

**BAYLOR UNIVERSITY LOUISE HERRINGTON SCHOOL OF NURSING
DOCTOR OF NURSING PRACTICE (DNP) DEGREE HANDBOOK**



**Baylor University
Louise Herrington School of Nursing
3700 Worth Street
Dallas, Texas
2015-2016**

LHSON DNP programs are nationally accredited by:

Commission on Collegiate Nursing Education
One Dupont Circle, NW Suite 530
Washington, DC 20063
(202) 887-6791

ACNM Accreditation Commission for Midwifery Education.
8403 Colesville Road, Suite 1550
Silver Spring, MD 20910-6374
(240) 485-1802

Email contact for ACME: Jaime Sampson, Administrative Assistant, jsampson@acnm.org

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Introduction

The Louise Herrington School of Nursing (LHSON) Doctor of Nursing Practice (DNP) degree DNP is a clinical doctoral program designed in response to professional mandates to move advanced nursing practice education to the doctoral level and to meet the societal need for improved healthcare through the education of nurse practitioners (NPs) and midwives.

The DNP program is congruent with the overall strategic plan for Baylor University as described in *Pro Futuris*, as well as the specific strategic and operational plans for the LHSON. The program is of particular value to the LHSON because it prepares providers to care for vulnerable populations such as women and families in the United States and globally, reflects an approach to life as servant leader and professional nursing as a calling. A nurse practitioner or midwife prepared at the DNP level can promote and improve the quality of healthcare for individuals, populations and communities in the United States and across the globe.

Program Goal

The DNP graduates will acquire the knowledge and ability to translate research into practice. DNP graduates will be prepared as future leaders and mentors by establishing scholarly excellence for the profession, advocating for improved healthcare outcomes, and translating the evidence into personal practice. Graduates will also disseminate research and aid in the integration of new discoveries in the healthcare arena.

DNP Graduate Outcomes

Competencies expected of a DNP graduate from the LHSON are congruent with the eight [Essentials for Doctoral Education for Advanced Practice](#) published by the American Association of Colleges of Nursing and outlined below. The curriculum is designed to enable the graduate to attain these outcomes. These competencies are:

Essential I: Scientific Underpinnings for Practice

The DNP program prepares the graduate to:

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

Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking

The DNP program prepares the graduate to:

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

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

The DNP program prepares the graduate to:

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

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

The DNP program prepares the graduate to:

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

Essential V: Health Care Policy for Advocacy in Health Care

The DNP program prepares the graduate to:

1. Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums.
2. Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy.
3. Influence policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve healthcare 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 healthcare policy that shapes healthcare 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

The DNP program prepares the graduate to:

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

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

The DNP program prepares the graduate to:

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

Essential VIII: Advanced Nursing Practice

The DNP program prepares the graduate to:

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

General Policies

As an academic unit of Baylor University, the LHSOON abides by the policies found in the [Graduate Catalog](#) in regard to such items as tuition, honor code, maximum length of time in program and other general information. LHSOON also has policies specific to the school that can be found in the [LHSOON Graduate Student Information Guide](#).

The DNP curriculum consists of 75 post baccalaureate credits in nursing. Of that total, no more than 37 may be transferred credits. The majority of the credits will be transferred for individuals who already possess a master's degree in nursing or who already are certified as a nurse-midwife or nurse practitioner. An individualized plan of study can be designed for these students in order to assure that they obtain the necessary curricular content. Of the 75 credits, 7 credits are specific for a DNP Capstone project.

Course of Study

Students who meet the admission requirements of the Graduate School of Baylor University and the requirements of the Louise Herrington School of Nursing may be admitted into the DNP program either as full-time or part-time students. Full-time students are anticipated to complete the program within nine semesters from the BSN entry. Post masters' students must complete a minimum of 38 credits at Baylor University for completion of the 75 credit DNP in an anticipated 5 semesters. Students enter the program in the fall for a more seamless movement through the planned curriculum. DNP students must have completed a graduate level statistics course prior to matriculation into the program.

In some instances, a pretest may be required to demonstrate that an individual already possesses the information taught in a course. Additionally, a clinical practice assessment may be required to validate current clinical competency **before** transfer of clinical management courses and/or clinical practicum credits.

Appendix A contains the standard BSN to DNP curriculum for midwifery and nurse practitioner students. Appendix B contains the standard Post Masters DNP curriculum. Appendix C contains course descriptions.

THE CAPSTONE PROJECT

Traditionally, doctoral education culminates in the completion of a scholarly project. The Capstone project is an experience that synthesizes knowledge and develops a skill set that serves as a foundation for future scholarly practice. The Capstone project is relevant to advanced practice nursing; characterized by a systematic process; targeted to a population of interest; addresses the contextual aspect of the setting; includes measurable outcomes; and includes a dissemination component. Unlike the PhD dissertation that aims to produce new knowledge, the theme uniting all Capstone projects is its direct relevance to clinical practice.

There is a fair amount of ambiguity in the classification of Capstone projects and the categories provided below may overlap. The important point is that the major aim of the Capstone project is translation of evidence to practice and not the generation of new knowledge.

Broad categories of Capstone projects include:

- Evaluation of practice, practice environments and systems of care
- Translation of research evidence into practice (i.e. program implementation and evaluation)
- Decreasing variations in healthcare practices (i.e. quality improvement projects; establishing clinical pathways; and development, implementation and evaluation of clinical practice guidelines in a clinical setting)
- Improving population outcomes
- Policy development, implementation, evaluation
- Evidence based practice changes

The student is encouraged to go to the [Doctors of Nursing Practice](#) web site to view abstracts of DNP projects.

Capstone Courses

There are 4 Capstone courses. In Capstone I (NUR61C1) the student develops the Capstone topic and the framework for the project. The second course, Capstone II (NUR62C2), is proposal writing and defense. In Capstone III (NUR62C3) the student implements and evaluates the project. During the final course, Capstone IV (NUR62C4), the student writes the final paper/report and presents the project results to the agency or other professional audience and presents an oral defense.

