

**UNIVERSITY OF KENTUCKY COLLEGE OF NURSING**  
**DOCTOR OF NURSING PRACTICE PROGRAM**

**Doctor of Nursing Practice (DNP) Program Faculty and Student Advising Manual**

The advising manual is a guide. It is not intended to replace the University rules, regulations, policies, Colleges' Graduate Student Handbook, or semester deadlines. When updates about the manual and other program matters are sent to students, their assigned University e-mail address is used, not their personal email address. Likewise, students are expected to use the assigned email address in their communications with advisors and faculty. This document on advising was recommended by members of the DNP Capstone Task Force, approved by the DNP Program Committee, and reviewed by DNP faculty during the Summer of 2009. For clarification about the advising process described in this document, please contact your advisor or the office of the Associate Dean for MSN and DNP Studies at (859)323-3304 or pbhwa00@uky.edu.

**Introduction**

As noted in the College of Nursing philosophy statement, the College is a community of scholars and practitioners dedicated to the enhancement of human well-being through education of inquisitive students, creative innovation within practice, and development and dissemination of research (Faculty approved, Spring 2009). The faculty-student advising process for the Doctor of Nursing Practice (DNP) Program is designed to uphold and promote the College's philosophy. The purpose of this document is to guide the student advisee and faculty advisor in the advising process throughout the student's period of study in the DNP program.

**The DNP Program**

**DNP Program Overview**

The College of Nursing ascribes to the purpose of the practice doctorate described in the American Association of Colleges of Nursing (AACN) *Position Statement on the Practice Doctorate in Nursing* (2004). In addition, faculty and students uphold the profession's standards of clinical practice and the American Nurses' Association (ANA) *Social Policy Statement* (2003). Since 2006, the primary document used by the College to guide decision making, curricular development, program implementation and evaluation related to the DNP Program is *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006), a document that contains the current standards and guidelines for DNP education in the United States. The *Criteria for Evaluation of Nurse Practitioner Programs* [National Organization of Nurse Practitioner Faculty (NONPF, 2008) and *Practice Doctorate Nurse Practitioner Entry Level Competencies* (NONPF, 2006)] are also used to guide direct care nurse practitioner options in the DNP Program.

In the *Essentials*, two distinct clinical categories of Advanced Practice Nursing are identified. They are: 1) roles that specialize as an advanced practice nurse with a focus on care of individuals and 2) roles that specialize in practice at an aggregate, systems, or organizational level. The *Standards of Advanced Practice Nursing* (ANA, 2004) provide the baseline for graduate-level clinical practice and relevant specialty standards provide baseline expectations for practice in each specialty area. Specialty standards include:

- *Acute Care Nurse Practitioner Competencies* (National Panel for Acute Care Nurse Practitioner Competencies, 2006)
- *Domains and Core Competencies of Nurse Practitioner Practice* (NONPF, 2006)
- *Pediatric Nursing: Scope and Standards Practice* (2005)
- *Psychiatric-Mental Health: Scope and Standards* (2007)
- *Public Health Nursing (PHN) Competencies* (Quad Council of Public Health Nursing)

Organizations, 2003)

- *Public Health Nursing Scope and Standards of Practice* (2007).
- *Scope and Standards for Nurse Administrators*, 2nd Edition (2004)
- *Statement on Clinical Nurse Specialist Competencies and Education* (National Association of Clinical Nurse Specialists, 2008)

The curriculum is designed for advisors and advisees to incorporate specialty standards or previous education and practice focus of students entering the DNP program at the Post-Masters level. In the BSN-DNP option, the curriculum is designed and organized around specialty tracks and scopes and standards are integrated in specialty courses.

**Adult learning.** The Doctor of Nursing Practice Program is a professional doctoral program designed for nurses preparing for advanced leadership roles in a specialized area of nursing practice. Students who are admitted to the program have completed their first professional degree in nursing, many have completed a master's in nursing and all bring some experience in nursing practice. In addition to their role as students, most hold full or part-time positions as clinicians, administrators or managers or educators in nursing and they have full lives as parents, care-givers, and spouses. In the initial development of the DNP program it was recognized that the program would need to be structured in a manner that was accessible in terms of time on campus and the ability to obtain appropriate learning opportunities which led to the incorporation of distant learning strategies. In the design of program components – courses, processes, and procedures, including student and faculty expectations, principles of adult learning were incorporated. As the program has evolved since its beginning in 2001, these features have been maintained. What does this mean to you, a student in the program?

