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Welcome to the Doctor of Nursing Practice Program

Introduction

This Handbook is designed to provide graduate students, faculty, and administrators associated with the Doctor of Nursing Practice (DNP Program) of the College of Nursing and Health Sciences (CNHS) of the University of Massachusetts Boston (UMB) with an overview of the mission, vision, values, and elements of the curriculum of the DNP Program.

Handbook Overview and Organization

The first section of this handbook provides an overview of the Post Master’s DNP Program and the BS-to-DNP Program. Background information, including the mission statement; a one-page brief program description, the curriculum listing with core course by year and semester, and course descriptions and objectives are found in section one. A statement of The DNP Essentials, the description of the competency-based education elements, and philosophical basis provided by American Association of College of Nursing (AACN) in establishing the DNP degree are also in section one.

The second section provides you with the Progression to DNP Degree Conferral approved by the DNP Program Committee, the official policy and procedure body, and the DNP Program Director.

The third section provides you with the College and University established and enforced Graduate Student policies and procedures for conduct and progression to conferral of your Doctor of Nursing Practice Degree.

Discuss any questions or clarification requirements you may have first with your assigned DNP Program or Capstone Advisor. If additional guidance is required beyond this level, your Capstone Chair Advisor may either pursue clarification from the Program Director or plan a conference call with you and your capstone advisor.

Preamble

All members of the UMB community participating in or associated with the DNP Program are recognized to be capable, intelligent adult professionals, who have the responsibility to read all of parts of this handbook, seek clarification of the Director of the Program for understanding where required, and engage collaboratively to create a community of learning that is committed to highest levels of intellectual engagement and ethical behavior, consistent with the rules, regulations, policies, and procedures contained in this handbook and all other college and university guidance.

This handbook is one part of the orientation and guidance provided to students who are considered members of the DNP Program, CNHS, and UMB community. Students are strongly encouraged to seek out many additional sources of academic and organizational policy and procedure documents and guidance so that you are well-grounded as you assume your critical roles in the program. As is reasonably true of all adult social behavior, ignorance of rules, regulations, policies, and procedures is not considered a reasonable excuse for violation at any time.

Mission, Vision and Values of University of Massachusetts Boston

“UMB is a public research university with a dynamic culture of teaching, learning, and a special commitment to urban and global engagement. The university promotes a culture of lifelong learning, and serves as a catalyst for intellectual interactions with scholarly communities, students, alumni, and the public.” For in depth information see the source of these quotations at https://www.umb.edu/the_university/mission_values.
The values of UMB are:
• Inquiry
• Creativity
• Discovery
• Transformation
• Diversity and Inclusion
• Engagement
• Environmental Stewardship and Sustainability
• Economic and Cultural Development
• An Urban Commitment

The DNP Program adheres to the mission, vision and values of UMB and as a program of the CNHS educates knowledgeable providers of skilled nursing care, analyzing and informing health policy, leading the way to the future of clinical nursing and health care delivery systems. Preparing DNP graduates for leadership in health care involves incorporating curricular opportunities for public service and innovation, community engagement and policy transformation.

The DNP program of study and has as its core goal and value the improvement of patient care and systems outcomes by increasing students’ knowledge, through the application of theory, applied evidenced based research, and leadership skills in advanced clinical practice role. Graduates will learn to develop solutions to such problems as consumer barriers to health care access, implementation of practice guidelines and innovations in health policy at the state, local, or systems level.

**Student Involvement in the University**

The Graduate Student Assembly (GSA) is comprised of representatives from the graduate student body, acts as the voice of UMB students and is dedicated to enhancing the academic and professional development of graduate students. The GSA provides information about resources available to graduate students such as graduate traineeships, assistantships, funding sources, and student services. See information at https://gsaumb.wordpress.com. DNP students who may wish to become a student representative should contact the office of student activities and leadership. To learn more about activities that may provide these opportunities contact the GSA at: https://umb.edu/life_on_campus/student_involvement/activities.

**Funding for Projects and Scholarly Work to present at Conferences**

The Graduate Student Assembly offers funding for students to attend conferences to present work. The web link is below http://www.umb.edu/research/info_for_students/graduate_research_opportunities_funds

**Program Communication Policies for Students and Faculty**

All DNP Program information will be communicated to students by UMB email. Students are expected to check their University e-mail on a frequent and consistent basis to ensure that they are staying current with all official communications generated by not only the DNP program, but by the College of Nursing and Health Sciences and the University at large.

Students can find their email address by logging into WISER and selecting the link to their "Personal Portfolio" and then viewing "Email Addresses". All students receive a default email account. You can have mail and attachments sent to this default account automatically forwarded to another email (such as AOL, Hotmail, Yahoo, or work email). To obtain instructions and step by step help to set up email forwarding, contact the IT Service Desk. If you are comfortable with IT and configuring software applications, you may first want to try following the instructions we have provided on the DNP
The DNP Program WIKISPACE: Our community news center and resource

Students should get very comfortable accessing and using the DNP Program Wiki spaces. Information about the program, curriculum and course schedules, news and events, faculty, students, and alumni, as well as student resources such as forms, the DNP handbook, announcements, and social networking tools will also be posted at http://cnhs-dnp.wikispaces.umb.edu/

Financial Aid

DNP students may be eligible for positions as research assistant (RA) or teaching assistant (TA). These assignments require a commitment of 4.5 to 18 hours per week, depending on the percentage of the assistantship held. Students receive a 100% tuition waiver, and educational operations fee waiver pro-rated according to the percent of assistantship held, and an annual stipend pro-rated based on the percent of assistantship held. Students may also be eligible for advanced education traineeship monies as well.

Students should consult with the Financial Aid Office regarding eligibility for additional need-based assistance.

Assistance With Writing Skills

Writing House (WHO) is CNHS’s dedicated academic writing support center, serving all CNHS students, in any class, from first year through graduate level. Students and faculty have access to writing, learning, and teaching resources on the Writing House Online Blackboard site.

Schedule a live tutoring session (on-campus or online) or request asynchronous written feedback on your paper via WHO’s scheduling system: www.mywco.com/WHO. Writing House is located in Wheatley Hall, Third Floor, Room 154/06. For more information, please email WritingHouse.CNHS@umb.edu, or call Julie Baer at (617) 287-7372. Additional information is located at: http://graduatewritingcenter.wikispaces.umb.edu/
Post Master’s Doctor of Nursing Practice

The 39 credit Post Master’s DNP prepares advanced practice nurses with the highest skills of excellence and scope of nursing knowledge for practicing in the emerging health care environment. The scope of knowledge and skills to be acquired include expertise in direct, autonomous and interdisciplinary patient care management and health systems leadership as well as translational research. These advanced practice skills and knowledge will be augmented by an in-depth understanding of health care financing trends and the utility of information technology in the health care system. This breadth and depth of knowledge will prepare graduates to provide solutions to the problems encountered in today’s health care system and develop strategies to address the challenges of the future.

The program is modeled after the recommendations for the Doctor of Nursing Practice Programs and papers from national organizations including the National Organization of Nurse Practitioner Faculties (NONPF). A guide for DNP clinical practice experiences is set forth in this document http://www.nonpf.org/?page=83 and guidelines for the DNP projects. The American Association of College of Nursing has set forth the Essentials for DNP educational outcomes and competencies can be found here: http://www.aacn.nche.edu/dnp-home. The Commission on Collegiate Nursing Education is the accreditation body for the DNP program.

Goals of the Post Master’s DNP program

1. Assuring an appropriate supply, diversity, and distribution of advanced practice nurses to meet emerging health care system needs in the Commonwealth and Boston urban and suburban community;
2. Preparing advanced practice nurses with the highest level of knowledge and competence to successfully pass the national certification exams in their specialty and obtain employment in their specialty area;
3. Developing advanced practice nurses with competence in health systems leadership, policy development, and interdisciplinary collaboration to improve health care quality and increase health care access for all populations;
4. Preparing graduates with transformational leadership skills in policy change in order to overcome disparities in health care for those population groups bearing a disproportionate share of disease and disability.

DNP Essentials

The scope of knowledge addressed in the UMass Boston CNHS core and specialty courses in the DNP program reflect the student outcome competencies cited in The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006) document including:

- Advanced scientific underpinnings for practice;
- Organizational and systems leadership for quality improvement and systems thinking;
- Clinical scholarship and analytic methods for evidence-based practice;
- Technology and information for the improvement and transformation of healthcare;
- Health care policy for advocacy in health care;
- Inter-professional collaboration for improving patient and population healthcare outcomes;
- Clinical prevention and population health for improving the nation’s health; and
- Advanced nursing practice at the highest level of clinical expertise.
### Doctor of Nursing Practice Curriculum (Must be taken in sequence)

<table>
<thead>
<tr>
<th>Program Year</th>
<th>Semester</th>
<th>Course Number</th>
<th>Course Name</th>
<th>Semester Credits</th>
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<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td>Fall Semester 1</td>
<td>NU 765</td>
<td>Health Management and Health Care Leadership</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td>NU 760</td>
<td>Biostatistics I</td>
<td>3</td>
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<tr>
<td></td>
<td></td>
<td>NU 761</td>
<td>DNP Internship I (Taken over two semesters for a total of 1 credit; credit is awarded at end of spring, year 1)</td>
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<tr>
<td></td>
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<td>NU 616</td>
<td>Evidence Based Practice I</td>
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<td></td>
<td></td>
<td>NU 722</td>
<td>Health Care Systems Quality</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NU 761</td>
<td>DNP Internship I (Continued from fall semester 1)</td>
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</tr>
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<td>Fall Semester 3</td>
<td>NU 715</td>
<td>Informatics</td>
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<td></td>
<td></td>
<td>NU 716</td>
<td>Evidenced Based Practice II</td>
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<td></td>
<td></td>
<td></td>
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<td>Introduction to Health Policy, Finance &amp; Ethics</td>
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<tr>
<td></td>
<td></td>
<td>NU 780</td>
<td>Principles of Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NU 762</td>
<td>DNP Internship II (Continued from fall semester 3)</td>
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<td><strong>Year 3</strong></td>
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<td><strong>Total Credits: 5</strong></td>
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<td></td>
<td>Spring Semester 6</td>
<td>NU 764</td>
<td>DNP Internship IV Capstone Seminar</td>
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<tr>
<td></td>
<td></td>
<td>NU 766</td>
<td>Health Care Finance and Economics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Elective</td>
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<tr>
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<td><strong>Total Credits: 8</strong></td>
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Program Total Credits: 39

Electives include: NU 637 Mental Health, NU 644 Global Health, NU 607 Evidenced based teaching; NU 705 Health Disparities; 710 Oncology in Primary Care, 620 Primary Care Dermatology
BS-to-DNP Program

The BS-DNP program prepares BSN nurses to excel as leaders in health care as advanced practice nurses. The student first obtains an MS degree after 48 credits and 665 clinical hours in their program of study. Students are encouraged to take the national certification exam as an advanced practice nurse at the completion of the MS portion of the program. The DNP portion of study is 30 credits. The goals and objectives of the BS-to-DNP Program are the same as those cited in this handbook for the Post Master’s DNP Program.

