DNP: NURSING ADMINISTRATION SYSTEMS

Curriculum
The UTC School of Nursing DNP: Nursing Administration-Systems (DNP: NAS) concentration will prepare students as systems leaders who design models of health care delivery, evaluate clinical outcomes, identify and manage health care needs of populations and use technology and information to transform health care systems. The NAS option is constructed specifically for current and future nurse administrators/executives who will be prepared for supervisory oversight of a group of essential services or functions. The BSN-DNP NAS option is for students preparing for organizational leadership or administrative roles and will include increased depth in organizational and systems’ leadership; the curriculum is grounded in the Essentials for DNP (2006), The ANA (2009) Nursing Administration: Scope and Standards of Practice and the AONE (2010) Core Competencies for Nursing Executives. The DNP: NAS has an extended, part-time option for working nurses who have family and other obligations.

The DNP: NAS program curriculum consists of a minimum of 68 semester credits. As a component of the program, the student will complete courses specific to nursing administration, including organizational and management theory, resource management, marketing, informatics, change, quality and patient safety and leadership. The program will also include an appropriate advanced nursing administration practicum experience prior to the courses that precede the residency and the final translational project courses. Ethical decision-making is threaded throughout the curriculum. All DNP students will develop, implement, and evaluate an evidence-based Translational Project designed to resolve a significant health care problem. All DNP students will complete residency courses and obtain a minimum of 1000 hours of clinical practice post BSN, a distinction of a DNP graduate (AACN, 2006).

- NURS 5000 – Conceptual and Theoretical Foundations of Nursing 3 hrs.
- NURS 5010 – Nursing Research with Statistical Application 4 hrs.
- NURS 5300 - Theoretical Foundations for Health Systems Administration 3 hrs.
- NURS 5310 - Advanced Resource Management 3 hrs.
- NURS 5320 - Consulting & Marketing Skills for Advanced Practice Nurses 3 hrs.
- NURS 5330 – Introduction to Health Care Information Systems 3 hrs.
- NURS 5340 - Health Systems Practicum for Advanced Practice Nurses 4 hrs.
- Electives 6 hrs.
- NURS 7000 - Philosphic Underpinnings for Nursing Practice 3 hrs.
• NURS 7010 - Evidence-Based Practice and Nursing Systems 3 hrs.
• NURS 7020 - Epidemiology and Health Requisites of Populations 3 hrs.
• NURS 7030 - Meeting Population Demands through Biostatistics 3 hrs.
• NURS 7040 - Technology and Transformation of Health Care 3 hrs.
• NURS 7050 - Leadership in Complex Health Care Systems 3 hrs.
• NURS 7060 - Health Care Policy & Economics 3 hrs.
• NURS 7070 - Translational Evidence-Based Residency I 3 hrs.
• NURS 7080 - Translational Evidence-Based Residency II 6 hrs.
• NURS 7091, 7092, 7093, 7094 - Translational Project I - IV 6 hrs.
    Total Required 68 hrs.

Course Descriptions
NURS 5000 - Conceptual and Theoretical Foundations of Nursing (3 Credit Hours)
The role of the advanced practice nurse within the framework of nursing science. Selected theoretical and conceptual nursing frameworks, which provide a foundation for advanced nursing practice.

NURS 5010 - Nursing Research with Statistical Applications (4 Credit Hours)
An examination of methods and statistical applications in nursing research, utilizing nursing theory both as a basis for research and in practice. Prerequisite: Undergraduate level statistics:

NURS 5150 - Financial Administration for Nurse Executives (3 Credit Hours)
Financial administration theories, principles, and practices essential for nurse executives within the changing health care environment.

NURS 5300 - Theoretical Foundations for Health Systems Administration (3 Credit Hours)
Exploration of theories, principles, and behaviors essential for the management of resources within the changing health care environment from an advanced practice nurse perspective.

NURS 5310 - Advanced Resource Management for Advanced Nursing Practice (2 Credit Hours)
Principles and techniques of financial management for achievement of health care system goals and explores current topics in financial management of health care systems while maintaining quality outcomes. The focus is on the role of the advanced practice nurse in resource management.