According to Knowles (1980), an expert in adult learning, adult learners have a need to be self-directing, respond best to learning when they are internally motivated to learn and when they are involved in diagnosing, planning, implementing, and evaluating their own learning. This translates into students assuming a **proactive role** in the learning process and assuming responsibility for their own learning. Faculty members, including the faculty advisor, are **facilitators** and their role is to create and maintain a supportive climate that promotes conditions in which learning can take place (Knowles, 1980). Being a proactive student within the context of the DNP program means you will work closely with your faculty advisor and your committee to identify your goals and learning needs in order to develop a plan that will meet your goals. When you are having difficulty, seek their counsel.

[Reference: Knowles, M.S. (1980). *The Modern Practice of Adult Education: From Pedagogy to Androgogy*. River Grove, IL: Follett.]

### **DNP Program Objectives**

Terminal objectives are used to guide curricular discussion about course objectives. Terminal objectives for the DNP Program are:

- Integrate clinical expertise with population-focused care management, research, and health care policy to provide leadership in health care.
- Design, implement, manage, and evaluate care delivery systems to meet the needs of populations.
- Apply clinical, political, organization, leadership, and economic theories to care delivery systems to improve health outcomes for populations.
- Develop networks and manage constituencies in complex health systems.
- Plan, manage, evaluate and redirect continuous personal and professional self- development.
- Solve problems that affect health and health care delivery through clinical leadership.
- Create environments that foster innovation and risk-taking.

- Create practice environments in which decisions are based on critical analysis of levels of evidence.

### **DNP Program Degree Requirements**

Degree requirements are based on the program entry point – Post-MSN or Post-BSN.

Post-MSN option degree requirements are:

- Minimum of 40 total credit hours of course work, including a minimum of 9 credit hours in laboratory, clinical or residency courses based on a 1:4 credit and clock hour ratio for a total of 540 clinical and residency clock hours
- 3.0 minimum cumulative grade point average on all course work, and a minimum 3.0 GPA on all nursing (NUR) course work
- Research utilization project (capstone) during clinical residency

Post-BSN option degree requirements are:

- Minimum of 80 total credit hours to include a minimum of 17 credit hours in laboratory, clinical or residency courses based on a 1:4 credit and clinical clock hour ratio for a total of 600 clinical and 420 laboratory/residency clock hours. Depending on specialty, students may be required to complete additional clinical hours to maintain clinical competency.
- 3.0 minimum cumulative grade point average on all course work including all (NUR) coursework and a minimum 3.0 GPA on all nursing (NUR) course work
- Research utilization project (capstone) during clinical residency

### **Progression in the DNP Program**

A minimum cumulative over all GPA of 3.0 in graduate nursing courses (courses with an NUR prefix) and overall cumulative 3.0 graduate GPA is required for graduation. A grade of “B” or higher is required in all courses with a clinical component before progression to the next practicum or graduation.

For courses with clinical components: The University Grading Scale is used in the DNP program; a grade of 80-89 is a B, and scores are not rounded up. If a student fails (receives a grade lower than a B) on either the clinical or didactic portion of a course, the student will not progress, and must retake both portions of the course.

### **Time Limit on Degree**

The curriculum is designed for students in the Post-BSN option to complete the program in 3 years of full-time study, and those enrolled in the Post-MSN option to complete the program in two years of full-time study. Part-time plans of study are available in both options. Students must work closely with their advisor to complete degree requirements in a timely manner and not longer than a maximum of 8 years to complete the requirements for the degree.

### **Participation in College Hooding Ceremony**

Effective Fall 2009, in order to participate in the College’s hooding/graduation ceremony held in May, DNP students must complete all of the following items no later than the dates listed. Earlier submission is strongly recommended:

- IRB application must be submitted no later March 1 to participate in the College's hooding/graduation ceremony scheduled for May
- Draft of 2 articles must be submitted to the advisor/ advisory committee by March 30 in order to be eligible to participate in hooding/graduation
- DNP application for degree submitted by published semester deadline found in the University bulletin.  
(approved DNP Committee Spring 2009)

### **The DNP Advisory Committee**

The advisory committee is made up of the student, the faculty advisor who serves as the student advisee's committee chair, a clinical mentor and a College of Nursing faculty member. The advisor and advisee are expected to work together in establishing the advisory committee that should be appointed at mid-point of the advisees program of study or no later than the semester that precedes NUR 918 – Protection of Human Subjects. The advisory committee members work together closely throughout the student's program of study. This type of working relationship will facilitate development of meaningful growth of the student and add to the richness of the advising process.

