POST-MASTER’S DNP: NURSE PRACTITIONER

Program Contact: Laima Karosas (laima.karosas@qu.edu) 203-582-5366

The Post-Master's Nurse Practitioner DNP program is open only to graduates of the Quinnipiac University School of Nursing Adult-Gerontology (AGNP) or Family Nurse Practitioner (FNP) Master of Science in Nursing (MSN) programs. Students who have completed the AGNP or FNP MSN program may continue seamlessly into the DNP within two years of MSN graduation. Newly graduated nurse practitioners may begin to practice and continue on for their DNP without having to reapply. The curriculum is online and follows the standards set by the American Nurses Association and the American Association of Colleges of Nursing. It provides 480 hours of fieldwork, which includes the DNP project and either a leadership or care of populations focus. This program is geared toward enhancing the practice of novice nurse practitioners and, therefore, students work closely with their advisers to choose courses supportive of their practice needs.

Post-Master’s DNP: Nurse Practitioner

<table>
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<tr>
<th>Course Listing</th>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td></td>
<td>HM 600</td>
<td>Foundations of Health Care Management</td>
<td>3</td>
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<td></td>
<td>NUR 528</td>
<td>Principles of Radiography</td>
<td>2</td>
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<td></td>
<td>NUR 600</td>
<td>Evaluation and Synthesis of Scientific Evidence for Practice</td>
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<td></td>
<td>NUR 610</td>
<td>Clinical Scholarship and Inquiry in Nursing</td>
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<td></td>
<td>NUR 610PBL</td>
<td>DNP Project I</td>
<td>2</td>
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<td></td>
<td>NUR 612</td>
<td>Leadership and Collaboration for Change in Health Care</td>
<td>2</td>
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<td>NUR 612PBL</td>
<td>DNP Project II</td>
<td>2</td>
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<td>NUR 614PBL</td>
<td>DNP Project Continuation Course</td>
<td>1</td>
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<td>NUR 688</td>
<td>Human Factors and Patient Safety</td>
<td>3</td>
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<td></td>
<td>OL 601</td>
<td>Foundations of Organizational Behavior and Leadership</td>
<td>3</td>
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<td>STC 517</td>
<td>Strategic Communication for Health Professionals</td>
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Total Credits 25

Possible Electives

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<tr>
<td>HM 600</td>
<td>Foundations of Health Care Management</td>
<td>3</td>
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<tr>
<td>NUR 515</td>
<td>Communications and Conflict Management</td>
<td>3</td>
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<td>NUR 524</td>
<td>Principles of ECG Interpretation</td>
<td>1</td>
</tr>
<tr>
<td>NUR 528</td>
<td>Principles of Radiography</td>
<td>2</td>
</tr>
<tr>
<td>NUR 540</td>
<td>Educational Principles for the Health Care Professional</td>
<td>3</td>
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<td>NUR 542</td>
<td>Introduction to Health Care Finance</td>
<td>1</td>
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<tr>
<td>NUR 620</td>
<td>Principles of Population-Based Health Care</td>
<td>2</td>
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Curriculum Note:

Sample curriculum, 30 credits required.

Choose between a population focus (NUR 620, NUR 622 and NUR 623 required) or Leadership (NUR 613, NUR 615 and NUR 617 required).

The semester-by-semester Learning Pathway for this program is available in the School of Nursing.

The curriculum for this program is subject to modification as deemed necessary by the nursing faculty to provide students with the most meaningful educational experience and to remain current with professional standards and guidelines.

Student Learning Outcomes

The objectives of the DNP program are designed to prepare graduates for advanced nursing practice who are capable of providing holistic health care for diverse individuals, families or populations in a variety of settings. Specifically, the program seeks to produce graduates who:

1. Demonstrate clinical reasoning through an understanding of science and evidence-based practice.
2. Design, implement and evaluate quality improvement initiatives across the systems in which health care is delivered.
3. Analyze and critique the available evidence for best practices in health care.
4. Apply technology and information fluency to conduct practice inquiry.
5. Advocate for rational health policies to improve patient care and enhance effective use of resources.
6. Demonstrate leadership through inter-professional collaboration to improve patient and population health outcomes.
7. Direct health promotion and disease prevention efforts to improve patient and population health outcomes.
8. Provide competent, culturally sensitive, and ethically based care to individuals and/or populations in a defined specialty of advanced nursing practice.

