Doctor of Nursing Practice (DNP) Student Handbook

2014 – 2015

(For Students Admitted Prior to Fall 2014)
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Introduction

The purpose of the Doctor of Nursing Practice (DNP) Handbook is to provide students with the information needed to progress through the DNP program. Students should also be familiar with all policies and procedures in the University of Illinois at Chicago (UIC) Graduate Catalog and the UIC College of Nursing Student Handbook. If there are questions about the information in the DNP Handbook, students should contact their advisor, the Director of Graduate Clinical Studies, the Associate Dean for Academic Affairs, or an Office of Academic Programs staff member.

Program Description

The DNP program is designed to prepare experts in specialized advanced nursing practice. The DNP degree encompasses advanced nursing practice that influences health care outcomes for individuals, families, and populations, including the direct care of individual patients, management of care for individuals and populations, administration of nursing and health care organizations, and the development and implementation of health policy. Graduates of DNP programs are prepared for direct care roles (e.g. nurse practitioners, clinical nurse specialists, nurse midwives) and indirect care or systems-focused roles (e.g. administrative, public health, and policy) or a blend of these roles. The DNP curriculum consists of three domains of competencies for advanced practice in direct clinical care or systems: a) core practice competencies, b) specialty-specific practice competencies, and c) role competencies. Competencies for the DNP are addressed in the American Association of Colleges of Nursing Essentials of Doctoral Education for Advanced Nursing Practice.

Students attending UIC have the opportunity to immerse themselves in an environment that is personally and professionally enriching. Graduates of this program are national and international leaders. UIC graduates shape the future of health care through their foundations in education and evidence-based practice.

Program Objectives

The DNP program prepares nurse leaders to practice in complex health care systems, manage diverse populations, and reduce disparities in health care outcomes.

At completion of the program, graduates will be able to:

1. Demonstrate the specialty competencies needed for doctoral practice in nursing.
2. Translate science to influence health care policy.
3. Implement evidence-based practices to optimize health care outcomes and reduce disparities.
4. Practice strategic management skills to improve the effectiveness of nursing interventions and health systems outcomes.
5. Develop transdisciplinary ventures to create innovative health care delivery models.
6. Demonstrate fiscal leadership in planning and management for nursing practice.
7. Integrate technology with nursing practice skills to improve quality and accessibility of care.

Course Requirements

There are three entry points to the DNP program: post-baccalaureate, post-master’s, and post-master’s with a new advanced practice specialty. Course requirements and program length are dependent on the student’s entry point and program concentration. Students entering post-baccalaureate prior to fall 2014 complete a minimum of 90 semester hours; students entering post-master’s with a specialty certification prior to fall 2014 complete 45 semester hours. The degree requirements include the completion of an evidence-based practice inquiry project and DNP practicum experience. Consistent with certification requirements and the DNP Essentials, post-BSN advanced practice students complete ≥ 600 population-focused clinical hours, along with DNP project/practicum hours to meet the 1,000 clinical hour degree requirement. Post-masters students who hold current advanced practice certification with verified clinical hours are required to complete the DNP practicum to meet the 1,000 clinical hour requirement. The 1,000 clinical hours are required for both direct and non-direct care DNP specialties.

Post-Baccalaureate to DNP Clinical Specialties

- Neonatal Nurse Practitioner
- Nurse-Midwifery
- Nurse-Midwifery/Women’s Health Nurse Practitioner
- Women’s Health Nurse Practitioner
- Pediatric Nurse Practitioner
- Pediatric Clinical Nurse Specialist
- Adult-Gerontology Acute Care Nurse Practitioner
- Adult-Gerontology Primary Care Nurse Practitioner
- Psychiatric-Mental Health Nurse Practitioner
- Family Nurse Practitioner
### Degree Requirements

