



**DOCTOR OF
NURSING PRACTICE**
IN SYSTEMS-LEVEL LEADERSHIP

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STUDENT HANDBOOK

DNP

W. CARY EDWARDS SCHOOL OF NURSING
AND HEALTH PROFESSIONS

THOMAS EDISON
STATE UNIVERSITY

STUDY WITH THE LEADER
IN ONLINE EDUCATION.

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Welcome to the W. Cary Edwards School of Nursing and Health Professions at Thomas Edison State University



Welcome to Thomas Edison State University (TESU). The W. Cary Edwards School of Nursing and Health Professions has a tried-and-true, outstanding educational program and I am proud to be the Dean. The W. Cary Edwards graduate nursing program has been preparing competent, caring professional nurses for over thirty-five years. Thomas Edison nurses are in demand because, upon graduation, they provide quality care to diverse patients, families, and communities. Together, students and mentors will take this exciting learning journey which will culminate in preparation for licensure and life-long learning.

The W. Cary Edwards School of Nursing and Health Professions mentors have years of teaching and practice experience. Mentors have the expertise and skills to prepare graduates for the current healthcare environment that includes technological advancements, evidence-based practice, clinical reasoning competencies, and national and global health initiatives. Professional nurses will be at the forefront of healthcare reform and change. The W. Cary Edwards School of Nursing and Health Professions provides a superior education that develops students' leadership skills in order to affect healthcare change and progress.

The journey to becoming a professional nurse is engaging and stocked with interesting knowledge about human health, illness, and environment. Use this handbook as a resource to help navigate the path to becoming a leader in nursing. Please read this handbook to be empowered with the information needed about expectations to ensure a successful journey. Additionally, the advisors, mentors, and myself are also always available to assist you along the way.

Congratulations on being accepted into this outstanding nursing program. The next few years will be a busy, positive, life-altering experience. I am honored to be able to share this wonderful learning journey with each student and will do everything possible to promote successful outcomes.

Sincerely,

A handwritten signature in black ink that reads "Ruth Wittmann-Price, PhD, RN, CNS, CNE, CNEcl, CHSE, ANEF, FAAN".

Ruth Wittmann-Price, PhD, RN, CNS, CNE, CNEcl, CHSE, ANEF, FAAN
Dean, W. Cary Edwards School of Nursing and Health Professions

W. Cary Edwards School of Nursing and Health Professions

The programs available at the W. Cary Edwards School of Nursing and Health Professions at Thomas Edison State University are the Bachelor of Science in Nursing (BSN), the Master of Science in Nursing (MSN), the graduate nursing certificate programs, and the Doctor of Nursing Practice (DNP). Three areas of specialty are offered in the MSN degree: Nurse Educator, Nursing Informatics, and Nursing Administration. All programs are offered as online, mentored learning programs where students participate actively as a community of learners through the asynchronous online group discussions integral to each nursing course.

Students in the BSN/MSN degree program must complete all requirements of the BSN degree and be certified for the BSN degree to be eligible for enrollment in the MSN degree program. All graduates of the MSN degree program will receive a certificate in their selected area of specialty upon degree completion in addition to the MSN degree. All graduates of the graduate nursing certificate programs will receive a certificate in their selected area of specialty upon program completion. Students in the DNP program are admitted as a cohort and enroll in 3 credits each term (3-year option) or 6 credits per term (18-month option). DNP students complete 36 credits and a DNP project.

The W. Cary Edwards School of Nursing and Health Professions has an enrollment of nearly 900 students from 25 states. The diverse student population reflects minority representation of 33 percent and male representation of 15 percent. The average age of our enrolled nursing students is 38.5. Bringing with them a wide range of experiences, our students are active leaders participating in healthcare transformation.

Mentors for the courses are experienced nurse educators in higher education and leaders from service settings across the country. Select mentors serve as members of the W. Cary Edwards School of Nursing and Health Professions Committee to guide the development, implementation, and evaluation of the School's programs.

Mission and Philosophy

The W. Cary Edwards School of Nursing and Health Professions accepts and upholds the mission of the University in providing distinctive undergraduate and graduate education for self-directed adults through flexible, high-quality collegiate learning and assessment opportunities. As such, the W. Cary Edwards School of Nursing and Health Professions believes that independent and self-directed study in a mentored, environment is the hallmark of the academic programs offered to students by the W. Cary Edwards School of Nursing and Health Professions. In this learning environment, the student, as an adult learner, interacts and collaborates with mentors and peers to create and enhance a dialogue within a community of learners. Through this innovative approach to programming, the W. Cary Edwards School of Nursing and Health Professions actively shapes the nursing profession by preparing nurses who are intellectually curious, clinically competent, and technologically prepared to assume leadership positions at the forefront of healthcare transformation.

The W. Cary Edwards School of Nursing and Health Professions supports the belief that attainment of the bachelor's degree is

essential to the ongoing process of professional nursing education and development. The Bachelor of Science in Nursing (BSN) degree, building on the prior education and experience of the student, prepares graduates to practice nursing in a variety of settings and roles and provides a foundation for graduate study and lifelong learning. The Master of Science in Nursing (MSN) degree prepares graduates to assume leadership roles in a diverse, technologically challenging, and global healthcare environment, and for advanced study and lifelong learning. The graduate nursing certificate programs offer opportunities for advanced specialized study to master's-prepared nurses seeking additional opportunities in nursing. The Doctor of Nursing Practice (DNP) degree prepares nurse leaders to function at the highest level in healthcare organizations. Competencies in organizational leadership, economics and finance, healthcare policy, population-focused care, and technology are emphasized.

Nursing is a dynamic profession that provides an essential service to society. As such, nursing is engaged in multilevel roles and relationships and is accountable to society for its role in improving the health status of the community. Nursing is practiced with respect for human dignity and individual differences. The art and science of nursing requires the ongoing application of specialized knowledge, principles, skills, and values. As a distinct body of knowledge, nursing builds upon theories from various disciplines and works collaboratively with other professions to enhance the health status of individuals, families, groups, and communities.

