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Welcome to the Doctor of Nursing Practice Program!

Loma Linda University School of Nursing is pleased to welcome you to our DNP program.

In this program, you will gain additional knowledge and expertise in the advanced practice or leadership/management settings. Core knowledge in nursing science and theory, inquiry, advanced practice and leadership, religion and ethics, and integration of theory and practice will provide a foundation for your future DNP practice.

This program has been developed utilizing the American Association of Colleges of Nursing’s Essentials of Doctoral Education for Advanced Nursing Practice (2006) as a framework to prepare leaders for the nursing profession who have expertise in advanced nursing specialty practice as well as advanced leadership/management nursing roles. The DNP Program is consistent with the overall mission of the LLU School of Nursing.

On behalf of the faculty, staff, and administration, we wish you every success as you pursue your doctoral nursing education at LLU!

Susan Lloyd, PhD, RN, CNS
Associate Professor & Director DNP
Graduate Nursing
Loma Linda University

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Shea Rendle, Administrative Assistant
Graduate Program in Nursing
Email: mrendle@llu.edu
Phone: (909) 558-1000, x45672
## DNP Faculty Course List
### 2013-2014

<table>
<thead>
<tr>
<th>Name</th>
<th>Faculty contact information</th>
<th>Courses</th>
<th>Units</th>
<th>Unit total</th>
</tr>
</thead>
</table>
| Bristol, Shirley  | Phone: (909) 558-1000 Ext. 83822 Email: sbristol@llu.edu | NRSG 607 Complex Issues in Nursing Practice  
NRSG 611 Assessment, Planning, and Outcomes for Clinical Practice  
NRSG 627 DNP Project Development Seminar | 3     | 7          |
| Brown, Gina       | Email: GBrown@llu.edu       | NRSG 634 DNP Project  
NRSG 602 EB Models | (3x4)  | 12         |
| D’Errico, Ellen   | Phone: (909) 558-1000 Ext. 83832 Email: ederrico@llu.edu | NRSG 509 Practicum Guided study  
NRSG 603 Evaluation of Information Systems  
NRSG 612 Health Care Systems Leadership  
NRSG 627 DNP Project Development Seminar | (varies) | 7          |
| Fry-Bowers, Eileen| Phone: (909) 558-1000 Ext. 42444 Email: ekbowers@llu.edu | NRSG 609 Policy Development and Advocacy | 3     | 4          |
| Kofoed, Nancy     | Phone: (909) 558-1000 Ext. 45469 Email: nkofoed@llu.edu | NRSG 625 The Practice Mentor  
NRSG 627 DNP Project Development Seminar | 3     | 4          |
| Lloyd, Susan      | Phone: (909) 558-1000 Ext. 45484 Email: slloyd@llu.edu | NRSG 601 DNP Professional Development  
NRSG 605 Vulnerable Populations  
NRSG 627 DNP Project Development Seminar | 4     | 8          |
| Mamier, Iris      | Phone: (909) 558-1000 Ext. 85941 Email: IMamier@llu.edu | NRSG 608 Translational Research for Advanced Nursing Practice | 3     | 3          |
| Ramal, Edelweiss  | Phone: (909) 558-1000 Ext. 47323 Email: eramal@llu.edu | NRSG 613 Cultural Issues in Nursing Practice  
NRSG 627 DNP Project Development Seminar | 3     | 4          |
| Johnston-Taylor, Elizabeth | Phone: (909) 558-1000 Ext. 45465 | NRSG 618A Writing for Publication  
NRSG 618B Writing for Publication | 2     | 3          |
| Wright, Dolores   | Phone: (909) 558-1000 Ext. 45457 Email: DWright@llu.edu | NRSG 613 Cultural Issues in Nursing Practice (shared with E Ramal) | (3)   | (3)        |
| Zamora, Zelne     | Phone: (909) 558-1000 Ext. 45473 Email: zzamora@llu.edu | NRSG 627 DNP Project Development Seminar | 1     | 1          |

NRSG subtotal: 54  
RELE 564 Ethics and Health Disparities 3  
RELR 525 Health Care & Dynamics of Christian Leadership 3  
RELT 557 Theology of Human Suffering 3  
“Other” sub-total 9  
Grand total 65
MISSION STATEMENT

The Mission of the School of Nursing, in accord with the comprehensive mission of Loma Linda University, is the education of professional nurses who are dedicated to excellence in nursing science. Individuals from diverse ethnic, cultural, and racial backgrounds are encouraged to embrace opportunities for lifelong growth and satisfaction from a career committed to health care. Baccalaureate and graduate nursing programs contribute to the development of expert clinicians, educators, administrators, and researchers who benefit society by providing and improving delivery of whole-person care to clients—individuals, families, groups and communities. Committed to Christian service and distinctive Seventh-day Adventist ideals, the School seeks to reflect God’s love through its teaching and healing ministry.

SCHOOL OF NURSING VALUES OF THE GRADUATE

The faculty of the School of Nursing believe that the following values should characterize the graduate of Loma Linda University School of Nursing. They reflect the philosophy of the School of Nursing and are presented on a model adapted from the American Association of Colleges of Nursing document Essentials of Baccalaureate Education for Professional Practice published in 1998.

1. **Wholeness:** The lifelong, harmonious development of the physical, intellectual, emotional, relational, cultural, and spiritual dimensions of a person’s life, unified through a loving relationship with God and expressed in generous service to others.
2. **Altruism:** Concern for the welfare of others.
3. **Autonomy:** The right to self-determination.
4. **Human Dignity:** Respect for the inherent worth and uniqueness of an individual and population.
5. **Integrity:** Acting in accordance with an appropriate code of ethics and accepted standards of practice.
6. **Social Justice:** Upholding moral, legal, and humanistic principles.

LOMA LINDA UNIVERSITY CORE VALUES IN EDUCATION

The University affirms these values as central to its view of education:

1. **Compassion:** The sympathetic willingness to be engaged with the needs and sufferings of others. Among the most memorable depictions of compassion in Scripture is the story of the Good Samaritan, which Loma Linda University has taken as a central symbol of its work.
2. **Integrity:** The quality of living a unified life in which one’s convictions are well-considered and match one’s actions. Integrity encompasses honesty, authenticity, and trustworthiness.
3. **Excellence:** The commitment to exceed minimum standards and expectations.
4. **Freedom:** The competency and privilege to make informed and accountable choices and to respect the freedom of others. God has called us not to slavery but to freedom.
5. **Justice:** The commitment to equality and to treat others fairly, renouncing all forms of unfair discrimination. The God of the Bible is One who calls people continually to justice. According to the prophets, religious faith could be genuine only when it led the believers to “seek justice, rescue the oppressed, defend the orphans, [and] plead for the widow.”
6. **Purity/Self-Control:** The commitment to be morally upright and moderate in all things, with complete control over one’s emotions, desires, and actions.
7. **Humility:** The willingness to serve others in a sacrificial manner, and the self-respect that renounces haughtiness or arrogance.
PROGRAM OVERVIEW

Purpose of the DNP Program
The purpose of the Doctor of Nursing Practice (DNP) education is to prepare nurse specialists who are committed to a practice career and oriented toward improving practice outcomes of care. The Doctor of Nursing Practice (DNP) is a post-master’s degree program which allows masters-educated registered nurses to earn doctorates which will prepare them to assume advanced practice (patient care) and leadership (healthcare systems) roles. It will address and meet outcome expectations as articulated by the American Association of Colleges of Nursing in accordance with their recommendation that advance practice specialty areas be staffed by doctorally-qualified nurses by 2015.

National trends are driving many health care professions toward entry-level doctorates in which practitioners are qualified to address the most pressing needs for “health care that is safe, effective, client-centered, timely, efficient, and equitable.” (Institute of Medicine [2001]. Crossing the Quality Chasm., pg. 6) The LLUSN’s mission, philosophy, and strategic plan reflect a strong desire to prepare practitioners who are leaders in whole-patient, compassionate, and effective patient care.

Likewise, the School is in agreement with the Institute of Medicine statement that “All health professionals should be educated to deliver patient-centered care as members of an interdisciplinary team, emphasizing evidence-based practice, quality improvement approaches, and informatics.” (Institute of Medicine [2003]. Health Professions Education: A Bridge to Quality). Our curriculum was designed to provide both theoretical foundations and practice opportunities for the achievement of this vision under the guidance of a qualified faculty.

The DNP is offered in a convenient format for working professionals which mixes online work with a face to face intensive seminar format every quarter. The core courses of the program are taught during the first two years. During the third year, the final DNP project will be implemented.

Program Development/Approvals

The LLUSN is approved to operate by the California State Board of Registered Nursing (BRN). On September 19, 2008 the school received a full 10-year approval to offer its baccalaureate and graduate programs.

Our School’s most recent professional accreditation was awarded by the CCNE after its site visit in October 2009, for ten full years. The LLUSN submitted its intention to seek accreditation of the DNP program by the CCNE in August 2009. Our accreditation site visit was scheduled February of 2011 and full accreditation was granted on October of 2011.

Program Description
LLUSN offers a three-year, 63- quarter unit, post-masters DNP degree program. A new cohort will begin every summer quarter. APRN’s may select either the practice or leadership track. Courses will be offered as one- to two-week, on-campus intensives with on-line blackboard interaction, and several mentored-inquiry courses.
LLUSN career progressions for practice (green) and leadership (gold) Doctor of Nursing Practice (DNP) curricula.

Program Learning Outcomes

Program learning outcomes articulate what the student will be able to do after he/she completes the program and are appropriate to the level of the degree. Student learning outcomes (SLO’s) have been drawn from The Essentials of Doctoral Education for Advanced Nursing Practice (October 2006) as developed by the AACN. For complete information about the AACN’s DNP Essentials and the DNP Roadmap Task Force Report (2006), go to: www.aacn.nche.edu.
Loma Linda University Student Learning Outcomes

1. Wholeness. Students understand and apply the University philosophy of wholeness into their personal and professional lives.
2. Values. Students understand the importance of integrating LLU’s Christ-centered values in their personal and professional lives.
5. Communication. Students demonstrate effective communication skills in English.
6. Technology. Students demonstrate effective use of technology appropriate to the discipline.
7. Diverse world. Students understand the importance of embracing and serving a diverse world.
8. Collaboration. Students demonstrate the importance of collaborating with others within and across disciplines.

Program/Learning Outcomes for LLUSN Doctor of Nursing Practice

At the completion of LLU’s DNP program, the DNP graduate:

1. Provides leadership in the use of information systems/technology and patient care technology for the improvement and transformation of health care.
2. Utilizes current scientific underpinnings for practice.
4. Participates in interdisciplinary collaboration for improving patient and population health outcomes.
5. Advocates for health care through policy analysis and development.
6. Applies organizational and systems leadership theory for quality improvement and systems thinking.
7. Demonstrates leadership in the promotion of advanced nursing practice and the nursing profession.
8. Incorporates into his/her practice the principles of practice prevention and population health for improving the nation's health.
# DNP Student Learning Outcomes Compared With LLU Outcomes

Loma Linda University and School of Nursing doctor of nursing practice student learning outcomes and abbreviated titles (highlighted).

<table>
<thead>
<tr>
<th>Loma Linda University Student Learning Outcomes</th>
<th>School of Nursing, Doctor of Nursing Practice Student Learning Outcomes</th>
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<tr>
<td><strong>Nursing Science and Theory</strong></td>
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<tr>
<td>Students demonstrate effective use of <strong>technology</strong> appropriate to the discipline.</td>
<td>Provides leadership in the use of information systems/technology and patient care <strong>technology</strong> for the improvement and transformation of health care.</td>
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<tr>
<td>Students demonstrate effective <strong>communication</strong> skills in English.</td>
<td>Utilizes current <strong>scientific underpinnings</strong> for practice.</td>
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<tr>
<td><strong>Inquiry</strong></td>
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<tr>
<td>Students demonstrate <strong>critical thinking</strong>.</td>
<td>Promotes the use of <strong>practice scholarship</strong> and analytical methods for evidence-based practice.</td>
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<td>Students develop a commitment to discovery and <strong>life-long learning</strong>.</td>
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<td><strong>Advanced Practice and Leadership</strong></td>
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<tr>
<td>Students demonstrate the importance of <strong>collaborating</strong> with others within and across disciplines.</td>
<td>Participates in interdisciplinary <strong>collaboration</strong> for improving patient and population health outcomes.</td>
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<tr>
<td>Students understand the importance of embracing and serving a <strong>diverse world</strong>.</td>
<td>Advocates for health care through <strong>policy analysis</strong> and development.</td>
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<tr>
<td></td>
<td>Applies <strong>organizational and systems leadership</strong> theory for quality improvement and systems thinking.</td>
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<td></td>
<td>Demonstrates leadership in the promotion of <strong>advanced nursing practice</strong> and the nursing profession.</td>
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<tr>
<td><strong>Religion and Ethics</strong></td>
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<tr>
<td>Students understand the importance of integrating LLU’s <strong>Christ-centered</strong> values in their personal and professional lives.</td>
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<tr>
<td><strong>Integration of Theory with Practice</strong></td>
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<tr>
<td>Students understand and apply the University philosophy of <strong>wholeness</strong> into their personal and professional lives.</td>
<td>Incorporates into his/her practice the principles of <strong>practice prevention</strong> and population health for improving the nation’s health.</td>
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Program Requirements

The DNP program requires 63 quarter units. These credits consist of 12 core courses, 3 religion courses, 7 (1u) project development seminars, and 4 DNP final project courses. Most of the core courses will be completed during the first two years of study. The final DNP project will be completed during the third year of study. Descriptions of required DNP courses follow below.

Core Courses

**NRSG 601 DNP Professional Development (2)**
An introduction to professional DNP role development and issues. Explore development and rationale for the DNP degree, roles of the DNP prepared advanced practice nurse, including researcher, health policy advocate, and nurse leader, and considerations for obtaining the first DNP position.