Student Responsibilities for Capstone Project

1. By the fifth semester of study, or an equivalent period for students with part-time study, the DNP student must begin the Capstone process by enrolling in Capstone I. The student must have completed Scientific Inquiry II prior to enrollment in Capstone I.
2. The student will use the form in Appendix D to submit three possibilities for Capstone Project Chair along with the title of the project and a purpose statement to the Graduate Program Director for approval. The Capstone Project Chair must be a member of the Baylor University Graduate Faculty. A list of current eligible faculty members will be obtained during the first class of Capstone I.
3. During Capstone I, once the Capstone Project Chair is approved, the student will, with input from the chair, form a Capstone project committee comprised of the Capstone Project Chair and a minimum of two other members. Once all members have agreed to serve, the student should obtain the signatures of all committee members on the "Capstone Project Committee Form" (Appendix E) and submit the form to the Graduate Program Director.
4. The student will enroll in Capstone II under the Capstone Project Chair's section. During this course the student will develop a Capstone project proposal with the guidance of the Capstone Project Chair and input from the committee. The student will defend the project with the committee's approval. After successfully defending the proposal, the student will submit the project to the Baylor University IRB committee.
5. Before IRB submission the student must upload a certificate demonstrating completion of the [Collaborative Institutional Training Initiative \(CITI\)](#).
6. Once CITI training is completed and the project is successfully defended, it will be submitted to IRB Net which can be found under the research button on the University Research home page.
7. The project will be reviewed by the IRB committee after the Capstone Project Chair has approved it on IRB Net.

After Baylor University IRB approval, the proposal may need to be submitted to an agency IRB for approval. It is the student's responsibility to find out if this is needed prior to implementation of the project.

8. After IRB approval has been received, the student will implement and evaluate the project under the supervision of the Capstone Project Chair in the Capstone III course (enroll in the Capstone Project Chair's section).
9. Once the project has been completed and evaluated, the student and Capstone Project Chair will determine the format of the final product. The student will enroll in Capstone IV (under the Capstone Project Chair's section) at this time.
10. Before graduating, the student must show a dissemination process for the work and defend the result.
11. Close out the IRB with a short report form on IRB net.
12. Submit final copy of the Capstone final report/manuscript to the Graduate Program office.
13. Enroll and submit the final Capstone abstract to the [Virginia Henderson Library](#) depository for Baylor DNP projects. [Helpful Guides](#)

Committee Membership

Once the committee is officially formed, the candidate cannot initiate changes in the membership without approval of the Capstone Project Chair. However, if a faculty member resigns from the committee, the student (in consultation with the chair) will invite another member to join and notify the Director of the Graduate Program in writing of this change. Should the Capstone Project Chair resign, the student (in consultation with the rest of the committee and the Director of Graduate Program) will invite another faculty member to serve as the chair. The student may request a change in Capstone Project Chair after consultation with the Graduate Program Director if there are extenuating circumstances. A minimum of two individuals will serve as committee members, at least one of whom is a LHSON faculty member; other members may be agency representatives or an individual with special expertise related to the project.

Role and Responsibilities of the Capstone Committee

Members of the committee and the chair must meet the following criteria:

Capstone Project Chair Qualifications

1. Hold graduate faculty status at LHSON
2. Hold earned Doctorate
3. Be regularly available to student
4. Have current CITI training through Baylor University IRB site

Committee Members Qualifications

1. Hold Master degree (doctoral degree preferred)
2. If possible, possess complementary areas of expertise to guide content and methods of project

Capstone Project Chair Responsibilities

1. Provide guidance during the development of the Capstone project proposal and IRB submission.
2. Provide assurance of IRB compliance.
3. Provide supervision of project implementation, evaluation and dissemination of findings.
4. Assure that the entire committee meets with the student at least once during the development of the proposal and once at the time the completed proposal is presented to the committee.
5. Provide date, time, and Capstone project title to the Graduate Program Office to schedule final defense.

Committee Members Responsibilities

1. Attend all committee meetings.
2. Participate as requested by the student and Capstone Project Chair in proposal development.
3. Appraise proposal in a timely manner and provide feedback/critique to student and Capstone Project Chair.
4. Participate in the project implementation and evaluations as requested by the student and Capstone Project Chair.
5. Appraise final written report and provide feedback/critique to student and Capstone Project Chair
6. Committee members must sign the Capstone Project Proposal Approval Form (Appendix F) and the Final Project Approval Form (Appendix G).

Capstone Project Proposal

A Capstone project rarely presents itself to a student. Such an endeavor usually evolves after much study and effort by the student. To facilitate the process and aid the student, a Capstone project proposal is developed by the student under the supervision of the Capstone Project Chair and with participation of the members of the committee.

The proposal should include a statement of the problem, a needs assessment, fishbone exemplar or rationale for the project. Relevant literature is reviewed to form the basis for the project. The proposal should include a purpose statement, objectives, activities, timetable, anticipated resources and an evaluation plan including data analysis method. This document is characterized by logical progression of thought, appropriate literary style, and scholarly writing.

The proposal should be double-spaced in 12-point Times New Roman font with 1-inch margins and should be congruent with the standards of the most recent edition of the Publication Manual of the American Psychological Association (APA). The proposal should not exceed 25 pages exclusive of references and appendices.

Once the Capstone Project Chair deems the proposal complete, the proposal is defended by the student at a meeting with the chair and members of the committee. The student should provide a copy of the proposal to each committee member **at least 2 weeks prior to the proposal meeting**. The student should be prepared to discuss the entire proposal at the proposal meeting. The student should bring two copies of the “Capstone Project Proposal Approval Form” (Appendix G) to the proposal defense.