**Post-Baccalaureate DNP Degree Requirements**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 525</td>
<td>Intermediate Statistics</td>
<td>3</td>
</tr>
<tr>
<td>NURS 526</td>
<td>Nursing Inquiry I</td>
<td>2</td>
</tr>
<tr>
<td>NURS 527</td>
<td>Nursing Inquiry II</td>
<td>2</td>
</tr>
<tr>
<td>NURS 528</td>
<td>Health, Environment, and Systems</td>
<td>2</td>
</tr>
<tr>
<td>NURS 529</td>
<td>Issues of Advanced Practice in Nursing</td>
<td>1</td>
</tr>
<tr>
<td>EPID 400</td>
<td>Principles of Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>or EPID 403</td>
<td>Introduction to Epidemiology: Principles and Methods</td>
<td></td>
</tr>
<tr>
<td>BHIS 510</td>
<td>Health Care Information Systems I</td>
<td>4</td>
</tr>
<tr>
<td>NURS 550</td>
<td>Evidence-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 551</td>
<td>Promoting Health: Translating Science to Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 552</td>
<td>Advanced Leadership Concepts</td>
<td>3</td>
</tr>
<tr>
<td>NURS 553</td>
<td>Strategic and Financial Planning for Clinical Programs</td>
<td>3</td>
</tr>
<tr>
<td>NURS 554</td>
<td>Translating Evidence to Clinical Practice</td>
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**Total Hours: 36**

**Specialty & Role Courses**

<table>
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<tr>
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<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>NURS 560</td>
<td>DNP Project Development</td>
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</tr>
<tr>
<td>NURS 561</td>
<td>DNP Project Implementation</td>
<td>4</td>
</tr>
<tr>
<td>NURS 562</td>
<td>DNP Project Evaluation and Dissemination</td>
<td>4</td>
</tr>
<tr>
<td>NURS 584</td>
<td>DNP Practicum I</td>
<td>4</td>
</tr>
<tr>
<td>NURS 585</td>
<td>DNP Practicum II</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Post-Baccalaureate DNP Degree Credit Hours:** 90-103
## Post-Master’s DNP Degree Requirements

<table>
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<th>Course #</th>
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<tr>
<td>EPID 400</td>
<td>Principles of Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td>or EPID 403</td>
<td>Introduction to Epidemiology: Principles and Methods</td>
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</tr>
<tr>
<td>BHIS 510</td>
<td>Health Care Information Systems I</td>
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<td>NURS 550</td>
<td>Evidence-Based Practice</td>
<td>3</td>
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<tr>
<td>NURS 551</td>
<td>Promoting Health: Translating Science to Practice</td>
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</tr>
<tr>
<td>NURS 552</td>
<td>Advanced Leadership Concepts</td>
<td>3</td>
</tr>
<tr>
<td>NURS 553</td>
<td>Strategic and Financial Planning for Clinical Programs</td>
<td>3</td>
</tr>
<tr>
<td>NURS 554</td>
<td>Translating Evidence to Clinical Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td><strong>Total Hours</strong></td>
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<tr>
<td>NURS 560</td>
<td>DNP Project Development</td>
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<td>NURS 561</td>
<td>DNP Project Implementation</td>
<td>4</td>
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<tr>
<td>NURS 562</td>
<td>DNP Project Evaluation and Dissemination</td>
<td>4</td>
</tr>
<tr>
<td>NURS 584</td>
<td>DNP Practicum I</td>
<td>4</td>
</tr>
<tr>
<td>NURS 585</td>
<td>DNP Practicum II</td>
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<td></td>
<td>Graduate Level Elective</td>
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<tr>
<td></td>
<td>Credit for previous Master’s degree</td>
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<tr>
<td></td>
<td><strong>TOTAL POST-MASTER’S DNP DEGREE CREDIT HOURS</strong></td>
<td><strong>90</strong></td>
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**Post-Master’s Executive Nurse Leadership (DNP) Degree Requirements**