**NRSG 602 Evidence-based Models of Advanced Practice and Healthcare Outcomes (3)**
Focus is on the philosophical and scientific foundations of nursing science, theory, empirically-based evidence and relationship to complexity of doctoral level practice. Examination of evidence-based models and theories for use in practice decision-making and program development. Evaluation of evidence based practice impact on quality of health care.

**NRSG 603 Evaluation of Information Systems (3)**
Critical examination of information and technology systems which support advanced practice and administrative use, research for evidence-based practice, quality improvement, outcome evaluation, management, and education. Analyzes DNP nursing roles in designing, selecting and evaluating information systems in a variety of health care institutions and organizations. Includes principles for identification and management of ethical, regulatory, and legal issues.

**NRSG 605 Vulnerable Populations (3)**
Analyzes historical, cultural, social, and political factors which render populations vulnerable to ill health. Examines concepts and models germane to vulnerable populations. Implications for advanced practice nursing and program development specific to vulnerable populations are addressed.

**NRSG 607 Complex Issues in Nursing Practice (3)**
This course focuses on complex professional and systems issues facing the advanced practice clinical leader. It analyzes the current healthcare delivery system, governmental role in health care, divisions of health care, financing, cost and value of health care, governance, management and accountability, and health care quality including access to care. It provides the opportunity for the nurse leader to evaluate the current healthcare system in order to effectively improve the quality of care in a variety of health care settings

**NRSG 608 Translational Research for Advanced Nursing Practice (3)**
Critical evaluation, translation, and integration of research into nursing practice. Examines development of a clinical question, methodology for finding evidence, evaluation of research
findings for practice, development and assessment of evidence-based guidelines/protocols, and application of the evidence.

NRSG 609 Policy Development and Advocacy (3)
Principles and methods of policy development and advocacy. Emphasis on strategic planning, policy formation, role of the advocate, coalitions and alliances, consensus building, political messages, and getting messages to the public and policy makers.

NRSG 611 Assessment, Planning and Outcomes for Clinical Practice Improvement (3)
Methodology and instrumentation which support assessment of individuals, families, populations and organizations. Serves to promote goal setting, evaluation, data collection, interpretation and report preparation. Allows the nurse leader to design, implement, and test strategies and protocols to implement creative care for innovation in nursing practice.

NRSG 612 Health Care Systems Leadership (3)
Focuses on the development of leadership skills in the health care system and the facilitation of safe patient care. Explored are the role and function of the doctorally prepared nurse leader and how nursing leadership can support staff in the achievement of patient safety and care quality, coordinated disease management and continuity of care. Current and future issues confronting today’s nursing leaders will be examined.

NRSG 613 Ensuring Cultural Competency in Nursing Practice (3)
Assesses multicultural populations in a given care setting. Utilizes appropriate tools to assess health care providers perceptions, knowledge, and readiness to provide competent cultural care for this population. Plans, implements, and evaluates methods for increasing sensitivity for the provision of equitable and just care to diverse populations.

NRSG 618 A & B Writing for Publication (2 +1)
A mentored writing experience including information, resources and guidance to facilitate development of a publishable manuscript. (Two course sequence.)

NRSG 625 The Practice Mentor (3)
Examination of the art of mentoring by the nursing leader as it relates to nursing education, practice, and research. Methods of empowering mentees are discussed that will increase vision, creativity, risk-taking, and critical thinking while maximizing individual talents. (2 units theory, 1 unit practice).

Project Development

NRSG 627 DNP Project Development Seminar (1 X 7)
Using the Iowa Model of Evidence-based Practice to Improve Quality Care(Titler) and Guidelines systematically develop the approach for implementation of an evidence-based practice project over seven quarters. Includes identification of the EBP question, the search for evidence, and steps for effective translation of the project into the specific practice setting.
DNP Project

**NRSG 634 DNP Project (3,3,3,3)**
Over a period of four quarters, finalize plans of a practice EBP project, translate the project into the specific practice setting, and evaluate the results of the project.

**Religion Courses**

**RELT 557 Theology of Human Suffering (3)**
Suffering and evil in relation to the creative and redemptive purposes of God for this world. Focus on formation of student’s theology of human suffering. Additional project required for fourth unit.

**RELR 525 Health Care & Dynamics of Christian Leadership (3)**
Christian principles of leadership in the community and in the practice of health care. Additional project required for fourth unit.

**RELE 564 Ethics & Health Disparities (3)**
The family in theological, historical, and ethical perspectives—with a Christian assessment of contemporary theories regarding the family. Additional project required for fourth unit.
## Program Overview of Courses & Units

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<th>Units</th>
<th>Lecture Units</th>
<th>Practice Units/Hours</th>
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<tr>
<td><strong>CORE COURSES</strong></td>
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<td>NRSG 601 DNP Professional Development</td>
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<td>NRSG 602 Evidence-based Models of Advanced Practice and Healthcare Outcomes</td>
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<td>3</td>
<td></td>
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<tr>
<td>NRSG 603 Evaluation of Information Systems</td>
<td>3</td>
<td>2</td>
<td>1 unit/30 hrs</td>
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<tr>
<td>NRSG 605 Vulnerable Populations</td>
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<tr>
<td>NRSG 607 Complex Issues in Nursing Practice</td>
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<td>NRSG 608 Translational Research</td>
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<tr>
<td>NRSG 609 Policy Development and Advocacy</td>
<td>3</td>
<td>2</td>
<td>1 unit/30 hrs</td>
</tr>
<tr>
<td>NRSG 611 Assessment, Planning, and Outcomes for Clinical Practice</td>
<td>3</td>
<td>2</td>
<td>1 unit/30 hrs</td>
</tr>
<tr>
<td>NRSG 612 Health Care Systems Leadership</td>
<td>3</td>
<td>2</td>
<td>1 unit/30 hrs</td>
</tr>
<tr>
<td>NRSG 613 Cultural Issues in Nursing Practice</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NRSG 618 Writing for Publication</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NRSG 625 The Practice Mentor</td>
<td>3</td>
<td>2</td>
<td>1 unit/30 hrs</td>
</tr>
<tr>
<td>RELR 525 Health Care and the Dynamics of Christian Leadership</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>RELT 557 Theology of Human Suffering</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>RELE 536 Ethics, Leadership, and Nursing Practice</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>46 units</td>
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<td>150 hours</td>
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<tr>
<th>CAPSTONE ACTIVITY</th>
<th>Units</th>
<th>Practice Units/Hours</th>
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<tbody>
<tr>
<td>NRSG 627 DNP Project Development Seminar</td>
<td>1,1,1,</td>
<td>90, 90, 90, 90</td>
</tr>
<tr>
<td>NRSG 634 DNP Project</td>
<td>3,3,3,</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>19 units</td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td>65 units</td>
<td></td>
</tr>
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</table>
## DNP PROGRAM OUTCOME VIEW

LOMA LINDA UNIVERSITY DNP OUTCOME COMPETENCIES
AS RELATED TO THE AACN DNP ESSENTIALS

<table>
<thead>
<tr>
<th>Course</th>
<th>Assignment/Expected Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 601</td>
<td><strong>DNP Prof Practice Paper</strong>&lt;br&gt;✓ Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.</td>
</tr>
<tr>
<td>NRSG 602</td>
<td><strong>Iowa Model Paper</strong>&lt;br&gt;✓ Use science-based theories and concepts to: describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and health care delivery phenomena as appropriate.</td>
</tr>
<tr>
<td>NRSG 607</td>
<td><strong>Complex Issues Paper</strong>&lt;br&gt;✓ Develop and evaluate new practice approaches based on nursing theories and theories from other disciplines.</td>
</tr>
<tr>
<td>NRSG 609</td>
<td><strong>Health Policy Proposal</strong>&lt;br&gt;✓ Use science-based theories and concepts to: describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and health care delivery phenomena as appropriate.</td>
</tr>
<tr>
<td>NRSG 611</td>
<td><strong>QI Analysis Paper</strong>&lt;br&gt;✓ Use science-based theories and concepts to: evaluate outcomes.</td>
</tr>
<tr>
<td>NRSG 612</td>
<td><strong>Health Care Systems Leadership Paper</strong>&lt;br&gt;✓ Use science-based theories and concepts to: determine the nature and significance of health and health care delivery phenomena.</td>
</tr>
<tr>
<td>NRSG 613</td>
<td><strong>Cultural Issues Paper</strong>&lt;br&gt;✓ Use science-based theories and concepts to: describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and health care delivery phenomena as appropriate.</td>
</tr>
<tr>
<td>NRSG 625</td>
<td><strong>Practice Mentor Program Plan</strong>&lt;br&gt;✓ Use science-based theories and concepts to: evaluate outcomes.</td>
</tr>
<tr>
<td>NRSG 634</td>
<td><strong>DNP Project—Defense &amp; Publishable Manuscript</strong>&lt;br&gt;✓ Develop and evaluate new practice approaches based on nursing theories and theories from other disciplines.</td>
</tr>
<tr>
<td>RELT 557</td>
<td><strong>Theology of Human Suffering Project paper</strong>&lt;br&gt;✓ Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.</td>
</tr>
</tbody>
</table>

**Organizational and Systems Leadership for Quality Improvement and Systems Thinking**

<table>
<thead>
<tr>
<th>Course</th>
<th>Assignment/Expected Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSG 602</td>
<td><strong>Iowa Model Paper</strong>&lt;br&gt;✓ Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences.</td>
</tr>
</tbody>
</table>
| NRSG 605        | **Vulnerable Population Proposal**<br>✓ Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences.  
✓ Ensure accountability for quality of health care and patient safety for populations with whom they work. Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers. |
<table>
<thead>
<tr>
<th>Course</th>
<th>Assignment/Expected Competencies</th>
</tr>
</thead>
</table>
| NRSG 608   | Translational Research EBP Guidelines/Protocol Dev Project  
✓ Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences. |
| NRSG 612   | Health Care Systems Leadership Paper  
✓ Ensure accountability for quality of health care and patient safety for populations with whom they work.  
✓ Employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level and/or system-wide practice initiatives that will improve the quality of care delivery.  
✓ Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement of health care outcomes. |
| NRSG 613   | Cultural Issues Paper  
✓ Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers.  
✓ Ensure accountability for quality of health care and patient safety for populations with whom they work. Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers. |
| NRSG 634   | DNP Project Proposal  
✓ Ensure accountability for quality of health care and patient safety for populations with whom they work. Use advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems. |
| RELE       | Ethics, Leadership, and Nursing Practice Paper  
✓ Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research. |
|            | **Clinical Scholarship and Analytical Methods for Evidence-Based Practice**                                                                                                                                                     |
| NRSG 601   | DNP Prof Practice Paper  
✓ Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice. |
| NRSG 602   | Iowa Model Paper  
✓ Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends. |
| NRSG 603   | Practice-based PowerPoint Presentation  
✓ Use information technology and research methods appropriately to:  
  • collect appropriate and accurate data to generate evidence for nursing practice  
  • inform and guide the design of databases that generate meaningful evidence for nursing practice  
  • analyze data from practice  
  • design evidence-based interventions  
  • predict and analyze outcomes  
  • examine patterns of behavior and outcomes  
  • identify gaps in evidence for practice  
**Evaluations of Health Information Technology Systems**  
✓ Effectiveness, efficiency, interoperability, functionality and security and how workplace social/political milieus affect the organization’s information technology strategic initiatives. |
| NRSG 607   | Complex Issues Paper  
Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice. |
<table>
<thead>
<tr>
<th>Course</th>
<th>Assignment/Expected Competencies</th>
</tr>
</thead>
</table>
| NRSG 608          | Translational Research EBP Guidelines/Protocol Dev Project  
✓ Apply relevant findings to develop practice guidelines and improve practice and the practice environment.                                                                                                               |
| NRSG 609          | Health Policy Proposal  
✓ Function as a practice specialist/consultant in collaborative knowledge-generating research.                                                                                                                   |
| NRSG 611          | QI Analysis Paper  
✓ Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.                                                                 |
| NRSG 612          | Health Care Systems Leadership Paper  
✓ Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.  
✓ Apply relevant findings to develop practice guidelines and improve practice and the practice environment.                                                                                           |
| NRSG 613          | Cultural Issues Paper  
✓ Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.  
✓ Apply relevant findings to develop practice guidelines and improve practice and the practice environment.                                                                                           |
| NRSG 611          | QI Analysis Paper  
✓ Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems.                                                                 |
| NRSG 612          | Healthcare Systems Leadership Project  
✓ Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases.  
✓ Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology. |
| NRSG 634          | DNP Project Proposal  
✓ Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.  
DNP Project—Defense & Publishable Manuscript  
✓ Disseminate findings from evidence-based practice and research to improve healthcare outcomes                                                                                                                   |
| NRSG 603          | Using Clinical Decision Support Tools Project  
✓ Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems.                                                  |
| NRSG 607          | Complex Issues Analysis Paper  
✓ Evaluate consumer health information sources for accuracy, timeliness, and appropriateness.                                                                                                                                   |
| NRSG 611          | QI Analysis Paper  
✓ Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems.                                                  |
| NRSG 612          | Healthcare Systems Leadership Project  
✓ Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases.  
✓ Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology. |
| NRSG 634          | DNP Project Defense, Publishable Manuscript  
✓ Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology. |
<table>
<thead>
<tr>
<th>Course</th>
<th>Assignment/Expected Competencies</th>
</tr>
</thead>
</table>
| NRSG 607     | **Complex Issues Paper**  
|              | ✓ Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums.  
|              | ✓ Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes.                                                                                                             |
| NRSG 609     | **Health Policy Proposal**  
|              | ✓ Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy.                                                                                     |
|              | ✓ Influence policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve health care delivery and outcomes. |
| NRSG 612     | **Healthcare Leadership Paper**  
|              | ✓ Advocate for the nursing profession within the policy and healthcare communities.                                                                                                                                               |
|              | ✓ Develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery.                                                                                                  |
| NRSG 613     | **Cultural Issues Paper**  
|              | ✓ Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums. |
| RELE 536     | **Ethics, Leadership, and Nursing Practice**  
|              | ✓ Advocate for social justice, equity, and ethical policies within all healthcare arenas.                                                                                                                                          |
| NRSG 602     | **Iowa Model Paper**  
|              | ✓ Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products.          |
| NRSG 607     | **Complex Issues Paper**  
|              | ✓ Lead interprofessional teams in the analysis of complex practice and organizational issues.                                                                                                                                      |
| NRSG 608     | **Translational Research Paper**  
|              | ✓ Lead interprofessional teams in the analysis of complex practice and organizational issues.                                                                                                                                         |
| NRSG 609     | **Policy Dev & Advocacy Assignment**  
|              | ✓ Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products. |
| NRSG 625     | **Practice Mentor Program Plan**  
|              | ✓ Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products. |
| NRSG 634     | **DNP Project Papers**  
<p>|              | ✓ Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.                                                               |</p>
<table>
<thead>
<tr>
<th>Course</th>
<th>Assignment/Expected Competencies</th>
</tr>
</thead>
</table>
| **NRSG 605**  | **Vulnerable Populations Proposal**  
✓ Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.  
✓ Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations. |
| **NRSG 613**  | **Cultural Issues Paper**  
✓ Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations. |
| **NRSG 634**  | **DNP Project**  
✓ Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health. |
| **RELT 557**  | **Theology of Human Suffering Project Paper**  
✓ Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations. |
| **NRSG 607**  | **Complex Issues Paper**  
✓ Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues. |
| **NRSG 609**  | **Health Policy Proposal**  
✓ Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues. |
| **NRSG 612**  | **Healthcare Leadership Paper**  
✓ Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.  
✓ Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches. |
| **NRSG 625**  | **Practice Mentor Program Plan**  
✓ Guide, mentor, and support other nurses to achieve excellence in nursing practice.  
✓ Develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes. |
| **NRSG 634**  | **DNP Project**  
✓ Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.  
✓ Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences.  
✓ Educate and guide individuals and groups through complex health and situational transitions.  
✓ Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences. |
Steps toward Achieving the Doctor of Nursing Practice Degree

1. Student completes application process, including filing of application, letters of reference, transcripts, and payment of application fee.