NURS 5320 - Consulting and Marketing Skills for Advanced Practice Nursing (3 Credit Hours)
Theories and concepts related to intra-and entrepreneurial principles and skills for the advanced practice nurse.

NURS 5330 - Introduction to Health Care Information Systems (3 Credit Hours)
The concepts upon which Health Care Information Systems are developed, implemented,
and maintained. Operating systems, networking concepts, security issues, and workstation design and evaluation related to the health care environment will be addressed.

NURS 5340 - Health Systems Practicum for Advanced Practice Nurses (4 Credit Hours)
The application of advanced knowledge and skills related to health systems administration or nursing informatics in a selected health care setting.

Electives – 6 Credit Hours of approved electives

NURS 7000 - Philosophic Underpinnings for Nursing Practice  (3 Credit Hours)
Exploration of philosophical and historical issues that create a context for the integration of the natural and social sciences with nursing science to develop a translational philosophy that will support initiation and evaluation of improved practice approaches.

NURS 7010 - Evidence-Based Practice and Nursing Systems  (3 Credit Hours)
Examines the foundational and philosophical aspects of evidence-based practice for the advanced practice nurse. Research provides the basis of this course through the application of knowledge in the translational project. The student will examine and use applied research methods with a focus on protection of human subjects. Critiques of evidence-based research such as reliability, validity, trustworthiness and relevance to practice of research designs and findings will be emphasized.

NURS 7020 - Epidemiology and Health Requisites of Population  (3 Credit Hours)
Examines the distribution and determinants of health related states and events in specified populations. Emphasis will be placed on the integration of applied epidemiology, study design, public health surveillance, methods of control and prevention and evaluation of health conditions, diseases, injuries and outcomes. This course will analyze specific epidemiologic methods for describing patterns of disease and developing innovative approaches involved in health planning, health policy and health care delivery systems

NURS 7030 - Meeting Population Demands through Biostatistics  (3 Credit Hours)
Examines methods used to generate and analyze biostatistical data as a foundation for developing, implementing, and evaluating policies and programs integral for the health care of identified populations. Prerequisite: admission to the DNP program, undergraduate and graduate statistics, or approval by the Director.

NURS 7040 - Technology and Transformation of Health Care  (3 Credit Hours)
Provides the advanced practice nurse with the ability to use information systems/technology to support and improve patient care and transform health care systems. Prerequisite: admission to the DNP program, or approval by the Director.

NURS 7050 - Leadership in Complex Health Care Systems  (3 Credit Hours)
Examines evidence-based concepts and theories to be an effective leader in complex health care systems. Prerequisite: admission to the DNP program, or approval by the Director.

NURS 7060 - Health Care Policy and Economics  (3 Credit Hours)
Critically examines governmental, nongovernmental and geopolitical issues that influence advanced nursing practice. Provides a critical analysis of the economics of health care, focusing on financing and delivery of care within the US. Prerequisite: admission to the DNP program, or approval by the Director.
NURS 7070 - Translational Evidence-Based Residency I (3 Credit Hours)
Provides the Doctor of Nursing Practice student with individualized opportunities to apply advanced leadership and clinical knowledge in healthcare systems; identification of needs and/or interests to further define their clinical practice; allows the student to gain experience in selected clinical or agency sites to increase competencies in areas such as clinical acumen, case management, leadership, and/or business practices. Practice setting and focus is individualized to students' specific areas of interest. Student will be precepted by an expert in the field. This course meets full time equivalency requirements. Prerequisite or Corequisite: NURS 7000, NURS 7010, NURS 7020, NURS 7030, NURS 7040, NURS 7050, NURS 7060.

NURS 7080 - Translational Evidence-Based Residency II (3-6 Credit Hours)
Continues to build on the work done in NURS 7070. Students will continue to apply advanced leadership skills and clinical knowledge within their designated practicum site and will continue to enhance his/her competencies in areas such as clinical acumen, case management, leadership, and/or business practices. The student will develop, submit, and defend a proposal for the Translational Project. This course meets full time equivalency requirements. Prerequisite or Corequisite: NURS 7000, NURS 7010, NURS 7020, NURS 7030, NURS 7040, NURS 7050, NURS 7060, NURS 7070.