<table>
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<th>Course Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EPID 400</td>
<td>Principles of Epidemiology</td>
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<tr>
<td>or EPID 403</td>
<td>Introduction to Epidemiology: Principles and Methods</td>
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<tr>
<td>BHIS 510</td>
<td>Health Care Information Systems I</td>
<td>4</td>
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<tr>
<td>NURS 550</td>
<td>Evidence-Based Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 552</td>
<td>Advanced Leadership Concepts</td>
<td>3</td>
</tr>
<tr>
<td>NURS 554</td>
<td>Translating Evidence to Clinical Practice</td>
<td>3</td>
</tr>
<tr>
<td>NURS 580</td>
<td>Leadership Reflections: Building a Personal Map</td>
<td>2</td>
</tr>
<tr>
<td>NUSP 581</td>
<td>Collaboration for Strategic Financial Management in Healthcare</td>
<td>3</td>
</tr>
<tr>
<td>NUSP 582</td>
<td>Ethical Leadership in Providing Healthcare</td>
<td>2</td>
</tr>
<tr>
<td>NUSP 584</td>
<td>Systems Approach to Healthcare Quality and Safety</td>
<td>3</td>
</tr>
<tr>
<td>NUSP 585</td>
<td>Seminar in Nursing Executive Leadership</td>
<td>1</td>
</tr>
<tr>
<td>NURS 560</td>
<td>DNP Project Development</td>
<td>4</td>
</tr>
<tr>
<td>NURS 561</td>
<td>DNP Project Implementation</td>
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<tr>
<td>NURS 562</td>
<td>DNP Project Evaluation and Dissemination</td>
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<tr>
<td>NURS 584</td>
<td>DNP Practicum I</td>
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<tr>
<td>NURS 585</td>
<td>DNP Practicum II</td>
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<tr>
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<td>Graduate Level Elective</td>
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<tr>
<td></td>
<td>Credit for previous Master’s degree</td>
<td>45</td>
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</table>

**TOTAL ENL DNP DEGREE CREDIT HOURS** 97
Course Overviews

*For the most current course descriptions, see the Course Descriptions section of the Graduate Catalog at [http://www.uic.edu/gcat/](http://www.uic.edu/gcat/).

**BHIS 510 Health Care Information Systems I.** 4 Hours. Examination, through case studies, group and class discussions, and problem-based learning, of the effective utilization of information technology applications currently in place and on the horizon in health care organizations.

**EPID 400 Principles of Epidemiology.** 3 Hours. Introduction to descriptive and analytic epidemiology, determinants of health and disease in populations, and application of epidemiologic methods to disease control; includes use of basic epidemiologic software.

**EPID 403 Introduction to Epidemiology: Principles and Methods.** 3 Hours. Introduction to descriptive and analytic epidemiology, and determinants of health and disease in populations. Measures of occurrence, association and statistical testing will be addressed, along with study designs, bias and confounding.

**NUPR 584 DNP Practicum I.** 2 TO 4 hours. Individualized practicum experience that will expand clinical expertise and specialized knowledge in the selected advanced nursing practice specialty role. Satisfactory/Unsatisfactory grading only.

**NUPR 585 DNP Practicum II.** 2 TO 4 hours. Individualized practicum experience that will expand clinical expertise and specialized knowledge in the selected advanced nursing practice specialty role. Satisfactory/Unsatisfactory grading only.

**NURS 509 Advanced Nursing Leadership Concepts.** 3 Hours. Emphasizes leadership in direct care and systems-focused advanced nursing practice roles. Focuses on synthesis of theoretical leadership concepts with personal/professional values and working with multiple disciplines and multiple constituencies.

**NURS 525 Intermediate Statistics.** 3 hours. Application and interpretation of statistical techniques appropriate for health sciences. Prepares students to think quantitatively, use computer to perform statistical analysis, and assess data critically.

**NURS 526 Nursing Inquiry I.** 2 hours. First of two courses examining interrelationships among theory, research and practice, as integral components of evidence-based practice, emphasizing concepts, theory analysis, and problem identification.

**NURS 527 Nursing Inquiry II.** 2 hours. Second of two courses examining interrelationships among theory, practice and research as integral components of evidence-based practice, emphasizing research methods and ethical issues.

**NURS 528 Health, Environment, and Systems.** 2 hours. Examination of international, national and local environments for health, health systems, health policy and their outcomes. Influence of social, cultural and ethical factors.
**NURS 529 Issues of Advanced Practice in Nursing.** 1 hour. Examines advanced practice in nursing from historical, contemporary, and future dimensions.

**NURS 550 Evidence-Based Practice.** 3 Hours. Application of evidence-based practice to healthcare delivery systems and clinical issues. Emphasizes the integration of retrieved evidence with client preferences in order to design and evaluate best practices.

**NURS 551 Promoting Health: Translating Science to Practice.** 3 Hours. Examine theories/models of health promotion, disease prevention, and teaching/learning for their application to direct care and systems-focused nursing practice.

**NURS 552 Advanced Nursing Leadership Concepts.** 3 hours. Emphasizes leadership in direct care and systems-focused advanced nursing practice roles. Focuses on synthesis of theoretical leadership concepts with personal/professional values and working with multiple disciplines and multiple constituencies.