2. Student completes standardized interview with DNP faculty.

3. Student consults an assigned faculty advisor and registers for courses.

4. Student completes 46 units of core coursework and 7 units of DNP project development capstone work with grades of B or higher. At completion of all core courses, the DNP portfolio is reviewed by faculty for advancement to candidacy.

5. Student begins work on DNP project by registering for the NRSG 634 DNP project courses. Working with an appropriate School of Nursing project chairperson, the student and the chairperson selects the other practice project committee member, preferably a mentor within the practice setting. Student prepares and presents a project proposal to the project committee that must be approved by the committee and the DNP project advisory committee prior to implementation of the project.

6. In anticipation of graduation, candidate must file a graduation petition form according to the deadlines published in the Graduation Bulletin.

7. Student completes project, submits a publishable manuscript to a peer reviewed journal and/or presents work at a national, regional, or local conference. The student prepares a power point defense of the DNP project base on the Iowa Model process and all findings.

8. Candidate prepares formal announcement for final oral presentation of the project and submits to the DNP program administrative assistant for distribution.

9. Candidate completes the final oral presentation of the project to committee members, faculty, and the public. The student is notified of the pass/fail grade. If approved, committee signs Final Oral Presentation Approval Form.
POLICIES SPECIFIC TO DNP IN NURSING

Information in this document is subject to revision. Students are responsible for informing themselves and satisfactorily completing all requirements pertinent to the completion of their academic program.

Academic Policies

Academic Advisor/Registration

Upon acceptance into the DNP doctoral program in nursing, each student is assigned an academic adviser by Dr. Susan Lloyd, Director of the LLUSN DNP Program, who helps arrange the study program. The academic adviser will assist the student with developing a program of study and ongoing academic guidance to ensure timely completion of the requirements for the DNP Degree in Nursing. Students are encouraged to meet regularly with their adviser as they progress through the program.

Your advisor will advise you about the courses, master schedule of course offerings, and course prerequisites to assist you in planning for completion of the program within your targeted timeframe. (See Appendix B for the Program Plan forms used in advising DNP students).

All registration can be done online. In order to web register for classes in the upcoming quarter you will need to contact Dr. Susan Lloyd (sllloyd@llu.edu at (909) 558-1000, X45484). She will confirm your course plans before you register. There is relatively little flexibility in the sequence of courses in the DNP Track, so be sure and notify her if, at any time, you plan to change your initial program of study. Classes may be reserved via the web; therefore no written forms are needed.

Should the student desire a change of advisers, he or she should discuss the request for change with the current adviser and the desired adviser. A written request for change, signed by the current and desired advisers will be submitted to the Doctoral Program Director/Associate Dean for Graduate Programs in Nursing. Notification of change of adviser will be provided to the student by the program director.

Dr. Lloyd, the Director of the DNP Program, is available to meet with you to discuss your practice experience, interests and goals, as well as SON policies regarding the DNP program included in this Handbook. Students can access the Handbook on the SON’s website (www.llu.edu/nursing). All DNP students are responsible to know the information in this Handbook and to follow the policies included therein.

Transfer Credit

A transfer student who has done acceptable graduate study in an approved institution may transfer credits up to 20% if appropriate for the LLUSN DNP program, to be applied to the degree at Loma Linda University. This transfer is limited to credits that have not already been applied to a degree, and for which a grade of B (3.00) or better has been recorded. A maximum of nine-quarter units that have been previously applied to another degree may be accepted as transfer credits upon petition. All requests for transfer of credit need to be processed as an academic variance. Transfer credit
must have been completed no longer than eight (8) years prior to the transfer request. NEXUS courses are not subject to transfer policy.

Course Waiver
A doctoral student may request a waiver of a requirement if prior course work or experience fulfills the requirements but does not qualify for transfer credit (e.g. the student has already transferred the maximum allowed number of credits).

Typically, no course work will be accepted for transfer or course waiver for any of the doctoral core courses or project requirements.

Students requesting transfer of credit or course waivers should consult first with their academic adviser. The student then files a Petition for Academic Variance form, along with a letter of explanation (including a description of the original course, a syllabus, and a copy of the transcript reflecting the grade attained for the original course) with the Director of the Doctoral Program. The Doctoral Faculty Committee will review requests for transfer credit and course waivers and, in turn, make a recommendation for a final decision by the Dean of the Faculty of Graduate Studies. The student will be notified of the decision in writing directly from the Faculty of Graduate Studies Office.

Program of Study and Academic Progression
The student and his/her academic adviser will develop a plan of study based on the DNP cohort curriculum and the DNP project to complete the requirements for graduation covering the entire academic program, including area of concentration (practice or leadership track). This will serve as a guide to the student and the adviser for the student’s progress toward meeting the DNP academic requirements for completion of the program. If your course schedule becomes out of sequence immediately contact your advisor as some courses are only offered every other year.

DNP Course Schedule
See Appendix A for a copy of the Curriculum Schedule.

Focus/Concentration Area
The student will identify their area of concentration (practice track or leadership/management track) by the end of the second year in consultation with their adviser. If a student selects the practice track, they must have APRN certification at the end of the second year of study (i.e. NP, CNS, CRNA, RN Midwife). Leadership/Management students must also show management certification at the end of the second year of study. If a student wishes to change from one track to another, an appointment should be set up with the advisor, and if acceptable, a transfer form will be completed in consultation with the advisor.

Seminar Attendance
An intensive, on campus 3-5 day seminar is held once each quarter. These seminars provide valuable time for faculty and peer interaction, student presentations, lectures, and selected practice time with faculty. Attendance is mandatory for all seminars in order to pass the course. Any student in need of an emergency release from a seminar must make the request with the Program Director. The Program Director in consultation with the faculty of record will then render a decision.
and send notice to the student. Any absence that does not have clearance will be considered unexcused and could delay graduation up to a year. The seminar schedule is published for a year in advance for student planning purposes.

**Academic Honesty**

The DNP program maintains a *No Tolerance policy* on cheating, plagiarism and fabrication. Any student charged with such a violation will be entered into a discipline process (See the Loma Linda University Student Handbook).

Specific policies include:

1. For all first year DNP courses, all course papers must be submitted on Safe Assignment through blackboard (link will be on the blackboard page) prior to submission to the instructor. One opportunity will be given to make corrections to the paper prior to final submission during the first year, providing for a chance for students to learn. During the second year DNP courses, Safe Assignment will also be required for each course, without the opportunity to submit a draft and make corrections.

2. Professors will grade the first paper that is submitted by the student via email or posted on blackboard as instructed by the course professor. Any exceptions will be based upon the discretion of the individual professor and the specific situation.

**Academic Standing**

Students are expected to maintain a G.P.A. of 3.0 (B average).

A. Course grades

1. The expected earned grade level for graduate studies is a cumulative grade-point average of 3.0 (B average) or higher.
2. Students must earn a grade of B (85%) or higher in all courses. If less than a B is the earned grade, the course must be repeated.

B. Withdrawal and repeating courses

1. A student may withdraw only once from a core, concentration, or clinical course.
2. A student may repeat a course only one time.
3. A student may repeat no more than two courses in the program.
   a. Two core or concentration courses may be repeated
   b. Only one clinical course may be repeated, along with a core or concentration course.

C. Academic probation

At the end of each quarter, student GPA’s will be reviewed. Students will be placed on probationary status if the earned G.P.A. is less than 3.0 for the quarter, cumulatively, or in the nursing major.

While on probation a student:

1. May not take the clinical focus courses.
2. May not take the comprehensive examination.

Academic probation may be removed:

3. By raising the G.P.A. to 3.0 or higher the next quarter.
4. By retaking the course in which a grade lower than B was earned to raise the earned grade the next time the course is offered.
5. If the low grade occurred in a clinical course, that course must be retaken and a grade of B or higher earned before proceeding in the clinical sequence. It will be necessary to wait until the course is offered again and has space. Students requesting to repeat a clinical course due to a low grade are placed on a waiting list, according to the timing of the request.

D. Academic termination for students on academic probation

Academic enrollment will be terminated if:
1. The cumulative G.P.A. has not been raised to 3.0 or above
2. All grades lower than B have not been raised within two quarters or the next time the course is offered.

Students submitting transfer credit must have earned a minimum of a B on all work accepted for transfer.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95 - 100%</td>
</tr>
<tr>
<td>A-</td>
<td>92 - 94%</td>
</tr>
<tr>
<td>B+</td>
<td>88 - 91%</td>
</tr>
<tr>
<td>B</td>
<td>85 - 87%</td>
</tr>
<tr>
<td>B-</td>
<td>82 - 84%</td>
</tr>
<tr>
<td>C+</td>
<td>79 – 81%</td>
</tr>
<tr>
<td>C</td>
<td>76 – 78%</td>
</tr>
<tr>
<td>C-</td>
<td>71 – 75%</td>
</tr>
<tr>
<td>D+</td>
<td>68 – 70%</td>
</tr>
<tr>
<td>D</td>
<td>63 – 67%</td>
</tr>
<tr>
<td>F</td>
<td>Below 62%</td>
</tr>
</tbody>
</table>

Advancement to Candidacy

Upon successful completion of the professional e-portfolio process the student can formally request advancement to candidacy for the DNP in Nursing. The student submits a written petition (Graduate School Form A) to the Dean of the Graduate School with support from the adviser and the program director. Students expecting the degree to be awarded at a June graduation should have achieved candidacy no later than the previous November 1. One full quarter must be allowed between the achievement of candidacy and the quarter of completion. The Graduation Petition form must be completed and submitted to the graduate office two quarters prior to the contemplated quarter of graduation. You can download the Graduation Petition form at: [http://www.llu.edu/assets/central/ssweb/documents/gradpetition.pdf](http://www.llu.edu/assets/central/ssweb/documents/gradpetition.pdf).

E-Portfolio Development

The professional portfolio is a personal collection of documents designed to assist you in your professional development and to demonstrate your progress and achievements while in the DNP program. The portfolio is documented evidence of learning which includes self reflection, self-evaluation, peer and professor input of student development. The purpose of the professional e-portfolio is to give the student an opportunity to demonstrate synthesis of knowledge from nursing
theory and science, inquiry, advanced practice and leadership, and religion, using a convenient online format. Successful completion of the e-portfolio is prerequisite to beginning the final DNP project.

Portfolio development will begin as you enter the DNP program and will continue through completion of the program. The portfolio is evaluated by the graduate faculty committee after the completion of the second year core courses and at the end of the program. Students in the DNP in Program will initiate a professional e-portfolio at the beginning of the program and complete it by the end of year two, or, after completing the courses listed in the curriculum for the first two years. Once the student has successfully completed the e-portfolio and receives a positive review from DNP faculty, she or he may apply for candidacy (Graduate School Form A). The student may then proceed with development of the project proposal. (A foreign language is not a prerequisite for the e-portfolio leading to the DNP in nursing. Therefore, Graduate School Form B is not required.)

Orientation to the Livetext e-portfolio software usage will take place during Fall quarter intensive seminar week. The one time fee for each student for use of this software is $80 which will be posted on each student’s account. Links will be available for each course, where all assignments will be posted. A link will also be available for students to view grading rubrics and feedback from instructors on their assignments. Traditional documents, such as a resume, vital documents such as RN license, certifications, CEU’s etc, will also be required to be posted in the e-portfolio. The clinical e-log documenting program practice hours will also be posted here. Specific timing of entries into the e-portfolio will be discussed more specifically by the DNP Director.

E-Portfolio/E-Log Review Process

In consultation with their adviser, students will complete and submit the E-Portfolio to the Program Director at least six weeks prior to the desired date. Students will be advised of appropriate content required for the e-portfolio review. Students will be evaluated on a Satisfactory/Unsatisfactory basis, and notified within a two-week period following the review date.

Practice Course Work Overview

The DNP in Nursing at LLU has been deliberately designed to provide students with the experiences and mentoring necessary to enable them to begin to assume advanced practice and leadership roles in the practice setting upon completion of their doctoral education. Students are expected to complete all core courses, including the practice components of 5 core courses, prior to implementation of the final practice EBP DNP project.