NURS 7091, 7092, 7093, 7094 - Translational Project I - IV (6 Total Credit Hours)
The Doctor of Nursing practice program culminates in a capstone translational project course that will merge the practice and scholarship components of the degree. It is designed to address a practice issue affecting groups of patients, health care organizations or health care systems. Students will work with community groups, clinics, hospitals or health care systems to assess, plan, implement, and evaluate a proposal that is mutually agreed upon by the practice setting, the student, and the student's advisory committee. The successful completion of this scholarly project will contribute to an aspect of advanced nursing practice. This course meets full time equivalency requirements. Prerequisite or Corequisite: NURS 7000, NURS 7010, NURS 7020, NURS 7030, NURS 7040, NURS 7050, NURS 7060, NURS 7070.

NURS 7090r - Translational Project Remediation (1-6 Credit Hours)
This course is a remediation course to allow students to work additional hours toward their capstone translational project that will merge the practice and scholarship components of the degree. This course is only required on an as needed basis and the number of credit hours is determined by the student's translational project chair in conjunction with other committee members and faculty. Approximately 75 clinical hours may be accumulated per credit.

DNP: NAS Practicum
The purpose of the healthcare practicum is to identify a systems issue within a selected agency, define variables impacting the issue, develop a plan for resolution and relate to leadership principles. The course purpose is stated as follows: The application of advanced knowledge and skills related to health systems administration or nursing informatics in a selected health care setting. The practicum includes attainment of 300 clinical hours that are under the direction of an agency/organization preceptor. The 300 clinical hours are applicable toward the
1000 clinical hours required to complete the DNP: NAS program. Students who enter the DNP: NAS concentration with 300 clinical hours or less, will complete the NURS 5340 Health Systems Practicum for Advanced Practice Nurses course in the Fall prior to beginning Spring semester courses.

Preceptors generally work one on one with students but in some situations may work with one or several students. The preceptor may be the primary day-to-day agency contact for the student or assist in connecting the student(s) with others in the agency. The agency and the faculty member should jointly decide on the specific arrangements for the preceptor-student relationship. The School of Nursing has developed a Preceptor Guide that specifies the responsibilities and role of the student, faculty and preceptor. The faculty believes that guidance and teaching by preceptors is a significant dimension of the learning experience of all students. Preceptors provide DNP: NAS students with unique, real-world opportunities to interact with healthcare leaders and experts, advance their knowledge, practice new skills, and achieve competencies. The information in this guide is intended to facilitate a positive experience the Preceptor and the DNP student.

All School of Nursing students are expected to exhibit a professional demeanor at all times in the clinical setting including:

- Professional dress with UTC School of Nursing identification badge
- Respectful demeanor to all people encountered in the clinical setting including preceptors, faculty, staff, patients, families, colleagues and other healthcare professionals
- Express appreciation to preceptors for their dedication, mentoring, and teaching at the end of the clinical experience

**Uniform Policy**
Students are to comply with the policies and procedures of any agency with which the University of Tennessee at Chattanooga School of Nursing has an agreement. During the clinical experiences, DNP students MUST wear appropriate, professional-looking attire (e.g., no jeans). Wearing a lab coat over street clothes is highly recommended to both protect your clothing and promote a more professional appearance. In addition, students are to wear the official UTC School of Nursing picture identification badge whenever present in the clinical agencies.

**Translational Project**
All UTC School of Nursing DNP options consist of a plan of study that includes an evidence-based practice project that is a translation of evidence into practice. The project is a faculty-guided scholarly practice experience that provides evidence of student critical thinking, ability to translate research into practice, and ability to transform practice through problem identification, proposal development, implementation, and evaluation of a clinical problem.
Nurses prepared at the DNP level provide leadership for evidence-based practice and model translating evidence-based research in practice. The Translational Project experience is an in-depth, integrative and interprofessional experience that results in a practice-related written project that exemplifies how evidence can be used to change or improve practice or outcomes for patients, families, populations, and/or health care systems. Thus, a translational project is a scholarly process to address a clinical/practice relevant problem in nursing and healthcare. Successful completion of the project requires competence in knowledge development activities, such as undertakings aimed at improving the reliability of healthcare practice and outcomes, abilities of appraising and applying research into clinical practice, and abilities associated with transforming practice through problem identification, project development, implementation, and evaluation of a needed clinical change. Coursework within the DNP program supports the various Translational Project components.

