POST-MASTER’S DNP: NURSING LEADERSHIP

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

The Post-Master’s Nursing Leadership program provides leadership development for master’s prepared nurses who aspire to assume or who currently hold leadership positions. In addition to the DNP core classes, a select group of classes explore health care systems and leadership roles and attributes. Students gain 480 hours of field experience related to the their interests to enhance learning and allow them to learn from leaders in the field.

Course Listing

Post-Master’s DNP: Nursing Leadership Program

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<th>Title</th>
<th>Credits</th>
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<td>Epidemiology and Population Health</td>
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<td>NUR 516</td>
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<td>NUR 542</td>
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<td>NUR 610</td>
<td>Clinical Scholarship and Inquiry in Nursing</td>
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<td>STC 517</td>
<td>Strategic Communication for Health Professionals</td>
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Total Credits: 30

Curriculum Note:

NUR 610PBL (DNP Project I) is repeated for 1 credit each semester until the DNP project is completed.

NUR 621 (Post-Master’s Additional Graduate Clinical – 1-4 credits) is required if additional fieldwork credits are needed. Note: this course is mandatory for students who need hours to meet the 1,000-hour DNP program requirement.

A one-day, on-campus residency is required prior to graduation.

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 interprofessional 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. 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 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 requirements.

### 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-grade-final-grade).

### HM 600. Foundations of Health Care Management.

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 514. Epidemiology and Population Health.

This course introduces epidemiologic principles, methods and data used in advanced nursing practice. Population health concepts are coupled with risk analysis statistics to critique evidence for holistic public health approaches. The use of data to assess acute and chronic population health problems, to implement effective interventions addressing these problems, and to examine outcomes is emphasized.

**Offered:** Every year, Spring and Summer

### NUR 516. Health Policy and Organizational Systems.

This course provides an introduction to various social and political policy environments impacting advanced nursing practice and health care systems. Students examine issues that inform health care policy, organization and financing. Nursing’s advocacy role in shaping policy in organizational, social and political venues is emphasized.

**Offered:** Every year, Fall and Summer

### NUR 542. Introduction to Health Care Finance.

This 1-credit online graduate course provides an overview of basic budgeting concepts and processes integral to project planning and project management. Students also are introduced to foundational principles of marketing.

**Offered:** Every year, Summer Online

### NUR 600. Evaluation and Synthesis of Scientific Evidence for Practice.

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 602. Principles of Ethical Theory in Nursing.

This course facilitates the student’s formulation of a theoretical basis for ethical judgment at an advanced level of practice. Students analyze ethical theory and debate responses to ethical problems in advanced nursing practice.

**Offered:** Every year, Fall and Summer Online

### NUR 610. Clinical Scholarship and Inquiry in Nursing.

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.

**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. 1-2 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 the first time it is taken. This course is graded on a pass/fail basis. The course may be repeated for one credit until the DNP Project is completed. Prerequisites: Take NUR 610 NUR 610PBL. Offered: Every year, Fall Online

NUR 613. Nursing Leadership Seminar: Applying Data to Practice. 1 Credit.
This online seminar develops students' skills in identifying, critiquing and applying data in health care. Students investigate evidence-based research and how that data is used to improve health system outcomes. In addition, they examine electronic data transfer methods and displays that illustrate performance. Finally, students debate the ethical aspects of data access, security and use. Offered: Every year, Fall Online

NUR 615. Nursing Leadership Seminar and Fieldwork Experience: Safety and Legal Contexts of Health Care. 3 Credits.
This two-hour clinical seminar accompanies 120 hours of experiential learning in the field, with an emphasis on safety and legal concepts in health care. Human factors analysis and systemic quality improvement for increased patient and provider safety are discussed. Prerequisites: Take NUR 613. Offered: Every year, Spring Online

NUR 617. Nursing Leadership Fellowship: Relationship Management and Strategic Leadership. 3 Credits.
This online course focuses on developing nursing leaders who are able to generate pragmatic responses to health care demands that address the collaborative relationships critical to clinical, educational and organizational success. This course includes 120 hours (1 credit) of experiential learning in the field, with a two-hour online seminar to discuss student experiences and synthesize leadership concepts and skills. Prerequisites: Take NUR 615. Offered: Every year, Spring Online

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