**NURS 553. Strategic and Financial Planning for Clinical Programs.** 3 Hours. Analysis of trends and issues affecting health care systems in the context of planning appropriate strategies for the development and growth of clinical programs and services.

**NURS 554 Translating Evidence to Clinical Practice.** 3 hours. In this course, the student develops competencies in effectively utilizing methods and measures for translating evidence to clinical practice.

**NURS 560 Synthesis Project Development.** 1 TO 4 hours. Students design a doctoral nursing practice project related to an aggregate of individuals/selected population of interest. Satisfactory/Unsatisfactory grading only.

**NURS 561 Synthesis Project Implementation.** 1-4 hours. Students implement a doctoral nursing practice project related to an aggregate of individuals/selected population of interest. Satisfactory/Unsatisfactory grading only.

**NURS 562 Synthesis Project Evaluation and Dissemination.** 1 TO 4 hours. Students analyze and disseminate findings from the doctoral nursing practice project. Satisfactory/Unsatisfactory grading only.

**NUSP 580 Leadership Reflections: Building a Personal Map.** 2 Hours. Reflective practice experience focuses learners to identify personal leadership styles and develop personal leadership growth plans.

**NUSP 581 Collaboration for Strategic Financial Management in Healthcare.** 3 Hours. Builds on basic financial management skills to prepare the learner to synthesize financial theories and concepts in order to apply knowledge to strategic decision making.
**NUSP 582 Ethical Leadership in Providing Healthcare.** 2 Hours. Provides an opportunity for the student to analyze and critique current ethical issues impacting nurse leaders and formulate a personal ethics code.

**NUSP 583 Transforming the Healthcare Organization.** 3 Hours. Builds on concepts from strategic management to provide a framework for the learner's synthesis project. Applications include: project management, strategic planning, change management processes applied in a transdisciplinary manner.

**NUSP 584 Systems Approach to Healthcare Quality and Safety.** 3 Hours. Focuses on the critical review of current quality and safety guidelines and systems impacting healthcare agencies.

**NUSP 585 Seminar in Nursing Executive Leadership.** 1 to 3 Hours. Specific topics as announced each semester. In-depth study of selected current topics in executive leadership for nurse leaders. May be repeated.

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**Academic Advising**

Upon entering the DNP program, students are assigned an advisor. The faculty advisor must be a member of the UIC College of Nursing and be eligible for full, associate, or adjunct graduate faculty status in the UIC Graduate College.

**Role of the Faculty Advisor**

The faculty advisor provides a vital link between the student and the DNP program. The faculty advisor plays an important role in orienting the student to the program, providing appropriate guidance regarding course selection and sequence, providing mentorship in completing the program curriculum, and planning an appropriate career trajectory. Specifically, the faculty advisor will:

- Interpret the DNP program requirements and policies.
- Assist the student in developing goals for DNP program study and future career planning.
- Assist the student in proper course selection and sequencing. The faculty advisor should be aware of course content and prerequisites. Elective and specialty courses should support the student's future career plans.
- Review the student's program plan in the CON database every semester to determine if modifications are required.
- Assist the student with registration procedures as needed.
- Monitor the student's academic progress through discussions with the student, other DNP faculty members, and grade review.
- Complete an annual progress report for submission to the Director of Graduate Clinical Studies.
- Provide guidance in the development of the evidence-based DNP practice project throughout preparatory coursework.
• Advise the student on the selection of the evidence-based DNO practice project chair and committee members.
• Serve as the student's project chair if appropriate.

**Student Advisement Responsibilities**

The student bears substantial responsibility to assure that advisement occurs in a timely and appropriate manner. The student is responsible for:

• Meeting with his/her faculty advisor regarding progress, plans, goals and any problems that are current or anticipated.
• Initiating and maintaining contact with the faculty advisor.
• Adhering to College of Nursing policies and requirements.
• Following the program plan as agreed upon with the faculty advisor. If problems occur during registration necessitating changes to the plan, the student should consult the faculty advisor for any course substitutions.
• Reporting any problems that might delay the completion of coursework, DNP project, or practicum experiences.
• Requesting and completing all appropriate approval documents pursuant to the completion of the doctoral degree.
• Participating in the selection of committee members for the DNP project.