The client is viewed as an open and dynamic system with unique psychophysiological, spiritual, and sociocultural characteristics. Within this system, the client interacts with the environment and experiences varying states of health. Health is described as a dynamic process fluctuating along a wellness-illness continuum. Nurses assist clients to function and effectively adapt to the environment along that continuum. The environment encompasses numerous factors that affect the development and behavior of clients. These factors have an impact on the client's ability to function and maintain optimal health status. Nurses are responsible for the promotion, maintenance, and restoration of health.

The W. Cary Edwards School of Nursing and Health Professions is committed to the belief that the School uses a teaching-learning process based on the principles of adult learning; demonstrates effective design, and delivery of educational experiences in varied learning environments; provides for collaboration and collegial interaction among mentors, educators, and peers; effectively links theory, practice, research, and technology; and extends its reach to people of diverse ethnic, racial, economic, and gender groups.

Through these beliefs and contributions to the ongoing development of caring, competent, informed, ethical, and accountable nurses, the W. Cary Edwards School of Nursing and Health Professions strives to play an influential and positive role in helping to shape the future and the practice of professional nursing.

Purpose and Goals

In keeping with the mission of the University and the commitment to providing high-quality education to address the needs of the greater community, the purpose of the W. Cary Edwards School of Nursing and Health Professions is to provide high-quality nursing education programs that meet the needs of the healthcare community and uphold the standards of the nursing profession.

In addressing the needs of the healthcare community the W. Cary Edwards School of Nursing and Health Professions recognizes and partners with its community of interest, comprised of both internal and external constituencies. The identified communities of interest are at the national, state, and local levels. External constituencies include local entities, legislators, professional accrediting bodies, and representatives from the professional community such as our partners and clinical affiliates. Internal constituencies include students, alumni, mentors, staff, and the University.

THE GOALS OF THE W. CARY EDWARDS SCHOOL OF NURSING AND HEALTH PROFESSIONS ARE TO:

- > Prepare graduates to assume leadership roles in a diverse society and changing healthcare environment;
- > Provide nontraditional nursing education programs that meet the needs of adult learners; and
- > Provide a foundation for advanced study and lifelong learning.

Accreditation

The baccalaureate degree program in nursing, master's degree program in nursing, and doctor of nursing practice program at Thomas Edison State University are accredited by the Commission on Collegiate Nursing Education.

> **COMMISSION ON COLLEGIATE NURSING EDUCATION (CCNE)**

665 K Street NW, Suite 750
Washington, DC 20001
207-867-6791
www.ccneaccreditation.org



The Accelerated Baccalaureate degree program in nursing at Thomas Edison State University is accredited by the New Jersey Board of Nursing.

> **NEW JERSEY BOARD OF NURSING**

PO Box 45010
Newark, NJ 07101
973-504-6430
www.njconsumeraffairs.gov/nur/Pages/default.aspx

Thomas Edison State University is accredited by the Middle States Commission on Higher Education.

The MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

> **MIDDLE STATES COMMISSION ON HIGHER EDUCATION**

3624 Market Street
Philadelphia, PA 19104
267-284-5000
www.msche.org

Doctor of Nursing Practice Degree in Systems-Level Leadership

The Doctor of Nursing Practice (DNP) degree program in Systems-Level Leadership prepares nurse leaders, at the highest level of nursing practice, in organizational management and advocacy, to identify, disseminate, integrate, and evaluate the best evidence to improve healthcare at all levels of practice.

Description

The Doctor of Nursing Practice (DNP), a post-master's degree in Systems-Level Leadership, focuses on the improvement of evidenced-based outcomes using theoretical knowledge and systems-level initiatives to advance nurse leaders to the highest level of nursing practice. Based on the American Association of Colleges of Nursing (AACN) Essentials of Doctoral Education for Advanced Nursing Practice and the American Organization for Nursing Leadership (AONL) competencies, students expand and apply their knowledge of theory, advanced nursing practice, organizational leadership, economics, healthcare policy, and technology in a mentored practice environment.

Criteria for Admission, Transfer, and Graduation

ADMISSION CRITERIA:

- > BSN and MSN degrees from an accredited college or university accepted by TESU and a school of nursing accredited by a national nursing accrediting body OR
- > BSN degree from an accredited college or university accepted by TESU and a school of nursing accredited by a national nursing accrediting body and master's degree in a related discipline from an accredited college or university accepted by TESU.
- > Cumulative GPA of 3.0 or higher in the master's program.
- > Two current professional references from a healthcare supervisor or colleague, or from a faculty member who has taught the applicant (name and contact information only).
- > Well-written statement of background and goals.
- > Well-written essay.
- > Current resume.
- > Relevant professional work experience (two years recommended).
- > Current valid unencumbered RN license in the United States or a United States territory.
- > An active unencumbered RN license in the state or the United States territory in which the DNP project will be completed is required.

CRITERIA FOR ACCEPTANCE OF TRANSFER COURSES:

- > A maximum of 9 doctoral-level credit hours (from another doctoral program outside TESU) may be transferred into the DNP program. Courses must be equivalent in content and credits to courses in the DNP program at TESU.
- > A minimum of 27 DNP-level credit hours must be completed at TESU in the DNP program to earn the DNP degree from TESU.
- > Courses transferred into the DNP program must have been completed at an equivalent accredited international institution of higher education and an equivalent accredited international school of nursing, if credits were earned outside of the United States.
- > The student must have earned a grade of B or higher for a course to be accepted as a transfer course into the DNP program.
- > Courses transferred into the DNP program must have been completed within five years of enrollment in the DNP program at TESU.
- > Please visit our website for more information.