Ethical Expectations

All research and EBP research utilization, without exception, conducted at Loma Linda University must comply with the ethical guidelines established by the University and its various regulatory agencies. The DNP student and advisor will obtain a project consult with the University Office of Sponsored Research prior to implementation of the project. Approval must be received from the Loma Linda University IRB (Institutional Review Board) before any aspect of the DNP project may proceed. Per University policy, the student’s faculty mentor will be identified as the Principal Investigator (PI) on each student’s project and is ultimately responsible for the quality of the
empirical work. The student will be listed as a co-investigator. All formal communication regarding student research projects will be routed through the faculty member identified on the Institutional Review Board application as the Principal Investigator. Additional reviews and approvals may be required from other facilities if EBP research is conducted at a non-LLU facility.

**Funding for Student Projects**

Students are responsible for all costs related to their project including conference fees, project expenses, and travel. However, there may be a small amount of money available to a student to at least partially support the conduct of EBP projects.

**Directed Project Units**

DNP Project units will be graded as a Satisfactory (S) or Unsatisfactory (U). U units will have to be repeated; In-progress or Incomplete grades for the directed project units will only be allowed according to University Policy. It is expected that the student will complete the units during the quarter for which they are registered.

**Forms**

At various points throughout the program, there will be a number of forms that must be filed with the LLUSN Graduate Nursing Office. Please note that it is primarily the students’ responsibility to obtain the necessary signatures and to see that the appropriate forms are filed with the appropriate office.

These forms include:

<table>
<thead>
<tr>
<th>Form A</th>
<th>Petition for Candidacy</th>
<th>To be filed after completion of at least 37 units of required graduate course work.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduation Petition Form</td>
<td>To be filed 2 quarters before graduation (or by November 1)</td>
<td></td>
</tr>
<tr>
<td>Form D</td>
<td>Statement of Completion of Requirements for Degree</td>
<td>To be filed 2 weeks before graduation.</td>
</tr>
<tr>
<td>Form E</td>
<td>Formation or Change of Supervisory Committee</td>
<td>To be filed after formation or change of the supervisory committee</td>
</tr>
<tr>
<td>Form F</td>
<td>Defense of Project Proposal</td>
<td>To be filed after project proposal defense</td>
</tr>
<tr>
<td>Form G</td>
<td>Notice of the Defense of a Project</td>
<td>To be filed after project defense</td>
</tr>
</tbody>
</table>
Academic Residency

To qualify for a degree from the graduate department in nursing at Loma Linda University, the student must take a minimum of 80 percent of the academic curriculum while in residence at the University. For the Doctor of Nursing Practice this would be 50 units.

Personal Leave of Absence

A leave of absence is defined as being away from school for the remainder of the quarter, to a maximum of one year, with the intent to return. The appropriate program withdrawal form must be obtained from the University Web site and approved by the dean or his/her designee prior to the student's departure. Stipulations for re-entry are given to the student in writing. The student should consult the Office of the Dean regarding the possibility of maintaining health coverage and continuous registration during the leave period.

DNP Project Development

The demonstration of expert practice and leadership skills as a critical learning outcome is the hallmark of the DNP, and graduates are expected to lead innovative change for aggregates/populations at the local, regional, national, and/or international systems level. Examples of the categories of accepted DNP projects, based on AACN recommendations include a practice change initiative, an outcomes based pilot study, a quality improvement project, an evaluation of a new practice model, a consulting project, a systematic review, a research utilization project, or a practice topic dissemination project.

During the seven quarters of the DNP Project Development Seminar (NRSG 627) students will use the Iowa Based Model to theoretically work through the project process. Different DNP faculty members coordinate each of these 7 seminars, providing information and feedback related to the completion of each of the Iowa Model Toolkit forms assigned for each quarter.

NRSG 634 and DNP Project Coordination

1. DNP Committee Chairs are responsible for working with the student and committee to follow through to completion of the DNP project. DNP Chairs are the individuals with the authority to manage the projects (see DNP project chair job description).
2. The 4 quarters of NRSG 634 are a seminar format for tracking what is being done and for allowing peer process and support to help ensure DNP project completion. The student works closely with the chair, reports weekly to the seminar facilitator on blackboard, and the chair signs off on the work accomplished during that quarter.
3. The blackboard weekly interaction is an individual reporting format to the facilitator, with a link for peer discussion if desired.
4. These courses will be taught in sequence every year.
5. Students must register for all 4 quarters of N634 seminar. If a student misses a quarter, the course may be available at another time, dependent upon faculty availability.

A DNP project coordinator will facilitate all NRSG 634 courses and work closely with each DNP project chair, to ensure an organized, timely completion schedule for each student. The role of this
The coordinator includes coordination and implementation of the DNP chair orientation, helping to match up DNP project students with appropriate faculty chair persons, and being the instructor of record for NRSG 634 courses.

The coordinator also works closely with project chairs to plan and implement group work during the intensive seminar week, to track students within the 4 NRSG 634 courses, and facilitates DNP project student issues, questions, and needs. This role provides liaison support between DNP project chairs, the DNP program director, and the Graduate Dean as needed for consultation and facilitation of the DNP project process. The role of the DNP project chair is further defined in Appendix J.

During the actual DNP project experience in the third year (NRSG 634) students will develop, implement, and evaluate a novel, ethical solution to a problem or issue encountered in the students’ practice specialty. Regular intensive seminars will be held during each quarter that students are enrolled in the project experience in order to provide a forum for students and faculty to discuss role development and plans/progress for the DNP project.

**Projected DNP Project On-Campus Seminar Topics for NRSG 634 Quarters**

- **Quarter 1 (Summer)** Orientation to N634 project courses, Introduction and selection of DNP chairs, brainstorming projects, personal appointments with chairs, peer support group meetings

- **Quarter 2 (Fall)** N634, N618 Writing for Publication content, personal appointments with chairs, peer support group meetings

- **Quarter 3 (Winter)** N634, N618 writing for publication content, session on computer lab submission to journal, personal appointments with chairs, peer support groups

- **Quarter 4 (Spring)** N634 content, personal appointments with chairs, final project presentations, program review, exit interviews

Due to the individual nature of each project the following IP flexibility of work is suggested: If a student does not complete the first quarter of N634, due to some unforeseen complication (i.e. lack a signature etc.), they may continue on to the second quarter if approved by the chair. Student must complete quarters 1 & 2 prior to moving on to quarter #3. Student must complete #3 prior to moving on to quarter #4. If additional time is needed to complete the project, students will need to register for 1 unit per quarter until the project is successfully completed.
The NRSG 634 project timeline for students is as follows:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer Quarter</strong></td>
<td>In NRSG 634A the student will select a DNP project chair and committee. Utilizing the Iowa Model Toolkit and format, the student develops the practice question, including the problem focused trigger, knowledge focused triggers, assessment of the project as a priority for the organization, and writes the PICO question. The student will also develop and form the project team.</td>
</tr>
<tr>
<td><strong>Fall Quarter</strong></td>
<td>In NRSG 634 B the student will assemble, critique, and synthesize research and related literature, including the research literature, EBP clinical guidelines, patient values, clinical data, expert opinion, and theoretical principles relevant to the DNP practice project. The student will work with the committee chair to gain IRB clearance. The project will be piloted in practice by selecting outcomes to be achieved, collecting baseline data, assessing and designing EBP guidelines.</td>
</tr>
<tr>
<td><strong>Winter Quarter</strong></td>
<td>In NRSG 634 C the student will work with the committee chair to implement the change project into the practice setting. Issues related to implementation include taking into consideration key persons, an appropriate timeframe, change strategies and the utilization of appropriate project tools.</td>
</tr>
<tr>
<td><strong>Spring Quarter</strong></td>
<td>In NRSG 634 D the student will monitor and analyze the project structure, process, and outcome data, including variables related to the environment, staff, cost, and patient and family. Adjustments to the project will be made as indicated. Implications for future work are identified. Results of the DNP project will be prepared for dissemination through an oral power point defense presentation and a publishable manuscript and/or presentation at a local, regional, or national conference.</td>
</tr>
</tbody>
</table>

(See Appendix J for Steps to Completion of the DNP Project)
PRACTICE EXPECTATIONS/REQUIREMENTS

Students are expected to complete all core courses, including 5 courses containing a practice component, prior to beginning the final practice EBP DNP project. Practice course and project mentoring may be found with: a) the primary faculty in the DNP program and b) practice experts or mentors in the practice setting. Each student will be working closely with an academic advisor within the Doctoral Program of Nursing. Students and faculty will both have input into developing successful project relationships.

Practice Hours

The AACN calls for the completion of a minimum of 1000 practice hours post-BSN for the DNP degree. Most APRN students have completed 500 hours in their MSN programs. These hours are not preceptored since students are advanced practice nurses or highly experienced master’s-prepared managers and leaders. Rather, each student receives mentoring from an assigned doctorally-prepared faculty mentor who assists the student in advising as well as being the chair of the final culminating project. Community practice mentors provide guidance for practice hours within the 5 courses containing the practice component and may participate as a member of the DNP project committee. This mentoring process ensures that practice experiences meet DNP competencies and they are documented through portfolio assignments.

The LLUSN DNP program provides the student with 510 practice hours, which all DNP students must complete regardless of the number of previous hours they have completed in other programs, above and beyond work completed as an employee.

Students enrolled in the DNP program will need to complete additional supervised practice hours in their practice/leadership specialty during the program if they have fewer than 500 practice hours in their MSN program, registering for the appropriate number of units as determined by their advisor in a NRSG 509 course, in order to reach the minimum of 1000 hours required by the AACN by the end of the DNP program.

At the program orientation, during the students’ first quarter, the DNP faculty will discuss the practice needs and requirements for each of the students. Documentation of pre-DNP program practice hours must be provided by each student. Documentation of all clinical hours will be submitted to Live text.

Policy on pre-DNP Leadership Clinical Hours

AACN requires 1000 clinical hours. LLUSN requires 500 pre-DNP hours and provides course work within the DNP for the remaining 500 hours.

APRN’s who graduated in the last 20 years, will likely have a minimum of 500 hours. Nurse Administration/Leadership graduates have great variation in the number of hours of clinical practice time in the MS program. The following policy will guide this group in documentation of the 500 pre-DNP clinical hours.
If the DNP applicant/student is:

Nurse Executive role:
1) Document clinical hours in MS program
2) Validate additional hours by documenting (barring copy) major projects, such as JCAHO report, proposal for new program, within the past 5 years.
3) Reflective journaling on project focused on leadership learning related to project and estimation of hours within the past 5 years.
4) Provides evidence of current national leadership certification for at least 1 cycle.

If Nurse Leader such as new Nurse Manager or Charge nurse role:
1) Document clinical hours in MS program
2) Identify major projects related to role, describe contribution to project and hours. Submit to DNP Director for possible application to pre-DNP Clinical hours. If acceptable, reflective journaling is required, focusing on leadership learning related to project.
3) Plan with designated DNP faculty for NRSG 509 Guided Study. This will focus on specific projects that will engage the student in leadership experiences and learning. Reflective journaling is required, focusing on description of project and weekly experiences, leadership learning related to project, and number of hours. Note: 1 unit Guided Study = 30 clinical hours. Regular tuition rates apply to NRSG 509.
4) It is strongly suggested that pre-DNP clinical hours are completed prior to beginning the DNP program.

RECOMMENDED CERTIFICATIONS FOR LEADERSHIP TRACK DNP STUDENTS

In order to demonstrate tangible evidence of nursing expertise and to role model professionalism as a nurse leader, it is highly recommended that by completion of the requirements for the DNP, all leadership track majors hold or be qualified to sit for an examination in a nursing specialty in the student’s area of expertise. Examples are listed below.

American Nurses Credentialing Center (ANCC)

- Ambulatory Care Nursing
- Cardiac Rehabilitation Nursing
- Cardiac Vascular Nursing
- Case Management Nursing
- College Health Nursing
- Community Health Nursing
- Diabetes Management - Advanced
- General Nursing Practice
- Gerontological Nursing
- High-Risk Perinatal Nursing
• Home Health Nursing (Renewable only)
• Informatics Nursing
• Medical-Surgical Nursing
• Nurse Executive
• Nurse Executive - Advanced
• Nursing Professional Development
• Pain Management
• Pediatric Nursing
• Perinatal Nursing
• Psychiatric & Mental Health Nursing
• Public Health Nurse - Advanced
• School Nursing

American Association of Colleges of Nursing (AACN) Certification Corporation

• CCRN - Adult, Neonatal and Pediatric Acute/Critical Care Nursing Certification
• CCRN-E - Tele-ICU Adult Acute/Critical Care Nursing Certification
• PCCN - Adult Progressive Care Nursing Certification
• CMC - Adult Cardiac Medicine Subspecialty Certification
• CSC - Adult Cardiac Surgery Subspecialty Certification
• ACNPC - Adult Acute Care Nurse Practitioner Certification
• CCNS - Adult, Neonatal and Pediatric Acute Care Clinical Nurse Specialist Certification
• CNML - Nurse Manager and Leader Certification
• CENP – Certified in Executive Nursing Practice

Oncology Nursing Society

OCN – Oncology Certified Nurse

National League of Nursing

CNE – Certified Nurse Educator

National Association for HealthCare Quality

CPHQ – Certified Professional in HealthCare Quality

Hospice and Palliative Nurses Association

CHPN – Certified Hospice and Palliative Care Nurse
Other Specialty Organizations (include but are not limited to the following)

- Certified Nephrology Nurse (CNN)
- Dermatology Nurse Certified (DNC)
- Wound, Ostomy and Continence Nurse (WOCN)
- Certified Emergency Nurse (CEN)
- Certified Diabetes Educator (CDE)
- Certified Enterostomal Therapy Nurse (CETN)
- Certified Gastroenterological Registered Nurse (CGRN)
- Certified Flight Registered Nurse (CFRN)
- Certified Hemodialysis Nurse (CHN)
- Certified Infection Control (CIC)
- Certified Nurse Operating Room (CNOR)
- Certified Neuroscience Registered Nurse (CNRN)
- Certified Occupational Health Nurse (COHN)
- Certified Perianesthesia Nurse (CPAN)
- Certified Peritoneal Dialysis Nurse (CPDN)
- Certified Pediatric Nurse (CPN)
- Certified Pediatric Oncology Nurse (CPON)
- Certified Plastic and Reconstructive Surgical Nurse (CPSN)
- Certified Procurement Transplant Coordinator (CPTC)
- Certified Radiology Nurse (CRN)
- Certified Registered Nurse Intravenous (CRNI)
- Certified Registered Nurse Ophthalmology (CRNO)
- Certified Rehabilitation Registered Nurse (CRRN)
- Orthopedic Nurse Certified (ONC)
- Legal Nurse Consultant Certified (LNCC)

As developing nurse leaders, it is essential for the DNP leadership student to choose, attend, and participate in organizations that enhance the nursing profession, the students’ specialty practice area, or nursing leadership. Organizational involvement can be at the local, regional, and/or national level.