The DNP Translational Project is developed, implemented, and evaluated during the program of study and will have a data analysis component with a relevant clinical application grounded in evidence-based practice. The completed final project will be presented to the faculty following specified guidelines conforming to the final products (written paper, presentation and publishable paper). It is expected that the DNP project will be ready to submit for publication. The actual publication of the work is not a requirement for the degree. The submission of the publishable paper may occur after the completion of the project, with the additional help from committee members, who may then be co-authors.

Students will be assigned a project Chair who will also serve as an advisor to the student for successful project completion. The Chair must hold Graduate Faculty status as approved by the Graduate School Dean in collaboration with the School of Nursing. The committee members must also hold Graduate Faculty status as stipulated by the Graduate School.

Among other responsibilities, the Chair will:

- Assure IRB compliance, guide preparation of the project prospectus, project development, implementation, and evaluation, final project presentation and finalization of the written document requirements
- Ensure that the student maintains regular communication/updates with committee member for the duration of the Translational Project.
- Assure that the project will be of value to the associated organization/community/professional organization.
- Collaborate with the student to identify potential project committee members who will bring expertise to the project.
- Guide the student through the Translational Project to its final approval by all committee members.
- Collaborate with the student to assure that the project will lead to a publishable paper.
- During the last semester of the student's program of study, the Committee Chair and the DNP Coordinator or designee will complete the final paper, presentation and portfolio rubrics in conjunction with the committee members.
Responsibilities of the Committee Members:

- The committee will consist of the Chair, a committee member who is a UTC faculty member and one community member.
- The community member must hold, at minimum, a Master’s Degree. It is highly recommended that the community member of the committee be selected from the organization or clinical site where the student will conduct the project. To obtain full approval of the community member’s appointment to the committee, the community member must complete Graduate Faculty Status. The forms for Graduate Faculty Status can be found online at http://www.utc.edu/graduate-school/faculty-resources/faculty-forms.php. These forms must be turned into the Coordinator of Nursing Programs and Business Operations. The Community Member should also be given the Community Member Orientation Packet.
- The members must bring expertise in the clinical nursing topic of interest, the methodology used in the project, or other knowledge related to the project.
- Ad hoc members may be added to the committee with approval of the Chair and will be nonvoting members of the committee. These ad hoc members will be considered a significant resource for implementing the project, but are not needed as full time committee members.
- The selected faculty member, community members and the Chair are voting members.
- The committee will meet as often as necessary as deemed necessary by the Chair in collaboration with the student.
- The committee voting members critique the Translational Project proposal and review revisions as requested by the Chair or the student, culminating in the Qualifying Exam presented by the student on campus at the end of the first year in the program.
- Members will share critiques and concerns of drafts of the project with the student and the Chair.
- The committee voting members review the student’s oral presentation of the final project for approval.

The Chair of a student’s Translational Project will be assigned when the student is accepted into the program. The student must engage in the following process to be successful in completing the project in a timely manner.

1. The student should identify the type of project and clinical question with the Chair. The student should also work with a librarian who specializes in supporting the School of Nursing to develop an effective and efficient strategy for conducting a search for appropriate literature. When the Chair approves the PICOT question along with background data, the student and Chair should select a faculty committee member and a community member to serve on the committee.

2. The community member should be someone from the agency where the project will be implemented and evaluated; the outcomes of the project should be useful to the organization/community.

3. The student should determine the availability of the committee members over the period that the student will be working on the project, especially during the summer semester(s) when some faculty may specify limits on his/her availability; this should be accomplished by the end of the first semester if possible.
4. The student should complete a prospectus, receive appropriate IRB approval, and proceed with the plans for further development, implementation and evaluation of the translation of research project under the guidance of the committee.