PROGRESSION CRITERIA:

- > Students admitted to the DNP program progress through the DNP curriculum with the cohort to which they were admitted.
- > DNP students must earn a grade of B or better in each course to receive credit for the course. DNP students may repeat one DNP course one time only.
- > Students may not accrue clinical hours during a term when they are not enrolled in a DNP course.
- > The School reserves the right to remove from the DNP program any student who exhibits unprofessional behavior or violates the Academic Code of Conduct.

GRADUATION CRITERIA:

- > DNP students must earn a cumulative GPA of 3.0 or higher and be in good standing at TESU to be certified for graduation.
- > DNP students must complete the program within five years.
- > A minimum of 1,000 post-baccalaureate supervised clinical hours must be completed for the DNP degree; a minimum of 500 supervised clinical hours must be completed during the DNP program at TESU.
- > Students who hold advanced practice certification or advanced nurse executive certification may receive credit for up to 500 clinical hours. Certification must be achieved prior to enrollment in NUR-912.

SYSTEM REQUIREMENTS:

Nursing students are advised to have computer capability compatible with the technology specified for the Thomas Edison State University's online courses, access to presentation software, and, for selected MSN courses, access to spreadsheet software, a microphone, and a webcam.

SYSTEM REQUIREMENTS:

Internet Connection (required):

High-speed connection is recommended. Speeds below 10 Mbps may cause slower loading times for video-heavy courses.

OPERATING SYSTEM:

Windows or macOS recommended

Linux and ChromeOS may have limited functionality for some of our technology and media tools.

BROWSER:

Firefox or Chrome recommended

Edge and Safari may have limited functionality for some of our technology and media tools.

OTHER SOFTWARE:

All students receive a Thomas Edison State University email account that provides free access to G Suite for Education (Google).

Some course tools may require browser plugins or other software to be installed. More information is provided in those courses.

PERIPHERALS FOR VIDEO RELATED ACTIVITIES:

Webcam and microphone required. This includes those built into devices. Headphones with built-in microphone recommended.

Some courses may require additional hardware. Details on these will be included in those specific courses.

Note: Operating systems, browsers, plugins, and other software should be kept up-to-date for security purposes and to ensure proper functionality.

Planning for Program Completion

Students are required to disclose their previous academic record by submitting transcripts on application for all previously completed college-level credit. No tuition will be refunded for courses taken without academic advisement or when credits previously completed that might satisfy degree or certificate requirements are not submitted for evaluation.

All students are encouraged to review the packet of materials provided on enrollment. Students are also encouraged to review their Academic Evaluation through Online Student Services after which they should contact the school for clarification of requirements and assistance with planning for degree completion as needed.

Students in the DNP program should schedule an advising appointment prior to registering each term.

Graduation

Thomas Edison State University degrees are conferred four times a year, September, December, March, and June, as published in the online University Catalog. A letter verifying degree completion will be provided from the Office of the Registrar prior to degree conferral. Requests for transcripts must be in writing and must be accompanied by the fee. The University holds one Commencement ceremony each fall. All graduates must be certified by the

September graduation date to be considered graduates for the academic year and to be named in the Commencement Program for that ceremony.

Candidates for the DNP degree must:

- > Achieve a cumulative grade point average of B (83) or better in the DNP degree program;
- > Successfully complete all DNP program requirements, including the DNP project within five years of enrollment in the first DNP course;
- > Maintain a current unencumbered RN license, valid in the United States or a United States territory;
- > Submit a completed Request for Graduation Form through Online Student Services, located on the University website at *tesu.edu* with fee to the Office of Student Financial Accounts according to deadlines established by the Office of the Registrar;
- > Have all transcripts submitted to the Office of the Registrar according to deadlines established by the Office of the Registrar; and
- > Have satisfied all outstanding financial obligations with the University.

DNP Degree Program Outcomes

- > Synthesize scholarly and evidence-based findings to transform nursing practice and organization decision making.
- > Integrate ethical decision making in research, systems evaluation, advanced clinical practice, and organizational decision making.
- > Analyze, design, and integrate healthcare policies that influence organizational systems to meet the needs of diverse populations.
- > Apply organizational and systems thinking that advance the design, implementation, and evaluation of healthcare initiatives to promote safe and quality outcomes.
- > Communicate/collaborate with members of the interprofessional community to promote achievement of healthcare standards, advanced clinical practices, and quality healthcare for diverse populations.
- > Apply information systems/technology for improve health and systems-level outcomes.

EXTERNAL STANDARDS

- > American Association of Colleges of Nursing. (2006). *The essentials of doctoral education for advanced nursing practice*. Washington, DC: Author. [Herein abbreviated as AACN (2006)]

- > American Association of Colleges of Nursing. (2009). Establishing a culturally competent master's and doctorally prepared nursing workforce. Washington, DC: Author. [Herein abbreviated as AACN (2009)]
- > American Association of Colleges of Nursing, Quality and Safety in Nursing Education Consortium. (2012). Graduate-level QSEN competencies: knowledge, skills, and attitudes.
- > American Organization for Nursing Leadership (AONL) (2015). The AONL nurse executive competencies. Chicago, IL: Author. [Herein abbreviated as AONL (2015)]

The Essentials of Doctoral Education for Advanced Nursing Practice

ESSENTIAL I: SCIENTIFIC UNDERPINNINGS FOR PRACTICE

The practice doctorate in nursing provides the terminal academic preparation for nursing practice. The scientific underpinnings of this education reflect the complexity of practice at the doctoral level and the rich heritage that is the conceptual foundation of nursing.

ESSENTIAL II: ORGANIZATIONAL AND SYSTEMS LEADERSHIP FOR QUALITY IMPROVEMENT AND SYSTEMS THINKING

Organizational and systems leadership are critical for DNP graduates to improve patient and healthcare outcomes. Doctoral-level knowledge and skills in these areas are consistent with nursing and healthcare goals to eliminate health disparities and to promote patient safety and excellence in practice.