Students are to choose an organization, hold membership in that organization, and demonstrate active involvement with the organization each quarter of the program. Participation is to be reflected in the student’s practice journal, and time spent in meetings or events can count toward practice hours. Each student is to consult with their advisor concerning their chosen organization.

Examples of Organizations (include but are not limited to)

- Sigma Theta Tau International
- Gamma Alpha Chapter STTI (LLU chapter)
- Inland Area Nurse Leadership Council (IANLC)
- Association of California Nurse Leaders (ACNL)
- Nurse Specialty Organizations (e.g. Oncology Nursing Society, Infusion Nurses Society, etc)
- American Organization of Nurse Executives (AONE)
- Center to Champion Nursing in America (CCNA)
- American Nurses Association (ANA)
- American Nurses Association-California (ANA-C)
- Clinical Nurse Leader Association (CNLA)
Practice Experiences

Five of the nine DNP courses include practice work which will require the student to complete practice hours and develop and implement practice projects and include the following:

- NRSG 603 Evaluation of Information Systems
- NRSG 609 Policy Development & Advocacy
- NRSG 611 Assessment, Planning, & Outcomes
- NRSG 612 Health Care Systems Leadership
- NRSG 625 Practice Mentor

Students will complete approximately 150 hours of practice work during the five courses combined. The final practice project (NRSG 634 or 635) will include a practice immersion experience. The culminating project will require each student to complete an additional 360 practice hours within the individual project.

LLUSN has practice contracts and partnerships with a wide variety of practice settings in the local area. Practice partnerships are established with local healthcare agencies, and students are mentored and supported in all practice work assuring that each student is provided with adequate and appropriate learning experiences as close to home as possible. These partnerships between academic and practice settings not only result in well prepared clinicians, but may position the student for future employment opportunities. Each student is responsible, in conjunction with course faculty, to identify practice sites for the completion of practice time. The student will obtain an MOU/contract agreement with the practice site of their choice, if the agency requires one. This must be done 2-3 months in advance of taking the practice course or beginning of the project.

Selection of Practice Mentor

Practice mentors may be qualified doctorally-prepared advanced practice nurses, physicians, expert nurse leaders functioning in an advanced practice specialty role, with supervision of the doctoral prepared faculty member, or other doctorally-prepared health care professionals with expertise in the area of the student’s practice specialty focus. Students may use accrued practice hours in their employment setting as long as a qualified practice mentor is available to facilitate and support the objectives of the practice course and the student’s DNP project (see Appendix D for guidelines for identifying practice mentors).

Practice Log

For all practice courses and the DNP project courses a practice log documenting the achieved practice hours will be completed and posted in the e-portfolio (see Appendix H for a sample practice log form).

Practice Attire

During the practice experiences, DNP students should wear appropriate, professional-looking attire (e.g., no jeans). Wearing a lab coat over street clothes is highly recommended to both protect your
clothing and promote a more professional appearance. In addition, an LLU DNP student picture ID must be worn during each practice experience. This is a legal requirement in the State of California and must be followed. Opportunities to obtain your student ID will be identified at the start of each quarter.

LLU SUPPORT SERVICES

Library Services & Resources

All technological assistance and resources available to all LLU students will be available to LLUSN PhD students. This includes, but is not limited to, Internet services (email, Canvas), and LLU library, registration, and financial aid services. Support services are available during business hours Monday (8:00 AM-5:00 PM) through Friday (8:00 AM-2:00 PM). Library regular hours are Monday (7:30 AM-11:30 PM) through Friday (7:30 AM-2:00 PM), with extended hours during exam week (7:30 AM-Midnight). Should there be an interruption in scheduled services, the faculty will make accommodations for delays.

Students applying for acceptance into the PhD program will be expected to have the necessary basic competencies in computer and information literacy which will serve as foundations for building further mastery of skills and concepts that will enable them to continuously learn and inform their profession and practice. These essential competencies are outlined in an AACN publication, “Essentials of doctoral education for advanced nursing practice.”*

University Library System/Resources

The University Library system includes a number of departmental libraries distributed on campus serving the information needs of Loma Linda University faculty, staff, students and clinicians. The Del E. Webb Memorial Library serves as the main campus library and houses current collections and archives to support the research and clinical needs of the students. The library has 31 internet accessible workstations and 10 laptop computers available for student use. Eight group study rooms are also available for student use. The Del E. Webb library also serves as a Regional Resource Library for the National Library of Medicine.

The following resources are specific to nursing and are accessible on and off-campus to LLU students through the library’s web site, http://library.llu.edu:

- 98 Literature databases, including:
- Academic Search Elite
- Business Source Premier
- CINAHL
- Cochrane Library-Evidence based practice
- DynaMed
- HaPI-Health and Psychosocial Instruments
- Health Source Nursing/Academic Edition
- MDConsult
- Mental Measurements Yearbook
- Mosby's Nursing Skills
- Nursing OVID
- PsycINFO
- PubMed
- R2Library
- Science Citation Index
- Social Science Citation Index
- Science Direct
- StatRef
- Tests in Print
Uptodate
Web of Science
Includes Science Citation Index and Social Science Citation Index
11,299 unique full text electronic journals
348 titles core to nursing
Additional core Business and Psychology journals which include additional resources on leadership and administration
5,501 electronic monographs including:
R2 Library and Stat!Ref include core nursing titles
Interlibrary Loan
Available through a web based form
Librarian mediated literature searches
Available through a web based form

To compliment these resources, Nelia Wurangian-Caan nwurang@llu.edu the liaison librarian assigned to the School of Nursing, has developed library guides to help navigate these resources. She also provides instruction on the effective use of resources via traditional and non-traditional methods. Instruction can be provided via class groups (i.e. orientations) or by individual appointments.

*www.aacn.nche.edu/publications/position/DNPEssentials.pdf
File Format: PDF/Adobe Acrobat - Quick View

Student Services Available

University Records
Services include grades, transcript, holds, academic history, and registration.

Financial Aid
Services include online application, requirements tracking, holds, costs, awards.

Student Finance
Services include financial clearance, account withdrawal, direct deposit authorization, account summary, bank card payment; Student loan collection: campus based loan exit interview, campus based loan account information.

Email
Your LLU email account is the email account LLU will use to communicate with you. It will be activated when you accept your offer of admission. You can access your student email account via the web at http://webmail.llu.edu. For assistance with your PIN, please contact university records at registrar@llu.edu or in person. If you are a new applicant and would like a PIN to access your financial aid online, please contact financial aid at (909) 558-4509 or finaid@llu.edu. Contact student affairs at studentaffairs@llu.edu for any other academic related questions. If you don't get the login page, refer to the technical help page. For assistance with your PIN, please contact University records at registrar@llu.edu or in person.
Registration Support

The website below will give you registration instructions. Enter site onto your web browser. On the first page, click on registration, and then click on registration instructions on the second page. (You are not able to register until you’ve responded to your acceptance as it explains in your acceptance letter)
http://lluonline.llu.edu/webapps/portal/frameset.jsp. You may contact the graduate office administrative assistant, Tiny Loftis, if you have any questions: 909-558-8061.

PIN

Your initial PIN will be mailed to you once you register for the first time, or apply for financial aid. The first time you log in, you will be prompted to change your PIN. Your PIN is your electronic signature. Keep it safe.

Login: Log in with your student ID number, located on your student ID card and registration form.
Help: http://www.llu.edu/ssweb/
University records: registrar@llu.edu, (909) 558-4508 or extension 44508.
Student finance: stfin@llu.edu, (909) 558-4520 or extension 44520.

Loma Linda University Drayson Center, Recreation and Wellness Complex

The $16.2 million Center, which opened its doors on January 11, 1995, encompasses a 100,000-square-foot, state-of-the-art facility that serves as the focal point for out-of-class campus life at Loma Linda University. Students from all eight schools on campus congregate at Drayson Center for fitness, recreational and social activities and programs that emphasize and promote physical, intellectual, emotional, and spiritual wholeness. Membership is open to students, University and Medical Center employees, their families, and the community. LLU students may have access to free membership while enrolled. Current Drayson Center ID cards are required for admission to the Drayson Center and for the use of recreational equipment and table games. Please bring student card to membership to be issued a membership card. Student spouses may apply for an ID card at no charge. Student spouses must be accompanied by the student when they sign up for membership and must bring a copy of their marriage certificate.
COMPUTER/CANVAS SUPPORT

Computer Compatibility for LLUSN

Hardware
PC Compatible

Software
Windows XP, Vista, 7
Microsoft Office 2010
Adobe Acrobat Reader X (free download from www.Adobe.com)
Internet Explorer 8 or 9

Other
Apple computers are not recommended nor supported.

Campus Computer Labs
Del Webb Memorial Library - Del Webb Library 3rd Floor - Available to general public/students/staff/faculty
   Hours: M-Th 7:30 a.m.-11 p.m. | Fri. 7:30 a.m.-2 p.m. | Sun. 10 a.m.-11 p.m.
   Contact: Library Reference Desk, extension 44588
LLUSN Computer Lab – available to all SN students
MacPherson Learning Center - Coleman Pavilion - Available to all students/staff/faculty
   Hours: M-Th 7 a.m.-9 p.m. | Fri. 7 a.m.-3:30 p.m. | Sun. 12 p.m.-6 p.m.
   Contact: Lab
   Technician, extension 83511

Technical Contact persons for SN
Jan Michaelis X45428 for computer jmichaelis@llu.edu
Christopher Denny X 83835 for computer, Canvas, and Web related issues cdenny@llu.edu

The following is a list of competencies that support student success at the doctoral level:

Computer literacy
- Understand file types as these relate to different software programs
- Understand and have the ability to organize files and data
- Have the facility to use computer peripherals—printers, mouse, scanners, etc.
- Have the ability to transfer, download and install programs
- Know how to configure computer to connect to the Internet
- Demonstrate software skills with e-mail, web browser, word processing, spreadsheet, presentation software, html editor
- Know how to manipulate statistical and qualitative data
- Have the appreciation and respect for intellectual ownership
- Understand and safeguard patient confidentiality
- Understand issues surrounding security of data and access
Information literacy

- Identify a gap or a need for information and to formulate a question
- Know and identify the right resources to consult to locate specific types of information
  - Learn to choose the appropriate search tools
  - Develop and execute efficient search strategies for finding the information, such as employing the right terminologies, applying Boolean logic, etc.
  - Learn the mechanics of searching databases and strategies for improving—expanding or narrowing results
- Judge the quality of retrieved information using EBP guidelines
- Know the mechanics of proper attribution
- Demonstrate awareness of copyright issues
- Understand and know of services to keep and stay current
FINANCIAL INFORMATION

LLUSN Graduate Student Fees

The 2013-2014 quarterly breakdown for DNP Tuition is:

Tuition: $800/unit  
LLU Quarterly Fees: $733  
Practice Course Fee: $300/per course with practice component

Anyone seeking financial assistance must contact the Financial Aid Office in the Student Services building by calling (909) 558-4509 or extension 44509 or by visiting their website: http://www.llu.edu/ssweb/finaid/apply.html or www.finaid.llu.edu

Students may apply for financial aid by completing the on-line FAFSA (Federal Student Financial Assistance Application). The web site for FAFSA is: http://www.fafsa.ed.gov.

Potential Alternate Funding Sources Information

The following website is totally devoted to “Doctors of Nursing Practice” (DNP) related to providing an online community, information about practice innovation and professional growth, and funding opportunities etc. (www.doctorsofnursingpractice.org). The specific website related to financial opportunities is: www.doctorsofnursingpractice.org/studentfunding.htm).

Some of these opportunities include agencies such as AANP Foundation Scholarship and Grant Application, AHRQ Grants for Health Services Research Dissertation Program, Association of Peri-Operative Registered Nurses Scholarships, Association of Women’s Health, Obstetrics and Neonatal Nurses (AWHONN), Building Academic Geriatric Nursing Capacity (BAGNC), as well as others.
HEALTH, LIABILITY, LICENSURE AND CERTIFICATION REQUIREMENTS

Health Requirements

Please contact Student Health Services to turn in your Pre-Entrance Health Requirements form at Evans Hall, Room 111 (909-558-8770). You can download the Pre-Entrance Health Requirement form by clicking http://www.llu.edu/assets/central/studenthealth/documents/immunizations.pdf. You will not be able to register for classes until this form has been submitted to Student Health Services and you are cleared of all health holds.

Background Check

At the beginning of a school program, a one-time background check will be required of all students. The background check will be valid for the duration of their school program. The students will request their own background check once LLU has issued their pin number, payable by the student. You will not be able to register until this is submitted. The Background Check Order Code is C8S90.

1. Go to http://www.llu.edu/ssweb
2. Click on Student Services Login and input appropriate information to access the system.
3. On the Main Menu, choose “Need a background check” and follow procedures indicated in the website.
4. The new page will prompt you to the background check required. Sign up as a New User.
5. This must be done through the Student Web so results are automatically sent to LLU.