At the completion of the proposal defense, the Capstone Project Chair and the committee will formulate their recommendations. These recommendations include:

1. Accept the proposal as written/or with minor revisions requested.
2. Require major revisions that mandate a re-review by the committee.
3. Reject the proposal (i.e. due to major safety issues, major flaws, unfeasible timetable).

The chair notifies the Director of Graduate Programs of the outcome of the proposal defense. If minor revisions are required, the candidate should submit a revised proposal to the Capstone Project Chair **within one month**. If major revisions are required or the proposal is rejected, the Capstone Project Chair (and possibly members of the committee) will work with the candidate to make requested changes. During this time the student will be required to re-enroll in Capstone II and another proposal meeting will be held, with the above steps followed. If acceptable progress is not demonstrated after enrollment in Capstone II on two occasions, the candidate may be dismissed from the program.

Consultations with the Capstone Committee Chair

Informal communication between the student and the Capstone Project Chair should be regular and encouraged. However, a student must consult with the chair before:

1. Submitting any research grants to fund part or the entire Capstone project.
2. Submitting any abstracts for conferences or publications that will report findings.
3. Submitting to the public domain any materials that are integral components to the project.
4. Copyrighting the Capstone project or components thereof.

Final Oral Presentation Defense of the Capstone Project

The DNP program includes both a written summary report and oral presentation of the Capstone project. The student must provide a final written report **to the entire committee at least two (2) weeks prior to the final oral presentation defense**. The Capstone Project Chair must approve the final written report prior it being sent to the committee. The final presentation defense is open to the public.

The purpose of the final oral presentation defense is for the student to demonstrate that he or she successfully met the requirements of the Capstone project. This decision will be made by the Capstone Project Chair and committee members alone. A **unanimous vote** by the committee to approve the Capstone project written report is required.

In addition to voting to accept the written report or manuscript, the recommendations of the committee may include revisions to the report or manuscript, or further work on the project. In the event that the committee requests revisions to the final written report or manuscript, or further work on the project, **the deadline is one week after defense**. If revisions to the final written report or manuscript or further work on the project are required, the committee will specify at the time of the final oral presentation defense if a re-review of the revised written report/manuscript by the committee is required. In the event that the committee requests a re-review, the student should **re-enroll in Capstone IV while carrying out the recommendations of the committee**. If the requested revisions to the final written report are minor and can reasonably be accomplished in time for graduation the student is not required to re-enroll. In order to graduate, the student must complete the final oral presentation defense **by the last official day of class in any semester**. Finished edits to the paper/report need to be completed and submitted to the Graduate Program Office by the graduation date.

If a re-review of the final written report or manuscript is necessary, the student will be given an additional opportunity to complete the final oral presentation defense. If, at the second oral presentation, the student is unable to satisfy the committee that he or she successfully met the requirements for the Capstone project, the student **will be dismissed from the program**.

Once the committee votes to approve the Capstone project written report or manuscript, the "Final Project Approval Form" (Appendix E) must be signed by all members of the committee. The candidate is responsible for submitting this form to the Director of the Graduate Program.

Archiving of Capstone Project Final Report/Manuscript

Capstone project final reports/papers will be archived in an electronic file on the Faculty/Staff Community Blackboard site. Capstone Project Chairs are responsible for providing an electronic copy of the final report/manuscript to the Graduate Program Office for posting in PDF file format to the Faculty/Staff Community Blackboard site. A master list on both the Faculty/Staff Community Blackboard site and the Advance Practice Nurse Community Blackboard site will include student name, Capstone Project Title, Capstone Project Chair and committee members and date of graduation. In addition, the student will be asked to submit an abstract of his/her work to the Virginia Henderson library for retention under the Baylor University repository.

Dissemination of the Capstone Project

As part of the Capstone project requirement, the student must disseminate the results of the project. There are several avenues for project dissemination, including submission of a manuscript to a professional peer review publication. Other avenues for dissemination include submission of an abstract for a presentation or poster at a local, regional, national or international professional meeting, or submission of a brief report to a professional publication. Manuscript and abstract submissions must be completed and verified by the day that final grades are due. Each student is required to provide a formal presentation to the key stakeholders of the agency/organization where the capstone was performed. The date and evidence of the presentation must be submitted in the portfolio.

THE DNP PORTFOLIO

The DNP portfolio represents a body of work that the student produces during matriculation of the DNP degree. **All papers and other graded assignments as well as skills check sheets and final evaluations by preceptors need to be included in the portfolio. This portfolio must be completed prior to graduation.** It will be reviewed by the Program Coordinator of the specialty track for BSN to DNP students and by the Graduate Program Director for Post Masters' DNP students. The practice section of the Portfolio related to DNP Essential VIII should demonstrate the accumulation of clinical experiences during the program.

The Portfolio:

- The portfolio should include a table of contents, **typed and paginated throughout.** The table of contents should have page numbers next to each entry with sections identified. In the table of contents, identify each DNP essential with a short description/summary of the Essential. Then for each entry under that DNP Essential, describe how that project/paper met the competency of the Essential. You might want to use similar words in the description that are used in the DNP Essential.
- After the table of contents, the first section should include a current curriculum vitae.
- The second section should be for papers related to clinical management or case studies.
- Subsequently, the portfolio should include a section for each DNP Essential with evidence provided in each section of how that DNP Essential was met (i.e. papers, presentations, project summaries, SOAP notes). Only include the highest quality of work. The student should review each DNP Essential to determine the appropriateness of placing a piece of work in a specific DNP Essential and add a couple of sentences in the table of contents to reflect how the assignment met the DNP Essential (examples are available).
- Following the section for DNP essentials, include a section for the Advanced Residency, including stated goals and objectives and evidence of meeting these. Please include all final evaluations in this section along with the Typhon log comprehensive and final tally sheet of total clinical experiences. If Typhon is not reflective of your patient encounters/skills, etc. a table detailing the age, gender, ethnicity, diagnosis, and procedures performed for each patient during the program is required. If there were non-clinical hours, please include these logs here as well. Finally, include a section for the Capstone proposal and final paper. Graduation is dependent upon successful attainment of the DNP Essentials and the evidence in the portfolio to support these outcomes.