**Changing Advisors**

If a change in advisor is necessary, the student and faculty advisor should first discuss this matter. A change in the faculty advisor may be warranted if the student markedly changes his/her clinical interests through the course of study. A Change of Advisor form can be found on the CON website.

**Annual Progress Reviews**

The annual progress reviews are an integral component of the student’s progression through the program. The annual review is used to determine the student’s appropriate and timely progress through the DNP program. Since the student and advisor complete the review together, this process can also preempt problems with completion of the program. The Annual Progress Review Form is available on the College of Nursing website on the Forms page. During summer/fall semester(s) registration advisement, the student is to take this form to his/her advisor for discussion and completion. Once both the advisor and student agree upon progression information, the advisor submits the form to the Director of Graduate Clinical Studies. Students will not be able to register for the upcoming fall term until the annual review process has been completed. Details of all updates should be included in the annual progress review. Any incomplete or insufficient reports will be returned to the student for correction and resubmission.
DNP Practica

Practicum Hour Requirements for DNP Degree

To qualify for the DNP degree, all students must document a minimum of 1,000 hours of practicum work completed as part of an education program between the BSN and the DNP, whether pursuing a direct care or system-focused degree. All post-masters DNP students must submit verification of the number of supervised clinical practicum hours in their advanced practice educational programs. Students are responsible for obtaining this documentation from the school in which the program was completed and submitting it during the first semester of the DNP program. Faculty advisers and Program Directors use this documentation to determine how many hours of practicum the student will need in the plan of study for the post-masters DNP degree.

The practicum experiences of a student earning a practice doctorate include learning activities beyond the clinical hours required for direct patient care. The practicum hours are not an extension or continuation of core specialty clinical hours. Nurses with a practice doctorate must be able to provide leadership to foster intra-professional and inter-professional collaboration, demonstrate skills in promoting a culture of evidence, apply clinical investigative skills to evaluate health outcomes, and be able to influence health policy. Students will experience a broad range of learning activities in order to meet DNP competencies. Examples of learning activities include participation in:

- A healthcare agency’s committee work to evaluate a practice protocol
- A health initiative in the state’s health department
- Components of program evaluation within a clinical unit

DNP practicum hours are arranged by a clinical faculty member and are individualized to assure that students meet the DNP role competencies.

Evidence-Based DNP Practice Projects

Introduction

The DNP Project is a faculty-guided scholarly experience completed in the final semesters of the student’s doctoral program. This culminating experience provides evidence of the student’s critical thinking and ability to translate evidence into practice through problem identification, proposal development, implementation, and evaluation. The DNP project encompasses the synthesis of both coursework and practice application and results in a deliverable product reviewed and evaluated by a faculty advisor and scholarly project committee.

Types of Evidence-Based DNP Practice Projects

DNP projects are related to advanced practice in the nursing specialty and benefit a group, population, system or community rather than an individual patient. Projects most often evolve
from practice and may be done in partnership with another entity (e.g., clinical agency, health
department, government agency, community group). Types of scholarly projects may include
implementation and evaluation of evidence-based practice guidelines, policy analysis, the design and
evaluation of new models of care, or designing and evaluating health care programs (NONPF). The
College of Nursing also collaborates with the University of Illinois Hospital for evidence-based
practice implementation. To discuss current initiatives, students should contact Dr. Cathy Ryan at
cryan4@uic.edu.

Depending on the type of project, students may want to consider dividing the issue / project /
initiative into phases (e.g. early, middle, late) or methodology components (e.g. design,
implementation, evaluation). Students should also determine who is needed to partner with to
facilitate the completion of each phase or component. For example:

- Early or Design Phase
  - Meet with key individuals or stakeholders to share project ideas.
  - Seek the stakeholder(s)’ project implementation ideas. This enhances potential user buy-
in and facilitates the identification of potential roadblocks and barriers.
  - Write the proposed project plan, including key stakeholders and potential timeline.

- Middle or Implementation Phase
  - Describe how the proposed plan will be implemented, including the time needed and
    availability.
  - Describe project facilitators and barriers (human, environmental, political) and plans to
    capitalize on the facilitators and strategies to minimize the barriers.
  - Develop an appropriate timeline.