RN License/Certifications

All DNP students, except active military and DUINS students, must hold an active RN license either in California or in another state if their only nursing practice in California is as a nursing student. A copy of a current RN license, BLS certification, & APRN certification must be provided upon admission to the program. If the DNP student is in the practice track APRN certification must be completed and submitted by the end of the second year, in order to continue in that track. If the student is in the leadership/management track, management certification must also be completed and submitted by the end of the second year, prior to initiation of the DNP project.

Malpractice Insurance

Each student in the Department of Nursing is required to have malpractice insurance with a minimum value of $1,000,000 per occurrence and $3,000,000 per year. Malpractice insurance is covered through the student’s LLU school of nursing tuition, and therefore provided for each student.
### APPENDIX A

**DNP: Course Schedule (Summer 2013-2014)**

<table>
<thead>
<tr>
<th>Class of 2016</th>
<th>Summer</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation to DNP Program (S Lloyd)</td>
<td><strong>Week of 7/15/2013</strong></td>
<td>NRSG 603 Eval of information systems (3) (2/1) (E D’Errico)</td>
<td>NRSG 605 Vulnerable Populations (S Lloyd)</td>
<td>NRSG 608 Translational Research (I Mamier)</td>
</tr>
<tr>
<td>NRSG 601 DNP Prof Dev (S Lloyd)</td>
<td><strong>Week of 10/21/2013</strong></td>
<td>NRSG 602 Evidence based models (G Brown)</td>
<td>RELT 557 Theology of human suffering (R Rice)</td>
<td>NRSG 607 Complex Issues (S Bristol)</td>
</tr>
<tr>
<td>NRSG 627 DNP Project Dev Sem (E Ramal)</td>
<td><strong>Week of 2/3/2014</strong></td>
<td>NRSG 627 DNP Project Dev Sem (Z Zamora)</td>
<td>NRSG 627 DNP Project Dev Sem (Z Zamora)</td>
<td>NRSG 627 DNP Project Dev Sem (Z Zamora)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Class of 2015</th>
<th>Summer</th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>NRSG 609 Policy Dev &amp; Advocacy (E Fry-Bower)</td>
<td><strong>Week of 7/15/2013</strong></td>
<td>NRSG 611 Assess, Plan, &amp; Outcome (S Bristol)</td>
<td>NRSG 612 Health Care Systems Leadership (E D’Errico)</td>
<td>NRSG 625 Practice Mentor (N Kofoed)</td>
</tr>
<tr>
<td>RELR 525 Health Care &amp; Dynamics of Christian Leadership (C. Cassimy)</td>
<td><strong>Week of 10/21/2013</strong></td>
<td>RELER 564 Ethics &amp; Health Disparities (A. Lampkin)</td>
<td>NRSG 613 Cultural Issues (E Ramal/ D Wright)</td>
<td>NRSG 627 DNP Project Dev Sem (E D’Errico)</td>
</tr>
<tr>
<td>NRSG 627 DNP Project Dev Sem (Z. Zamora)</td>
<td><strong>Week of 2/3/2014</strong></td>
<td>NRSG 627 DNP Project Dev Sem (S Bristol)</td>
<td>NRSG 627 DNP Project Dev Sem (S Bristol)</td>
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<th>Summer</th>
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<tr>
<td>NRSG 634A DNP Project (G. Brown)</td>
<td><strong>Week of 7/15/2013</strong></td>
<td>NRSG 634B DNP Project (G. Brown)</td>
<td>NRSG 618A Writing for Publication (B. Johnston-Taylor)</td>
<td>NRSG 618B Writing for Publication (B. Johnston-Taylor)</td>
</tr>
<tr>
<td>NRSG 634C DNP Project (G. Brown)</td>
<td><strong>Week of 10/21/2013</strong></td>
<td>NRSG 634C DNP Project (G. Brown)</td>
<td>NRSG 634D DNP Project: Practice (G. Brown)</td>
<td>NRSG 634D DNP Project: Practice (G. Brown)</td>
</tr>
</tbody>
</table>
**APPENDIX B**

Loma Linda University  
School of Nursing Graduate Program  
Program Plan  
DOCTORATE OF NURSING PRACTICE

### COURSE DISTRIBUTION (Total Units: 63)

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>NRSG 601 DNP Professional Development</td>
<td>4u</td>
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<tr>
<td>NRSG 603 Nursing Informatics</td>
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</tr>
<tr>
<td>NRSG 605 Vulnerable Populations</td>
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<tr>
<td>NRSG 607 Complex Issues in Nursing Practice</td>
<td>3u</td>
</tr>
<tr>
<td>NRSG 625 The Practice Mentor</td>
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</tr>
<tr>
<td>NRSG 602 Evidence-based Models of Advanced Practice and Healthcare Outcomes</td>
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<tr>
<td>NRSG 608 Translational Research</td>
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<td>NRSG 611 Assessment, Planning, and Outcomes for Practice</td>
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<td>NRSG 601 DNP Professional Development</td>
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<td>NRSG 609 Policy Development and Advocacy</td>
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<tr>
<td>NRSG 612 Health Care Systems Leadership</td>
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<td>NRSG 613 Cultural Issues in Nursing Practice</td>
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<tr>
<td>NRSG 618 A &amp; B Writing for Publication</td>
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<tr>
<td>RELR 525 Health Care and the Dynamics of Christian Leadership</td>
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<tr>
<td>RELT 557 Theology of Human Suffering</td>
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<tr>
<td>RELE 564 Ethics &amp; Health Disparities</td>
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**DNP PROJECT ACTIVITY (19 UNITS)**

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<tr>
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<tr>
<td>NRSG 634 DNP Project</td>
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### APPENDIX C

LOMA LINDA UNIVERSITY  
DNP Planning Form  
Graduate Program in Nursing

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<tr>
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<tr>
<td>Advisor</td>
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<tr>
<td>Hm. Phone #</td>
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<td>Admission Date</td>
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APPENDIX D

Identification of a Practice Mentor
(For guidance in courses with practice units as well as for final DNP project)

POTENTIAL MENTORS
- A health care provider whom you may know (a doctorally-prepared nurse, MD, or other doctorally-prepared health care provider) or whom your family and/or friends know
- Networking with classmates who may be able to provide current and/or former work colleagues or health care providers
- Contacting members of professional organizations
- Current and/or former faculty members

STEPS IN THE PROCESS FOR EACH PRACTICE COURSE:
- Identify a potential mentor
- Obtain contact information (phone & fax numbers, e-mail address)
- Forward this information to Practice Course Instructor
- Discuss with potential mentor whether or not their institution needs an affiliation agreement (takes up to 3 months to complete) or Memo of Understanding—provide this information also to the Practice Course Instructor
- Once all information is in, approval will come from your Practice Course Instructor to proceed
## DNP Practice Mentor Data Sheet

### Required Information

<table>
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<tr>
<th>Name</th>
<th>Date</th>
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<tbody>
<tr>
<td>Office</td>
<td></td>
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<tr>
<td>Street Address</td>
<td></td>
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<td>City, State, &amp; Zip</td>
<td></td>
</tr>
<tr>
<td>Phone</td>
<td>Fax</td>
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<tr>
<td>E-Mail</td>
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<tr>
<td>Type of Practice Setting</td>
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### Education, Licensure, etc.

(You may append a VITA that supplies this information if you wish)

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<th>Degree</th>
<th>Date</th>
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<th>CA License Number</th>
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<th>Certification in what area(s)?</th>
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Please attach a business card for our records if possible.
APPENDIX F

Sample Practice Course Mentor Letter

From: ______________________________ (Course Professor)
Graduate Department
Loma Linda University School of Nursing

RE: DNP Practice Practicum Expectations for NRSG ___________

To Whom It May Concern:

Thank you for considering becoming a mentor for a Doctorate of Nursing Practice (DNP) student from the Graduate Department of Loma Linda University School of Nursing. This letter serves as an introduction of the course purpose and expectations of the practice practicum experience for the mentor.

At the completion of LLU’s DNP program, the DNP graduate:

1. Provides leadership in the use of information systems/technology and patient care technology for the improvement and transformation of health care.
2. Utilizes current scientific underpinnings for practice.
4. Participates in interdisciplinary collaboration for improving patient and population health outcomes.
5. Advocates for health care through policy analysis and development.
6. Applies organizational and systems leadership theory for quality improvement and systems thinking.
7. Demonstrates leadership in the promotion of advanced nursing practice and the nursing profession.
8. Incorporates into his/her practice the principles of practice prevention and population health for improving the nation’s health.

The course for which you are asked to become a mentor, NRSG __________, is a required course in the DNP curriculum. The overall learning in the course looks at ________________________________________. A list of course objectives are also included with this letter of introduction.

During the Practice Practicum experience, the learner will be expected to

______________________________________________________________

The learner will not need patient contact, or access to private patient information; therefore HIPAA regulations should not be a concern. Experiences that may assist the learner in completing their evaluation include, but are not limited to, interviews, attending training session, committee/task force meetings etc in the health care institution that may be deemed helpful by the practice mentor.
The learners in this course are Master’s prepared practicing nurses and as such do not need direct supervision by a mentor. The role of the mentor is to guide the learner in accessing the appropriate resources and personnel in the institution in order to meet their learning objectives.

If you have questions or concerns at any time regarding this practice practicum, please feel free to contact me, the course professor, at _____________(email/phone), or you may contact the DNP program director, Susan Lloyd, PhD, RN, CNS at: slloyd@llu.edu or (909) 558-1000, x45484.

Thank you for providing this opportunity for a Loma Linda University DNP student.

Sincerely,

Course Instructor
1. DNP Mentor Responsibilities:
   • Provide guidance and opportunity in identifying and achieving student goals for practicum & project
   • Provide student with orientation to agency policies and protocols including specific protocols and standardized procedures.
   • Maintain communication with the program faculty as necessary throughout the quarter. Any problems that could interfere with the student’s learning should be brought to the program faculty’s attention as soon as possible.
   • Mentor student in socialization into the DNP role
   • Evaluate the student's progress (ongoing and final) for the practice experience. Discuss your evaluation with the student and then return it to him/her.

2. Student’s Responsibilities:
   • Arrange for meetings with mentor as needed
   • Develop objectives / goals based on input from mentor and faculty
   • Actively engages in the APRN competencies (expert practice, teaching, research, consultation, practice leadership, collaboration, ethical decision-making, management & leadership)
   • Take responsibility for projects/activities identified for practice experience
   • Keep mentor informed about status of projects/activities
   • Participate in practice evaluations with mentor and practice faculty
   • Keep ongoing record of practice hours and experience

3. LLU Faculty Responsibilities:
   • Plan with student a course schedule including practicum hours that will meet program requirements
   • Identify qualified mentors and formalize contracts with practice sites
   • Orient mentors to program requirements
   • Address student concerns with practice mentors as needed in person, by telephone or by written communication
   • Determine final course grade based on input from mentor practice evaluation

The signatures below indicate that the mentor, student, and faculty agree to a DNP student practice practicum:

beginning:______________________ and concluding:______________________

Date | Date

_________________________________________ ____________________________
Student Signature Date

_________________________________________ Title Date

_________________________________________ DNP Mentor Signature Date

_________________________________________ Title Date

_________________________________________ LLU Faculty Signature Date
### APPENDIX H

**Name:**

**DNP PRACTICE LOG**

<table>
<thead>
<tr>
<th>Date</th>
<th>Problem Identification/ Description of Activity</th>
<th>Outcome/Evaluation</th>
<th>Reflection</th>
<th>New Skills Competency</th>
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<tbody>
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</tbody>
</table>

**Mentor:**

**Quarter:**

**Practice Site:**

**Week:** 1 2 3 4 5 6 7 8 9 10

**Cumulative hours for quarter:**
## APPENDIX I

### E-Portfolio Evaluation Criteria

Evaluate the DNP portfolio on the following Likert scale, according to the extent to which it meets the following criteria. E-portfolios must score at least 45 out of 50 points in order for the student to advance to candidacy.

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
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<tbody>
<tr>
<td>1. E-portfolio is complete with all required elements/documents</td>
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<tr>
<td>2. E-portfolio provides access to all artifacts for observation</td>
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<td>3. E-portfolio demonstrates progressive growth</td>
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<td>4. E-portfolio provides tangible evidence of competence and leadership for APRN</td>
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<tr>
<td>5. E-portfolio demonstrates leadership in the use of information systems/patient care technology</td>
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<tr>
<td>6. E-portfolio demonstrates effective use of current scientific underpinnings for practice related to practice scholarship and EBP</td>
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<tr>
<td>7. E-portfolio Incorporates the use of interdisciplinary collaboration in improving patient and population health outcomes</td>
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<td>8. E-portfolio employs advocacy for health care through policy analysis and development</td>
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<td>9. E-portfolio utilizes systems leadership theory for quality improvement and systems thinking</td>
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<tr>
<td>10. E-portfolio identifies APRN strategies for practice prevention and population health</td>
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</table>

- Portfolios will be reviewed by DNP faculty prior to advancement to candidacy.
- Specific timing of entries into the e-portfolio will be discussed more specifically by the DNP director.
APPENDIX J

STEPS IN THE PROCESS OF THE DNP PROJECT

The DNP Chair and DNP Coordinator works with the student to accomplish the following:

Step #1  In collaboration with DNP director and N634 project coordinator, and DNP faculty chairs, Chairperson and second committee member are selected. The DNP Project Committee Form is completed identifying and acknowledging the faculty/practice mentor who will serve on the committee.

Step #2  The DNP faculty project chair is assigned to the DNP student as a content expert r/t topic area. The chair works with the student and coordinator as a resource person to appropriately determine topic, scope of problem, pico question, writing of proposal paper. Based on the Iowa Model Appendices/DNP Handbook Criteria and in consultation with the DNP chair, coordinator and committee, student develops project topic, timeline, and writes a pico question.