Appendix A – Degree Plans BSN-DNP

Sample Curriculum Plan – Nurse-Midwifery

Year 1: Fall Semester 10 sem. hrs.

NUR 5209 Theoretical Concepts for Advanced Practice Nursing
NUR 5232 Advanced Human Pathophysiology I
NUR 5349 Global Health Care and Missions
NUR 5351 Advanced Pharmacology

Year 1: Spring Semester 9 sem. hrs.

NUR5233 Advanced Human Pathophysiology II
NUR 5314 Scientific Inquiry I
NUR 5452 Advanced Health Assessment/Promotion/Disease Prevention

Year 2: Summer Semester 6 sem. hrs.

NUR 5255 Nurse-Midwifery I: Primary Care for Advanced Practice Nurses
NUR 5158 Nurse-Midwifery I: Primary Care for Advanced Practice Nurses Practicum
NUR5316 Transforming Health Care Organizations and Changing Outcomes

Year 2: Fall Semester 10 sem. hrs.

NUR 5140 Professional Issues for Nurse Midwives
NUR 5V42 Nurse-Midwifery II: Women's Health
NUR 5V43 Nurse-Midwifery II: Women's Health Practicum
NUR 6375 Transitional Science

Year 2: Spring Semester 10 sem. hrs.

NUR 5344 Nurse-Midwifery III: Care of the Childbearing Family
NUR 5345 Nurse-Midwifery III: Care of the Childbearing Family Practicum
NUR 6373 Clinical Epidemiology
NUR 61C1 Capstone Project I

Year 3: Summer Semester 6 or 8 sem. hrs.

NUR 5346 Nurse-Midwifery IV: High Risk Family
NUR 5147 Nurse-Midwifery IV: High Risk Family Practicum
NUR 62C2 Capstone Project II
Elective

Year 3: Fall Semester 10 sem. hrs.

NUR 5280 Health Informatics and Innovations in Technology
NUR 5370 Practice Residency for Midwives
NUR 62C3 Capstone Project III
NUR 6377 Policy Implications for Healthcare

Year 3: Spring Semester 9 sem. hrs.

NUR 6V76 Advanced Practice Nursing Residency
NUR 5312 Roles and Business of the APRN
NUR 5211 Servant Leadership
NUR 6272 Applied Ethics for Advanced Practice Nursing
NUR 62C4 Capstone Project IV

Sample Curriculum Plan – Family Nurse Practitioner

Year 1: Fall Semester 10 sem. hrs.

NUR 5209 Theoretical Concepts for Advanced Practice Nursing
NUR 5232 Advanced Human Pathophysiology I
NUR 5349 Global Health Care and Missions
NUR 5351 Advanced Pharmacology

Year 1: Spring Semester 9 sem. hrs.

NUR5233 Advanced Human Pathophysiology II
NUR 5317 Scientific Inquiry I
NUR 5452 Advanced Health Assessment/Promotion/Disease Prevention

Year 2: Summer Semester 7 sem. hrs.

NUR 5153 Advanced Family Practice I
NUR 5355 Family Healthcare Management I
NUR5316 Transforming Health Care Organizations and Changing Outcomes

Year 2: Fall Semester 9 sem. hrs.

NUR 5356 Family Healthcare Management II
NUR 5359 Advanced Family Practice II
NUR 6375 Transitional Science

Year 2: Spring Semester 9 sem. hrs.

NUR 5250 Advanced Practice Nursing Domestic Low Resource Clinical Residency OR
NUR 5251 Family Nurse Practitioner International Clinical
NUR 6357 Family Healthcare Management III
NUR 6373 Clinical Epidemiology
NUR 61C1 Capstone Project I

Year 3: Summer Semester 5 sem. hrs.

NUR 62C2 Capstone Project II
Elective

Year 3: Fall Semester 11 sem. hrs.

NUR 5280 Health Informatics and Innovations in Technology
NUR 5450 FNP Residency
NUR 62C3 Capstone Project III
NUR 6377 Policy Implications for Healthcare

Year 3: Spring Semester 11 sem. hrs.

NUR 6V76 Advanced Practice Nursing Residency
NUR 5312 Roles and Business of the APRN
NUR 5211 Servant Leadership
NUR 6273 Applied Ethics for Advanced Practice Nursing
NUR 62C4 Capstone Project IV

Year 3: Summer Semester 4 sem. hrs.

NUR 6V76 Advanced Practice Nursing Residency
Elective- Didactic or Clinical

Sample Curriculum Plan – Neonatal Nurse Practitioner

Year 1: Fall Semester 10 sem. hrs.

NUR 5209 Theoretical Concepts for Advanced Practice Nursing
NUR 5232 Advanced Human Pathophysiology I
NUR 5349 Global Health Care and Missions
NUR 5361 Advanced Newborn/Infant Pharmacotherapeutics

Year 1: Spring Semester 8 sem. hrs.

NUR5233 Advanced Human Pathophysiology II
NUR 5317 Scientific Inquiry I
NUR 5262 Advanced Assessment & Diagnosis of the Newborn/ Infant
NUR 5163 Advanced Assessment of the Newborn/ Infant Practicum

Year 2: Summer Semester 6 sem. hrs.

NUR 5365 Advanced Neonatal Nursing Management I
NUR5316 Transforming Health Care Organizations and Changing Outcomes

Year 2: Fall Semester 11 sem. hrs.

NUR 5266 Advanced Neonatal Nursing Practicum I
NUR 5360 Embryology and Developmental Physiology
NUR 6376 Transitional Science
Elective

Year 2: Spring Semester 10 sem. hrs.

NUR 5363 Advanced Neonatal Nursing Practicum II
NUR 5367 Advanced Neonatal Nursing Management II
NUR 6373 Clinical Epidemiology
NUR 61C1 Capstone Project I

Year 3: Summer Semester 5 sem. hrs.