Admission Requirements

An applicant to the post-master's programs must have a master's degree in nursing or a related field. Post-master's applicants are required to provide a letter from their prior master's program detailing the total number of supervised clinical hours they completed as part of that program. Download the form (https://quonline.quinnipiac.edu/documents/DNP_Practice_Verification.pdf) (PDF) Applicants should submit the following to the Office of Graduate Admissions:

1. A completed admissions application including a resume and a personal statement addressing the following:
   a. professional goals and motivations
   b. a nursing experience that has influenced or shaped your practice
c. a health care problem that interests you for potential doctoral study
2. Official transcripts from all schools previously attended.
3. Official recent results of the Test of English as a Foreign Language (TOEFL) or (IELTS) International English Language Testing System for international applicants.
4. Two letters of recommendation from persons with authority to evaluate your professional ability.
5. Proof of current licensure or eligibility for licensure as a registered nurse in the state of Connecticut.
6. Letter from applicant’s prior master’s program detailing the number of supervised clinical hours completed as part of that program.

Candidates applying for full-time admission for the fall term must submit a completed application by July 1.

All accepted students will be required to complete a background check and urine drug screen following acceptance and before the start of classes. Acceptance will be conditional until satisfactory completion of both.

Progression Requirements

Students are expected to take courses in the order they are presented on the curriculum pathways. Any student wishing to take a course out of sequence must seek permission from the graduate program chair.

According to Quinnipiac University policy, all graduate students are expected to maintain a grade point average (GPA) of at least 3.0 on a 4.0 scale. Full-time graduate students are required to achieve a 3.0 GPA each semester. Part-time graduate students must have an overall GPA of 3.0 upon completion of 9 credits and must maintain a cumulative GPA of 3.0 thereafter. The grading scale of the Graduate Nursing Program is consistent with that of the university.

A student who earns less than a B minus grade in any nursing course will not progress into the next semester. The student is allowed to repeat the course once at Quinnipiac University provided that the course and the subsequent curriculum sequence are offered and must achieve a B minus or better. The student must achieve a minimum grade of a B minus in all subsequent nursing courses. Failure to meet this requirement will result in dismissal from the program. A student who earns unsatisfactory grades (grade of less than B minus) in two or more nursing courses in any semester is not eligible to repeat the courses and will be required to withdraw from the program.

A student who receives a grade of Incomplete (I) in any nursing course must meet all course requirements for conversion to a grade before the start of the subsequent semester.

For post-master’s students, transfer students, or students returning from an elective leave of absence during their course of study, selected courses must have been completed within five years.

At the end of each semester, the chair of the graduate nursing programs reviews the cumulative GPA and academic record of graduate nursing students. The graduate nursing program chair will notify both the associate dean and the student in writing, of the student’s failure to meet the academic requirements. Students who are performing at an unsatisfactory level will be: a) placed on probation; b) suspended; or c) dismissed. Students placed on academic probation remain in their program but must take specified corrective action to meet program performance standards. Students should meet with their advisers to identify learning strategies to help them accomplish these goals and the student should draft a list or narrative of these strategies, which will serve as a learning contract. A copy of this contract will be placed in the student’s folder and should be reviewed periodically with their adviser. Students must demonstrate a significantly increased GPA at the end of that semester in order to continue in the program. Students placed on suspension may also need to take specified actions as directed by the academic dean, graduate nursing program chair or academic adviser.

Appeal Process

1. A student wishing to appeal a progression decision must write a letter to the chair of the graduate nursing program within one week of receiving notice of his/her inability to progress.
2. Appeals will be considered by a Faculty Appeals Committee and results will be communicated in writing to the student.
3. A student wishing to appeal a course grade should follow the grade appeal process (http://catalog.qu.edu/university-policies/procedure-appeal-final-grade/).

HM 600. Foundations of Health Care Management. 3 Credits.
This course expands the student’s understanding of: 1) the organization and functions of various health services organizations/systems and their interrelationships; 2) basic concepts of management planning, organizing, leading, staffing and controlling as they relate to issues critical to the mission and strategic positioning of the organization/system; and 3) the utilization of scarce resources to deliver optimum health care at reasonable cost.
Offered: Every year, Fall

NUR 528. Principles of Radiography. 2 Credits.
The basic principles of radiologic and imaging techniques, recognition of common abnormal findings, indications and contraindications for various tests including cost analysis and availability factors are considered. Intended for students in the adult-gerontology and family nurse practitioner tracks.
Offered: Every year, Summer Online