5. For IRB approval, the student in collaboration with the faculty should submit the appropriate forms using the policy guidelines found at http://www.utc.edu/Administration/InstitutionalReviewBoard/application-process.php

6. The student should not proceed with any type of recruitment, data collection or analysis until the student has successfully passed the Qualifying Exam and received appropriate IRB approval(s). Depending on the student’s residency site, IRB approval may need to be secured for that particular site. If the site has an IRB approval process in place, an approval letter from that site’s IRB committee will need to be submitted with the UTC IRB application.

7. At the completion of the DNP Program, the student will deliver a presentation and written evidence-based Translational Project that he/she has designed, implemented and evaluated.

8. The student will also develop a publishable paper in collaboration with faculty.

The purpose of the clinical residency is to acquire an integrative practice experience in the knowledge and skills related to the essentials of doctoral education for advanced nursing practice. The School of Nursing uses Community Committee Members in all DNP practicum or residency courses. Community Members generally work one on one with students but in some situations may work with one or several students. The member may be the primary day-to-day agency contact for the student or assist in connecting the student(s) with others in the agency. The agency and the faculty member should jointly decide on the specific arrangements for the member-student relationship.

The DNP Prospectus presentation is a defense of the project proposal and serves as the student’s qualifying exam. The oral presentation should include statements of the problem, a brief review of salient literature, methods to be used, anticipated results, and potential implications of the project. PowerPoint slides may be used to accompany student prepared handouts. The DNP Committee Chair will conduct the meeting. The student, Committee Chair, Committee Members and DNP Coordinator or designee will attend the presentation and other faculty will attend if they so desire. All are welcome. The student must receive a majority approval or conditional approval at the time of the DNP Qualifying Examination in order to progress in the program. If the student is not successful and the proposal is not approved, the student may repeat the DNP Qualifying Examination/project proposal defense once. If the student fails to receive an approval for the project proposal subsequent to the second attempt, the student may be dismissed from the DNP program.

The meeting shall be scheduled at a time and place that is convenient and agreed upon by the Committee Chair, the Committee Members and the student. A schedule of possible times and dates for each cohort will be specified by the DNP Program Coordinator at least one month prior to the “sign-up” period. The Committee Chair will advise the student when he/she is ready to set a date for the prospectus.
presentation and the student will be responsible for signing up. Following the meeting, the Committee Chair and members will decide if the student has completed the requirements for the prospectus. The Committee Chair will notify the student of the decision, including any necessary changes to be made. These changes will be made by the student under the direction of the Committee Chair. Please note that no data collection or interventions related to the project can be started prior to approval by the project committee and UTC/agency IRB.

The purpose of the paper guideline below is to help guide the development of the student’s Translational Project Final Paper. It expands on the Prospectus requirements. Page limits are suggested but are not mandatory. The Final Paper must conform to current APA Format & Style guidelines.

I. Introduction: The Practice Problem (3-4 pages)
   1. Description of the problem
   2. Population, community or system affected
   3. Epidemiology—incidence, prevalence, etc.
   4. Agency/system knowledge of and perceived significance of the problem
   5. Importance to advanced practice nursing (identify the relevance to change in practice and the leadership role of the DNP student)
   6. Identify desired outcomes with impact
   7. Value the innovation/intervention brings to the population/system
   8. Purpose statement: The purpose of this (translation of research project) is...
   9. Clear meaningful question (Use PICOT to identify question components.)