DNP graduates' practice includes not only direct care but also a focus on the needs of a panel of patients, a target population, a set of populations, or a broad community. These graduates are distinguished by their abilities to conceptualize new care delivery models that are based in contemporary nursing science and that are feasible within current organizational, political, cultural, and economic perspectives.

ESSENTIAL III: CLINICAL SCHOLARSHIP AND ANALYTICAL METHODS FOR EVIDENCE-BASED PRACTICE

Scholarship and research are the hallmarks of doctoral education. Although basic research has been viewed as the first and most essential form of scholarly activity, an enlarged perspective of scholarship has emerged through alternative paradigms that involve more than discovery of new knowledge (Boyer, 1990). These paradigms recognize that the scholarship of discovery and integration "reflects the investigative and synthesizing traditions of academic life" (Boyer, p. 21); scholars give meaning to isolated facts and make connections across disciplines through the scholarship of integration; and the scholar applies knowledge to solve a problem via the scholarship of application (referred to as the scholarship of practice in nursing). This application involves the translation of research into practice and the dissemination and integration of new knowledge, which are key activities of DNP graduates. The scholarship of application expands the realm of knowledge beyond mere discovery and directs it toward humane

ends. Nursing practice epitomizes the scholarship of application through its position where the sciences, human caring, and human needs meet and new understandings emerge.

ESSENTIAL IV: INFORMATION SYSTEMS/ TECHNOLOGY AND PATIENT CARE TECHNOLOGY FOR THE IMPROVEMENT AND TRANSFORMATION OF HEALTHCARE

DNP graduates are distinguished by their abilities to use information systems/technology to support and improve patient care and healthcare systems, and provide leadership within healthcare systems and/or academic settings. Knowledge and skills related to information systems/technology and patient care technology prepare the DNP graduate to apply new knowledge, manage individual and aggregate-level information, and assess the efficacy of patient care technology appropriate to a specialized area of practice. DNP graduates also design, select, and use information systems/technology to evaluate programs of care, outcomes of care, and care systems. Information systems/technology provide a mechanism to apply budget and productivity tools, practice information systems and decision supports, and web-based learning or intervention tools to support and improve patient care.

ESSENTIAL V: HEALTHCARE POLICY FOR ADVOCACY IN HEALTHCARE

Healthcare policy — whether it is created through governmental actions, institutional decision making, or organizational standards — creates a framework that can facilitate or impede the delivery of healthcare services or the ability of the provider to engage in practice to address healthcare needs. Thus, engagement in the process of policy development is central to creating a healthcare system that meets the needs of its constituents. Political activism and a commitment to policy development are central elements of professional nursing practice, and the DNP graduate has the ability to assume a broad leadership role on behalf of the public as well as the nursing profession (Ehrenreich, 2002). Health policy influences multiple care delivery issues, including health disparities, cultural sensitivity, ethics, the internationalization of healthcare concerns, access to care, quality of care, healthcare financing, and issues of equity and social justice in the delivery of healthcare.

ESSENTIAL VI: INTERPROFESSIONAL COLLABORATION FOR IMPROVING PATIENT AND POPULATION HEALTH OUTCOMES

Today's complex, multitiered healthcare environment depends on the contributions of highly skilled and knowledgeable individuals from multiple professions. In order to accomplish the Institute of Medicine (IOM) mandate for safe, timely, effective, efficient, equitable, and patient-centered care in a complex environment, healthcare professionals must function as highly collaborative teams (AACN, 2004; IOM, 2003; O'Neil, 1998). DNP members of these teams have advanced preparation in the interprofessional dimension of healthcare that enable them to facilitate collaborative team functioning and overcome impediments to interprofessional practice.

Because effective interprofessional teams function in a highly collaborative fashion and are fluid depending upon the patients'

needs, leadership of high-performance teams changes. Therefore, DNP graduates have preparation in methods of effective team leadership and are prepared to play a central role in establishing interprofessional teams, participating in the work of the team, and assuming leadership of the team when appropriate.

ESSENTIAL VII: CLINICAL PREVENTION AND POPULATION HEALTH FOR IMPROVING THE NATION'S HEALTH

Clinical prevention is defined as health promotion and risk reduction/illness prevention for individuals and families. Population health is defined to include aggregate, community, environmental/occupational and cultural/socioeconomic dimensions of health. Aggregates are groups of individuals defined by a shared characteristic such as gender, diagnosis, or age. These framing definitions are endorsed by representatives of multiple disciplines including nursing (Allan et al., 2004). The implementation of clinical prevention and population health activities is central to achieving the national goal of improving the health status of the population of the United States.

ESSENTIAL VIII: ADVANCED NURSING PRACTICE

The increased knowledge and sophistication of healthcare has resulted in the growth of specialization in nursing in order to ensure competence in these highly complex areas of practice. The reality of the growth of specialization in nursing practice is that no individual can master all advanced roles and the requisite knowledge for enacting these roles. DNP programs provide preparation within distinct specialties that require expertise, advanced knowledge, and mastery in one area of nursing practice. A DNP graduate is prepared to practice in an area of specialization within the larger domain of nursing. Indeed, this distinctive specialization is a hallmark of the DNP. Essential VIII specifies the foundational practice competencies that cut across specialties and are seen as requisite for DNP practice. All DNP graduates are expected to demonstrate refined assessment skills and base practice on the application of biophysical, psychosocial, behavioral, sociopolitical, cultural, economic, and nursing science as appropriate in their area of specialization.

The entire **Essentials of Doctoral Education for Advanced Nursing Practice** is available at:

aacnnursing.org/DNP/DNP-Essentials

Please consult this document for further elaboration of the DNP Essentials.