**Faculty advisor.** Faculty advisors are assigned to DNP students upon admission to the program. They provide academic guidance and mentoring for their DNP advisees. The advisor meets regularly with their advisees to assist students with clinical, scholarly and professional development as related to the DNP program. Faculty advisors do not need to be experts in the student's area of interest. Rather, they serve as facilitators and they guide the student's progress in the program. The advisor is responsible for assisting advisees when identifying an appropriate clinical mentor and an additional College faculty member for the student's committee. The committee member and clinical mentor are selected early in the program of study. Faculty advisors are expected to develop the advisee's program of study plan during the first semester of the program. A copy of the plan of study and any subsequent revised plans are kept on file in the student's record in the files of the College's Graduate Student Affairs Officer.

Student advisees are expected to work with their faculty advisor and the program director when developing the advisee's plan of study for the program and selecting their committee member and clinical mentor.

**Faculty committee member.** The faculty committee member is an appointed member of the College who has practice, content or methodology expertise in the advisees' area of interest and in particular in the student's capstone project focus. The faculty member assists the advisor and advisees on matters related to the students capstone project. Within the structure of the Advisory Committee, the faculty member also provides insight on matters that pertain to the project during course work. For example, the faculty member provides input on the papers developed as part of the Capstone Report as well as the proposal for the Capstone project and the Institutional Review Board (IRB) application for the capstone project.

**Capstone Clinical mentor.** Clinical mentors are external to the College. They are individuals in advanced clinical practice or executive administration roles who are experts in the students focus area, willing to assist in clinical coaching and agree to collaborate on the advisory committee. Clinical mentors serve in the role of consultant or may actually guide select work of the student in clinical experiences of the program. They have an ongoing relationship with students throughout the program, contributing especially to the student's development as a leader in the student's area of practice or executive management. Clinical mentors may be selected from among a variety of disciplines, thereby building upon the DNP program objective to enhance the student's interdisciplinary experience. It is preferable for the clinical mentor to be doctorally prepared in their discipline. It is important to understand that the

clinical mentor 's role differs from that of preceptor who may assist in clinical specialty courses in the BSN-DNP option.

### **University of Kentucky, College of Nursing Advising Philosophy**

The College of Nursing advising philosophy endorsed by all faculty provides explicit guidelines for promoting the type of working relationship described for the DNP advisory committee (College of Nursing Faculty November 2008). The College advising philosophy follows.

Under normal circumstances, faculty and staff advisors will acknowledge receipt of an advisee inquiry within 2 business days. Important aspects of the faculty/staff advising role include:

1. Guiding the student through his/her program of study and completion of graduation requirements.
2. Referring the student to resources as needed and/or requested.
3. Supporting the student through mentorship, including healthy self-direction in all aspects of the academic environment.
4. Promoting personal, professional and intellectual development and academic excellence, including encouraging self-directed learning.
5. Evaluating student progress in meeting requirements of the program.
6. In collaboration with course faculty, fostering professional and academic accountability.

Important aspects of the advisee role include:

1. Abiding by the University of Kentucky Health Care Colleges Code of Student Professional Conduct.
  2. Actively engaging in advising and learning process.
  3. Keeping the advisor apprised of personal challenges that are, or may, impact his/her academic performance.
  4. Seeking support when needed.
  5. Reading and responding, as appropriate, to all programmatic communication in a timely manner.
  6. Utilizing the student handbook.
  7. Scheduling and keeping appointments with advisor throughout semester.
  8. Evaluating the advisor as requested.
- (College of Nursing Faculty, November 2008)

### **Advising Process for the DNP Program**

The advising process begins during the first meeting of the advisor and advisee. No later than the first semester of the program, the faculty advisor and advisee will complete the plan of study for the advisee's program option. This plan will remain on file in the Graduate Student Affairs Officer's office. Advisees should then continue to meet with the faculty advisor a minimum of once per semester to discuss:

- Purpose of the Practice Doctorate
- Completed and proposed coursework in the Plan of Study
- Barriers and facilitators to progress
- Unanticipated events that prompt changes or revisions in the plan of study
- Resources for maximizing study
- Timeline for completion of coursework, capstone project and capstone report
- Appointment of additional Advisory Committee members
- Capstone project, process and report including

- o Tentative and confirmed capstone topic
- o Proposed papers to meet the criteria for the capstone report
- o Resources available for writing the three papers that make up the capstone report
- o Timelines and scheduling of committee meetings
- o Site for conducting Capstone
- o Capstone proposal development
- o IRB application process and submission
- o Capstone project implementation and completion

### **Final Capstone Project**

The capstone clinical project in NUR 910, Clinical Residency, represents an opportunity for the student to investigate a health care issue in a clinical or systems situation. The capstone project is based on the individual advisee's interest area as approved by the Advisory Committee. The focus is broad and includes not only direct care issues but interventions and programs that indirectly influence clinical outcomes for a defined population. Direct clinical care, interventions designed to improve clinical outcomes for an aggregate or population, administrative interventions to improve clinical outcomes, and policy interventions to improve health conditions and outcomes for populations are included in this definition. The project focus is on the scholarship of practice, with an emphasis on internal validity rather than external generalizability.