The BS-DNP Program prepares the student in advance practice nursing in one of the population health tracks: Adult/Gerontological Acute Care Clinical Nurse Specialist, Adult/Gerontological Nurse Practitioner and Family Nurse Practitioner.

The scope of knowledge addressed in the UMASS Boston College of Nursing and Health Sciences core and specialty courses reflect the student outcome competencies cited in The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006) as addressed earlier in this handbook in the Post Master’s Doctor of Nursing Practice.

Degree Requirements

A total of 78 credits and 1,065 clinical hours are required for this program. The program of study culminates in the capstone experience. Students are guided by faculty throughout the program in completing a capstone project demonstrating the student's ability to analyze and guide a change in health care delivery.

Core Courses

NURSING 601 Introduction to Advanced Practice Nursing
NURSING 614 Advanced Pathophysiology
NURSING 615 Advanced Health Assessment
NURSING 616 Evidence Based Practice I
NURSING 618 Health Policy, Finance and Ethics
NURSING 634 Advanced Pharmacology
NURSING 640 Advanced Health Promotion Practicum I
NURSING 715 Health Informatics
NURSING 716 Evidence Based Practice II
NURSING 722 Improving Outcomes: Identification, Interventions, and Evaluation of Quality Improvement Activities
NURSING 760 Biostatistics I
NURSING 761 DNP Internship I
NURSING 762 DNP Internship II
NURSING 763 DNP Internship III
NURSING 764 DNP Internship IV
NURSING 765 Health Systems Leadership
NURSING 766 Health Economics and Finance for the Advanced Practice Nurse
NURSING 780 Epidemiology

Concentration Courses

NURSING 637 Mental and Psychosocial Health of the Urban Family (A/GNP and FNP)
NURSING 639 Primary Care of Adults (A/GNP and FNP)
NURSING 664 Clinical Practicum I: Acutely Ill or Critically Ill Patient (A/G AC CNS)
NURSING 665 Clinical Practicum II: Focus on the CNS Role
NURSING 667 Clinical Practicum III: Nurse Educators in Clinical Practice Settings
NURSING 668 Clinical Practicum IV: Nurse Educators in Academic Settings (A/G AC CNS)
NURSING 670 Primary Care of the Adult / Older Adult Practicum III (A/GNP and FNP)
NURSING 671 Primary Care of Older Adults (A/GNP)
NURSING 672 Primary care of the Adult / Older Adult Practicum III (A/GNP)
NURSING 681 Primary Care of the Childbearing Family (FNP)
NURSING 682 Primary Care of the Family Practicum III and Capstone (FNP)
NURSING 690 Advanced Practice in Acute and Critical Care I
NURSING 691 Acute and Critical Care Clinical Specialist II
### DNP Program of Study Core Courses by Course Description and Objectives 2017-2018

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<thead>
<tr>
<th>Course Description</th>
<th>Course Objectives</th>
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| **NU765 LEADERSHIP & MANAGEMENT**  <br>3 Credits: 3-lecture hrs/week: | **Course Objectives:** Upon completion of the course the student will:  
1. Apply leadership and management theories to the management role of an APN in a healthcare organization  
2. Demonstrate high level communication skills critical to success in health care organizations  
3. Design strategies for facilitating work team performance through team building, conflict management, and negotiation  
4. Construct a budget for a health care organization.  
5. Analyze processes that facilitate/impede complex change management  
6. Discuss barriers and strategies for implementing the APN role as a leader within the health care organization.  
7. Develop and/or evaluate effective policies for managing ethical practices in health care systems/organizations  
8. Identify unique features of nursing structures, functions and inter-personal relationships within organizations.  
9. Analyze an organization based on persona, fiscal, cultural, behavioral, group and systems processes. |
| The course will provide an introduction and overview of leadership, management, and organizational behavior in health care for the Advanced Practice Nurse (APN). Students will integrate theory with practice in the development of skills necessary to provide organizational and systems leadership in health care settings. Students will apply content from lectures and readings to cases studies as well as to actual experiences from their own workplaces. Topics include leadership and management theories/models, fiscal management, human resources management, and managing changing in a complex environment. |  

| **NU 760 BIO-STATISTICS**  <br>3 Credits: 3-lecture hrs/week: | **Course Objectives:** Upon completion of the course, the learner will:  
1. Understand the basic concepts of biostatistics  
2. Understand different types of data and levels of measurement, and apply descriptive statistics, i.e. measures of central tendency and variation  
3. Construct and interpret confidence intervals  
4. Understand basic statistical hypothesis testing and interpret p-values  
5. Distinguish nonparametric and parametric methods  
6. Understand the correlation coefficient and the regression coefficient, and the relationship between these two measures of relation  
7. Identify the strengths, limitations, and potential application of different types of study designs.  
8. Choose appropriate statistical tests for different types of study designs.  
9. Gain conceptual understanding of sample size estimation based |  
| The course introduces students to the basic concepts and methods of biostatistics. The course is focused on some fundamental theories of biostatistics and basic methods of statistical inference at a conceptual level. It also covers some important topics in study design, such as different types of study design, sampling methods, sample size, and power calculation. Students will understand the concepts and methods of statistics, and apply them in critiquing literature in the field of clinical and population based research. |
NU 761 DNP INTERNSHIP I (STARTS FALL SEMESTER & FINISHES SPRING SEMESTER)  
1 Credit over 2 semesters

Theory and evidenced based research are applied with the goal of improving health care outcomes. In supervised clinical experiences, students integrate the role of the DNP into the clinical practice context that includes leadership, consultation, advocacy, and interdisciplinary collaboration. Clinical learning is directed at discovering the history, contextual evidence, and current strategies related to problems affecting patient safety and the quality of health care services for populations at risk. Emphasis is placed on translating research into practice as a means to improve the delivery of health care.

Pre-requisites: none  
Co-requisite are: None

NU 616 EVIDENCE BASED PRACTICE I: Appraising Evidence for Advanced Practice  
3 Credits:  
3-lecturehrs/week

Catalogue Description:

This course focuses on theory-guided and evidence-based research to prepare students to become proficient in translating research into practice. Emphasis will be placed on research as a tool to improve practice. Students will learn to identify clinically focused problems and evaluate the best design to answer that question. Critical analysis of qualitative and quantitative research findings in order to apply best evidence to clinical problems will be emphasized. Through a systematic literature review students will synthesize research related to a clinical practice problem and develop skills in the use of electronic databases. Ethical issues in the conduct of clinically focused research will be explored.

Course Objectives:

At the conclusion of this clinical immersion experience students will demonstrate the ability to:
1. Synthesize nursing and related health policy, quality improvement, and economic, ethical, or social theory to the identification of an existing direct clinical care or aggregate population health related problem of clinical or conceptual interest.
2. Perform a needs assessment related to the problem area: include existing evidence gained from clinical or epidemiological data, an in-depth review of the literature, an exploration of the problem at another health agency and other accessible data sources.
3. Demonstrate achievement of professional goals and objectives for advanced practice consistent with DNP Essentials Competencies.

Course Objectives:

Upon completion of this course the learner will be able to:
1. Identify the contributions of theory guided and evidence-based research.
2. Frame focused, searchable, answerable clinical questions.
3. Differentiate between the elements of quantitative and qualitative research methods and designs
4. Appraise evidence for validity and applicability to practice.
5. Critically appraise validity of systematic reviews
6. Evaluate the validity of practice protocols
7. Synthesize available evidence related to clinical practice.
8. Conduct an evidence-based review for a specific clinical problem.
9. Explore strategies to improve dissemination and utilization of nursing research findings in advanced clinical practice.
10. Discuss ethical issues in the conduct of research with human subjects.
<table>
<thead>
<tr>
<th>Course Title</th>
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<tbody>
<tr>
<td>NU 722 HEALTHCARE SYSTEMS QUALITY</td>
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<tr>
<td>3 credits-3 lecture hr/wk</td>
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</tbody>
</table>

This course includes review of theoretical frameworks and research methods used to implement quality improvement in health care. Approaches to solving actual problems in clinical settings are considered, with emphasis on patients with chronic illnesses and other vulnerable populations. Students gain familiarity with quality improvement techniques from management, policy, and clinical perspectives.

**Course Objectives:**

1. Students will attain the knowledge, skills and attitudes/attributes/abilities to effectively implement their role as clinicians, health care administrators and leaders in advancing the quality and safety of the organizations in which they practice or work. The foundational elements include the science of improvement within health care organizations with a focus on structure, processes and outcomes.
2. Students will analyze contemporary health care quality issues and related federal and state policies that impact clinicians’ and organizations’ ability to deliver high quality, safe care.
3. Students will identify elements of a positive practice environment that serve to advance clinical and service quality and a culture of safety including: change leadership, interdisciplinary collaboration, high reliability frameworks, teamwork, patient and family centered care.
4. Students will acquire a working knowledge of the science of improvement, process improvement methods, tools and strategies for improving care delivery through readings, lectures, individual and group learning activities in both the synchronous and asynchronous settings.

<table>
<thead>
<tr>
<th>Course Title</th>
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<tr>
<td>NU 715 HEALTH INFORMATICS</td>
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<td>3 Credits: 3-lecture hrs/week</td>
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</tbody>
</table>

Students learn advanced practice nursing competencies related to computer skills, informatics skill, and informatics knowledge. Application of information theory and computer technology skills is directed towards improving the organization and delivery of healthcare to multicultural populations receiving primary, secondary, and tertiary health care. Health Informatics deals with using technology tools for optimizing the collection, verification and utilization of data that relates to generating knowledge that informs best practices and leadership in both public and private health systems; Students are directed to the investigate ways in which information systems can address disparities in health services.

**Course Objectives:**

1. Apply information theories and models to the process of improving access, cost, and quality of healthcare.
2. Utilize databases and informatics tools to generate evidence from practice and to retrieve and analyze data that can decrease the risk for health care disparities.
3. Evaluate and develop technologies to distribute consumer health information that is readable and sensitive to diverse cultures.
4. Advance the use of selected healthcare informatics technologies in the management of health care systems.
5. Analyze the processes of securing patient privacy and confidentiality, and system security related to the use of information, information technology, communication networks, and patient care technology.
**NU 716 EVIDENCE BASED PRACTICE II: Translating Evidence to Practice**

3 Credits: 3-lecture hrs/week:

**Catalogue Description:**
The focus of this course is on translating research and other forms of evidence to improve practice processes and outcomes. Learners refine and extend the knowledge and competencies acquired in Evidence Based Practice I to develop theory-guided, evidence-based practice innovations that will improve quality, safety, outcomes, cost and/or access to care for a specific setting or population. The end products of this course serve as the theoretical framework and foundation for the Capstone Scholarly Project.

Co-requisite: DNP II NU 762

At the end of the first term of DNP NU762 students will present their proposal and seek to confirm their Capstone chair and committee.

Students will confirm about their project thereafter with the DNP Capstone chair and committee and schedule regular meetings.

**Course Objectives:**

Upon completion of this course the learner will:

1. Use analytical methods to appraise and implement evidence.
2. Ask a focused, searchable, answerable clinical question related to their practice area.
3. Design a study to answer their clinical question.
4. Design and implement processes to evaluate practice.
5. Design, direct and evaluative quality improvement methodologies.
7. Use information technology and research methods.
9. Disseminate findings to improve healthcare outcomes.
10. Discuss ethical issues in the conduct of research with human subjects.