NUR 62C2 Capstone Project II
NUR 5369 Advanced Neonatal Nursing Practicum III Residency

Year 3: Fall Semester 9 sem. hrs.

NUR 5280 Health Informatics and Innovations in Technology
NUR 62C3 Capstone Project III
NUR 6377 Policy Implications for Healthcare
NUR 6V76 Advanced Practice Nursing Residency

Year 3: Spring Semester 11 sem. hrs.

NUR 6V76 Advanced Practice Nursing Residency
NUR 5312 Roles and Business of the APRN
NUR 5211 Servant Leadership
NUR 6273 Applied Ethics for Advanced Practice Nursing
NUR 62C4 Capstone Project IV

Year 3: Summer Semester 4 sem. hrs.

NUR 6V76 Advanced Practice Nursing Residency
Elective

Appendix B- Degree Plan Post Master's DNP

Sample Curriculum Plan – Post Master's DNP

Year 1: Fall Semester 9 sem. hrs.

NUR 6375 Translational Science
NUR 5349 Global Healthcare & Missions
NUR 6377 Policy Implications for Healthcare

Year 1: Spring Semester 7 sem. hrs.

NUR 6373 Clinical Epidemiology
NUR 5312 Roles and Business of the APRN
NUR 61C1 Capstone Project I

Year 2: Summer Semester 8 sem. hrs.

NUR 62C2 Capstone Project II
NUR 6V76 Advanced Nursing Practice Residency
Elective

Year 2: Fall Semester 5 sem. hrs.

NUR 62C3 Capstone Project III
NUR 6V76 Advanced Nursing Practice Residency

Year 2: Spring Semester 10 sem. hrs.

NUR 5211 Servant Leadership
NUR 62C4 Capstone Project IV
NUR 6272 Applied Ethics for Advanced Practice Nursing
Mission Trip (optional) or elective

Appendix C- Course Descriptions

Core Courses:

NUR 5209 Theoretical Concepts for the Advanced Practice Registered Nurse

Prerequisite(s): Basic statistics course and Graduate level standing.

This course focuses on critical analyses of theory and its applicability for advanced practice nursing. The course explores the theoretical foundation of advanced practice nursing through analysis of selected nursing models, theories, and constructs as well as selected theories, models, and concepts from complementary sciences that enhance nursing as a scientific discipline. The relationship between theory and research and their application to advanced practice is explored.

NUR 5211 Servant Leadership and Advanced Practice Nursing

Prerequisite(s): Graduate-level standing.

This course analyzes the biblical concepts of stewardship, servant leadership, and other leadership models as applied to the role of the APRN. Examination of the seven pillars of servant leadership provides an ethical framework for personal leadership development as an advanced practice nurse.

NUR 5232 Advanced Human Pathophysiology I

This course focuses on developing an advanced knowledge base of pathophysiology across the lifespan for advanced nursing practice. The principles and laws that govern the life-process, well-being, and optimal function of human beings, sick or well, will be explored. Attention will be given to etiology, pathogenesis, and developmental and environmental influences, as well as clinical manifestations of alterations in cellular biology, neurology, endocrinology, reproduction, and hematology systems.

NUR 5233 Advanced Human Pathophysiology II

This course is part two of Advanced Human Pathophysiology. It focuses on developing an advanced knowledge base of pathophysiology across the lifespan. The principles and laws that govern the life-process, well-being, and optimal function of human beings, sick or well, will be explored. Attention will be given to etiology, pathogenesis, and developmental and environmental influences, as well as clinical manifestations of cardiovascular, pulmonary, renal, gastrointestinal, biliary, and musculoskeletal problems.

NUR 5250 Advanced Practice Nursing Domestic Low Resource Clinical Residency

Prerequisite(s): NUR 5356 and 5359. Approval by faculty and program coordinator required.

A residency requiring independent clinical management of acute and chronic illnesses across the life span. Concepts of research will be applied in the clinical setting. More than 80% of the clinical hours for this course will be completed in a medically underserved location. Synthesis of practice management skills in low resource settings, time management, cross cultural learning concepts, and experience providing care in low resource settings will be emphasized. Evidence based practice will be applied in the clinical setting.

NUR 5312 The Roles and Business of the Advanced Practice Registered Nurse (APRN)

This course covers the analysis and synthesis of the multidimensional role and responsibilities of advanced practice nursing. This includes the financial role and responsibilities of Advanced Practice Registered Nurses. The business aspects of being an Advanced Practice Registered Nurse are included.

NUR 5314 Scientific Inquiry

Prerequisite(s): A graduate level statistics course.

Scientific Inquiry I focuses on the development of scientific knowledge relevant to advanced nursing practice. The emphasis of the course is on research methodology and the critical appraisal of evidence derived from quantitative and qualitative inquiry. Skills necessary for evidence-based practice are developed.

NUR 5316 Transforming Health Care Organizations and Changing Outcomes

This course examines key factors used to assess complex health care organizations. Identification of optimal outcomes and development and implementation strategies that improve patient care quality and safety will be examined.

NUR 5349 Global Healthcare and Missions

This course prepares students to evaluate the health needs for culturally, ethnically, geographically, and economically diverse populations; develop solutions; and evaluate outcomes from a Christian perspective. The course focuses on cultural analysis and key global health concepts to enhance the effectiveness of the Advanced Practice Registered Nurse working in global and/or cross-cultural health care settings.

NUR 5351 Advanced Pharmacology

Use of advanced pharmacotherapeutics, herbals and dietary supplements for primary health care across the life span. Drugs used to treat and manage common illnesses and conditions are the focus of the course. Content includes indication, selection, adverse effects, and client education related to use of prescribed medication. Clinical decision-making and review of laws governing prescriptive authority are also emphasized.