NUR 600. Evaluation and Synthesis of Scientific Evidence for Practice. 2 Credits.
Students review selected processes to identify current best scientific evidence including formulation of asking an answerable question. Students also conduct a review of the literature, critically appraise individual studies, and synthesize the evidence collected. Various methods to evaluate statistical analyses and scientific rigor are emphasized. Discussions focus on strengths and limitations of existing evidence, and application to direct and indirect practice. Iterative writing is a major component of this course.
Offered: Every year, Fall Online

NUR 610. Clinical Scholarship and Inquiry in Nursing. 2 Credits.
This course focuses on improvement methods used to identify organizational systems’ process problems affecting practice (direct and indirect care). Building on prior knowledge of evidence-based practice, students learn how to critically appraise scientific evidence, evaluate additional relevant information, and consider cost implications to create sustainable innovations intended to improve systems.
Prerequisites: Take NUR 600.
Offered: Every year, Spring Online
NUR 610PBL. DNP Project I. 2 Credits.
This seminar provides an opportunity for students to identify a health organization or system's opportunity for process improvement based on available aggregate data. Students develop a substantial and meaningful scholarly DNP Project Proposal that is innovative and evidence-based, reflects the application of credible research findings, financially sound, feasible, sustainable and demonstrates value to the organization and population(s) served. There is a minimum of 120 fieldwork hours associated with this course. The course is graded on a pass/fail basis.
Corequisites: Take NUR 610.
Offered: Every year, Summer Online

NUR 612. Leadership and Collaboration for Change in Health Care. 2 Credits.
This course focuses on developing advanced practice nursing leaders who are able to generate pragmatic responses to health care policy, systems and practice inquiry problems through a collaborative approach.
Prerequisites: Take NUR 610.
Offered: Every year, Fall Online

NUR 612PBL. DNP Project II. 2 Credits.
Students continue experiential learning to create and sustain change through implementation of the approved, scholarly DNP Project Proposal using appropriate leadership concepts, interdisciplinary team collaboration, and change theory. Post-implementation and evaluation of Project outcomes are disseminated to applicable fieldwork site stakeholders, peers in a professional forum, and in a digital repository. There are 120 fieldwork hours associated with this course. This course is graded on a pass/fail basis.
Prerequisites: Take NUR 610, NUR 610PBL.
Offered: Every year, Fall Online

NUR 620. Principles of Population-Based Health Care. 2 Credits.
This course examines policies impacting health across a broad spectrum of health care conditions and settings. Students discuss the contributions of nursing to population health.
Offered: Every year, Spring Online

NUR 622. Population Health: Factors Affecting Specific Populations. 3 Credits.
This seminar allows each student to examine contemporary issues surrounding advanced nursing practice and population health within the context of the individual student's population health focus. There are 120 fieldwork hours associated with this course.
Prerequisites: Take NUR 620.
Offered: Every year, Fall Online

NUR 623. Global Population Health. 3 Credits.
This seminar allows each student to examine population health in the context of a global community. The role of the World Health Organization and the Social Determinants of Health are analyzed. The individual student's population health focus is considered in the context of broader global population issues. There are 120 fieldwork hours associated with this course.
Prerequisites: Take NUR 620, NUR 622.
Offered: Every year, Spring Online

NUR 688. Human Factors and Patient Safety. 3 Credits.
This course examines issues related to human error and patient safety with an emphasis on crisis management. Students explore the theoretical basis of human error, patient safety and quality assurance in health care. This course introduces a systems approach to error investigation and analysis, and integrates concepts of teamwork, crisis management, simulation and monitoring systems in medical practice.
Offered: Every year, Fall and Spring

OL 601. Foundations of Organizational Behavior and Leadership. 3 Credits.
This course explores foundational concepts of leadership through the exploration of traditional leadership theory cultural, emotional and social intelligence, and power and politics. Contemporary issues in leadership provide opportunity for practical application and personal reflection.
Offered: Every year, All

STC 517. Strategic Communication for Health Professionals. 3 Credits.
In this course, graduate students are exposed to the field of strategic health communication. In particular, students are asked to consider the role of health communication messages in internal, organizational settings, as well as outward-facing messages. Unique to this graduate-level strategic communication course, the students are expected to have minimal to no experience in the field of strategic communication. Instead, the overview of the field provided through this course seeks to encourage understanding of how the theories, practices and evaluations of health communication should be incorporated within their areas of health expertise.
Offered: Every year, Spring