**NU 762 DNP INTERNSHIP II (STARTS FALL SEMESTER AND FINISHES SPRING SEMESTER)**

1 Credit over 2 semesters

Emphasis is placed on translation of research into practice as a means to improving the delivery of health care. In supervised clinical experiences, students continue to develop the DNP Essential competence through experiences in leadership, consultation, advocacy, and interdisciplinary collaboration, and translation of research and theory into practice. Students investigate clinical problems in context of the health care systems and participate in supervised experiences that focus on solving clinical problems. Students successful in defending their proposal during DNP Internship II may move forward to the action phase of the capstone.

Pre-requisites: NURSNG 761

Co-requisite: NURSNG 716

**Course Objectives:**

At the conclusion of this clinical immersion II students will demonstrate the ability to:

1. Defend the scholarly DNP proposal and obtain IRB approval to conduct the project.
2. Implement the action phase of the capstone project in an ethical and professional manner.
3. Demonstrate achievement of professional goals and objectives for advanced practice nursing consistent with the DNP Essentials’ Competencies.
### NU618 Introduction to Health Policy

**3 credits 3-lecture hr/wk**

This course focuses on how issues and trends in health policy, economics, and ethics are linked to the U.S. health care delivery system. The role of the nurse in developing a professional ethical framework, understanding the economic implications of health care and in shaping and formulating health policy will be stressed. Decision-making models and strategies in health policy, economics and ethics will be contrasted and compared. Relevant evidence-based research in health policy, economics, and ethics is analyzed.

#### Course Objectives:
Upon completion of the course the learner will:
1. Identify local, state, and national issues and trends in health policy, economics, and ethics.
2. Evaluate the role of the nurse in shaping/framing health policy, understanding health care economics and resolving ethical dilemmas, which affect communities, societies, and the health professions.
3. Analyze principles, values, and beliefs, including conflicts of interests in health policy, economics, and ethics.
4. Analyze relevant research in health care as it pertains to policy formation.

### NU 780 PRINCIPLES OF EPIDEMIOLOGY

**3 Credits: 3-lecture hrs/week**

The course provides an epidemiological perspective on health by addressing general approaches for describing patterns of disease in populations. Students will identify, analyze, and compare practice patterns and health problems by geographic regions and ethnic groups.

#### Course Objectives:
Upon completion of the course, the student will understand how to apply basic epidemiologic principles and methods for describing health and diseases in populations.
1. Analyze population-specific health problems according to time, place, and socio-demographic measures.
2. Analyze selected epidemiological trends related to health disparities.
3. Evaluate the influence of epidemiology on the science of evidence-based practice.
4. Synthesize epidemiological data to influence health public policy recommendations.
5. Demonstrate the DNP leadership role in identifying and improving population health access related to health promotion, disease prevention, health restoration and maintenance for individuals and aggregate population experiencing health disparities.
**NU 766 HEALTH ECONOMICS & FINANCE**  
*3 Credits: 3-lecture hrs/week:*

**Course Description:** Students apply health care economic and finance theory to the analysis of factors influencing health systems’ structure, function and process. Both the US and global trends in health care delivery are examined from an historical and contemporary perspective of increasing social change and health care access. Students develop skills in financial management including budget preparation and tailoring budgets in response to changes in health policy at the local, state, and national level. Proficiency in finance tools, measures, analysis and reporting will be applied to case studies and real time scenario. Students are prepared to develop collaborative health care access points in order to advocate for vulnerable populations while controlling costs and improving quality.

Pre req is 618 or Health Policy Course in MS program

<table>
<thead>
<tr>
<th>Course Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upon completion of the course the learner will:</td>
</tr>
<tr>
<td>1. Analyze legal and economic theory as it applies to the implementation of health policy.</td>
</tr>
<tr>
<td>2. Examine the history of health care finance in American and current trends in health associated with health care finance and population trends: Medicaid and Medicare.</td>
</tr>
<tr>
<td>3. Evaluate revenue and expenses streams affecting contemporary healthcare organizations.</td>
</tr>
<tr>
<td>4. Analyze fixed, variable and semi-variable costs and understand how these pertain to a health care organizations financial operation and budget.</td>
</tr>
<tr>
<td>5. Calculate performance measures to determine profitability and returns while utilizing economic measurements (such as benchmarking) to manage the financial status of a health care organization supporting access for vulnerable populations.</td>
</tr>
<tr>
<td>6. Utilize comparative data to determine trends and forecast the staffing and financial needs of an organization.</td>
</tr>
<tr>
<td>7. Prepare and construct an interdisciplinary business plan including an operating budget focused on providing care to vulnerable populations.</td>
</tr>
</tbody>
</table>

**NU 764 CAPSTONE SEMINAR & DNP IV**  
*2 Credits: 2 hrs/week seminar (100 hr internship)*

Students continue to integrate the role of the DNP into the clinical practice context that includes experience in application of evidence to practice, leadership, consultation, advocacy, and interdisciplinary collaboration. Following the DNP committee and IRB approvals of the capstone work done in preceding courses students complete the internship experience, the capstone project, and summarize their DNP internship experiences reflecting their achievement of the DNP Essentials Competencies. In seminars, students meet to examine the process and outcomes of their colleague’s projects and analyze theory and evidence related to health care policy and practice.

<table>
<thead>
<tr>
<th>Course Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>By fully participating in this course the learner will:</td>
</tr>
<tr>
<td>1. Demonstrate achievement of the DNP Essentials Competencies including leadership in health systems management, and application of theory and evidence to solutions improving health system improvement.</td>
</tr>
<tr>
<td>2. Synthesize theories and conceptual models to epidemiological data demonstrating health care disparities, and inequity in health care access to populations at risk.</td>
</tr>
<tr>
<td>3. Defend the capstone project in a scholarly oral executive summary in the clinical agency.</td>
</tr>
<tr>
<td>4. Complete a publishable quality paper describing the capstone project.</td>
</tr>
<tr>
<td>NU 763 DNP INTERNSHIP III</td>
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<tr>
<td>--------------------------</td>
</tr>
<tr>
<td>2 Credits -2 hr wk</td>
</tr>
</tbody>
</table>

Students progress in achieving the DNP Essentials Competencies with clinical experiences and seminar leadership related to health care disparities and quality improvement. Students examine the clinical microsystem from the perspective of how data can inform the need for systems change. In conjunction with their capstone advisor and internship facilitator, learning is directed toward implementing the evaluation phase of the approved capstone project proposal and receiving direction in the development of the scholarly final capstone publishable paper.

NU763 follows the second DNP Internship II NU762 and provides the clinical experience and seminar leadership experiences for developing the DNP competencies and conducting the capstone project.

<table>
<thead>
<tr>
<th>Course Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>By fully participating in this course, students should be able to:</td>
</tr>
<tr>
<td>1. Demonstrate developing competence in the DNP Essentials directed at taking on the leadership role in interdisciplinary group work, utilizing technologies to improve care, analyzing data sets for problem identification, and developing policy initiative’s to overcome population disparities.</td>
</tr>
<tr>
<td>2. Apply the principles and process related to concepts in the Clinical Microsystem model including benchmarks and outcome indicators of quality care.</td>
</tr>
<tr>
<td>3. Demonstrate professional practice and scholarly behaviors directed at clinical policy evaluation, systems change, and practice improvement.</td>
</tr>
<tr>
<td>4. At the conclusion of the capstone internship experience, students will document methods for competencies as outlined in the Essentials of Doctoral Education for Advanced Practice Nursing (AACN, 2007). A combination of self-reflection and peer review methods, presentations and papers will contribute to the evidenced based portfolio. See document that will serve as an evaluation tool documenting the student’s progress across courses work and internship experiences in achieving the DNP Essentials’ competencies.</td>
</tr>
</tbody>
</table>
## BS to DNP Program of Study

<table>
<thead>
<tr>
<th>Year 1</th>
<th>A/G NP Track</th>
<th>A/G AC CNS Track</th>
<th>Family NP Track</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Fall</td>
<td>NU601 Introduction to Advanced Practice Nursing: Knowledge for Practice in the Global Community</td>
<td>NU601</td>
<td>NU601</td>
</tr>
<tr>
<td></td>
<td>NU616 Evidenced Based Practice I</td>
<td>NU616</td>
<td>NU616</td>
</tr>
<tr>
<td>2nd Spring</td>
<td>NU614 Advanced Pathophysiology</td>
<td>NU614</td>
<td>NU614</td>
</tr>
<tr>
<td></td>
<td>NU634 Advanced Pharmacology</td>
<td>NU634</td>
<td>NU634</td>
</tr>
<tr>
<td>Semester credits</td>
<td>6 and 6</td>
<td>6 and 6</td>
<td>6 and 6</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>A/G NP Track</th>
<th>A/G AC CNS Track</th>
<th>Family NP Track</th>
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</thead>
<tbody>
<tr>
<td>3rd Fall</td>
<td>NU615 Advanced Health Assessment</td>
<td>NU615</td>
<td>NU615</td>
</tr>
<tr>
<td></td>
<td>NU637 Mental and Psychosocial Health of the Urban Family</td>
<td>NU637</td>
<td>NU637</td>
</tr>
<tr>
<td></td>
<td>NU618 Introduction to Health Policy, Economics &amp; Ethics</td>
<td>NU618</td>
<td>NU618</td>
</tr>
<tr>
<td></td>
<td>NU639 Primary care of adults</td>
<td>NU639</td>
<td>NU639</td>
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<tr>
<td></td>
<td>NU640 Advanced Health Promotion: Practicum I</td>
<td>NU640</td>
<td>NU640</td>
</tr>
<tr>
<td></td>
<td>3 lecture/1 seminar/2 practicum=6</td>
<td>3 lecture/1 seminar/2 practicum=6</td>
<td>3 lecture/1 seminar/2 practicum=6</td>
</tr>
<tr>
<td>Semester credits</td>
<td>6 and 12</td>
<td>9 and 12</td>
<td>6 and 12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>A/G NP Track</th>
<th>A/G AC CNS Track</th>
<th>Family NP Track</th>
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</thead>
<tbody>
<tr>
<td>5th Fall</td>
<td>NU715 Informatics</td>
<td>NU715</td>
<td>NU715</td>
</tr>
<tr>
<td></td>
<td>NU670 Practicum in Primary Care Family and Adult-Gero NP II (Adult) 225 hrs</td>
<td>NU670 Practicum in Primary Care Family and Adult-Gero NP II (Adult) 225 hrs</td>
<td>NU670 Practicum in Primary Care Family and Adult-Gero NP II (Adult) 225 hrs</td>
</tr>
<tr>
<td></td>
<td>NU667 CNS Practicum: Nurse Educator in the Clinical Setting 112 hours [3 credits]</td>
<td>NU667 CNS Practicum: Nurse Educator in the Clinical Setting 112 hours [3 credits]</td>
<td>NU667 CNS Practicum: Nurse Educator in the Clinical Setting 112 hours [3 credits]</td>
</tr>
<tr>
<td>6th Spring</td>
<td>NU671 Primary Care of Adult/Older Adult</td>
<td>NU664 CNS Clinical Practicum: Focus on the Patient 112 hours [3 credits]</td>
<td>NU671 Primary Care of Adult/Older Adult</td>
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<tr>
<td></td>
<td>NU 672: Primary Care of the Adult/Older Adult Practicum 225 hrs.</td>
<td>NU 665 : CNS Clinical Practicum II--Focus on the CNS Role 112 hrs [3 credits]</td>
<td>Capstone; MS and ongoing DNP students</td>
</tr>
<tr>
<td></td>
<td>Capstone; MS and ongoing DNP students</td>
<td>Capstone; MS and ongoing DNP students</td>
<td>Capstone; MS and ongoing DNP students</td>
</tr>
<tr>
<td>Semester credits</td>
<td>9 and 9</td>
<td>9 and 6</td>
<td>9 and 9</td>
</tr>
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<table>
<thead>
<tr>
<th>Masters</th>
<th>A/G NP Track</th>
<th>A/G AC CNS Track</th>
<th>Family NP Track</th>
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<tbody>
<tr>
<td>completed</td>
<td>655 Practicum Hours</td>
<td>655 Practicum Hours</td>
<td>655 Practicum Hours</td>
</tr>
<tr>
<td></td>
<td>48 credits</td>
<td>48 credits</td>
<td>48 credits</td>
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</table>