NUR 5452 Advanced Health Assessment/Promotion/Disease Prevention

Prerequisite(s): NUR 5232 and 5233 or concurrent enrollment.

Expansion of prerequisite knowledge of health and physical assessment. Comprehensive physical, psychosocial, spiritual, and cultural assessments across the life span are studied. Health promotion and disease prevention during life transitions are incorporated into the assessment process. Advanced health assessment and disease prevention concepts and techniques are practiced. Beginning technical skills used in clinical diagnostic procedures are included.

NUR 61C1 Capstone Project I

Prerequisite(s): NUR 6375.

This Seminar, the first of 4 capstone courses, provides the student the opportunity to develop a plan of study for the project and form a capstone project committee. Capstone 1 involves the student in topic identification/generation and should be initiated by the 4th semester of study for BSN to DNP students or at least 3 semesters prior to graduation for Post-MS or Post-Certificate students.

NUR 62C2 Capstone Project II

Prerequisite(s): NUR 61C1.

This seminar, the second of four Capstone courses, provides the student the opportunity to develop a written proposal for the capstone project.

NUR 62C3 Capstone Project III

Prerequisite(s): NUR 62C2.

This Seminar, the third of four Capstone courses, involves the implementation of the Capstone project. In Capstone 3 the student is expected to be actively engaged in project implementation. IRB submission (if required) must be accomplished in Capstone 3 if it has not been accomplished in Capstone 2.

NUR 62C4 Capstone Project IV

Prerequisite(s): NUR 62C3.

This seminar, the fourth course in the capstone series, finalizes the Capstone project. In Capstone IV, the student is expected to complete project implementation, analyze data, evaluate outcomes, and disseminate findings of the completed project. The student will formally defend the capstone project prior to graduation.

NUR 6272 Applied Ethics for Advanced Practice Nursing

Students explore the development and philosophical foundation of nursing ethics. Ethical dilemmas encountered by advanced practice nurses in a variety of settings are identified and systematically analyzed.

NUR 6373 Clinical Epidemiology

Prerequisite(s): NUR 5314.

An integration of basics of epidemiology (e.g. incidence, distribution and determinants of disease) and public health in order to promote knowledge and skills in care for vulnerable populations as individuals and aggregate. Basics of study of populations, biostatistics and environmental data will be included. This course builds upon NUR 5314 Scientific Inquiry.

NUR 6375 Translational Science

Prerequisite(s): NUR 5314 or a passing grade in a masters-degree level research methods course.

This course builds upon knowledge gained in Scientific Inquiry (NUR 5314) or a masters-level research course. Students in Translational Science gain advanced skills in appraising the results of scientific and other evidence, learn strategies to translate evidence into practice, and evaluate outcomes relevant to advanced practice nursing.

NUR 6377 Policy and Implications for Health

Prerequisite(s): NUR 5316.

This course provides the student with information to facilitate the identification and analysis of emerging priority areas for health from state, national, and international nursing perspectives. The role of advocate for population groups from a position of leadership is emphasized.

NUR 6V76 Advanced Practice Nursing Residency

1 to 6 sem. hrs.

Prerequisite(s): Completion of all specialty clinical courses.

This course provides the student with in-depth clinical opportunities by focusing on personally designed experiences that lead to increasing expertise in providing safe, effective, and efficient care in a focused population.

Nurse- Midwifery:

NUR 5140 Professional Issues and the History of Nurse-Midwifery

The role and image of, and misconceptions about, the nurse-midwife in contemporary society are explored. The historic, political, social, and economic bases of nurse-midwifery practice are examined. Students become familiar with the role of the American College of Nurse-Midwives (ACNM) in professional practice and resources available through the ACNM, as well as regulations and legislation which guide, interpret, and provide a legal and ethical base for future nurse-midwifery practice.

NUR 5158 Nurse-Midwifery I: Primary Care for Advanced Practice Nurses Practicum

Prerequisite(s): NUR 5232, 5233, 5351, and 5452 and NUR 5255 or concurrent enrollment. Clinical experiences guided by preceptors. Ongoing faculty evaluation of written assignments and periodic on-site evaluation of clinical skills and management by the primary course faculty.

NUR 5255 Nurse Midwifery I: Primary Care for Advanced Practice Nurses

Prerequisite(s): NUR 5232, 5233, 5351, and 5452.

This course uses a modified self-mastery learning approach which includes on-campus classes and web-enhanced learning. Each unit of learning contains theoretical objectives that are covered in the depth needed to meet the scope of practice of the different advanced practice nursing specialty areas. Examples of learning activities include readings, lectures, seminars, guest speakers, case studies, demonstrations and return demonstrations, and multi-media aids.

NUR 5V42 Nurse-Midwifery II: Women's Health

1 to 4 sem. hrs.

Prerequisite(s): NUR 5255.

This course provides students with the knowledge and skills necessary to promote health, maintain wellness, and manage common health problems in women seeking contraception, pregnant women, and women seeking care for the management of common gynecologic problems and conditions across the lifespan.

NUR 5V43 Nurse-Midwifery II: Women's Health Practicum

1 to 3 sem. hrs.

Prerequisite(s): NUR 5V42 or concurrent enrollment.

This course provides students with clinical experiences to demonstrate synthesis, integration, and translation of the knowledge and skills necessary to promote health, maintain wellness, and manage pregnancy, contraception, and common gynecologic problems. Use of information technology in the clinical practice setting is expected. The nurse-practitioner and nurse-midwifery management models of care are used in the provision of assessment, diagnosis, intervention, and evaluation for clients.

NUR 5344 Nurse-Midwifery III: Care of the Childbearing Family

Prerequisite(s): NUR 5V43.

This course focuses on application of the Nurse-Midwifery process for the care of healthy women during childbirth and the newborn.

NUR 5345 Nurse-Midwifery III: Care of the Childbearing Family Practicum

Prerequisite(s): NUR 5344 or concurrent enrollment.