- Late or Evaluation Phase
  - Describe the indicators that will be used to determine the success of the project.
  - Confirm the validity of the proposed indicators with the stakeholder(s).
  - Provide an opportunity for the stakeholder(s) to make recommendations for measures
    of success.
  - Develop a written evaluation plan that addresses the above areas and proposed
    timeline.

**Evidence-Based DNP Practice Project Components**

The DNP final project consists of two components:
- A single comprehensive paper suitable for publication
- A public oral presentation

**Evidence-Based DNP Practice Project Committee**

The DNP Project Committee must be approved by the CON Associate Dean for Academic Affairs
in order to proceed with the Preliminary Proposal Defense. The CON Director of Program
Assessment, Evaluation, and Academic Policies appoints the Evidence-Based DNP Practice Project
Committee upon the approval of the CON Associate Dean for Academic Affairs. This process
**must be** completed a second time before the final DNP Final Project Defense, even if the
composition of the committee has not changed since the Preliminary Proposal Defense. The Committee Chair will review and approve the documentation required for committee approval and appointment. The student is responsible for obtaining and submitting to OAP the Curriculum Vitae for any member of the committee who is not a member of the Graduate College or does not have a terminal degree.

**Committee Composition**

It is expected that the members of the committee will have the experience in the content area, population of interest, and setting to provide the guidance needed for successful completion of the project. Membership and structure of the DNP Project Committee should also meet the following requirements:

- At least three (3) members who are doctorally-prepared
- Chairperson from the College of Nursing who is a full, associate, or adjunct member of the Graduate College
- Graduate College membership is recommended for the second member
- Justification must be provided for any member who does not hold a doctorate.
- Can have one member from outside the College of Nursing/University (Curriculum Vitae must be attached to the Committee Recommendation Form).

**Enrollment in DNP Project Courses (NURS 560, NURS 561 & NURS 562)**

The DNP Project is designed to be completed in a sequential and concurrent process. Students begin with enrollment in NURS 560, DNP Project Development. The goal of this course is for students to develop their evidence-based project related to a selected population or system change to improve practice/outcomes. It is expected that students enter into the course with a faculty chair identified and an approved topic for their projects. Students will work in tandem with their NURS 560 faculty and DNP Committee Chairs to develop a scholarly project. By the end of the course, students should be well positioned to present their project proposals to their DNP Committees for approval with subsequent implementation and evaluation in NURS 561 and NURS 562. When taking NURS 560, students may consider concurrent enrollment in an independent study with their DNP Project Chair to facilitate the development of their proposals.

**Evidence-Based DNP Practice Project Proposal and Approval**

The DNP Project Proposal Committee meeting should be viewed as a collaborative meeting in which differences of opinions can be discussed and resolved. Committee members provide input to assure the DNP project is feasible, relevant, and of good quality. The student incorporates the committee feedback and revises the proposal. It is in the student’s best interest to give serious consideration to all feedback. The student cannot proceed without approval from the DNP project chair and committee.
Human Subjects Protection

Students should discuss with their committee whether or not their project requires approval by the UIC Institutional Review Board (IRB). If so, then **BEFORE** beginning data collection, evaluation, or analysis, the student must submit the proposal for review and approval by the IRB. To minimize delays in starting the DNP project, it is recommended that students and faculty develop the DNP project to allow for an exempt IRB review. Every project must be judged to conform to 45 CFR 46 (the federal regulations governing human experimentation) or be determined to be exempt from such regulations. Information, instructions, and forms for IRB approval at UIC can be obtained at: [http://tigger.uic.edu/depts/ovcr/research/protocolreview/irb/index.shtml](http://tigger.uic.edu/depts/ovcr/research/protocolreview/irb/index.shtml).

Evidence-Based DNP Practice Project Format

The UIC College of Nursing adheres to the writing style and scholarly format of the American Psychological Association (APA). Students are expected to format the DNP project using the current edition of APA unless another writing style is required for manuscript submission to a selected journal. Any deviation from APA style and format must be approved by the DNP Project Chair.

When adhering to any writing style, particular attention should paid to requirements for quoting material, location and content of titles for tables and figures, use of numeric or written forms of numbers, and references, especially as they relate to the use of journal issue numbers.