| Sit for AGNP exam | Sit for A/G AC CNS exam | Sit for FNP Exam |

<p>| 16 |</p>
<table>
<thead>
<tr>
<th>Semester</th>
<th>AG NP Track</th>
<th>AG/AC/CC CNS Track</th>
<th>Family NP Track</th>
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<tbody>
<tr>
<td>7th Fall YR4</td>
<td>NU765 Leadership in Health Care Systems</td>
<td>Elective</td>
<td>NU765 3</td>
</tr>
<tr>
<td></td>
<td>NU760 Biostats I</td>
<td>NU760 3</td>
<td></td>
</tr>
<tr>
<td>8th Spring YR4</td>
<td>NU761 DNP I 30 HOURS</td>
<td>NU761</td>
<td>NU761 1</td>
</tr>
<tr>
<td></td>
<td>NU780 Epidemiology</td>
<td>NU 780</td>
<td>NU 780 3</td>
</tr>
<tr>
<td></td>
<td>Elective</td>
<td>Elective</td>
<td>Elective 3</td>
</tr>
<tr>
<td>Total: 13</td>
<td>Total: 13</td>
<td>Total: 13</td>
<td></td>
</tr>
<tr>
<td>9th Fall YR5</td>
<td>NU722 Improving Outcomes: Identification, Interventions, and Evaluation of Quality Improvement Activities</td>
<td>NU722</td>
<td>NU722 3</td>
</tr>
<tr>
<td></td>
<td>NU716 Evidenced Based Practice II: Translating evidence to practice</td>
<td>NU716</td>
<td>NU716 3</td>
</tr>
<tr>
<td></td>
<td>NU762 DNP II 30 HOURS</td>
<td>NU762</td>
<td>NU762 1</td>
</tr>
<tr>
<td>10th Spring YR5</td>
<td>NU766 Health Finance/Economics</td>
<td>NU766</td>
<td>NU766 3</td>
</tr>
<tr>
<td></td>
<td>Elective/education course (NU668)</td>
<td>Elective</td>
<td>Elective/Educator course (NU668) 3</td>
</tr>
<tr>
<td>Total: 13</td>
<td>\</td>
<td>\</td>
<td></td>
</tr>
<tr>
<td>11th Fall YR6</td>
<td>NU763 DNP III 100 HOURS</td>
<td>NU763</td>
<td>NU763 1</td>
</tr>
<tr>
<td>12th Spring YR6</td>
<td>NU764 DNP IV 100 HOURS</td>
<td>NU764</td>
<td>NU764 3</td>
</tr>
<tr>
<td>DNP completed</td>
<td>410 Practicum Hours</td>
<td>410 Practicum Hours</td>
<td>410 Practicum Hours</td>
</tr>
<tr>
<td></td>
<td>30 credits</td>
<td>30 credits</td>
<td>30 credits</td>
</tr>
<tr>
<td>BS to DNP; TOTAL Credits 78</td>
<td>Practicum Hours 1,065</td>
<td>\</td>
<td>\</td>
</tr>
<tr>
<td>Total Credits 30</td>
<td>48 + 30 = 78</td>
<td>\</td>
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</tbody>
</table>
Grading Policy

For graduate students, the University has used a system of letter grades that are equivalent to numerical —quality points according to the following table:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
<th>Quality Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
<td>3.70</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
<td>3.30</td>
</tr>
<tr>
<td>B</td>
<td>84-86%</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
<td>2.70</td>
</tr>
<tr>
<td>C+</td>
<td>77-79%</td>
<td>2.30</td>
</tr>
<tr>
<td>C</td>
<td>74-76%</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>70-73%</td>
<td>1.70</td>
</tr>
<tr>
<td>F</td>
<td>Below 70%</td>
<td>0.00</td>
</tr>
</tbody>
</table>

The quality points for each grade are multiplied by the number of credits for the course, and the totals for all courses are added; this result is the student’s cumulative quality point figure. The cumulative quality point figure is divided by the number of cumulative credit hours carried; this result is the student’s cumulative quality point average. Graduate students may also be given grades of: NA (Not Attending), Inc (Incomplete), Y (In Progress), SAT (Satisfactory), and/or AUD (Audit).

The lowest passing grade for a graduate student is a B- grade. Grades lower than B- which are submitted by faculty will automatically be recorded as F.

Incomplete

A grade of Incomplete (INC) is not given automatically. A student must be in good academic standing to be considered for an INC grade. A student must request an INC based on substantive reasons. The request will follow an approval from the instructor. The Program Director requires that the student and faculty member complete an Incomplete Grade Form, which will specify the incomplete work and an agreed upon time frame for completion. Both the student and the faculty member must sign the form and retain a copy. A copy is placed in the student’s file. The INC Form must be sent signed digitally to the program director and program assistant and a copy placed in the students DNP portfolio.

University policy allows that a student obtain credit for INC by completing all of the required course work before the end of the semester one year from the time of enrollment in said course. However, students may be required to finish the INC during a shorter time frame if it is a pre-requisite for subsequent courses. The faculty of record must complete a change of grade form signed by faculty and the program director. A copy of the change of grade is placed in the student’s portfolio. At the end of this 12 month period, if a grade is not submitted, an F for failure will automatically be recorded by the registrar. Such a grade cannot be reversed. A grade of F is grounds for immediate dismissal. The students is responsible to communicate their progress in completing the course material and submitting them in a timely manner. Incomplete grades in a pre-requisite course will prevent the student from progressing in the program and they will have to register for continuation.
Program Credits

The DNP Program Committee will review student’s prior course work and experiences to determine the need for additional coursework to meet the DNP Essentials at the time of graduation.

Transfer Credit Policy

Applicants who have completed graduate course work at other accredited institutions may transfer toward the completion of a UMass Boston graduate degree up to 6 credits from such courses in which the applicant received a grade of B or higher.

Applicants who have completed graduate course work at UMass Boston as non-degree students may transfer toward the completion of a UMass Boston graduate degree up to 6 credits from such courses in which the applicant received a grade of B or higher. These courses may be accepted for transfer provided that they have not been used to fulfill requirements for another degree, and were earned no more than seven years before matriculation in the program. The combined total of credits transferred from other institutions and of credits accumulated at UMass Boston as a non-degree student may not exceed 12 credits. For intercampus programs (Biology, Biomedical Engineering and Biotechnology, Marine Sciences and Technology, Nursing DNP and PhD, and Professional Science Masters), courses taken at other UMass campuses will not be subject to the six credit or 12 credit limit, but will require the approval of the graduate program director for transfer.

The DNP Program Director and the DNP Program Committee determine what credits are eligible for transfer based on a review of the official transcript at the time of admission to the program and a review of the course description or syllabus if requested. Once enrolled in the DNP Program, students also can request transfer credit. Requests should be made to the Director and include a copy of the student’s transcript and a copy of the course syllabus. Transfer credit decisions for either core or elective courses are made on a course-by-course basis. Courses accepted for transfer will show in student Wiser accounts but will not be included in your grade point average.

Course Waiver Policy

A student may seek a waiver from a prescribed course in the DNP Program if s/he has completed a course with substantially equivalent content at another institution or in another College of UMass Boston. If a course waiver is granted, the student will receive 0 credits towards degree requirements and must take additional courses to complete the required credits for the DNP degree.

Course waivers will be decided on a case-by-case basis, through negotiation between the student seeking the waiver and the faculty member who teaches the course. All waived courses require a written request of and the Program Director. Approved waivers are documented as W on the plan of study. Appeal of a denied waiver may be made to the DNP Program Committee.

Electives

Electives should enhance the student’s competency in meeting the DNP Essentials and/or in completing the capstone requirements. Electives are subject to approval by Program Director during advisement period. Electives can be accepted from a certificate program, but they cannot be transferred as an elective if the course was used to meet credits for a degree requirement.

Independent Study NU 796

Students may complete an independent study to fulfill required or elective credits. Independent study credits vary from one to three (3) depending on the scope of the project. The independent study should consist of study and work at the graduate level with a specified written product. The faculty member who agrees to work with the student in independent study will sign the plan of study and the student must register for Independent Study NU 796. Courses accepted for independent study will show in student Wiser accounts but will not be included in your grade point average.
study must be a recognized expert in the content area. The student and faculty member must agree to the UMass Boston number of credits, scope of the work and the amount of supervision required (for example, weekly or biweekly meetings). A written agreement, signed by the student and the faculty member, must be approved by the assigned Program Director or advisor in the semester prior to registering for directed study internship credits. The proposal must identify the organizational setting, the student’s role and responsibilities (including amount of time), the type and nature of the policy issues, and the agency person who will oversee the project and attest to the nature and extent of the student’s work. Independent study credits may be from 1 to 3.

**Academic Progress**

The office of Graduate Studies specifies that a student must make satisfactory progress toward completion of a degree within the Statute of Limitations for the doctoral degree.

**Statute of Limitations**

Each DNP matriculated student must complete all degree requirements within eight (8) calendar years of entering the program.

**Full- and Part-time Status**

The DNP curriculum has been designed as a part time program. Part time students carry at least six credits per semester in the fall and spring and the minimum number required to qualify for federal financial aid. Students wishing to take less than six credits must petition the Program Director for an exception and changes must be documented on the electronic plan of study. Enrollment in nine or more credits a semester is possible and is considered full time graduate study.

**Academic Advising and Registration**

The DNP Program Director serves as an academic advisor to all students. Following admission, each student will develop an individualized plan of study, which is co-signed by the student and the academic advisor. Students are expected to follow this plan of study and if changes are needed, then the student must request a change of program plan and meet online with the program director. The DNP program courses are subject to registration through the graduate program assistant. Any holds on the student Wiser account will prevent the program assistant from registering the student in a timely manner and late registration may lead to an added fee. Students will see their registration reflected in their Wiser account.