Doctor of Nursing Practice Curriculum

FULL-TIME OPTION (2 COURSE SPER TERM) • PART-TIME OPTION (1 COURSE PER TERM)

	TERM COMPLETED
NUR-7630: Biostatistics and Clinical Epidemiology	_____
NUR-8000: DNP Role Development	_____
NUR-8050: Scholarly Inquiry: The Basis for Evidence-Based Practice	_____
NUR-8100: Health, Healthcare Policy, and Politics	_____
NUR-8150: Information Systems and Technology Impacting Healthcare Delivery	_____
NUR-8200: Integrating and Evaluating Population Health in Advanced Nursing Practice	_____
NUR-8250: Health Economics and Finance	_____
NUR-8320: Organizational and Systems Leadership I	_____
NUR-8420: Organizational and Systems Leadership II	_____
NUR-9020: Scholarly Immersion I: Project Identification and Mentored Practicum	_____
NUR-9120: Scholarly Immersion II: Project Management and Mentored Practicum	_____
NUR-9220: Scholarly Immersion III: Project Completion and Mentored Practicum	_____

DNP Nursing Course Descriptions

NUR-7630: Biostatistics and Clinical Epidemiology **3 CR**

Statistical concepts are used to critique and determine applicability of research findings to support clinical decisions and to further evidence-based practice. Study designs, data sources, and statistical measures are examined and applied to the study of the distribution and determinants of health and disease in human populations.

NUR-8000: DNP Role Development **3 CR**

DNP Role Development is designed for those in direct clinical practice and areas that support practice environments: administration, organizational management and leadership, and policy. The course focus is on exposing the student to the leadership roles expected of DNP practitioners. The importance of clinical inquiry, scholarship, and ethics within nursing and related disciplines, and the imperative of interprofessional collaboration to promote quality improvement and safe patient outcomes will be explored.

NUR-8050: Scholarly Inquiry: The Basis for Evidence-Based Practice **3 CR**

This course provides an in-depth review of the research process, enabling students to analytically appraise and synthesize existing scientific research, practice guidelines, and other scholarly evidence. The course focus is on research design, research methods, project implementation, data analysis techniques, and

evaluation of a nursing practice change that is based on the highest quality evidence.

NUR-8100: Health, Healthcare Policy, and Politics **3 CR**

In this course, students enhance skills to analyze health policy, develop and implement health policy in institutions and government, and advocate for sound health policies. Health policy content addresses the interplay of access, cost, and quality in healthcare; quality assessment; financing; governance; delivery; and the social justice of policies affecting health. Students will examine this interplay from the patient, nursing workforce, and organization perspectives. Policy and advocacy concepts will be reinforced by examining how they are demonstrated in specific policy initiatives, such as the Affordable Care Act, and the impact they have on the behavior and outcomes of patients, nurses, and healthcare organizations.

NUR-8150: Information Systems and Technology Impacting Healthcare Delivery **3 CR**

In this course, students expand their knowledge and skills in using information systems and technology as tools to evaluate and improve patient and system outcomes. Additionally, students explore how data are extracted and analyzed to improve organizational decision-making behaviors and examine the role of system leaders in the selection and integration of information systems and technology.

NUR-8200: Integrating and Evaluating Population Health in Advanced Nursing Practice **3 CR**

This course prepares the learner to lead population health initiatives. Students examine and apply biostatistical and epidemiological methods of analysis. The course addresses the use and analysis of available systems data to identify gaps in care or services and to design, plan, and evaluate evidence-based health promotion/clinical prevention programs and care delivery models.

NUR-8250: Health Economics and Finance **3 CR**

This course provides students an in-depth exploration of value-based service, economics, finance, budget, and reimbursement models that impact healthcare organizations and healthcare practices. Students develop and analyze business plans and implement a cost-benefit analysis based upon value and quality models. Application of resources, tools for decision making, and communication strategies will be integrated.

NUR-8320: Organizational and Systems Leadership I **3 CR**

This course immerses the doctoral student in the conceptual underpinnings of leadership and organizational theory to support the leader's role in improving organizational and system-level outcomes. Students will develop a deeper understanding of organizational dynamics and culture change at all levels of nursing practice and policy. The course will build upon the American Organization for Nursing Leadership (AONL) Competency domains to define the role of professional nursing and to develop strategies to influence and transform healthcare systems. Systems thinking will be discussed as a key strategy to improve performance and lead change.

NUR-8420: Organizational and Systems Leadership II **3 CR**

This course explores models, concepts, and processes to enhance care quality and patient safety in healthcare organizations. Concepts and principles of systems analysis, stakeholder theory, and complexity science will be discussed to describe and evaluate contemporary healthcare organizations' approaches to nursing issues. Various methods used in outcomes management and their application in healthcare organizations will be analyzed. Through the use of case studies, students will analyze a variety of scenarios and incorporate appropriate methods, measurement tools, and data elements to improve quality and safety and make a business case for system-level changes to improve outcomes.

NUR-9020: Scholarly Immersion I: Project Identification and Mentored Practicum **3 CR**

This is the first of three clinical immersion experiences that provide the student with the opportunity to synthesize and apply the knowledge and skills obtained during the Doctor of Nursing Practice (DNP) curriculum. In this course, students will identify a real-world practice problem/issue that will serve as the basis for their entire clinical immersion experience. The course supports student creation of an executive summary, problem statement, evidence-based literature review, and the development of a preliminary, clinical immersion project proposal. The practicum

element of the course serves as the foundation for project development focusing on improvement practice.

NUR-9120: Scholarly Immersion II: Project Management and Mentored Practicum **3 CR**

This is the second of the three clinical immersion experiences that provide the student with the ongoing opportunity to synthesize, integrate, and apply knowledge and skills obtained during the Doctor of Nursing Practice (DNP) curriculum. Prior to entry into Scholarly Immersion II, students will finalize the evidence-based practice change project proposal and submit the proposal to a designated committee for review, revision, and approval. The course will focus on the implementation of the approved DNP practice change project in a selected healthcare practice setting. The practicum element of this course will reflect the integration of project development.

Prerequisite: IRB approvals from institutions where DNP project will be conducted and Thomas Edison State University.

Note: Students who have not made sufficient progress in their DNP projects to enroll in NUR-912 or NUR-922, must enroll in NUR-999: Scholarly Immersion Extension and pay the tuition corresponding to 3 doctoral credits.