This course provides students with clinical experiences to demonstrate synthesis, integration, and translation of the knowledge and skills necessary to promote health, maintain wellness, and manage common health problems in women experiencing childbirth and in the care of the essentially normal newborn. Use of information technology in the clinical practice setting is expected. The nurse-midwifery management model of care is used in the provision of care to clients.

NUR 5147 Nurse-Midwifery IV: High Risk Family Practicum

Prerequisite(s): NUR 5346 or concurrent enrollment.

A clinical course that focuses on application of the Nurse-Midwifery process to the care of mothers and newborns with complications. The goal of this course is to further develop the role and responsibilities of the health care provider in caring for women and families who have a high-risk situation or condition. This knowledge is continuously acquired and builds upon previous and concurrent courses. This course is specifically built upon the acquisition of information from the course NUR 5345: Nurse-Midwifery III: Childbearing Family.

NUR 5346 Nurse-Midwifery IV: High Risk Family

Prerequisite(s): NUR 5345.

This course focuses on application of the Nurse-Midwifery process to the care of mothers and newborns with complications. The goal of this course is to further develop the roles and responsibilities of the health care provider in caring for women and families who have high-risk situations or conditions.

NUR 5370 Practice Residency for Midwifery

Prerequisite(s): Completion of all specialty clinical practicum courses.

Students will have the opportunity to practice in the full scope of the nurse-midwifery role. Student experiences will lead to increasing expertise in providing safe, effective, efficient and ethical care.

Family Nurse Practitioner:

NUR 5153 Advanced Family Practice I

Co-requisite(s): NUR 5355 or consent of faculty.

Prerequisite(s): NUR 5232, 5233, 5351, and 5452.

Beginning diagnosis and treatment of common acute and chronic illnesses seen by the family nurse practitioner for selected body systems.

NUR 5359 Advanced Family Practice II

Co-requisite(s): NUR 5356 or consent of faculty.

Prerequisites(s): NUR 5153 and 5355.

Continuing diagnosis and treatment of common acute and chronic illnesses seen by the family nurse practitioner. A systematic approach to the treatment options across the lifespan will be studied for all body systems. Students are given the opportunity to progress toward increasing independence in clinical practice.

NUR 5250 Advanced Practice Nursing Domestic Low Resource Clinical Residency

Prerequisite(s): NUR 5356 and 5359. Approval by faculty and program coordinator required.

A residency requiring independent clinical management of acute and chronic illnesses across the life span. Concepts of research will be applied in the clinical setting. More than 80% of the clinical hours for this course will be completed in a medically underserved location.

Synthesis of practice management skills in low resource settings, time management, cross cultural learning concepts, and experience providing care in low resource settings will be emphasized. Evidence based practice will be applied in the clinical setting.

NUR 5251 Family Nurse Practitioner International Clinical

Prerequisite(s): NUR 5356 and 5359.

An International Clinical Course that will require cross-cultural independent clinical management of acute and chronic illnesses across the life span and focus on health-related issues relevant to a targeted international population, with the majority of the clinical hours to be completed in an international location.

NUR 5355 Family Health Care Management I

Co-requisite(s): NUR 5153.

Prerequisite(s): NUR 5232, 5233, 5351, 5452 and current physical assessment skills.

Beginning diagnosis of common acute and chronic illnesses seen by the family nurse practitioner. An interdependent systematic approach to the treatment options across the lifespan will be studied for selected body systems.

NUR 5356 Family Health Care Management II

Co-requisite(s): NUR 5359.

Prerequisite(s): NUR 5153 and 5355.

Continuing diagnosis of common acute and chronic illnesses seen by the family nurse practitioner. A systematic approach to the treatment options across the lifespan will be studied for all body systems. Consideration of pain management, palliative care, and long term care will be included.

NUR 5450 Family Nurse Practitioner Residency

Prerequisite(s): NUR 5356 and 5359.

A residency requiring independent clinical management of acute and chronic illnesses across the life span. Synthesis of practice management skills pertaining to economics, reimbursement for services, and time management will be emphasized as well as implementation of transcultural nursing concepts. Concepts of research will be applied in the clinical setting.

Neonatal Nurse Practitioner:

NUR 5262 Advanced Assessment and Diagnostics of the Newborn/Infant

Co-requisite(s): NUR 5163 and 5233.

Prerequisite(s): NUR 5232 and 5361.

The course focuses on the knowledge and skills necessary to perform comprehensive assessments and interpretation of diagnostic data on newborns/infants and their families. Systematic data collection, diagnostic reasoning, and clinical problem solving for a variety of newborns and infants will be emphasized. Content will focus on perinatal assessment, fetal assessment, gestational age assessment, neurobehavioral and developmental assessments, physical exam of newborns and infants, and the use of diagnostics such as laboratory studies, radiographs, and instrumentation/monitoring devices.

NUR 5163 Advanced Assessment and Diagnostics of the Newborn/Infant Practicum

Co-requisite(s): NUR 5262 and 5233.

Prerequisite(s): NUR 5232 and 5361.

Clinical experience in assessing the health care needs of healthy and at-risk newborns/infants and their families. Practicum focuses on assessment and evaluation of care to families with at-risk factors during all phases of the childbearing process (antenatal, intrapartum, post-partum, and neonatal periods) with an emphasis on obtaining and interpreting comprehensive assessment and diagnostic data on the high-risk fetus and newborn/infant (history taking, physical examinations and diagnostic interpretation on a variety of newborns and infants).

NUR 5266 Advanced Neonatal Nursing Practicum I

Prerequisite(s): NUR 5163 and 5262.

Practicum focuses on developing clinical competency in the advanced practice role and in the pathophysiology, stabilization, management, and evaluation of the stable and high-risk newborn/infant. By using the processes of expert practice, consultation, collaboration, administration, and research utilization, the student will provide advanced nursing management of a caseload of hospitalized newborn/infants and their families. The experience is accomplished under the guidance of program faculty and supervision from approved preceptors (Advanced Practice Neonatal nurses and board-certified neonatologists).