Students are expected to review the APA manual, the CON Student Handbook, and UIC Student Code regarding academic honesty and plagiarism. The U.S. Copyright Law provides federal copyright protection for both published and unpublished work. If you intend to quote extensively from copyrighted material, or wish to include illustrations, charts, graphs, etc. in your DNP project, you must obtain permission by the copyright holder to use their material and include evidence that you received permission in the appendix of your dissertation. Consult with your DNP Chair to help determine when you need to seek copyright holder permissions.

Elements of the Evidence-Based DNP Practice Project

The following elements should be included in the written and oral components of the DNP Project:

- Title Page
- Abstract
- Introduction to the Project
- Description of the problem and how it is defined
- Evidence-based practice question (PICO), if applicable
- Clinical setting or environment and the target population
- Data supporting the existence of the problem
• Literature/Evidence Review, including search strategy, terms used in the literature search, and search engines utilized. A literature table of the findings may be included to help students synthesize the evidence
• Development:description of a creative approach to resolving the problem
• Analysis of the fiscal and systems impact of the project itself (optional)
• Method/procedures including processes, data collection, use of consultants
• Findings/outcomes
• Discussion
• Conclusions
• References
• Acknowledgements

Title Page Requirements

The title of the paper is in capital letters. The author’s name is typed in full. The full name of the appropriate degree is in capital letters. Type the name of the department in which the program was completed. Committee members are listed with the chairperson’s name appearing first and the committee members following in alphabetical order. See a sample title page in Appendix A.

Abstract

The abstract presents a summary of the project. It should contain:

• A short statement of the problem or area(s) of interest
• A brief discussion of the methods and procedures used
• A summary of findings
• Recommendations or conclusions

Abstracts should not exceed 300 words.

Appendix or Appendices

Appendices contain supplementary illustrative material; original data; quotations too lengthy for inclusion in the text or not immediately essential to an understanding of the text; or copies of data collection instruments, consent forms, etc. This section is separated from the preceding material by a cover sheet bearing the heading "APPENDIX" (or "APPENDICES") centered without punctuation. This sheet is neither counted nor numbered.

The Appendices may be divided into APPENDIX A, APPENDIX B, etc. depending on the kinds and amounts of material used. Each appendix should have its own cover sheet, not counted and not numbered. The Appendix heading is not repeated on the page bearing the material. The title of the material follows four spaces below the heading.
Evidence-Based DNP Practice Project Defense and Approval

The DNP evidence-based practice project reflects the culmination of a student’s academic work for the Doctor of Nursing Practice degree and should demonstrate the student’s ability to organize, analyze, and synthesize a body of knowledge. The DNP Final Project should integrate theory, evidence, and insights from practice and should involve an in-depth exploration of a topic using a critical and rigorous approach. Students should demonstrate a depth and range of knowledge related to the topic, both orally and in writing. Presentation of the final project in a public forum is an important aspect of the student’s ability to demonstrate knowledge and the relevance of the final project to nursing/healthcare. When the final project has been evaluated by the DNP Committee as meeting the evaluation criteria, the committee signs the documentation and submits all documentation (including a copy of the final project) to the Office of Academic Programs for final approval. These steps are required to permit graduation. Students must be registered during the semester in which the final project is defended. Students must adhere to all university and college deadlines for project completion, submission, and graduation.

Summary of Deadlines and Submission Dates

In order to complete the DNP project in a timely manner, students need to follow the timelines outlined by Project Chairs and NURS 560 faculty. Additionally, all deadlines must be adhered to for submission of committee approval forms (both for the formation of the proposal committee and final membership for project completion). Students should make all effort to allow the DNP Chair and the Committee two weeks to review and provide feedback.

The Committee Recommendation Form must be submitted to the CON Office of Academic Programs (OAP) at least three (3) weeks prior to date of both the Preliminary Proposal Defense and the Final Project Defense. A CV for all outside committee members must be attached to the form. Incomplete forms will be returned if all criteria are not met. Staff in OAP will verify that the student is in good academic standing and will review the Committee Recommendation form. If the recommended committee meets the CON guidelines, approval is given by the CON Associate Dean for Academic Affairs and the committee will be appointed by the Director of Program Assessment, Evaluation, and Academic Policies. Once the committee is approved and appointed, an Examination Report form and cover letter will be sent to the committee chair to report the result. Changes to the committee may be requested before the exam occurs using the Request for Change in Project Title/Committee Member(s) Form.