II. Discussion of the theoretical/conceptual framework (3-5 pages)
   1. Description of framework that guides the project (illustration of model if appropriate)
   2. Clear link to purpose and question
   3. Model used to guide change process

III. Analysis of the evidence-based literature, Reliability and Validity (4-6 pages)
   1. Critical synthesis of relevant literature
      a. Analysis of Evidence Table
   2. Gaps in evidence identified
   3. Summary of the critical appraisal of the literature

IV. Plans/Method for Implementation (12 – 16 pages)
   1. Discuss the design/components of the project (must be methodologically rigorous)
      a. Identify the model to guide implementation of the translation of research project including rationale for its selection.
      b. Describe the contextual aspects of the project setting
      c. Organizational/systems and individual readiness to change including anticipated barriers, facilitators, challenges related to the project
      d. The Sample
      e. The Logic Model
         • Discuss resources/inputs required for the success of the project
• Discuss evidence-based interventions, activities
• Clearly identify short/long term outputs
• Identify outputs of interventions and activities
• Discuss outcome measures
• Discuss the expected impact of the project

2. Proposed Plan to Evaluate Outcomes and Impact
   (Are the outcomes of interest sensitive over time? How will the outcomes of interest be measured? Are there existing valid and reliable instruments to measure the outcome of interest? Who will measure and will training be necessary? What is the cost of measuring the outcome?)
   a. Measurement tools
   b. Evaluation/research methodology
   c. Statistical test required

V. Data collection procedures (sources and processes to measure outcomes) (2-4 pages)
   1. Clearly describe all procedures
   2. Use of information systems and technology

VI. Analysis of findings including Cost Analysis & Any Recommendations (3-5 pages)

VII. Clear and Feasible Plans for Sustainability (2-4 pages)

VIII. Dissemination plan (clear and feasible) – What is going to be done with the information/data obtained in the project?) (1-3 pages)

IX. Appendices
X. References

In collaboration with the Chair and Committee Members, the student should share project results with the clinical site. Students will also provide formal presentations at scholarly forums in the School of Nursing, UTC, and at other local venues. Students should seek out opportunities to disseminate findings at state and national professional meetings guided by the Chair and committee members. Students will be given the opportunity to deliver a poster, a paper presentation and a publishable paper. The Chair and committee members and/or course faculty will assist students in identifying a scholarly journal relevant to their student's project or other scholarly work. Students will utilize the Guidelines for Authors specified in the selected journal to develop the publishable paper. Students should collaborate with faculty prior to submitting any paper for publication. Members of the student’s committee may also need to collaborate/contribute to the paper related to his/her expertise. A clinical expert on the topic may also be asked to review your paper if appropriate. The process of peer review is a vital part of scholarship/professionalism and one a student will want to consider whether they are creating requisite documents for their own practice or writing for publication.

The DNP Portfolio demonstrates the student's educational, personal and professional growth by showcasing the process of learning and a sample of the actual knowledge acquired (Casey & Egan, 2010). The DNP Portfolio is a requirement for program completion and will be reviewed by the Chair of the student’s Translational Project. Students will be given feedback and suggestions for
improvement as indicated. Students will submit the Final Portfolio on the formatted USB to the Chair of their Translational Project for final review. Students will use the following Portfolio Guidelines in constructing the product:

- **Introduction**
  - Cover sheet titled “UTC Doctor of Nursing Practice Portfolio”
  - Student’s name
  - Faculty Chair’s name
  - Committee Members names
  - Residency Preceptors Name
  - Acknowledgements (optional)
  - Signed Evaluation Forms - Qualifying Exam (Approval of Prospectus); Final Evaluation of Students Residency; Translational Project Completion Form
  - DNP Verification of Completion of Program Requirements

- **Professional Items**
  - Current CV
  - License
  - CPR, ACLS, PALS, etc.
  - Advance Practice Certification
  - Other Professional Certifications

- **Program Reflections**
  - Reflection Papers (reflections on progression/growth in the DNP Role)

- **Technology and Transformation of Health Care**
  - Exemplar(s) of achievement

- **Health Policy and Transformation of Health Care**
  - Exemplar(s) of achievement

- **Residency Form and Case Reports**
  - Case reports
  - Residency/clinical log

- **Peer Reviewed Poster Presentations**
  - Copy of poster presentation and identification of audience and any evaluation/feedback received

- **Completed Translation of Research Project**

- **Peer Reviewed Manuscript/Presentation**
  - Abstract with letter of acceptance
  - Power point slide presentation
  - Publishable paper related to the Translational Project