NUR 5363 Advanced Neonatal Nursing Practicum II

Prerequisite(s): NUR 5266.

Practicum focuses on continuing to develop clinical competency and delivery room management in the advanced practice role while incorporating pathophysiology, stabilization, management, and evaluation of high-risk newborns/infants with mixed acuity and chronic health problems. By using the processes of expert practice, consultation, collaboration, administration, and research utilization, the student will provide advanced nursing

management of a caseload of high-risk newborns/infants and their families. The experience is accomplished under the guidance of program faculty and the supervision of approved preceptors (Advanced Practice Neonatal Nurses and board-certified neonatologists).

NUR 5369 Advanced Neonatal Nursing Practicum III Residency

Prerequisite(s): NUR 5363.

Theoretical and practical knowledge needed for advanced practice neonatal nurses (APNN) to manage the health care needs of culturally diverse newborns/infants in neonatal intensive care units (NICU). Content focuses on stabilization, management and evaluation of high-risk and critically ill newborns/infants and their families. Responsibilities of the APNN in perinatal-neonatal health care policy and delivery systems management are also emphasized.

NUR 5360 Embryology and Developmental Physiology

This course is designed to provide the student with a greater depth of understanding of developmental physiology of the fetus and neonate. Principles of growth and development, physiologic maturation of organ systems, birth physiology, and transition to extrauterine life through early infancy will be covered. Adaptation of physiologic stress and alterations from normal will also be addressed.

NUR 5361 Advanced Newborn/Infant Pharmacotherapeutics

This course provides the student with an in-depth understanding of pharmacotherapeutics for newborns and infants. Content focuses on the alterations seen in the principles of pharmacokinetics and pharmacodynamics when applied to newborn/infant physiology, special considerations of drug therapy in the newborn/infant, and advanced nursing management of selected newborn/infant therapeutics. Issues associated with drug therapy in the neonatal intensive care unit and evaluation of experimental therapies are included. The course also provides essential information needed to obtain prescriptive authority for advanced practice neonatal nurses.

NUR 5365 Advanced Neonatal Nursing Management I: High-Risk & Critically Ill Newborns/Infants

Prerequisite(s): NUR 5163 and NUR 5262.

Theoretical and practical knowledge needed for advanced practice neonatal nurses (APNN) to manage the health care needs of culturally diverse newborns/infants in neonatal intensive care units (NICU). Content focuses on stabilization, management and evaluation of high-risk and critically ill newborns/infants and their families. Responsibilities of the APNN in perinatal-neonatal health care policy and delivery systems management are also emphasized.

NUR 5367 Advanced Neonatal Nursing Management II: Acute & Chronic Problems of Newborns/Infants

Prerequisite(s): NUR 5365.

Theoretical and practical knowledge needed for advanced practice neonatal nurse (APNN) to manage the health care needs of culturally diverse newborns/infants in neonatal intensive care units (NICU) and post-discharge NICU graduates through the first two (2) years of life. Content focuses on stabilization, management, and evaluation of acute and chronic illness during infancy. Responsibilities of APNN in perinatal-neonatal health care policy and delivery systems management are also emphasized.

Appendix D – Prospective Capstone Committee Form
(Original available to be downloaded from APN Blackboard Site)

Follow the guidelines for the selection of a Capstone Project Committee as described in the *Baylor University Louise Herrington School of Nursing Doctor of Nursing Practice Handbook*. Submit the form to the Graduate Program Director.

DNP Student Name: (Last name, First name, Middle initial)

Capstone Project Title:

Purpose of the Project:

First Choice for Chair:

Second Choice for Chair:

Third Choice for Chair:

Chair Selection: _____

Notification Date: _____

**Graduate Program
Director Signature** _____

Date: _____

Appendix E – Capstone Project Committee Form

(Original available to be downloaded from APN Blackboard Site)

Follow the guidelines for selection of the Capstone Project Committee as described in the *Baylor University Louise Herrington School of Nursing Doctor of Nursing Practice Handbook*. Submit the completed form to the Director of Graduate Program.

DNP Student Name
(Last name, First Name, Middle Initial)

Capstone Project Topic

Committee Members

Chair from LHSO

Name

Signature/Date

Members and Affiliations

Name and Affiliation (e.g. LHSO)

Signature/Date

Name and Affiliation (e.g. LHSO)

Signature/Date

Name and Affiliation (e.g. LHSO)

Signature/Date

Reviewed and approved by
Graduate Program Director Name

Signature/Date

Appendix F – Capstone Project Proposal Approval Form

(Original available to be downloaded from APN Blackboard Site)

The members of the capstone project committee have met and agreed that the proposal noted below has sufficient merit for the project to be conducted.

DNP Student Name
(Last name, First Name, Middle Initial)

Capstone Project Topic

Committee Members

Chair from LHSO

Name

Signature/Date

Members and Affiliations

Name and Affiliation (e.g. LHSO)

Signature/Date

Name and Affiliation (e.g. LHSO)

Signature/Date

Name and Affiliation (e.g. LHSO)

Signature/Date

This form is to be completed and submitted to the Director of the LHSO Graduate Program.

Signature/Date received

Appendix G – Final Project Approval Form
(Original to be downloaded from APN Blackboard Site)

The members of the capstone project committee have met and agreed that the proposal noted below has sufficient merit to fulfill the requirement of the DNP degree.

DNP Student Name
(Last name, First Name, Middle Initial)

Capstone Project Topic and Date

Committee Members

Chair from LHSO

Name

Signature/Date

Members and Affiliations

Name and Affiliation (e.g. LHSO)

Signature/Date

Name and Affiliation (e.g. LHSO)

Signature/Date

Name and Affiliation (e.g. LHSO)

Signature/Date

This form is to be completed and submitted to the Director of the LHSO Graduate Program.

Signature/Date received