### **Criteria for the Capstone Report**

Students admitted prior to Fall 2008 have the option of completing the capstone technical report or the 3-paper manuscripts that are part of the capstone report. Guidelines for the technical report are available from the advisor, Graduate Student Services Officer, or office of the Associate Dean for MSN and DNP Studies. Students admitted Fall 2008 and after must complete the capstone report that includes 3 scholarly papers.

The three papers for the capstone report consist of three interrelated scholarly manuscripts that clearly pertain to the capstone project, and one should be a description of the project and the evaluative component including results and outcomes. The nature of the papers will be determined in conjunction with the student's Advisor and Advisory Committee. Criteria for the 3- paper option are:

1. The papers relate to the advanced practice in the nursing specialty and focus on a potential or existing health problem/issue affecting a group, population or community rather than an individual.
2. The project is conducted according to ethical principles
3. A critical review of existing evidence supports the need for the project.
4. A systematic approach to collect data using reliable and valid methods.
5. Outcomes are clearly defined, measured and evaluated.
6. **The project is presented to the community in a public forum. (a)**
7. **An abstract of the completed project is submitted to the Sigma Theta Tau International (STTI) Virginia Henderson Library**

**[a. The public forum is intended to mean the College community of faculty, students and staff as well as guests of the student who is presenting the capstone project to the Advisory committee at the completion of the Program. Students are asked to work with the Advisory Committee and Associate Dean for MSN and DNP Studies when scheduling the capstone defense.]**

**Types of scholarly projects include but are not limited to:**

- Policy analysis or change
- Quality improvement project
- Translation of research into practice
- Design and evaluation of new care delivery models
- Design and evaluation of programs for patient or community-based populations
- Implementation and evaluation of evidence based practice guidelines
- Implementation and evaluation of innovative uses of technology in clinical practice
- Comparison of various aspects of care delivery models (e.g., cost, consumer satisfaction, quality of care)

**All projects must include an evaluation component and be approved by appropriate IRB review.**

Note: Portions of the criteria were adapted from *Recommended Criteria for NP Scholarly Projects in Practice Doctorate Programs* (NONPF, 2005) and *Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006). Also Note: Instructions for Preparing the Final Capstone Project Document is in Appendix 1.

**Proposal for a Capstone Project**

The proposal for a capstone project is a written overview of the plan, methodology and procedure for the capstone project. It should include at minimum: a statement about the problem, the capstone project purpose and objectives, brief literature review and methods for evaluating the study. The following process steps facilitate development of the proposal.

- Step 1: Identify a clinical problem or issue
- Step 2: Review the literature and write a brief summary on the problem or issue
- Step 3: Write a question that reflects what you want to do in relation to the problem or issue

Examples:

- What is the effect of an educational intervention on knowledge of primary health care among women living in a substance abuse recovery center?
- What is the effect of a Chronic Pain Management Manual on the practice of Primary Care Nurse Practitioners?
- What factors influence hospital based nurses to remain in the profession?
- What are the outcomes of an education program about MRSA for college athletes?
- Step 4: Construct the project proposal by including the purpose, aims, design, sample, mechanism for data collection and proposed analysis

Once approved by the advisory committee, the proposal is used to guide development of the IRB application.

**UK Writing Center and Writing Resources**

Faculty ascribe to an adult- student learner approach to the development of scholarly writing skills. Resources in the College include the advisor and committee, course faculty, and staff resources dedicated

to assisting students. Information about additional resources will be provided on an individual basis including but not limited to the University Writing Center.

The Writing Center is a valuable resource, which assists students, faculty, and staff. Staffed by English graduate students and part-time consultants, the center is open during the day and evening for individual and group consultation on pre-writing, writing, and rewriting, as well as help with oral presentations. The center is located in the lower level of W. T. Young Library, in the west wing near Core One. Call 257-1368 for more information.

- Cambridge Language Consultants <http://www.camlang.com/>
- NASA's Grammar, Punctuation, and Capitalization: A Handbook for Technical Writers and Editors
- The Science of Scientific Writing (from the American Scientist) <http://trc.ucdavis.edu/bajaffee/nem150/course%20content/gopen.htm>
- The Nuts and Bolts Guide to College Writing <http://nutsandbolts.washcoll.edu/>
- Purdue's Online Writing Lab <http://owl.english.purdue.edu/>
- APA Style Resources <http://apastyle.apa.org/>
- The Writing Center at Rensselaer <http://www.rpi.edu/web/writingcenter/handouts.html>

A recommended text is : Tornquist, E.M. (1996). From Proposal to Publication: An Informal Guide to Writing about Nursing Research. Menlo Park, CA: Addison-Wesley Publishing Company.