Faculty will contact students using UMB email only. Faculty will inform students of live web based classroom sessions, required texts and important course due dates/exams. Required texts may also be found posted at the UMass Boston Campus Store.

UMass Boston Bookstore:

Feel free to contact the faculty for the course if you do not see this course information posted at least six weeks prior to courses commencing. Also please take the time to review the current academic calendar for online courses offered through the College of Advancing and Professional Studies. This will give you information on dates related to drop add and withdrawal, UMB holidays and course offerings for the graduate program.

**Academic Calendar:**
Leave of Absence

The Office of Graduate Studies requires that a student seeking a leave of absence (LOA) must petition the Program Director who provides justification for the request to the Dean of Graduate Studies. An approved LOA extends the statute of limitations for degree completion by the length of the leave. The University requires that each matriculated graduate student must maintain continuous registration for fall and spring terms until the degree has been formally awarded. If the student does not register for courses during fall or spring terms, the student must pay a continuation fee to maintain continuous registration. The course number for continuous registration is CAS 600. The program assistant can register you for continuation.

Academic Policies, Procedures, and Requirements

All graduate nursing students should familiarize themselves with the University’s Graduate Academic Regulations available at http://www.umb.edu/registrar/academic_policies

Academic Standing and Progression Policies

Academic standing is the basis for decisions regarding student progression, probation, graduation, and dismissal in the Graduate Nursing Programs. Academic standing is determined by the student's cumulative quality point average, a measure of all the grades the student has earned in the University which are applied to the course requirements of the DNP Program. See this link for more details: (UMB Graduate Academic Regulations (2014)): http://www.umb.edu/registrar/academic_policies

The following policies apply to all matriculated students in the DNP program. Policies in effect when the student is matriculated into the program of study will apply throughout the student’s program of study. Policies in the College of Nursing and Health Sciences handbook may be more stringent than those of general graduate policy as stated in the University Handbook. In matters of policy difference, the College of Nursing and Health Sciences and Health Sciences policy supersedes the University policy.

- All full and part time students must maintain a cumulative average of 3.0 to graduate.
- All full and part-time students who fail to maintain a 3.0 GPA may be subject to academic dismissal.
- Students who do not maintain a cumulative quality point average of 3.00 will be referred to the CNHS Student Affairs Committee. Students will be asked to submit a letter of appeal to the CNHS Student Affairs Committee. Based upon review of the student's record and letter of appeal, the CNHS Student Affairs Committee will recommend conditions of Probation, or Dismissal and forward these to the Department Chair and Graduate Program Director.
- Students must earn a grade of B- (2.75) in all required courses listed on the student's program of study. Required courses include core courses, clinical concentration courses, theory courses, functional area courses, and clinical practicum’s (electives are not considered required courses). Any grade below a B- (2.75) is considered a failure in a required course.
- Students who do not earn a grade of B- (2.75) in all required courses will be referred to the CNHS Student Affairs Committee. Students will be asked to submit a letter of appeal with an explanation to the CNHS Student Affairs Committee. Based upon review of the student's record and letter of appeal the CNHS Student Affairs Committee will recommend conditions of Probation, or Dismissal and forward these to the Department Chairperson and Graduate Program Director. The Graduate Program Director will request the Dean of Graduate Studies to place the student on Academic Probation or Dismissal.
- Upon the decision of the CNHS Student Affairs Committee and Graduate Program Director the student may petition to repeat up to two failed courses a total of one time for each course during their entire program of study. The student must receive a grade of B or better in the repeated course in order to meet the degree requirements. If
a satisfactory grade (B) is not achieved when the student repeats the previously failed course, the student will be recommended by the Graduate Program Director to the Dean of Graduate Studies for dismissal.

Course Policies

It is an expectation that students will demonstrate the ability to meet the course objectives as stated in the course syllabus. Failure to meet course objectives as outlined in the syllabus, or as stated by course faculty, and determined by the course evaluation strategies specified in the course syllabus, will result in course failure.

- 2.3.1 In Graduate nursing courses that have two components, theory and internships, both components must be successfully completed in order to pass the course. If the theory or practicum portion is failed, both components must be repeated.
- 2.3.2 If at any time during a course, a faculty member in collaboration with an agency facilitator deems that a student’s academic and/or internship performance is unsatisfactory, or unsafe a conference will be held with the student in order to identify the problem clearly and to develop a plan for resolving the student’s performance ability.

At Risk of Failure Form Policy and Procedures:

At any time during the internship experience that the student is determined to be at risk of failing, the student will be advised in writing by the faculty course member. The student will be asked to meet with the course faculty to discuss their deficiencies and develop a plan for meeting the course objectives using the At Risk of Failure Form.

An At Risk of Failure Form details the reasons why the student is at risk of failing and an attaches a form that describes recommendations for meeting the course and clinical performance objectives. The form is written by course faculty and a copy is forwarded to the Graduate Program Director.

The graduate student receives a copy of both the course performance recommendations and the At Risk of Failure Form, and a copy will be placed in the student's file. Following receipt of an At Risk of Failure Form, the student and faculty member set up a schedule to meet and discuss the student's progress in meeting the course objectives. A Student-Faculty Conference is set up prior to the final clinical evaluation. Whenever possible this conference will occur such that there will be sufficient time between the receipt of the At Risk of Failure Form and the final clinical evaluation to allow the nursing student to time to work towards mastery of their deficiencies. A meeting occurs between the student and course faculty at the conclusion of the course. Students who have demonstrated achievement in mastery of the course objectives will have a note written on their At Risk of Failure Form indicating the above. However, if a student does not make sufficient progress in demonstrating competent clinical performance, as specified by the course objectives and the instructor they will fail the course.

Code of Student Conduct

The faculty strongly encourages students to review the Code of Student Conduct currently located at: https://www.umb.edu/life_on_campus/policies/community/code. This link covers the Student Code of Conduct Authority, Purpose of the Code, Jurisdiction, Definitions, Standards of Conduct, the review and Hearing Process, Student Conduct Process, During Criminal Proceedings, Appeals, Sanctions, Maintenance of Disciplinary Records, Academic Honesty, Academic Honesty Violations, Academic Dishonesty Procedures, and Academic Dishonesty Sanctions.

The Student Code of Conduct applies fully to the online DNP Program with adjustments made as necessary for long distance students who may require a virtual meeting. Please email the Office of the Dean of Students: dean.students@umb.edu or the DNP program director for any clarification of policies related to conduct.
**Portfolio of DNP Experiences**

Throughout the DNP program, students will compile evidence of acquisition of the DNP essential competencies. Portfolios may include (but are not limited to) course papers, projects, internship journals and other sources of evidence of your scholarship and knowledge/skill acquisition. The DNP Internship course faculty (NU 761, NU 762, NU 763) will advise students in the formulation and updating of their portfolio. A fuller description for portfolios is contained in the DNP Internship I, II, III and IV syllabi. It is important for students to update portfolios at the end of each semester.

The portfolio will also help the student to prepare for the advising sessions with the program director. Prior to advancing to candidacy, and initiating work on the DNP Capstone Scholarly project, the student will meet with the program director to review the portfolio and those experiences that help inform the capstone work.

**Integration of the Portfolio and Capstone into the Plan of Study**

<table>
<thead>
<tr>
<th>Course Work/Internship</th>
<th>Fall YR1</th>
<th>Spring YR2</th>
<th>Fall YR2</th>
<th>Spring YR2</th>
<th>Fall YR 3</th>
<th>Spring YR3</th>
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<td>Internship I</td>
<td>NU 761</td>
<td>Internship II</td>
<td>NU 762</td>
<td>Internship III</td>
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<td>Quality</td>
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<td>Informatics</td>
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<td>NU 760</td>
<td>EBP I</td>
<td>NU 616</td>
<td>EBP II</td>
<td>Health Policy</td>
<td>NU 618</td>
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**Capstone Process**

<table>
<thead>
<tr>
<th>Capstone Process</th>
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<th>SOS Draft Paper #2</th>
<th>SOS Final Paper</th>
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<tr>
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<td>Capstone Proposal Paper Draft #1</td>
<td>Capstone Proposal Hearing</td>
<td>Implementation Analysis</td>
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<td></td>
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<td>Advance to Candidacy</td>
<td>Evaluation Analysis</td>
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<td>IRB Approval</td>
<td>Capstone Paper</td>
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<td>Capstone Defense</td>
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<td></td>
<td>Capstone Committee Formed and Working with DNP Student</td>
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</table>
The DNP Capstone Scholarly Project

The DNP Capstone Scholarly Project is the culmination of the doctoral candidate’s engagement in the DNP program, and is expected to reflect the highest levels of nursing practice competencies. The project is practice focused, evidence-based and utilizes sound quality improvement methods. To be of quality worthy of the conferral of the Doctor of Nursing Practice degree, in the choice and conduct of the Capstone Scholarly Project, the doctoral candidate must demonstrate:

- Advanced clinical judgment, expertise, and specialization, which demonstrates synthesis and application of the DNP essentials.
- Leadership and advanced levels of systems thinking and accountability in designing, implementing, and evaluating an evidence-based intervention/innovation that is responsive to a local health need and leads to improvement in health care quality, safety, cost or access.
- Leadership in the development and implementation of patient-driven, institutional, local, state, federal and/or international health policy in a select content/specialty area.

Students work on the project throughout their program of study as illustrated in the table entitled Capstone Integration presented earlier in the Handbook. Each step of the Capstone process will be explained in the ensuing sections of this Handbook.

The DNP Capstone Advancing to Candidacy

The DNP student must demonstrate acceptable progress through the curricula coursework and internships, as defined and evaluated by course and program faculty, in order to advance to candidacy and begin the DNP Capstone Scholarly Project. Students progress in the development of advanced knowledge, attitudes and skills, consistent with doctoral expectations. Capstone committee members within the College of Nursing & Health Sciences will meet to ratify that a student is prepared at each successive stage of progression in the DNP Program.

Overview of the Process

Advancing to candidacy is the first step in the DNP Capstone process. To advance to candidacy the student must have:

1) Successfully completed required coursework
2) Formulated and maintained an up-to-date Portfolio of DNP Experiences (DNP Portfolio)
3) Successfully completed the State of the Science paper
4) Successfully completed the initial draft of the DNP Capstone Scholarly Project Proposal Paper in EBP II.
5) Formed a Capstone Committee
6) Had a successfully Proposal Hearing.

Once a student has advanced to candidacy, she/he is eligible to use the initials DNP(c).

Successful Completion of Coursework

The first stage of your program of study involves the successful completion of all core required courses and clinical experiences deemed pre-requisites for advancing to candidacy. Refer to the program of study for the specific courses and clinical experiences required in Semesters one through three.

Formulate and Maintain an Up-To-date Portfolio of DNP experiences

As part of Advancing to Candidacy, it is expected that the student Portfolio will be up-to-date and demonstrate that the student has moved through your program of study. As noted previously, the Portfolio will contain evidence of acquisition of the DNP essential competencies and may include course papers, projects, internship journals and other sources of
evidence of student scholarship and knowledge/skill acquisition. Prior to advancing to candidacy and initiating work on the DNP Capstone Scholarly project, the student will meet with the program director to review the student’s portfolio and those experiences that will help inform the Capstone work.