Step #3  The DNP project coordinator presents the topic and plan to the DNP faculty advisory committee. If approved the DNP coordinator signs the Project Proposal Approval Form allowing the student to begin work on their project. Each quarter the DNP coordinator follows the NRSG 634 A, B, C, D checklists to ensure that each step of the project is being completed in a timely manner.

Step #4  The student, chair and the coordinator follow the identified IRB template to determine the need for IRB approval. If any data collection involving human subjects is anticipated the student must complete the on-line Human Subjects Certification for Research Teams (http://cme.nci.nih.gov/toc.asp) and receive LLUSN University IRB approval.

Step #5  Student is in constant communication with faculty project chair and community committee member for project feedback.

Step #6  Project content must be approved by the faculty project chair. All paperwork must be submitted to the N634 project coordinator.

Step #7  Student selects either to submit a publishable manuscript (from N618) to a peer reviewed journal, as developed in the N618 Writing for Publication Course, or to present a poster or podium presentation at a national, regional, or local conference.

Step #8  The DNP project chair is responsible for all work submitted for publication or presentation. This includes content as well as editing of the student work.

Step #9  The DNP project chair supervises the development of the final defense power point based on the Iowa Model process. When approved, the power point findings are presented to the committee members, faculty, and the public. The committee then signs the Final Oral Presentation Approval form.

Step #10  Any paper that is published or work presented at a conference based on the DNP project will identify the faculty committee chair as the second author, if desired.

❖ The project chair has the final decision over all issues related to the DNP project content. The project coordinator has the final say over all issues related to the DNP project process. This process may be violated only with the agreement of all members of the committee. If the student wishes to replace any committee member, due to unresolved problems, the program director must be notified to facilitate this process.

DOCTOR OF NURSING PRACTICE HANDBOOK
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Evaluate the DNP project using the following Likert scale, according to the extent to which it meets the following criteria. Projects must score at least 45 out of 50 points for successful completion of the project and DNP program.

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Very Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Project demonstrates thorough assessment of patient/system needs</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>2.</td>
<td>Project demonstrates professional leadership and APRN competence or treatment regimens or care delivery systems</td>
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<td>3.</td>
<td>Project utilizes effective use of information systems/patient care technology</td>
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<td>4.</td>
<td>Project demonstrates effective use of current scientific underpinnings for practice related to practice scholarship and EBP</td>
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<td>5.</td>
<td>Project incorporates appropriate research/statistical and outcome measures</td>
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<td>6.</td>
<td>Project employs interdisciplinary collaboration in improving patient and population health outcomes</td>
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<td>7.</td>
<td>Project effectively incorporates considerations of cultural competence in its design</td>
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<td>8.</td>
<td>Project outcomes/findings are disseminated to appropriate policy/decision makers</td>
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<td>9.</td>
<td>Project results accepted for presentation (podium/poster) at a regional, national, or international professional conference</td>
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<td>10.</td>
<td>Project is reported in a publishable, article ready format</td>
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APPENDIX L

NRSG 634 Check Lists

NRSG 634 (A) COURSE CHECKLIST

Students Name:

DNP Chair Name:

DNP Project Title:

Directions: DNP project chair checks each box verifying student’s completion of the course work. Project chair submits this form to NRSG 634 (A) faculty for course credit.

_____ Examination of the DNP project process from the perspective of the Iowa Model.

_____ Appropriate selection of a project chair, project and committee based upon faculty and community recommendations and expertise.

_____ Review/completion as appropriate Iowa Model Toolkit appendices A, B, C, D, E with the DNP project chair, ensuring that all elements were addressed in the DNP project.

_____ Develop and write the DNP project practice (PICO) question.

_____ Formulate the project team in the practice setting.

_____ Write a summary paper describing this DNP project information, utilizing APA format.

_____ Begin development of the final defense power point.

_____________________________   ________________________
DNP Chair Signature                   Date Work Completed
NRSG 634 (B) COURSE CHECKLIST

Students Name:

DNP Chair Name:

DNP Project Title:

Directions: DNP project chair checks each box verifying student’s completion of the course work. Project chair submits this form to NRSG 634 (B) faculty for course credit.

_____ Review and complete as appropriate Iowa Model Toolkit appendices F, G, H, I, J, K, P, L, M, N with the DNP project chair, ensuring that all elements are addressed r/t the project

_____ Assemble and critiqued relevant research and literature for this project

_____ Examine EBP clinical guidelines, patient values, clinical data, expert opinions, and theoretical principles guiding the project

_____ Work with the project chair to gain IRB clearance for the DNP project for LLU and in the practice setting

_____ Develop project outcomes and pilot them in the practice setting

_____ Collect and analyze baseline data

_____ Write a summary paper describing this DNP project information

_____ Continued development of final defense power point

___________________________                   __________________________
DNP Chair Signature                   Date Work Completed
NRSG 634 (C) COURSE CHECKLIST

Students Name:

DNP Chair Name:

DNP Project Title:

Directions: DNP project chair checks each box verifying student’s completion of the course work. Project chair submits this form to NRSG 634 (C) faculty for course credit).

_____ Review and complete as appropriate Iowa Model Toolkit appendices P, R, S, T with the DNP project chair, ensuring all elements were addressed r/t the project.

_____ Identify and critique issues relevant to key persons, timeframe, change strategies, and project tools for instituting the project in the practice setting.

_____ Implement the project in the practice setting.

_____ Write a summary paper describing this DNP project information.

_____ Continued development of final defense power point.

___________________________                   __________________________
DNP Chair Signature                   Date Work Completed
LOMA LINDA UNIVERSITY – SCHOOL OF NURSING

NRSG 634 (D) COURSE CHECKLIST

Students Name:

DNP Chair Name:

DNP Project Title:

Directions: DNP project chair checks each box verifying student’s completion of the course work. Project chair submits this form to NRSG 634 (D) faculty for course credit.

_____ Review and complete as appropriate Iowa Model Toolkit appendices U, V, W, X, Y with the DNP project chair, ensuring all elements were addressed r/t the project chair.

_____ Monitor and analyze the project implementation.

_____ Evaluate structure, process, and outcome data, including variables related to the environment, staff, cost, and patient and family.

_____ Evaluate and implement adjustments to the project as necessary.

_____ Identify project implications for future work

_____ Write a summary paper describing this DNP project information.

_____ Finalize and complete an oral presentation/power point to DNP project committee, faculty and doctoral peers, summarizing work from all 4 quarters.

________________________________________  ______________________________________
DNP Chair Signature  Date Work Completed
The Director of the Doctor of Nursing Practice (DNP) Program is responsible for the planning and ongoing processes of the DNP program.

Responsible to: Associate Dean, Graduate Nursing

Functions:

1) Recruitment/ Admissions
   a. Work with and provide guidance and input to the Assistant Director of Recruitment, Admissions, and Marketing to facilitate recruitment for the Program.
   b. Attend recruitment events as appropriate.
   c. Ensure updating of program materials on national websites.
   d. Maintain oversight on inquiries and admission applications to the Program.
   e. Participate in interview process of applicants.

2) Program Retention /Completion
   a. Responsible for overall program coordination.
   b. Facilitate new student orientation planning and coordination.
   c. Coordinate student data tracking.
   d. Facilitate resolution of student program progression and completion issues.
   e. Track academic standing of students quarterly.

3) Curriculum
   b. Communicate trends with Program Curriculum Committee.
   c. Ensure Program meets of National, Regulatory and University requirements.
   d. Identify curriculum issues and coordinate changes as needed.
   e. Facilitate quarterly intensive seminar planning and coordination.
   f. Coordinate student orientation.
   g. Coordinate evaluation of student’s at the end of year 2 core courses to determine student eligibility for advancement to candidacy.
   h. Oversee DNP project process.

4) Student Advisement & Communication
   a. Coordinate individual student program planning.
   b. Facilitate individual student program issues and problem solving.
   c. Facilitate student forums quarterly.
   d. Communicate student needs to faculty and follow through on action plans.
5) Courses
   a. Determine, in consultation with Associate Dean for Graduate Nursing, assignment of courses to appropriate faculty members.
   b. Guide development of courses to meet established standards and requirements
   c. Consult with faculty as needed during the process of course implementation

6) Assessment
   a. Develop evaluation processes appropriate for Program in consultation with SN Assessment Officer and Associate Dean
   b. Develop reports for accreditation reviews for program in consultation with SN Assessment Officer and Associate Dean.
   c. Review quarterly course evaluations
   d. Review course grades at the end of each quarter
   e. Review Exit Interview, Alumni Survey, and Employer data

7) DNP Program Council
   a. Develop agenda for DNP Council meetings
   b. Chair DNP Council meetings
   c. Review, edit, and approve minutes for DNP Council meetings
   d. Review program policies annually and as appropriate; coordinate changes as needed.
   e. Update DNP student handbook annually.

8) Represent Program
   a. Present Program to University Committees for approval of major curricular changes.
   b. Participate in University Committees as needed to represent Program.
   c. Network with other CA DNP program directors at conferences and via email as needed.
APPENDIX N

Graduate Program Forms
PETITION FOR ADMISSION TO CANDIDACY

Name ___________________________________________ ID # ______________________________

Admission Term ________________________________

Concentration Area: ________________________________________________________________

Elective Area: ____________________________________________________________________

Units completed ________ Units to complete ___________ Total _________________________

Grade point average to date in Graduate Studies at Loma Linda University _________

Date expected to complete degree: ________________________________________________

Verification Signatures:

Applicant ______________________________________________________________________

Graduate Adviser __________________________________________________________________

Associate Dean of School of Nursing ________________________________________________

Date approved by FGS Council __________________________________________________________________

Graduate Council Approval # ____________________________ For Office Use Only

Dept FGS UR
STATEMENT OF COMPLETION OF REQUIREMENTS FOR DEGREE

This form certifies that the candidate named below has completed the required course work for this degree as listed in the program description and the online Degree Compliance Report has been satisfactory completed.

Name ____________________________________________ ID # ____________________

Concentration: Clinical: __________________ Leadership: ____________________

Entrance Date:________________________
Month_________ Year

Grade point average in graduate course work at Loma Linda University: _____________

Proposal Defense Date __________________ __________

Poster or Manuscript: __________________________________________________________

Project Title (please type or print): _____________________________________________
___________________________________________________________________________

Anticipated Graduation Date: _____________
Month_________ Year

We recommend that the candidate be awarded: _____ DNP

_______________________________________________________
Signature of Project Chair confirming completion of project

Advisor ___________________________ Date __________________________

Associate Dean, School of Nursing __________________________ Date __________________________
LOMA LINDA UNIVERSITY – SCHOOL OF NURSING

FORM E

LOMA LINDA UNIVERSITY
DNP IN NURSING

FORMATION (CHANGE) OF
SUPERVISORY COMMITTEE

Complete the relevant sections of this form and turn it in the original and two photocopies to the Associate Dean’s Office. It will be kept in your permanent record and copies will be given to your academic advisor and supervisory committee chair.

Part I.

Name (please print) ____________________________________________________________

ID# __________________________

Part II. Verification Signatures: Supervisory Committee

Supervisory Committee:

Chair: 

(Name) __________________________ (Signature)

Dept. Member:

(Name) __________________________ (Signature)

Dept. Member:

(Name) __________________________ (Signature)

Dept. Member:

(Name) __________________________ (Signature)

Outside Member:

(Name) __________________________ (Signature)

Outside Member:

(Name) __________________________ (Signature)

Change in Supervisory Committee.
In the space below, provide a brief description of the change and the reason for it. If you are changing a member of your Committee, you must obtain that person’s signature. If you are changing the Chair of your Committee, you must also obtain the former Chairperson’s signature below.

__________________________________________________________________________

__________________________________________________________________________

Former Research Committee Person (Signature): __________________________

Part III. Department Signature:

Administrative Approval: __________________________ Date: __________

(Associate Dean)

E/CNP Document/DNP Information/DNP Orientation Packet Information/Form E DNP PCC
LOMA LINDA UNIVERSITY – SCHOOL OF NURSING

DEFENSE OF PROJECT PROPOSAL

Complete all sections of this form and turn in the original and two photocopies to the Associate Dean’s office. It will be kept in your permanent record and copies will be given to your academic advisor and supervisory committee chair.

Part I.

Name (please print) ____________________________________________

ID#____________________

Title of Proposal: ______________________________________________

Date of Defense: _______ Outcome: PASSED FAILED

Part II. Verification Signatures

Student: 

(Name) (Signature)

Supervisory Committee:

Chair: 

(Name) (Signature)

Member: 

(Name) (Signature)

Member: 

(Name) (Signature)

Part III. DEPARTMENT SIGNATURE:

Administrative Approval: __________________ Date: ____________

( Associate Dean)
LOMA LINDA UNIVERSITY – SCHOOL OF NURSING

FORM G

LOMA LINDA UNIVERSITY
DNP IN NURSING

NOTICE OF THE DEFENSE OF A DNP PROJECT

Complete all sections of this form and turn in the original and two photocopies to the Associate Dean’s office. Copies will be kept in your permanent record and given to your academic advisor and research committee chair. You must complete this form in order to post the public notice of your defense. Failure to complete this form at least one full week (7 days) prior to the defense may result in your having to reschedule your defense and could affect the date of your program completion.

Part I.

Name (please print)__________________________________________

ID#__________________________________

Title of Project:______________________________________________

Date of Defense:__________ Time:__________ Location of Defense:__________

Part II. Verification Signatures (signatures are required only for the student and the committee chair).

Student: ____________________________ ____________________________

(Name) (please print) (Signature)

Research Committee:

Chair: ____________________________ ____________________________

(Name) (please print) (Signature)

In the space below, please print the names of the other members of your supervisory committee.

_______________________________________________________________

_______________________________________________________________

_______________________________________________________________

Part III. DEPARTMENT SIGNATURE:

Administrative Approval: ____________________________ Date: ___________

(Associate Dean)

______________________________
APPENDIX O
Graduation Petition

Instructions

Helpful note: This form is not for undergraduate students. Students completing an undergraduate degree please fill out the Undergraduate Intent to Graduate form found online at mylulu.lulu.edu on the student tab.