**Institutional Review Board (IRB) approval and forms <http://www.research.uky.edu/ori/>**

Institutional Review Board applications for all research, Capstone Projects and dissertations involving human subjects must be reviewed by the Associate Dean for Research and Scholarship (room 501E-2) after review and approval by the faculty advisor and before submission to the Office of Research Integrity. Depending upon the nature of the investigation, an application for exempt, expedited, or full review is submitted. The student advisee and faculty advisor determine which application is appropriate for the proposed study. Students must identify and follow the procedures for study review and approval at the site(s) where data will be collected.

**Students are kept informed about College and University matters including the review process of the IRB in the College via their assigned University e-mail address only; information will not be sent to personal email addresses. Furthermore, the student may not collect data until official written approval is obtained from the Institutional Review Board.**

Students inform the IRB when the study is complete. Also, if changes are made in the protocol or consent form, or if problems arise in the conduct of the study, the student must report them to his/her faculty advisor, the Associate Dean for MSN and DNP Studies, the Associate Dean for Research and Scholarship, and to the IRB.

Complete information for each type of IRB review can be found at [www.rgs.uky.edu/ori/](http://www.rgs.uky.edu/ori/) .  
A brief overview can be found in Appendix 2.

### Sample Plans of Study

Students are encouraged to meet with their advisor each semester to discuss course papers and potential topics for those papers that could serve as papers for the capstone report. The sample plans of study that follow are intended to illustrate time frames and activity important for program completion. All final decisions are to be determined within the context of the advisor and advisory committee.

#### Post-MSN DNP Sample Plan of Study

<i>Fall, year 1</i>	<b>Credit Hours</b>	<b>Didactic: Clinical</b>	<b>Comments</b>
STA XXX *	3-4		<ul style="list-style-type: none"> <li>Ideas or outlines for the capstone project or papers may evolve during coursework; discuss these items with your advisor</li> </ul>
NUR 778 - Health and Nursing Policy Issues	3	3:0	
NUR 902 – Nursing Leadership in Health Care Systems	3	3:0	
NUR 915 – Foundations of Evidence-Based Practice and Program Plan	4	4:0	
<b><i>Total Credit for Term</i></b>	<b>10-14</b>		
<i>Spring, year 1</i>			<ul style="list-style-type: none"> <li>Have advisory committee appointments finalized</li> <li>Submit capstone project proposal to advisor</li> </ul>
NUR 903 – Applied Biostatistics for Outcomes Evaluation	4	4:0	
NUR 904 – Epidemiology Applied to Design and Evaluation of Nursing and Health Services	3	3:0	
NUR 916 – Evaluation for Improvement of Clinical Practice and Outcomes	3	3:0	
<b><i>Total Credit for Term</i></b>	<b>10</b>		
<i>Summer, year 1</i>			<ul style="list-style-type: none"> <li>Confirm capstone proposal approval prior to or early in NUR 918 course work</li> </ul>
NUR 917 – Technology for Transforming Nursing and Health Care	3	2:1	<ul style="list-style-type: none"> <li>NUR 917- 4 hours per week clinical time (60 hrs)</li> <li>NUR 918-within framework of course- develop IRB application based on Advisory Committee approved capstone proposal</li> <li>Obtain advisory committee approval for submitting IRB application by end of</li> </ul>
NUR 918 – Protection of Human Subjects	1	1:0	

			summer session
<b>Total Credit for Term</b>	<b>4</b>		
<b>Fall, year 2</b>			If not submitted in summer, submit Advisory Committee approved application to IRB
NUR 914 – Economic and Financial Aspects of Clinical and Population-Based Healthcare Delivery Systems	4	4:0	<ul style="list-style-type: none"> <li>Ideas or outlines for the capstone project or papers may evolve during coursework; discuss these items with your advisor</li> <li>NUR 920- 8 hours per week clinical time (120 hrs)</li> </ul>
NUR 919 – Strategic Analysis for Quality Improvement in Nursing and Health Care	3	3:0	
NUR 920 – Advance Nursing Practice in Dynamic Health Care Systems	3	1:2	
<b>Total Credit for Term</b>	<b>10</b>		
<b>Spring, year 2</b>			<ul style="list-style-type: none"> <li>NUR 910- 12 hours per week clinical time (180 hrs)</li> <li>Data Collection</li> <li>Capstone write up- required third paper for capstone report</li> <li>In order to be eligible for May hooding/graduation, submit: <ul style="list-style-type: none"> <li>IRB application no later March 1</li> <li>Draft of 2 papers to advisor and committee by March 30</li> </ul> </li> </ul>
NUR 910- Clinical Residency	3	0:3	
<b>Total Credit for Term</b>	<b>3</b>		
<b>Summer, year 2</b>			<ul style="list-style-type: none"> <li>NUR 910- 12 hours per week clinical time (180 hrs)</li> <li>Third required paper: description of project</li> </ul>
NUR 910- Clinical Residency	3	0:3	
<b>Total Credit for Term</b>	<b>3</b>		
<b>Total Credit Hours</b>	<b>40-43</b>		