Note: Students who have not completed their DNP projects or DNP reports by the end of NUR-922: Scholarly Immersion III: Project Completion and Mentored Practicum must enroll in NUR-999: Scholarly Immersion Extension.

NUR-9220: Scholarly Immersion III: Project Completion and Mentored Practicum **3 CR**

This is the culminating component of the clinical immersion course sequence that provides the student with the opportunity to synthesize, integrate, and apply the knowledge and skills obtained during the Doctor of Nursing Practice (DNP) curriculum. In this final clinical immersion experience, students will focus on the evaluation of the evidence-based practice change and on the impact the DNP change project had on the selected population. Students will develop a plan for dissemination of the project outcomes. The practicum element of this course will reflect the change element of project development. A scholarly presentation of the project is required. Demonstration of achievement of Doctor of Nursing Practice (DNP) program outcomes and competencies is required.

Note: A formal presentation is scheduled near the end of the term, during which students present their completed DNP projects.

NUR-9990: Special Topics **3 CR**

NUR-999 is a special topics three credit course. Students may enroll in NUR-999 one time only in the Doctor of Nursing Practice (DNP) program. Course credits cannot be used for degree completion.

Policies and Procedures

All information pertaining to the online nursing courses may be found on the University website at tesu.edu. Course details, which may be previewed at that same website, provide additional information on course assignments and specific requirements.

Course registration begins approximately four weeks prior to the start of classes and continues for three weeks followed by several days of late registration, which requires a late fee. Online course registration is encouraged. To register online, students must pay by credit card, bank debit card, or electronic check. Students may also register by telephone, fax, or postal mail. To register by telephone, students must pay by credit card. Please note that courses are not open for registration online until the registration period begins. Confirmation of registration will be sent by the Office of the Registrar by email when the process is complete. Please be sure to properly key in credit card information. All information pertaining to registration is in the University Catalog.

While there may be more than one section of a course available and students may choose the section and course mentor, the W. Cary Edwards School of Nursing and Health Professions reserves the right to reassign students to a different section as needed to provide an optimal learning experience for all students. Every effort will be made to accommodate course selections made during the regular registration periods, adding sections and/or seats if necessary.* To facilitate communication, students must maintain a current email address on file with the Office of the Registrar throughout their enrollment. A Student Data Change Form is available at tesu.edu/studentforms.

Students may not change course sections once the course has opened.

Computer requirements and capability needed to be successful in the online courses are listed at tesu.edu/academics/catalog/nursing-online-courses. At minimum, students should be able to send and receive email, including attachments. Selected courses require access to, and a familiarity with presentation and spreadsheet software.

Assessment of learning in the nursing courses will include reading assignments, the student's contribution to the asynchronous online group discussions, written assignments, and presentations. All assignments related to the nursing online courses will be submitted online.

Textbooks and other course materials may be obtained from the University's recommended textbook service, Barnes & Noble College, tesu.edu/current-students/bookstore or any other vendor.

Nursing courses require the student to participate substantively in the online discussions a minimum of three times a week on three different days throughout the week. The nursing course online discussions are designed to be highly interactive discussions where ideas can be shared and feedback provided, and where a community of learners is developed. To accomplish this goal, all students need to participate actively in the discussions and respond thoughtfully to the posted discussion question and the responses of other students.

Grading rubrics are posted in each course. The W. Cary Edwards School of Nursing and Health Professions grading policies are stated in this Handbook and in the online University Catalog along with grading policies listed there that pertain to all students. For

nursing courses to apply to DNP program requirements, the student must achieve a B or better in all courses. A B average (3.0) or better must be achieved for graduation from the DNP program.

Grading policies for nursing courses pertain to all students in those courses regardless of the student's program level. All course assignments must be submitted on or before the last day of the course.

The nursing course mentors will be available the first day of the course. The mentor is responsible for all aspects of the course including interaction with students during online group discussions, feedback on the student's academic progress, and the grading of assignments. All issues and concerns related to program requirements, course registration, program materials, etc., should be referred to the appropriate University office rather than the course mentor.

The DNP program requires documentation of achievement of program outcomes and appropriate competence.

Academic Standing: Graduate Grading System

Graduate courses — and other graded graduate learning assessments — are graded based on the following scale.

Letter Grade	Quality Points	Numerical Equivalents
A	4.0	93-100
A-	3.7	90-92
B+	3.3	88-89
B	3.0	83-87
C	2.0	73-82
F	0	Below 73
I	Incomplete (temporary grade)	
IF	0	Below 73
CR	N/A	None
ZF	0	Academic Integrity Violation

Note: Nongraded credit assessed at the B level and above will be counted toward doctoral degree requirements in accordance with University and appropriate School policies. Students may repeat one DNP course one time.

Academic Integrity

A detailed statement of what constitutes academic dishonesty and plagiarism is included in every course. Students agree to abide by this statement. Academic dishonesty will result in disciplinary action and possible dismissal from the University. The University is committed to helping students understand the seriousness of plagiarism, which is defined as the use of the work and ideas of others without proper citation. Students who submit course materials or examination responses that are found to be plagiarized are subject to discipline under the Academic Code of Conduct policy.

Students with any history of academic integrity violations are not eligible for any award or honor.

- > Academic Code of Conduct: tesu.edu/academics/catalog/academic-code-of-conduct

Plagiarism

Acts of both intentional and unintentional plagiarism violate the Academic Code of Conduct. Students are encouraged to familiarize themselves with the University Academic Code of Conduct, Policy, Violations, and the Disciplinary Process detailed in the University catalog.

Please note that the W. Cary Edwards School of Nursing and Health Professions does not permit rewrites of any assignments.

Final Grade Appeals

All students in the W. Cary Edwards School of Nursing and Health Professions will follow University policies on final grade appeals as outlined in the online University Catalog. Final grade appeals are to be submitted only after a course ends.