**Successfully Completed the State of the Science Paper**

In partial fulfillment of the requirements for the DNP degree, students will write a *State of the Science (SOS)* review directly related to the practice issue or innovation which will be implemented and evaluated in the *DNP Capstone Scholarly Project*. This paper lays the foundation for the student’s *DNP Capstone Scholarly Project* and demonstrates mastery of the theoretical underpinning of the project. The review is begun in Evidence Based Practice I, revised in Evidence Based Practice II and finalized under the direction of the student’s DNP *Capstone Committee*. The paper must be of publishable quality. Criteria for the *State of the Science* paper are contained in the Syllabus for NU 716 Evidence Based Practice II. The paper is part of fulfilling the requirements to advance to candidacy and is entered into your Portfolio at the time of your Proposal Hearing.

**DNP Capstone Tracking Forms**

The DNP Capstone Tracking Form serves as the official document that chronicles your progress through the process of forming a committee, advancing to candidacy and delivering your oral defense. There are three parts to the DNP Capstone Tracking form (available in Appendix B) which include:

1) DNP Capstone Tracking Form Part I: The DNP Capstone Scholarly Project Committee
2) DNP Capstone Tracking Form Part 2: DNP Capstone Scholarly Project Proposal Hearing and Advance to Candidacy
3) DNP Capstone Tracking Form Part 3: DNP Capstone Scholarly Project Oral Defense

At each stage of the process the student is responsible for pre-populating the form with the relevant information (typed), obtaining the signature of the site champion and any accompanying information requested and sending the signed form to the Committee Chair either via mail or email. The Committee Chair will sign and obtain the signature of other UMass Boston committee members. When the form is fully completed the Chair will forward to the DNP Program Assistant. The DNP Program Assistant will obtain the Program Director’s signature, and forward to the Office of Graduate Studies for their signature. A copy of these signed documents will be placed in the student’s Portfolio.

**DNP Capstone Scholarly Project: Capstone Paper**

The DNP Capstone Scholarly Project paper is written in stages. The student writes the initial draft in EBP II under the direction of the course faculty. At the end of EBP II the student will transition to working under the guidance of their Chair to revise the paper in preparation for presenting to the full committee first as a proposal and then as a finished product. The DNP Capstone Scholarly Project and paper are expected to be of sufficient quality and rigor to meet the requirements of doctoral study. At all stages of the paper the student should expect multiple iterations in response to faculty, chair and committee suggestions.

The DNP Scholarly Capstone Project paper is to be written in SQUIRE 2.0 format. Further information on this writing standard may be found at [http://squire-statement.org/index.cfm?fuseaction=Page.ViewPage&pageId=471](http://squire-statement.org/index.cfm?fuseaction=Page.ViewPage&pageId=471). The expected length of the paper is usually between 20 and 30 pages. References and in-text citations may be in either APA orAMA format. Two (2) weeks prior to the scheduled proposal hearing and oral defense, the *Capstone Scholarly Project paper must be submitted to all committee members for their review.*

All Capstone Scholarly Project papers will follow the framework (SQUIRE 2.0):

**Title and Abstract**

1. Title
Forming the Capstone Committee

The Committee is formed during the fall and spring semesters of Year 2. The Chair is chosen through a match coordinated in the NU 716 EBP II course and occurs during fall term year 2 (Y2, Fall). Once the Chair has accepted the role, the Chair will then assist the student in selecting the rest of the committee members.

The committee should have three (3) members. At least two (2) members, including the Chair, should come from the UMB College of Nursing and Health Sciences. The third member should be content expert from the practice site and need not be a nurse or have a higher degree. The Chair should be a member of the faculty who is an experienced committee member. The DNP Capstone Scholarly Project Committee should be formed by February 15th (Y2, spring).

Once all of the committee members agree to serve, the student submits the typed, completed/signed DNP Capstone Tracking Form Part I: DNP Committee. (See Appendix B) The student is responsible for pre-populating the form with the relevant, typed information and obtaining committee member signatures and the CV of the outside committee member. Submit the completed form and CV to the Program Assistant no later than February 28th (Year 2). The Program Assistant will then obtain the Program Director’s signature and forward to the Office of Graduate Studies for their signature. A copy of these signed documents will be placed in the student’s Portfolio.

DNP Capstone Scholarly Project: Role of Chair and Committee

The candidate will work closely with the Chair and other committee members throughout the DNP Capstone Scholarly Project, including project development, implementation, evaluation, writing phases and dissemination. The candidate should expect many iterations of the project paper as it is refined and improved to meet the overall conceptual and methodological quality expected of doctoral level work. While carrying out the DNP Capstone Scholarly Project, students are registered for (NUR 762 DNP Internship II (second half; 1 credit), NUR 763 DNP Internship III (1 credit), NU764 Internship IV & Capstone Seminar (3 credits)) and engage in selected activities in those courses designed to assure the success of their projects. During summer of year 2, students are expected to continue work on their projects for the implementation phase. Contact with the Chair and committee members during the summer is on an individual basis.

Capstone Scholarly Project Proposal and Hearing
You are expected to work closely with your Committee Chair to develop a proposal that is of doctoral level rigor and quality and suitable to be presented to the full committee. This is an iterative process and students should expect multiple revisions and iterations. Once the proposal meets the expectations of the Committee Chair, the student will forward the proposal to the full committee for further review and feedback. The student and Chair will review the committee members’ recommendations and make necessary adjustments to the proposal paper.

The proposal hearing will be scheduled prior to April 15th (Spring, Year 2) based on the availability of the Capstone Committee and student. Two weeks prior to the scheduled hearing, the final draft of the proposal paper will be delivered to all committee members. One week before the proposal hearing the Power Point Slides will be shared with the Chair.

All members of the committee are expected to attend the proposal hearing in person or via teleconference. At the hearing, students present the project and the committee asks questions. NOTE: For the proposal hearing you will not have the results or conclusions/recommendation section. The project results and recommendations will be created and added after completion of the project as part of your final paper.

The length of the proposal hearing will vary with the candidate and the topic but is generally about 30 minutes of student presentation with additional time for discussion/questions. The proposal hearing must conform to the criteria for the DNP Capstone Scholarly Proposal contained in the Syllabus for NU 716 Evidence Based Practice II and follows the SQUIRE 2.0 guidelines for reporting practice improvement/quality improvement projects. Additional information on SQUIRE 2.0 Guidelines may be retrieved from: http://squirestatement.org/index.cfm?fuseaction=Page.ViewPage&pageId=471

Following the student presentation, the committee meets in executive session and makes one of four determinations regarding the project proposal:

1) Approved as is
2) Approved subject to minor revisions
3) Requires major revisions or
4) Not approved.

In the case of approved as is, the candidate may proceed with the project. He/she will complete Part 2 of the DNP Tracking Form, obtain the site champion signature and designation and submit this form, with two (2) copies of the proposal abstract to the Chair. Committee members are responsible for signing and designating their determination. The full process for this tracking form is described in an earlier section of the Handbook.

In all other cases, within ten (10) days of the proposal hearing the Chair will provide the student with a written letter detailing the revisions required by the committee.

In the case of approved subject to minor revisions, the candidate will revise their proposal in accordance with the committee instructions and submit the revised proposal to the Chair and any other committee members specified in the letter. Once the proposal is revised to the satisfaction of the Chair, it is submitted to the Chair with two (2) additional copies of the abstract, a copy of the final State of the Science paper and the completed Part 2 of the DNP Tracking Form (See Appendix B) This form must be submitted no later than May 15th, (Spring Year 2). Committee members are responsible for signing and designating their determination. The full process for completing the tracking form is described in an earlier section of the Handbook.

The Chair forwards one (1) copy of the approved proposal, one (1) copy of the final State of the Science paper and two (2) copies of the proposal abstract to the Program Director with a letter stating that all minor revisions have been satisfactorily completed. The Program Director works with the Program Assistant to place a copy of the proposal and State of the Science paper into the students Portfolio and forwards one copy of the proposal abstract to the Office of Graduate Studies and Research along with the signed Part 2 DNP Capstone Tracking Form.

In all cases, Part 2 of the DNP Capstone Tracking Form must be submitted to the Program Assistant no later than May 15th (Spring, Year 2).
In the case of **major revisions**, the candidate must revise the proposal and resubmit the proposal to all committee members. The committee will decide if the revised proposal fulfills the requested revisions and if the student is required to orally present the project again. The candidate must complete both minor and major revisions within the designated due dates. If not completed to the committees’ satisfaction, the student will be required to delay graduation by one year and **does not** advance to candidacy.

In the rare case of a rejection, (not approved) the committee will meet with the candidate and decide how to proceed. Students may be required to delay graduation by a year to continue to develop the capstone proposal.

**Ethical Assurance**

Assuring that the DNP Capstone Scholarly Project meets ethical standards is a core value of the DNP program. The range of activities involving **human participants** in healthcare settings comprises patient care, teaching, and research; however, not all of these activities constitute human subject research. For example, training, education, quality improvement, and review of case reports are activities in which faculty and staff are commonly engaged in addition to research. The UMass Boston Office of Research and Sponsored Projects, in collaboration with the DNP faculty, has determined that projects which meet the following criteria do not involve human subjects and therefore do not need to be reviewed by the IRB.

- The project is designed to implement knowledge or assess a process or program considered standard practice that provide immediate and continuous improvement and feedback in the local setting
- While the activities described may involve accidental discoveries and/or innovative practices, they do not constitute research unless they also involve a systematic investigation with the intent to contribute to generalizable knowledge.
- The project translates established evidence to practice.
- The intention of the project is not theory generating or theory testing; the efficacy of new devices or drugs will not be tested.

If it has been determined that your project meets the criteria for practice improvement you must have an ethics section in your DNP Capstone Scholarly Project paper which includes the following statement: “The project or innovation [proposed (proposal paper); implemented (final paper)] is quality improvement and does not meet the definition of human subjects research because it is not designed to generate generalizable findings but rather to provide immediate and continuous improvement feedback in the local setting in which the project is carried out.”

If your project deviates from the above stated guidelines for practice improvement you need to discuss your project with your DNP Capstone Committee chair. In the rare case where it is determined that your project meets the criteria for human subject research you will need to submit an application to the UMass Boston Institutional Review Board (IRB) as well as the project site IRB. Directions for completing a UMass Boston IRB application can be found on the UMass Boston website. If IRB approval is required, you must obtain this prior to implementation of your research.

In all cases you should discuss your project with your site champion to understand their process for determining whether the project fits their definition of practice improvement or would be considered human subjects research. In the case of the latter, you will need to obtain institutional IRB approval prior to implementing the project.