\*A graduate level statistics course within the last 5 years is a pre-requisite to NUR 903- Biostatistics; STA 570 is preferred.

### BSN-DNP Sample Plan of Study

<i>Fall, year 1</i>	<b>Credit Hours</b>	<b>Didactic: Clinical</b>	<b>Comments</b>
STA XXX *	3-4		<ul style="list-style-type: none"> <li>NUR 900- Refine understanding of practice doctorate role and personal program goals</li> </ul>
NUR 921** Pathophysiology	3	3:0	
NUR 900 Process of Nursing Leadership	3	3:0	
NUR 924 Concepts, Theories and	3	3:0	<ul style="list-style-type: none"> <li>NUR 924- Potential outline</li> </ul>

Models			or section for one of the three papers required for the capstone report or identify clinical area of interest for further development towards capstone; discuss ideas with your advisor
<b>Total Credit for Term</b>	<b>13</b>		
<b>Spring, year 1</b>			
			<ul style="list-style-type: none"> <li>• Begin discussion with advisor about additional advisory committee members</li> <li>• Refine ideas and plan for the capstone focus and capstone report papers</li> </ul>
NUR 922** Pharmacologic Applications in Primary Care	4	4:0	
NUR 923 Applications of Advanced Health Assessment	3	2:1	
NUR 925 Research Methods in Advanced Practice Nursing	3	3:0	
NUR XXX Advanced Practice Registered Nurse I or Systems Mgmt I (actual course numbers vary by specialty track)	3	3:0	<ul style="list-style-type: none"> <li>• All specialty courses have the framework for refining ideas and plans for the capstone project and a paper for the capstone report</li> </ul>
<b>Total Credit for Term</b>	<b>13</b>		
<b>Summer, year 1</b>			
Elective	3	3:0	<ul style="list-style-type: none"> <li>• Decisions about elective courses determined with the advisor</li> </ul>
<b>Total Credit for Term</b>	<b>3</b>		
<b>Fall, year 2</b>			
NUR 778 Proseminar in Contemporary Health and Nursing Policy	3	3:0	<ul style="list-style-type: none"> <li>• NUR 778, NUR 902, NUR 915- Potential outline or section for one of the three papers of the capstone report</li> </ul>
NUR 902 Nursing Leadership in Health Care systems	3	3:0	
NUR 915 Foundations of Evidence Based Practice and Program Plan	4	4:0	
NUR XXX Advanced Practice Registered Nurse II or systems Management II (Actual course numbers vary by specialty)	5	2:3	<ul style="list-style-type: none"> <li>• All specialty courses have the framework for refining ideas and plans for the capstone project and a</li> </ul>