The results of the Preliminary Project Defense and the Final Project Defense should be submitted to the CON Director of Program Assessment, Evaluation, and Academic Policies within forty-eight (48) hours of completion of the exam/defense.

Academic Policies

Current academic and course-related policies, as well as policies related to academic integrity can be found in the UIC College of Nursing Student Handbook.
Student Immunizations and Clinical Compliance

All students must complete immunizations and clinical compliance requirements prior to enrollment in the program. Students who do not meet these requirements will not have the hold removed from their record prior to registering in subsequent semesters. See the following link for detailed information about the requirements and the procedure for documenting the requirements: [http://www.nursing.uic.edu/current-students/practicum-requirements](http://www.nursing.uic.edu/current-students/practicum-requirements).

Financial Aid and Scholarships

Financial aid in the form of student loans, scholarships, and/or fellowships is available from a variety of sources. Information is available on the CON website at [http://www.nursing.uic.edu/current-students/financing-your-education](http://www.nursing.uic.edu/current-students/financing-your-education).

Federal Student Aid

Students with financial need are encouraged to file a FAFSA (Free Application for Federal Student Aid) with the UIC Office of Financial Aid to determine eligibility for federal loans. The priority filing date for the FAFSA is March 1.

College of Nursing Scholarships

The College of Nursing provides support in the form of scholarships, traineeships, and Board of Trustee tuition and fee waivers. Awards are made on an academic year basis. New and continuing students can apply for these various types of funding by submitting a Graduate Scholarship Application each spring. U.S. citizen and permanent resident students applying for support are also required to file a FAFSA (Free Application for Federal Student Aid) form with the UIC Office of Financial Aid and submit a copy of their SAR (Student Aid Report) with their scholarship application. Graduate scholarship applications are due March 1 of each year. The application form and a list of available funding with award criteria can be found on the College of Nursing website on the Financing Your Education page.

Research Assistantships

These are given by individual faculty members and by academic departments in the College of Nursing to students to assist on funded research projects. The stipend and percentage of time devoted to the research vary according to the research resources of individual faculty members. Appointments between 25 and 67 percent time have the added benefit of a base tuition and service fee waiver and may include a waiver of the tuition differential.

Teaching Assistantships

Awarded by academic departments within the College of Nursing, these are given to students who are prepared to assist with teaching a specific course. The stipend and percent of time devoted to teaching may vary. Appointments between 25 and 67 percent time have the added benefit of a
base tuition waiver and a waiver of selected fees. (Teaching assistants for undergraduate clinical nursing courses must have a master’s degree in nursing and an active Illinois RN license.)

**UIC Graduate College Fellowships**

The UIC Graduate College awards fellowship stipends in recognition of scholarly achievement and promise. These fellowships enable students to pursue graduate studies and research without a service requirement. To be considered for these awards, students must be nominated by the College of Nursing. See the Graduate College website for more information.

- University Fellowship (for incoming students)
- Abraham Lincoln Fellowship (for incoming and continuing students)
- W.C. Deiss Fellowship (for incoming students)

**Diversifying Higher Education Faculty in Illinois Program (DFI)**

The purpose of DFI is to increase the number of underrepresented faculty and staff in Illinois institutions of higher education and higher education governing boards. The DFI fellowship provides an annual stipend that is renewable for one year for master’s students and up to three years for doctoral students. DFI Fellows must pursue and accept a full-time position in teaching or administration at an Illinois post-secondary educational institution, Illinois higher education governing board, or an educational-related position at a state agency following the completion of their graduate program for at least the same number of years that they receive the fellowship. Students who apply for the DFI Fellowship must demonstrate financial need and therefore must complete a Free Application for Federal Student Aid (FAFSA) before being considered for the award. Students interested in being nominated for this award should contact the Associate Dean of Academic Affairs prior to the end of the fall semester. More information on the DFI can be found at this website.
APPENDIX A: Sample Title Page
SAMPLE TITLE PAGE

TITLE OF EVIDENCE-BASED PRACTICE PROJECT

BY

JANE A. DOE

B.S.N., UNIVERSITY OF ILLINOIS AT CHICAGO, 2004

EVIDENCE-BASED PRACTICE PROJECT
Submitted as partial fulfillment of the requirements
For the degree of Doctor of Nursing Practice
in the College of Nursing of the
University of Illinois at Chicago, 2015

Chicago, Illinois