- > Academic Appeals: tesu.edu/academics/catalog/academic-appeals-and-waivers

Compliance Requirements

DNP students must submit required health, criminal background clearances, child abuse clearances (if required), and malpractice insurance verification to a vendor identified by the W. Cary Edwards School of Nursing and Health Professions. Students must have completed all compliance requirements 30 days prior to the start of NUR-902.

Institutional Review Board (IRB) Requirements

DNP students are required to submit an IRB application at the institutions where their DNP projects will be carried out. Students are encouraged to initiate inquiries about IRB requirements during the first term of the DNP program as the process may take several months before approval is granted for the DNP project. If the institution's IRB will not require an IRB application, the student must submit to the School a letter signed by the institution's IRB chair, on organizational letterhead, verifying that the student's DNP project does not require approval from the institution's IRB.

DNP students are also required to submit a completed IRB application to the Thomas Edison State University IRB prior to the start of NUR-9120. Forms for submitting an IRB application can be found on the University website at tesu.edu/about/irb-forms. Completed applications are reviewed by the School of Nursing and Health Professions prior to submission. The deadline for submitting a completed and reviewed application is the first week of registration for the semester in which students wish to take NUR-9120. Once approved by the School, the TESU IRB application will be submitted for final approval on behalf of the student. Students are encouraged to consult with their mentors and the School prior to submitting IRB applications.

Ethics Certification

All DNP students must complete the research ethics certification required by the institution where their DNP project will be carried out and as required by Thomas Edison State University.

Follow these steps below to login to the module:

- > Step 1: Visit about.citiprogram.org.
- > Step 2: Click on "register" at the top right.
- > Step 3: Search for "Thomas Edison State University"
- > Step 4: Follow the prompts to register.
- > Step 5: When prompted, choose the role "DNP Students/Mentors — Doctor of Nursing Practice."

Upon successful completion of the certification, students should submit a copy of the certificate to nursing@tesu.edu. Students should inquire if the institutions where their DNP projects will be carried out require additional certifications. Certificates for any additional certifications required by the institutions must be submitted with their TESU IRB applications. All certificates must be current throughout the duration of the practicum courses.

DNP Student Forms

All necessary forms for the DNP program are listed below. Click on the appropriate link to access the form you need.

- > [DNP Practicum Delineation of Responsibilities Form](#)
- > [DNP Project Timeline Checklist Full-Time Option Form](#)
- > [DNP Project Timeline Checklist Part-Time Option Form](#)
- > [Research/Project Review and Approval Form: Parts A and B](#)
- > [Verification of Post-Baccalaureate Supervised Clinical and Practicum Hours Form](#)

Complaints

The W. Cary Edwards School of Nursing and Health Professions student complaint policies are congruent with the University complaint policies and procedures. Students are directed to the online University Catalog for information.

- > Complaints: tesu.edu/academics/catalog/student-complaint-policies-and-procedures

Continued Enrollment

DNP students are expected to maintain continuous enrollment in the DNP program.

Note: Re-enrollment may place student into the newest curriculum, which may affect course requirements. All DNP students must maintain updated credentials and notify the W. Cary Edwards School of Nursing and Health Professions of any changes. Required updated credentials include the following:

- > A current unencumbered RN license valid in the United States or in a United States territory and in the state where the DNP project will be completed;
- > Current malpractice insurance;
- > Compliance with state and institutional requirements for health, criminal background clearances, and/or child abuse clearance prior to beginning clinical hours. Students will be required to provide health information, criminal background, and child abuse clearances to a vendor selected by the W. Cary Edwards School of Nursing and Health Professions.

All students must adhere to the policies on health and background clearances of any healthcare facility used by students for clinical hours.

Professional and Personal Conduct

Students must follow all policies and procedures detailed in this Handbook as well as the Thomas Edison State University Academic and Nonacademic Code of Conduct Polices:

- > Academic Code of Conduct: tesu.edu/academics/catalog/academic-code-of-conduct
- > Nonacademic Code of Conduct: tesu.edu/academics/catalog/nonacademic-code-of-conduct

The W. Cary Edwards School of Nursing and Health Professions adheres to the ANA's Position Statement on Incivility, Bullying, and

Workplace Violence and believes that adherence to the Code of Ethics is non-negotiable. All nurses and nursing students have an obligation to uphold an adhere to its ethical precepts.

Policy Against Discrimination and Harassment

The W. Cary Edwards School of Nursing and Health Professions is in compliance with University policy against discrimination and harassment. Please see the online University Catalog for more information at tesu.edu/catalog.

Reporting Data Change

Students must immediately notify the W. Cary Edwards School of Nursing and Health Professions of any change of address, telephone number, email address, or change of name, by emailing nursing@tesu.edu. Additionally, students must notify the University by completing the Student Data Change Form found at tesu.edu/current-students/studentforms.

Confidentiality of Student Records

The W. Cary Edwards School of Nursing and Health Professions is in compliance with University policy with respect to the Family Educational Rights and Privacy Act (FERPA). Please see the online University Catalog for more information at tesu.edu/catalog.

Student Services and Resources

Advisement Services

All programs offered by the W. Cary Edwards School of Nursing and Health Professions are designed for adult independent learners who want flexible scheduling and options for program completion and who can take responsibility for their program planning and degree completion. Courses are mentored rather than taught, and students are expected to familiarize themselves with the computer requirements for online courses, the University and School website, publications, and program materials as well as their individual program requirements. The W. Cary Edwards School of Nursing and Health Professions strongly encourages all students to utilize advisement services in planning their degree program progression.

Because most students live a distance from the University, advisement appointments are available by telephone, virtually, or in person.