			paper for the capstone report
<b>Total Credit for Term</b>	<b>15</b>		
<b>Spring, year 2</b>			<ul style="list-style-type: none"> <li>• Confirm additional committee members</li> <li>• Submit capstone proposal to advisor/committee for capstone project</li> </ul>
NUR 903 Applied Biostatistics for Outcomes Evaluation	4	4:0	
NUR 904 Epidemiology Applied to the Design and Evaluation of Nursing and Health Services	3	3:0	
NUR 916 Evaluation for Improvement of Clinical Practice and Outcomes	3	3:0	
NUR XXX Advanced Practice Registered Nurse III or Systems Management III (Actual course numbers vary by specialty track)	5	2:3	
<b>Total Credit for Term</b>	<b>15</b>		
<b>Summer, year 2</b>			<ul style="list-style-type: none"> <li>• All specialty courses have the framework for refining ideas and plans for the capstone project and a related paper for the capstone report</li> </ul>
NUR 917 Technology for Transforming Nursing and Healthcare	3	2:1	
NUR 918 Protection of Human Subjects	1	1:0	
NUR 930 Problems in Clinical Nursing	2	0:2	
<b>Total Credit for Term</b>	<b>6</b>		
<b>Fall, year 3</b>			<ul style="list-style-type: none"> <li>• NUR 917- 4 hours per week clinical time (60 hours)</li> <li>• Confirm capstone proposal approval with advisor prior to or early in NUR 918</li> <li>• Obtain advisory committee approval for submitting IRB application</li> </ul>
NUR 914 Economic and Financial Aspects of Clinical and Population Based Health Care Delivery Systems	4	4:0	
NUR 919 Strategic Analysis for Quality Improvement in Nursing and Health Care	3	3:0	
NUR 920 Advanced Nursing Practice in Dynamic Health Care Systems	3	1:2	
<b>Total Credit for Term</b>	<b>10</b>		
<b>Spring, year 3</b>			<ul style="list-style-type: none"> <li>• If not submitted in summer, submit advisory committee approved application to IRB</li> </ul>
NUR 910 Clinical Residency	3	0:3	
<b>Total Credit for Term</b>	<b>3</b>		
<b>Summer, year 3</b>			<ul style="list-style-type: none"> <li>• All courses listed for this semester- have potential for a capstone report paper approved by the advisor or within the framework of the advisory committee</li> <li>• NUR 920- 8 hours per week clinical time (120 hours)</li> </ul>
NUR 910 Clinical Residency	3	0:3	
<b>Total Credit for Term</b>	<b>3</b>		
<b>Total Credit Hours</b>	<b>77-81</b>		<ul style="list-style-type: none"> <li>• NUR 910- 12 hours per week clinical time (180 hrs)</li> <li>• Data Collection</li> <li>• Capstone write up- required third paper for capstone report</li> </ul>

			<ul style="list-style-type: none"><li>• In order to be eligible for May hooding/graduation, submit:<ul style="list-style-type: none"><li>○ IRB application no later March 1</li><li>○ Draft of 2 papers to advisor and committee by March 30</li></ul></li></ul>
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**\*A graduate level statistics course within the last 5 years is a pre-requisite to NUR 903- Biostatistics; STA 570 is preferred.**

\*\* Related specialty science courses to be completed by nurse practitioner and clinical nurse specialist students for direct patient care. Nursing Management and public health students in the systems option will select from designated specialty science courses.

## **APPENDIX 1: INSTRUCTIONS FOR PREPARING THE FINAL CAPSTONE PROJECT DOCUMENT**

The Capstone Project document includes an overview, the three manuscripts and the conclusion section. Please note: These instructions were designed for the Capstone Report required of all students admitted Fall 2008 and thereafter. Students admitted prior to Fall 2008 may obtain copies of the guidelines for the Final Technical Report at the office of the Associate Dean for MSN and DNP Studies.

### **Page Formatting and Font**

- Margins: A 1-inch margin is required on the top, bottom and right sides of all pages of the capstone project paper; a 1.5-inch margin is required on the left side of all pages to allow for binding.
- Line Spacing: (Either one and one-half or double spacing should be used in the body of the capstone project paper.) Footnotes, bibliographic entries, long quoted passages, etc., should be single-spaced.
- No Bold on Preliminary Pages.
- Justification: Either left justification or full justification is acceptable for the body of the text. “Orphans” (headings or sub-headings located at the bottom of a page that are not followed by text) and “widows” (short lines ending a paragraph at the top of a page) should be avoided.
- Pagination: Roman numerals must be used for the acknowledgment page and all pages following until the first page of the text. Begin with numeral “iii “. Arabic numerals must be used for the main text, illustrative material, appendices, references, and vita. Begin with page 1 and number consecutively. Numbers must be positioned 0.5 inches from the bottom of the page. They must be centered and must be consistent throughout the capstone project paper.
- Font: A standard 10 to 12 point font is required and should be consistent throughout the capstone project paper. This includes all, preliminary pages, table of contents, list pages, table/figure headings and page numbers. The text must be black. Only laser printing (impact printing) with a minimum resolution of 300 dpi, or professional-quality photocopying is acceptable for the final version of the capstone project paper.

### **Order of the Final Document**

The final document for the capstone project paper consists of three major sections: the preliminary pages, the main text, and the appendix/reference materials. The specific order of the pages is as follows:

1. Title Page for Capstone project paper
2. Dedication Page (Optional): The information should be centered on this page; this page is not paginated.
3. Acknowledgements (Optional)
4. Table of Contents: This Table of Contents must provide the page location of the Acknowledgments, List of Tables (if included), List of Figures (if included), each chapter or section and sub-sections, as well as Appendices, Bibliography/References, etc.
5. List of Tables (Required only if tables are presented in the text): This page must include the table number, exact title, and table page number. Do not include the table legend.
6. List of Figures (Required only if figures are presented in the text): This page must include the figure number, exact title, and figure page number. Do not include the figure legend.
7. Text: This section **must** be divided accordingly into chapters or sections.
  - A. DNP Capstone Project Overview/Introduction. Should relate the 3 or more manuscripts.
  - B. Manuscript I.