As a graduate or professional student you are responsible for the information on this form; we encourage you to thoroughly read the instructions below before filling out the Graduation Petition.

1. Students are responsible for obtaining all signatures and delivering the completed petition to the School of Nursing Office by the dates listed in the table below, unless an earlier date is specified by your school.

Please Note: The School of Nursing Office is responsible for obtaining a Faculty of Graduate Studies (FGS) signature, when appropriate, and turning in the final form to University Records according to the degree clearance procedure submission dates.

<table>
<thead>
<tr>
<th>Graduates and Deadlines</th>
<th>Spring and Summer Program Completion (May - Sept)</th>
<th>Autumn Program Completion (Dec)</th>
<th>Winter Program Completion (Mar)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Variance: Last day for School to submit approved form to University Records</td>
<td>October 1</td>
<td>March 1</td>
<td>July 1</td>
</tr>
<tr>
<td>Graduation Petition: Last day for Student to submit Grad Petition to School</td>
<td>November 1</td>
<td>April 1</td>
<td>August 1</td>
</tr>
<tr>
<td>Graduation Petition: Last day for School to submit to University Records</td>
<td>December 1</td>
<td>May 1</td>
<td>September 1</td>
</tr>
</tbody>
</table>

2. All official transcripts for non-LLU credits, co-requisites, and prerequisites must be received at least two months prior to graduation.

3. All approved and School processed Academic Variance (AV) must be turned in to University Records by the School Academic Office before the deadline shown in the above table. Please work with your School in advance to ensure they can meet the posted deadlines. Transfer credit must be at the graduate level and must have been taken within five years of acceptance (unless policy outlines a more recent timeframe). Religious requirements for LLU programs must be a graduate-level religion course taught at LLU and cannot be given advanced standing or substituted.

4. For students completing more than one degree in separate schools, please complete a graduation petition for each school. For example, if you are completing both a DrPH (SPH) and PhD (SST) degree, a graduation petition is required for each school. If you are completing two programs within one school, such as a Certificate (SPH) and MPH (SPH), only one graduation petition is required.

5. Summer Completion: If you plan to complete your program in summer quarter and are eligible to participate in the prior spring quarter graduation, please list projected coursework for spring and summer quarters as this form needs to be submitted by November 1, as shown on the above table.

If you have any questions please email registrar@llu.edu or call (909) 558-4508

LOMA LINDA UNIVERSITY – SCHOOL OF NURSING

DOCTOR OF NURSING PRACTICE HANDBOOK
Page 66
Loma Linda University
Graduation Petition

General Information:
Student ID: ______________________
Last Name: ______________________ First Name: ______________________ Middle Name: ______________________
LLU Email Address: ______________________
School: ________________

Proposed completion term of all program requirements (e.g. internship, clinical hours, culminating activity):
Select Term/Year:

Do you plan to participate in the graduation ceremony at the end of spring term? __________
(Please reference the Student Handbook sections 4 under Commencement for eligibility guidelines.)

Program 1 Information
Degree Sought: ________________
Major(s) – as listed on Degree Compliance Report (DCR) or Department Check Sheet
Major 1: ______________________
Major 2: ______________________

Does your program require a thesis or dissertation? __________
If yes, please list the title: ______________________
Please list the proposed date for completion of thesis or dissertation: ______________________ Proposed date of defense: ______________________

If your program requires non-course requirements (will be listed on your DCR) please list the requirements still to be completed and the anticipated date of completion in the below table. Please reference your DCR in order to verify which non-course requirements have not been marked as "met."

<table>
<thead>
<tr>
<th>Non-Course Requirement</th>
<th>Anticipated Date of Completion</th>
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If you have any questions please email registrar@llu.edu or call (909) 558-4508
Select School: ______________________ Select Term/Year: ______________________

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Program 2 Information (if applicable)

Degree Sought: **None**

Major(s) – as listed on Degree Compliance Report (DCR) or Department Check Sheet

<table>
<thead>
<tr>
<th>Major 1:</th>
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<td>Major 2:</td>
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</table>

Does your program require a thesis or dissertation? **Yes**

If yes, please list the title:

Please list the proposed date for completion of thesis or dissertation: _______________ Proposed date of defense: _______________

If your program requires non-course requirements (will be listed on your DCR) please list the requirements still to be completed and the anticipated date of completion in the below table. Please reference your DCR in order to verify which non-course requirements have not been marked as "met."

<table>
<thead>
<tr>
<th>Non-Course Req</th>
<th>Anticipated Date of Completion</th>
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</table>
Please list the projected coursework for the TWO FINAL QUARTERS: (Reminder for summer completion: If you plan to complete your program in summer quarter and are eligible to participate in the prior spring quarter graduation, please list projected coursework for winter, spring, and summer quarters, as this form needs to be submitted by November 1, as shown on the above table.)

To show how your degree requirements will be met by the proposed completion term please list in corresponding tables:
1. Courses with "IP" grades from previous terms
2. Currently registered courses
3. Future planned courses

Every student is responsible to check ahead of time for course schedule conflicts. For projected summer courses be sure to check with the department to ensure course availability and timing.

Please note:
- If only petitioning to graduate from one program, you do not need to adjust the program column.
- If you are taking a course that does not apply to the programs listed on this graduation petition please select "neither" in the program column.

**Table 1: In Progress (IP) Courses Not Completed**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Units</th>
<th>Program</th>
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Total Units: 0

**Table 2: Currently Registered Courses**

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<th>Course ID</th>
<th>Course Title</th>
<th>Units</th>
<th>Program</th>
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Total Units for the Term: 0

**Table 3: Projected Courses to be Taken in Fall 2011**

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Units</th>
<th>Program</th>
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Total Units for the Term: 0

Program = program course completes a requirement for program 1, program 2, or both.
### Table 5: Projected Courses to be Taken in Spring 2013

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Units</th>
<th>Program</th>
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<tbody>
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**Total Units for the Term:**

### Table 6: Projected Courses to be Taken in Spring 2013

<table>
<thead>
<tr>
<th>Course ID</th>
<th>Course Title</th>
<th>Units</th>
<th>Program</th>
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**Total Units for the Term:**

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**Signatures**

**Student**

By signing I understand that any changes to or deviation from the above information will generally require a new Graduation Petition and/or may delay my graduation date.

Signature: ___________________________ Date: ____________

**Program 1 Advisor**

(If selecting Program 1, complete the advisor section below):

By signing I affirm that I have reviewed the student's DCR/program check sheet and certified the above projected plan of study fulfills the remaining degree requirements and may be achieved within the proposed timeframe.

Program GPA: ___________________________

Major 1 Advisor:

Print Name: ___________________________ Date: ____________

Signature: ___________________________

Major 1 GPA: ___________________________

Major 2 Advisor:

Print Name: ___________________________ Date: ____________

Signature: ___________________________

Major 2 GPA: ___________________________

If you have any questions please email registrant@llu.edu or call (909) 558-4598

Select School: ________________________

Select Term/Year: ____________________
Loma Linda University
Graduation Petition

Program 2 Advisor (Please print and attach the student's DCR to this petition - please reference instructions below)*

By signing below, I affirm that I have reviewed the student's DCR/program check sheet and verified the above projected plan of study fulfills the remaining degree requirements and may be achieved within the proposed timeframe.

Program GPA: 

Major 1 Advisor:
Print Name: __________________________ Date: ____________
Signature: __________________________________________
Major 1 GPA: __________________________

Major 2 Advisor:
Print Name: __________________________ Date: ____________
Signature: __________________________________________
Major 2 GPA: __________________________

*Printing DCR instructions
DCRs can be found by going to http://myllu.lmu.edu and clicking on "Banner" in the upper right hand corner. Log in and select "Faculty Menu" then "View Degree Compliance Report."

Program Director (If required by School)
☐ N/A per School (Signature Required)

By signing below, I have reviewed the student's DCR/program check sheet and verify that the above information is correct and all published graduation requirements have or will be met as proposed in this petition.

Program Director 1:
Print Name: __________________________ Date: ____________
Signature: __________________________________________

Program Director 2:
Print Name: __________________________ Date: ____________
Signature: __________________________________________

If you have any questions please email registrar@llu.edu or call (909) 594-4508

Select School
Select Term/Year
Loma Linda University Graduation Petition

Department Chair (If required by School)
☐ N/A per School (Signature Required)

By signing below, I affirm all appropriate signatures have been obtained above and I have reviewed the student's DCR/program check sheet. I also affirm that the above information is correct and all published graduation requirements have or will be met as proposed in this petition.

Department Chair 1:
Print Name: ___________________________ Date: ____________
Signature: ___________________________

Department Chair 2:
Print Name: ___________________________ Date: ____________
Signature: ___________________________

Instructions to Student
When all above signatures have been obtained, please submit Graduation Petition to your Dean's Office. Your Dean is responsible for obtaining a Faculty of Graduate Studies (FGS) signature when appropriate, and turning in the final form to University Records according to the degree clearance procedure submission dates.

Dean's Office Use Only
By signing below, I have reviewed the student's DCR/program check sheet and verify that the above information is correct and all published graduation requirements have or will be met as proposed in this petition.

Dean/Associate Dean:
Print Name: ___________________________ Date: ____________
Signature: ___________________________

Dean/Associate Dean of the Faculty of Graduate Studies (required for FGS programs):
Print Name: ___________________________ Received Date: ____________
Signature: ___________________________ Date: ____________

If you have any questions please email registrar@llu.edu or call (909) 558-4908
APPENDIX P

IRB Forms
# LLU IRB Guidance Document for DNP Clinical Projects

**Quality Improvement (QI):** Unit or hospital based internal evaluation of a process. The QI process includes identification of problem, collection of data, identification and implementation of solutions, and maintenance plan for follow-up audits.

**Evidence Based (EB) Practice Change:** Project that utilizes published research findings to initiate a change in clinical practice.

**Human Studies Research:** A systematic investigation designed to contribute to generalizable knowledge, in which an investigator obtains data through interaction with an individual or by using identifiable private information.

<table>
<thead>
<tr>
<th>Quality Improvement Project</th>
<th>Evidence Based Clinical Practice Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Timeline:</strong> 1 - 4 months for project followed by ongoing monitoring by unit/facility.</td>
<td><strong>Timeline:</strong> 1 - 6 months for project</td>
</tr>
<tr>
<td>Identification of safety or process problem  <em>Example:</em> Increased surgical infection rates on hospital unit</td>
<td>Identification of a practice that is not evidence based or a clinical problem.  <em>Example:</em> What is the evidence for best practice of central line catheter dressings and maintenance?</td>
</tr>
<tr>
<td>Discussion of the components and significance of the problem with the area Quality Director and Patient Care Director/Nurse Manager.</td>
<td>Discussion with Clinical Educator and Patient Care Director/Manager current practice and the evidence behind this practice (1 - 2 weeks)</td>
</tr>
<tr>
<td>Obtain signatures from key leadership on project approval form. (May take 1 - 2 weeks from identification to discussion)</td>
<td>Critically evaluate research &amp; related literature in content area for best practices (2-4 weeks).</td>
</tr>
<tr>
<td>Work with the Quality Director and Patient Care Director to explore the identified problem and develop a Quality Improvement (QI) Plan that uses available research. Data collected in a QI project does not include collection of any personal health information (PHI). Data is usually yes/no, present/absent or numbers. For example, number of surgical infections before and after intervention, diagnoses with increased rates of infection, types of dressings, use of product, aggregate length of stay or onset time from surgery (may take 2 - 4 weeks to meet with appropriate parties, obtain baseline data, and develop plan)</td>
<td>Develop proposal with budget and timeline (2 - 4 weeks)</td>
</tr>
<tr>
<td>Implement plan and obtain preliminary data on outcomes. (May take 4 - 12 weeks)</td>
<td>Review proposal with Clinical Educator and Patient Care Director/Manager and Chief Patient Care Director if appropriate. (2 - 4 weeks)</td>
</tr>
<tr>
<td>Present project report within the institutional entity (e.g. hospital/unit personnel/doctrinal faculty). Project is complete and IRB approval not required.</td>
<td>Obtain approval and signatures on project approval form from Patient Care Director(s) and if more than one unit Chief Patient Care Director. Also obtain letters of support regarding budget/time. If Practice change involves other departments or the purchase of new products approval must be obtained by appropriate managers/directors. (2 - 4 weeks)</td>
</tr>
<tr>
<td><strong>OR</strong></td>
<td>Determine if personal health information (PHI) will be collected and if it is necessary for the practice change. Develop a plan for maintaining subject confidentiality.</td>
</tr>
<tr>
<td>If publication/presentation planned for outside of</td>
<td>Obtain IRB approval</td>
</tr>
</tbody>
</table>

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### Quality Improvement Project

Institution where QI was conducted, apply to LLU IRB for retrospective data use determination (may take 2 weeks). The IRB will review to ensure HIPAA\(^1\) compliance for use of PHI and that project does not qualify as research.

### Evidence Based Clinical Practice Change

- If planned for LLUHSC, submit electronic proposal to Nursing Research Council (2 weeks prior 1\(^{st}\) Thursday of month). Upon receipt of approval of NRC letter (usually within 2 weeks of meeting) submit to the LLU IRB. (2 – 6 weeks)
- If project planned for an academic institution other than LLU, determine if institution has Federal-wide Assurance\(^2\) (FWA) status. If so, apply to the institution’s IRB and request LLU IRB deferral (2 - 6 weeks)
- If institution does not have IRB or FWA, then must apply to LLU IRB

After receiving IRB approval, implement the EB practice change including any staff education you have planned (2 - 4 weeks)

Monitor effectiveness and determine sustainability of EP practice change (4 - 12 weeks)

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\(^1\)HIPAA stands for Health Insurance Portability and Accountability Act. It was passed in 1996 to protect a patient's health information and ensure confidentiality.

\(^2\)Federal-wide Assurance is a permit given to institutions for multiple federally funded research grants for a specified period of time. States institutions retain responsibility for all research involving humans and that the institution must have an established IRB.