**Agency permission and support**

A letter indicating the agencies permission and support of the DNP **Capstone Scholarly Project** is required. The letter should be on agency letterhead and signed by the student’s on-site facilitator and/or other agency stakeholder. This must be submitted before the student can commence work on the DNP **Capstone Scholarly Project**. A copy of the signed letter should be submitted to the Chair and Program Assistant and will be placed in the student’s Portfolio.
Fulfillment of the DNP Program Requirements for Graduation

Overview

To fulfill the DNP program requirements for graduation, the student must:

1. Successfully complete all coursework
2. Complete the Portfolio of DNP experiences
3. Complete the DNP Capstone Scholarly Project (oral defense, written paper, dissemination)

Successful Completion of Coursework

Successful completion of all coursework and clinical experiences stipulated in the DNP Program of Study is required in partial fulfillment of the requirements for the degree of Doctor of Nursing Practice. The program of study and required coursework and clinical experiences are detailed in earlier parts of this Handbook.

Portfolio of DNP Experiences

As noted in an earlier section of the Handbook, students formulate and maintain a Portfolio of DNP experiences throughout their program of study. At the conclusion of NU 764 Capstone Seminar and DNP Internship IV, the seminar faculty and students will meet to review and evaluate the student’s portfolio. Evaluation will consist of faculty and student self-evaluation of the student’s progress toward mastery of the DNP essential competencies. Successful review of the portfolio is factored into the student’s grade for NU 764. Successful completion of this review is required in partial fulfillment of the requirements for the degree of Doctor of Nursing Practice.

DNP Capstone Scholarly Project

Successful completion of the DNP Capstone Scholarly Project as evidenced by 1) a successful defense, 2) approved project paper and 3) approved plan for dissemination is required as partial fulfillment of the requirements for the degree of Doctor of Nursing Practice. Guidance on all aspects of the DNP Capstone Scholarly Project can be found in earlier sections of this Handbook.

The DNP Capstone Scholarly Project: Oral Defense

All students must participate in an oral defense of their project. In order to participate in the oral defense the student must have completed their project including the analysis and formulation of recommendations to the satisfaction of their chair and committee and receive approval from the chair to defend their work. A DNP Capstone Scholarly Project oral defense is held at the end of March/first week of April (Year 3) for all students. Date(s) are announced in the fall semester of year 3. Students are expected to come to campus and present their DNP Capstone Scholarly Project to an audience consisting of the committee members and Chair as well as other DNP students and UMB faculty. Committee members who cannot come to campus may attend via phone or other web based software provided by UMB. The session is also recorded and may be viewed by faculty, staff and/or DNP students.

The presentation includes the essential elements of the DNP Capstone Scholarly Project Paper and utilizes the SQUIRE 2.0 headings.

The Power Point slides are to be submitted to the Chair at least two weeks prior to the defense date for review and feedback. The presentations should follow the format of the Capstone Scholarly Project paper.

Each defense is scheduled for 45 minutes. Students should plan to present their project for about 30 minutes and leave 10-15 minutes for audience questions/answers.
Following the student presentation, the committee makes one of four determinations regarding the project oral defense:

1) Met the requirements for a scholarly presentation about their DNP Capstone Scholarly Project
2) Did not meet the requirements for a scholarly presentation about the DNP Capstone Scholarly Project

In the case of pass, students complete Part 3 of the DNP Capstone Tracking Form, obtain their site champion’s signature and submit the form and a copy of their PowerPoint presentation to the Chair. Committee members are responsible for signing and designating their determination. The full process for this tracking form is described in an earlier section of the Handbook.

In the rare case of fail, the student will meet with the Chair to determine next steps.

DNP Capstone Scholarly Project Paper

As noted in an earlier section, the DNP Capstone Scholarly Project paper is written under the guidance of the student’s chair and committee. During the late Fall and early Spring of Year 3 the student revises the DNP Capstone Scholarly Project proposal paper to reflect the fact that the project has now been implemented and evaluated.

The DNP Scholarly Capstone Project paper is to be written in SQUIRE 2.0 format and reflect all phases of the project including the development, implementation and evaluation of the project. Further information on this writing standard may be found at [http://squire-statement.org/index.cfm?fuseaction=Page.ViewPage&pageld=471](http://squire-statement.org/index.cfm?fuseaction=Page.ViewPage&pageld=471). The expected length of the paper is usually between 20 and 30 pages. References and in-text citations may be in either APA or AMA format. At the of the oral defense the document should contain the prescribed Program Title and Signature Pages (Appendix B) and follow the SQUIRE 2.0 standard.

The paper must be approved by the chair and committee before it is accepted in partial fulfillment of the requirements for a Doctor of Nursing Practice degree. Committee members are responsible for signing the signature page as testimony to their approval of the paper in both style and content. If the capstone paper does not reach final iteration and approval by the last day of April, then the student’s graduation date will be changed to a later date (even if the oral defense has been completed).

In the case of approval with minor revisions, the candidate need only resubmit the revised Capstone Paper to the Chair and any other specified committee members. Once the student has made all requested changes and it is approved by the student’s committee chair, the student submits the paper to ScholarWorks at the University of Massachusetts Boston Healey Library. The Chair forwards a copy of the approved Capstone Paper to the Program Director with the completed title/signature page and a letter stating that all minor revisions have been satisfactorily completed. The Program Director signs the title/signature page and defense form and forwards a copy of the final paper and forms to the DNP Program Assistant. The Program Assistant makes the requisite copies and sends the original signatures pages and approved paper to the Office of Graduate Studies, retains a copy of the documents in the student’s Portfolio and sends a copy to the committee members.

In the case of major revisions, the candidate must resubmit the Capstone Scholarly Project paper to all committee members. The candidate must complete both minor and major revisions by the last day in April to graduate in May. Once the paper is approved by the committee the administrative procedures are the same as those just describe in the minor revisions section.

In the rare case of a not approved, the committee will meet with the candidate and decide how to proceed.
The final copy of the *Capstone Scholarly Project* paper should be printed, with title page, and placed in an 8x10 envelope. This printed final copy should be post marked by May 15th (year 3) and sent via US Postal mail service to the Program Assistant.

**Capstone Scholarly Project: The Dissemination Product**

The Capstone Scholarly Project paper is required to be of publishable quality, although dissemination is not restricted to publishing. The final dissemination product may be a journal article, a poster that is presented at an approved professional conference, or a podium presentation at an approved professional conference. The student will work with the faculty in NU 764 Capstone Seminar and DNP Internship IV to develop a plan for dissemination and must submit the plan to their Chair as part of completing the Capstone Project.

All students must submit their final, approved DNP Capstone Scholarly Project paper to the UMass Boston ScholarWorks, accessed at: http://scholarworks.umb.edu/nursing_dnp_capstone/.

**Authorship, Acknowledgements and Attribution**

Dissemination about work done while a UMass Boston doctoral student, including the DNP Capstone Scholarly Project, should provide attribution to UMass Boston. Your site affiliation is also appropriate to list, but your primary affiliation on any dissemination related to your project should list you as a DNP student (or a simply as a doctoral student) at UMass Boston.

Determination of authorship of books or manuscripts based on *Capstone Scholarly Projects* can be challenging. The doctoral student, as author of the capstone, holds the position of primary authorship of any subsequent publications based on it. Including co-authors, such as members of the committee, is appropriate if such persons meet the requirements of authorship set out in the International Guidelines that are abstracted below.

Authorship: Authors submitting a paper do so on the understanding that the manuscript has been read and approved by all authors and that all authors agree to the submission of the manuscript to the journal. ALL named authors must have made an active contribution to the conception and design and/or analysis and interpretation of the data and/or the drafting of the paper and ALL must have critically reviewed its content and have approved the final version submitted for publication.

The International Committee of Medical Journal Editors (ICMJE) authorship criteria state that authorship should be based on 1) substantial contributions to conception and design of, or acquisition of data or analysis and interpretation of data, 2) drafting the article or revising it critically for important intellectual content and 3) final approval of the version to be published. Authors should meet conditions 1, 2 and 3.

Contributors who do not qualify as authors should be mentioned under Acknowledgements.

**Acknowledgements**

Under acknowledgements, students can specify contributors to the article other than the authors accredited. It is helpful to include specifications of the source of funding for the study and any potential conflict of interests if appropriate. Suppliers of materials should be named and their location (town, state/county, country) included.
Appendix A: Admissions Requirements for the UMB DNP Program

Admission requirements for the Doctor of Nursing Practice (DNP) Program

Applicants to the DNP program must meet the entrance requirements of the University of Massachusetts Graduate Program and the College of Nursing and Health Sciences.

Options for application:

MS prepared applicants for the DNP with a Master of Science degree in nursing with at least one year of experience and national certification, or a Master of Science degree in nursing and significant clinical leadership experience.

The admission criteria are:

- Graduate of a nationally accredited NLNAC or CCNE program or significant clinical leadership.
- Sealed transcripts.
- Documentation of both:
  - Bachelor of Science (BS) degree in Nursing or another field, and,
  - Master of Science (MS) degree in Nursing.
- Students without a baccalaureate must provide a letter from the MS program stating that the RN-MS program has provided the equivalent content for a BS in Nursing.

- Provide official sealed transcripts from ALL higher education institutions attended, demonstrating:
  - Overall Grade Point Average (GPA) of 3.0 or higher in the BS program of study and,
  - Overall GPA of 3.2 in MS program of study,
  - For each required nursing course in the MS program of study. GPA of 3.0 or evidence of letter grade B (3.0 on 4.0 scale) or better for science courses (both BS and MS programs).
  - Evidence of completion of a graduate health assessment course grade with a grade B (3.0 on 4.0 scale) or better.
- Submit a complete application package with documentation of the following:
  - Official sealed transcripts for all undergraduate and graduate programs attended
  - Letter supporting one’s clinical expertise for at least one year’s experience in the Advanced Practice Role as a nurse practitioner (APRN), certified nurse midwife (CNM), clinical nurse specialist (CNS), or nurse anesthetist (CRNA) or significant clinical and leadership experience.
  - Letter providing evidence of significant clinical leadership.
  - Three letters of recommendation from health professionals describing professional nursing experience in the role as an advanced practice nurse including leadership activities and/or scholarly achievements
  - A scholarly abstract of a completed project or academic paper (no more than 300 words).
  - A professional goal statement and that describes in five career objectives (no more than 500 words).
  - Professional resume to include all institutions attended; professional work experience, certifications, supervised clinical practicum placements, CPR, scholarship, and professional activities or organizations as well as population focus during the MS program of study including supervised clinical practice experiences, number of supervised hours in each clinical setting and agency names.
  - Registered nurse license in the state of residence.
  - Advanced practice licensure in the state of residence or significant clinical leadership as documented by resume and references. TOEFL scores (if required for non-citizens of the United States of America per University Admission Policies)
  - Evidence of professional certification in the advanced practice role or eligibility to sit for the exam at the time of application to the program or documentation of significant clinical leadership experience.
  - Evidence of prescriptive authority for all APRN candidates.

BS prepared applicants for the BS-to-DNP Program with current licensure in the commonwealth of Massachusetts.

The admission criteria are:
- BS degree in nursing from an NLNAC or CCNE accredited program.
- Applicants who are completing their BS degree may apply and be conditionally accepted pending final transcripts.
- GPA of 3.4 or higher in the undergraduate program
- A current unrestricted RN licensure in the state of Massachusetts. Applicants may be conditionally accepted pending final transcripts.
- Completion of college level course in introductory statistics
- Recent completion of college level course in physical assessment
- Strong scores on the Graduate Record Examination (GRE) aptitude tests with emphasis on the analytical writing component.