- C. Manuscript 2.
  - D. Manuscript 3.
  - E. Conclusion. Should relate the 3 or more manuscripts
8. Appendices: Appendices include materials that are independent of but relevant to the capstone project paper, for example surveys, additional data, computer printouts, symbols, abbreviations, definitions, etc. The appendices must conform to the rules for margins, but the print may be reduced in size.
  9. Bibliography and/or References: A bibliography is a comprehensive list of all sources used in the preparation of a capstone project paper, whether those sources are cited or not. References are those works cited in the text, including traditional footnotes and parenthetical citations. Bibliographies must be alphabetized even within sub-headings if used. References may be listed either alphabetically or numerically (in order of citation).

## **APPENDIX 2: BRIEF OVERVIEW OF INSTITUTIONAL REVIEW BOARD (IRB) CATEGORIES AND FORMS**

**Exempt:** Allow a minimum of two weeks for review and approval within the College, plus an additional four weeks for receipt of written approval from the IRB.

- Submit one copy of the IRB application to the associate dean for research and scholarship who may forward it for review and approval by the College of Nursing representative to the IRB. If reviewed by the CON IRB representative, comments will be forwarded to the associate dean for research and scholarship who will refer questions to you and your faculty advisor. You will be expected to make the necessary changes by working with your advisor. Your revised application will be re-reviewed by the associate dean for research and scholarship.
- Once your application receives approval by the associate dean for research and scholarship, the student forwards two copies to the Office of Research Integrity at 311 Kinkead Hall and files one copy with the office of the associate dean for research and scholarship.
- You may not begin your study until you receive official, written approval from the IRB. When you receive final written approval from the IRB, file one copy of your approval letter with the associate dean for research and scholarship and provide a copy to the Office of Student Services for Graduate Studies for your student file.

**Expedited:** Allow a minimum of three weeks for review and approval within the College plus an additional four weeks for receipt of written approval from the IRB.

- Submit one copy of the IRB application, including a Signature Assurance Form and instrument(s), to the associate dean for research and scholarship.
- The associate dean for research and scholarship may review and also forward it for additional review by the College of Nursing representative to the IRB. If reviewed by the CON IRB representative, comments will be returned to the associate dean for research and scholarship who will refer questions to your faculty advisor. You will be expected to make the necessary changes and then resubmit the application to the associate dean for re-review.
- Once the associate dean for research and the faculty advisor sign the Signature Assurance Form, submit two copies to the Office of Research Integrity (308 Kinkead Hall) and file one copy with the office of the associate dean for research and scholarship. The IRB office will assign a reviewer to your proposal from the Medical IRB. When you receive final written approval from the IRB, file one copy of your approval letter with the associate dean for research and scholarship.
- You may not begin your study until you receive official, written approval from the IRB.

**Full:** Allow a minimum of one month for review and approval within the College plus an additional four weeks for receipt of written approval from the IRB.

- Submit one copy of the IRB application, including a Signature Assurance Form and instrument(s), to the associate dean for research and scholarship.
- When approved, the associate dean for research and scholarship signs the Signature Assurance Form. Make 20 copies of the application and submit them to the Office of Research Integrity (316 Kinkead Hall), and file one copy with the office of the associate dean for research and scholarship.
- Your faculty advisor should accompany you to the required meeting with the IRB.
- You will receive written notification from the IRB about the status of your application. When you receive final written approval from the IRB, file one copy of your approval letter with the associate dean for research and scholarship.

**IRB Forms**

Obtain IRB forms on the Office of Research Integrity's Web site, [www.rgs.uky.edu/ori/](http://www.rgs.uky.edu/ori/) . Look for Human Research, Forms/Application, and then click on Medical Institutional Review Board. The most recent version will be available in Microsoft Word format.

Forms can be submitted online. This is helpful since almost all IRB applications go through at least one revision before final submission. When completed, you must submit all IRB applications to the associate dean for research and scholarship (501E-2) for internal review/approval and signature. When the internal review process is completed, you will be contacted to pick up the application. If substantive revisions are necessary, re-review by the associate dean will be required. You must then make the appropriate number of copies and forward these to the Office of Research Integrity for final approval. Data collection can begin only after receipt of an official letter of approval from the IRB.