether the work is publishable and how the work might be disseminated. It is acceptable for the student to choose to ask the chair of the DNP Scholarly Project Committee to be a second author on the work and other DNP Scholarly
Project Committee members to be third or fourth authors as appropriate. It is unacceptable for the faculty to pressure students to be included as co-authors on student publications.

9. **Institutional Review Board (IRB) and Human Subject Requirements**
   See IRB above – pp 26-27

10. **Policies for Graduate Level Courses Involving Agency Collaboration**
    **Partner Agency Relationships**
    The DNP degree curriculum is usually health care related, allowing many agencies, facilities, and organizations to become venues for practicum opportunities. There will be instances where students will partner with specific agencies or institutions. The following policies guide the development of partnerships useful to the DNP Student.

    **Description:** The purpose of Scholarly Projects will be across care settings and geographic boundaries. Partner agencies/facilities/organizations are those with collaborative relationship with the DNP student to accomplish Scholarly Projects goals and objectives.

    **Student Responsibilities:** Student responsibilities in preparing for and implementing their Scholarly Project experiences are:

    **Partner Agencies**
    Students are responsible for establishing positive partner relationships with all organizations involved with Scholarly Projects. The work to establish collegial and mutually beneficial partnerships is part of the leadership and skill development of nurses with advanced degrees in nursing. As professionals, the steps include:

    ✓ Maintain current RN licensure and student health requirements.
    ✓ Meet all professional standards and any additional standards set by partner agencies.
    ✓ Maintain confidentiality for all agency, client encounters, and records.
    ✓ Perform in the best interest of the client and agency during all partner agency experiences.
    ✓ Use talking points, as relevant, with agency representatives and community partners in courses with the Scholarly Project

    o Course emphasis is in assessment, planning, intervention and evaluation.
    o When clinical activities involve data gathering from human subjects that may be used in research and publication, Institutional Review Board (IRB) approval will be needed from Boise State University and/or partner agencies. If the partner agency does not have an IRB per se, written approval must be sought through the standard administrative approval mechanisms in the agency.

**References**


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