Admissions Overview – UMB Graduate Admissions Office
(Adapted from Graduate Student Office (2008), Graduate Program Director’s Handbook, Univ. of Massachusetts, Boston: Boston, MA)

Applicants submit the application with the application fee to the Graduate Admissions Office either through the online or the paper application. They are encouraged to include as many of the required credentials as possible with the application. Transcripts received with the application from the student must be received in sealed envelopes from the institution to be considered official. Credentials may also be submitted separately from the application, either before or after the application is submitted. Credentials received before an application has been filed are held for one year.

After the application and/or credentials are scanned into our imaging system, the original documents are distributed to the program using the mail boxes in our office. It is recommended that the mailboxes be checked for material at least twice a week during normal periods and daily during busy times (e.g. following an application deadline, during registration period).

Applicants are notified of any missing credentials via automatically assigned communications sent 10, 30 & 60 days after receipt of the application. Application status may also be checked through the WISER system on the web (see above, under "Web Services - UMassWise"); applicants are sent information about using this system.

During the Graduate Admissions evaluation process, each application is reviewed for evidence of a bachelor's degree or its equivalent. If an applicant is determined not to have either, a denial letter is sent, and no further processing occurs. In the case of international applicant's initial determination, where they maintain that their credentials are equivalent to a bachelor's degree, the student is referred to an external international documentation evaluation agency recognized by the University. If an evaluation is received from the agency recommending that the degree be considered equivalent, the application may continue to be processed.

When the application becomes complete (or complete enough for review as specified by the program), the Profile Sheet is distributed in the mailbox. This is the form on which the program indicates its recommended decision. The options are full admission, provisional admission, wait list, denial or deferral of consideration. Provisional admissions may be used in a number of different situations. If an applicant has applied while still working on the bachelor's degree, the provision is submission of the final transcript showing the award of the degree. If an applicant has not submitted test scores, the provision is receipt of the score report. In the case of marginal accepts, the provision may be to require grades of B or better in the student's first two courses, before full admission may be granted. The wait list option is used by programs that enroll only a limited number of students. If an accepted student declines the offer of admission, then the first student on the wait list is moved to admit status.

The Graduate Program Director (GPD) and Program or College Admissions Committee decision will be entered on each Applicant’s Profile Sheet, signed by the GPD and conveyed to the Graduate Admissions Office.

Upon receipt of the Profile Sheet, Graduate Admissions mails the official decision letter to the student. A confirmation form is sent out with acceptance letters, requiring submission of a non-refundable deposit of $250.00 along with the confirmation form. The deposit MUST be paid directly to the Graduate Admissions Office by check or credit card.
In some programs, students have the option of deferring their admission for one or two semesters. Students must request this option in writing; the request must be accompanied the processing fee.

At the end of each semester, the previous semester's transcript and test score provisional admits are reviewed by Graduate Admissions. Students who have failed to submit the required transcripts and/or test scores are so notified, and a registration hold is placed on their records until the required documents are received. Tracking of provisional admits based on performance in courses is the responsibility of the individual programs. If the student has not met the provision(s), the GPD must decide whether to allow the student to continue as a provisional admit or to recommend dismissal.

LEARNING DISABILITY STANDARDIZED TEST POLICY
In accordance with provisions of the General Laws of Massachusetts, Graduate Studies policy permits residents of Massachusetts who have been diagnosed as developmentally disabled (including those with specific language disabilities, such as dyslexia, but not including those whose sole disability is blindness) to request a waiver of the requirement to submit GRE, GMAT, MAT or MTEL scores. To qualify for a waiver, an applicant must submit documentation validating the disability. The required form is available through the Graduate Admissions office. A graduate program may require an alternative mode of assessment (e.g. a writing sample) in lieu of the standardized test score. For information, contact Graduate Admissions.
Appendix B: Program Forms

The follow forms are required as part of the DNP Scholarly Capstone Project:
1. DNP Capstone Tracking Form: Part 1 The DNP Capstone Scholarly Project Committee
2. DNP Capstone Tracking Form: Part 2 DNP Capstone Scholarly Project Proposal Hearing and Advance to Candidacy
3. DNP Capstone Tracking Form: Part 3 DNP Capstone Scholarly Project Oral Defense
4. Capstone Scholarly Project Paper Title and Signature Pages (total of 2 pages)

All forms must be completed in their entirety. They must be typed and printed by the student prior to committee member signatures. Signatures on the DNP Committee Form, DNP Project Proposal Hearing Form and DNP Advance to Candidacy Form may be completed electronically. All signatures on the Capstone Scholarly Project Paper Title Page must be original signatures in ink.
DNP Capstone Tracking Form: Part 1

Doctor of Nursing Practice (DNP) Capstone Scholarly Project Committee

Student Name ___________________________

Student ID ______________________

Intended Date of Graduation ______________________

Tentative Title of DNP Capstone Scholarly Project ___________________________________________

Provide the names of a minimum of three and maximum of five DNP Capstone Scholarly Project Committee Members. Signature confirms agreement to participate and advise you in your project progression, scholarly writing for publishable quality, and final review of the quality, content, and completion of your doctoral project.

<table>
<thead>
<tr>
<th>Committee Member Name (Type or Print Legibly)</th>
<th>Signature of Committee Member</th>
<th>Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CHAIR</td>
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<tr>
<td>2.</td>
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<td>3.</td>
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<td>4.</td>
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<tr>
<td>5.</td>
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CV for each external member of the committee must accompany this form.

Approved by DNP Program Director ___________________________ Date __________

Received by the Office of Graduate Studies __________________________ Date __________
DNP Capstone Tracking Form: Part 2

Doctor of Nursing Practice (DNP) Proposal Hearing and Advance to Candidacy

Date of Project Proposal Hearing _________________________

Student Name _________________________________________

Student ID ____________________

Title of DNP Capstone Project______________________________________________

________________________________________________________________________

Project abstract (attached)

Capstone Committee Approval Process: A majority approval is required to advance the student to candidate status. Under “Approval” for the Chair and each Committee Member enter “A” for Approved as is, “AR” for Approved with minor revisions, and “AM” for requires major revisions, “N” for not approved. If approved with revisions students will receive a letter from the committee chair detailing the changes to be made and the process for submitting the changes. All submissions must be completed and approved prior to the established deadline in order to graduate.

<table>
<thead>
<tr>
<th>DNP Committee Members</th>
<th>Affiliation</th>
<th>Approval</th>
<th>Signature</th>
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<tbody>
<tr>
<td>Chair:</td>
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</table>

The candidate has successfully completed required elements of the DNP program, including coursework, State of the Science paper, and submission and presentation of the DNP Scholarly Capstone Project Proposal to the satisfaction of the DNP Capstone Committee and Program Director.

Approved by DNP Program Director ___________________________ Date __________

Received by the Office of Graduate Studies ___________________ Date __________
DNP Capstone Tracking Form: Part 3

Doctor of Nursing Practice (DNP) Capstone Project Oral Defense

Student Name ______________________________________

Student ID ______________________

Title of DNP Capstone Scholarly Project ____________________________________

Date of Project Defense ______________________

DNP Capstone Scholarly Project Oral Defense Approval: A majority approval is required to approve the Capstone Scholarly Project oral defense in partial fulfillment of the requirements for a Doctor of Nursing Practice degree. Under “Approved” for the Chair and each Committee Member enter “A” for Met the requirements for a scholarly presentation about their DNP Capstone Scholarly Project, and “N” for Did not meet the requirements for a scholarly presentation about their DNP Capstone Scholarly Project.

<table>
<thead>
<tr>
<th>DNP Committee Members</th>
<th>Affiliation</th>
<th>Approval</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair:</td>
<td></td>
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</tr>
</tbody>
</table>

Include a copy of the PP presentation with this form.

Approved by DNP Program Director __________________________ Date ______

Received by the Office of Graduate Studies ______________________ Date ______
PAPER TITLE

A Capstone Scholarly Practice Improvement Project

By

STUDENT NAME

Submitted to the Office of Graduate Studies and Research, University of Massachusetts Boston, in partial fulfillment of the requirements for the degree of

DOCTOR OF NURSING PRACTICE

Date

Department of Nursing
PAPER TITLE

A Capstone Scholarly Project Presented

By

STUDENT NAME

Approved as to style and content by:

________________________________________
Faculty name, title
Chairperson of Committee

________________________________________
Faculty name, title
Member

________________________________________
Name, title
Project Site Representative

________________________________________
Name,
DNP Program Director
### Appendix C: DNP Capstone Scholarly Project Timeline

#### Year 2

<table>
<thead>
<tr>
<th>Month</th>
<th>Events</th>
</tr>
</thead>
</table>
| **December** | Chair is approached by student  
Chair accepts role  
Chair and student plan timeline for project  
DNP Capstone Scholarly Project proposal paper reviewed by Chair after completion of NU 716  
SOS reviewed by Chair after completion of NU 716  
Feedback/edits begin for proposal paper and final SOS paper |
| **January** | Students incorporated Chair’s feedback into proposal paper |
| **February** | 2<sup>nd</sup> and 3<sup>rd</sup> committee members selected under guidance of the Chair no later than Feb 15th  
Letter sent to committee site member by the Chair  
Completed/signed DNP Capstone Tracking Form Part 1 due by February 28  
Capstone paper/SOS reviewed by committee and feedback provided to student/Chair  
Winter Intensive |
| **March** | Schedule proposal hearing, finalize proposal paper and slides for proposal hearing |
| **April** | Proposal Hearing must take place by April 15<sup>th</sup>  
Completed/signed site agreement  
IRB approval (UMB/site) if deemed necessary |
| **May** | DNP Capstone Tracking Form Part 2 completed by May 15<sup>th</sup>  
Project planning/baseline assessment/implementation may commence  
Student/Chair set up plan for communication/project implementation over the summer |
| **June-July-August** | Project Implementation  
Update Chair as needed and/or agreed upon |
## Year 3

### September
- Continued project implementation
- Begin post implementation data collection
- Meet with chair/committee to update on progress from summer

### October
- Continued project implementation
- Data collection
- Monthly check in with chair

### November
- Continued project implementation and data collection if needed
- Data analysis and interpretation
- Forming recommendations
- Monthly check in with chair

### December
- Continued project implementation and data collection as needed
- Data analysis and interpretation
- Time for reflection and forming recommendations
- Begin revising the early sections of the paper under the guidance of the Chair
- Monthly check in with chair

### January
- Iteration of paper by student under the guidance of the Chair

### February
- Ongoing review/feedback of iterative changes by chair and 2nd committee member

### March
- Project is completed
- Paper is in final iteration and submitted to committee 2 weeks prior to defense
- Power Point slides shared with Chair at least 2 weeks before defense date
- Capstone Scholarly Project Oral Defense at UMB campus end of March or first week in April
- Completed/signed DNP Capstone Tracking Form: Part 3 Capstone Oral Defense

### April
- All final edits completed on paper by last day in April
- Student determines how the project will be disseminated

### May
- Title/Signature Page completed with all signatures (must be in ink)
- The final copy of the *Capstone Scholarly Project* paper submitted to ScholarWorks, printed and mailed to the Program Assistant by May 15th.