Student Accessibility Services

Thomas Edison State University adheres to the mandates of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Therefore, the University provides reasonable accommodations for otherwise qualified students who disclose and verify a disability to the University. The Center for Disability Services provides assistance to students who wish to discuss reasonable accommodations for verifiable disabilities. Students are responsible for identifying themselves to the ADA coordinator at 609-984-1141, ext. 3415. The TTY number for hearing-impaired students is 609-341-3109. Application and information is available at tesu.edu or email ada@tesu.edu.

Library and Educational Services and Resources

The New Jersey State Library, which is an affiliate of the University, offers Thomas Edison State University students access to many resources for study. The Library may be contacted through the University website at: tesu.edu/current-students.

Additional educational resources may be accessed through the University website at tesu.edu and at sites identified for students in the online nursing courses. Information on library services is provided with enrollment materials and found online at njstatelib.org/research_library/services_for_thomas_edison_state_university/.

Registration for a library card is required for access to the electronic database. Students are also encouraged to take advantage of college and public libraries in their communities as well as those in the workplace. Through their interaction online in the nursing courses as well as access to the moderated discussion board for all enrolled students on the University website, students may inquire and share information about additional learning resources.

Technical Support

Technical support is available during business hours by calling 609-777-5680 or emailing enrolled@tesu.edu. If you need a temporary password reset after hours, visit Online Student Services (OSS) and click "What's My Password" in the lower right hand corner of the page.

Financial Aid

Information on financial aid may be obtained by contacting the Office of Admissions and Enrollment Services at 609-777-5680, the Office of Financial Aid at 609-633-9658, via email at finaid@tesu.edu or online at tesu.edu. Information on scholarships and other financial aid opportunities for RNs may be posted on the University website at tesu.edu/nursing when appropriate.

Students on financial aid should familiarize themselves with the recommended course sequence and prerequisites to make the best use of financial aid awarded and progress toward degree completion.

Communications and Publications

Students are encouraged to read Alumni and Student eNewsletter, Invention and other communications mailed and emailed from the University as well as the information available on the University website at tesu.edu. Information from these sources highlight new courses and programs, policy and schedule changes, mentors, University staff, alumni and students, and events and activities at the University. Information and updates specific to nursing courses and the program may be communicated to students via mass mailings or email. It is important that a current email address and phone number are provided on applications to the University and updated as necessary.

Acceptable Experiences for DNP Clinical Hours

For clinical experiences to be accepted toward the required DNP clinical hours, experiences must be directly related to the clinical component of the DNP project. The student must describe the experience and number of hours, and must justify how the experience and hours are relevant to the DNP project.

Types of acceptable experiences:

- > Networking with stakeholders to establish relationships necessary for DNP project.
- > Investigating IRB requirements.
- > Preparing IRB applications and proposals.
- > Meetings with preceptors and stakeholders to assess need, plan, implement, and evaluate the project.
- > Preparation time in advance of clinical experience (maximum 10 hours per term)
- > Conferences or educational activities directly related to the DNP project (maximum 10 hours per term).
- > Presentation of DNP project to a relevant group (e.g., board of directors, administrative group, conference).

Types of experiences not acceptable:

- > Driving to/from the clinical site.
- > Conducting literature reviews and other assignments required for a class (e.g., needs assessment, SWOT analysis).
- > Completing assignments required for a course in the DNP program.
- > Telephone conferences with the course mentor.
- > Applying for a library card and/or learning how to use library databases.
- > Consulting or advising an agency on issues not directly related to the DNP project.
- > Volunteer work with an agency organization on activities not specifically related to the DNP project.
- > Attending meetings with groups or organizations that are not involved with the DNP project.

Note: If the activity is required for a class assignment, it may not be used for clinical hours.

DNP Project Requirements

DNP Project Site

- > Must be approved by the School of Nursing and Health Professions.
- > TESU/Agency Affiliation Agreement signed and current.
- > All agency requirements completed (e.g., orientation, HIPAA training, clearances)

DNP Project Preceptor

- > Must be approved by the School of Nursing and Health Professions.
- > Current CV/resume submitted.
- > Delineation of Responsibilities signed by student and preceptor.
- > Periodic conference calls with student, mentor, committee chair.

Health and Background Clearances

- > All health requirements and clearances completed and uploaded.
- > Current RN license in the state or United States territory where DNP project will be done.
- > Current malpractice insurance.

Ethics Certification

- > Clinical site and TESU.

DNP Project

- > Quality improvement.
- > Goal — improve patient and/or population health outcomes.
- > Intervention.
- > Innovation.
- > Leadership perspective.

DNP Clinical Log

DNP Project Presentation

Directory for Enrolled Students

W. Cary Edwards School of Nursing and Health Professions

Phone: 609-633-6460
Fax: 609-292-8279
Email: nursing@tesu.edu

Office of Admissions and Enrollment

Phone: 609-777-5680
Option 1 for enrolled students
Option 2 for prospective inquiries, press 2 for nursing
Monday — Friday, 8:30 a.m. — 4:30 p.m., ET
Email: admissions@tesu.edu

Academic Advisement for Enrolled Students

Phone: 609-777-5680
Monday — Friday, 8:30 a.m. — 4:30 p.m., ET
Fax: 609-292-8279 (nursing)
Schedule an appointment: tesu.edu/appointment

Office of Student Financial Accounts and Operations

Phone: 609-777-5680
Fax: 609-984-4066
Email: studentaccts@tesu.edu

Office of Financial Aid

Phone: 609-777-5680
Fax: 609-633-6489
Email: finaid@tesu.edu

Office of the Registrar

Course registrations
Requesting official transcripts
Receipt of transcripts
Applying for graduation

Phone: 609-984-1180
Fax: 609-777-0477
Email: registrar@tesu.edu
Web: tesu.edu/about/registrar

Center for Disability Services

Information and assistance with accommodations
for students with special needs

Phone: 609-984-1141, ext. 3415
TTY: 609-341-3109 (for hearing impaired stu-
dents) **Fax:** 609-943-5232
Email: ada@tesu.edu

Technical Support

Phone: 609-777-5680
Email: enrolled@tesu.edu
