APPENDIX C: COURSE SYLLABI

The University of California: Multi-Campus Collaborative DNP Program

UC Davis School of Nursing
UC Irvine Program in Nursing Science
UC Los Angeles School of Nursing
UC San Francisco School of Nursing

Course Title/#: Concepts and Contemporary Issues for the DNP
Course Credit: Three (3) quarter units

Course Description:
This online course will develop the critical thinking skills of the DNP student in evaluating the state of nursing science and its impact on practice. Scientific theories and conceptual frameworks forming the foundations of knowledge and clinical scholarship in doctoral nursing practice will be presented. Middle range theories and concepts across disciplines will be evaluated for their translational utility for clinical interventions and patient outcomes.

Course Objectives:
1. Examine middle range theories that apply to advanced nursing practice.
3. Selection and critique of appropriate theories or concepts for their impact on a clinical question.

Learner Outcomes:
1. Critically evaluate theories and frameworks and their impact on patient outcomes.
2. Critically analyze research evidence and theories to articulate a relevant practice question.
3. Demonstrate professional writing competencies.

Suggested Course Topics:
- Clinical scholarship: DNP vs. PhD
- Current state of the nursing science
- Models & theories across disciplines in the areas of:
  - Vulnerable populations
  - Transitions theory
  - Caring
  - Cultural competency & agency
  - Health promotion
  - Ethics
  - Health behavior & disparities
  - Education & learning
  - Leadership & organization
  - Social justice
  - Health policy
- Translating theory & research into practice:
  - IOM report & role of the DNP
Application of research to a clinical question

Grading:
Letter Grade

Suggested Assessment Strategies:
• Scholarly paper with faculty and peer review
• On-line peer discussions

Suggested Textbooks:


Course Title/#: Critical Appraisal of Evidence-Based Practice (EBP)

Course Credits: Three (3) Quarter Units

Course Description:
This online course is designed to provide the DNP with the skills to critically appraise and translate evidence into practice. Evidence-based practice appraisal frameworks are used to promote understanding of scientific information and support critical decision-making in healthcare.

Course Objectives:
1. Compare and contrast the evidence-based practice paradigm with other research paradigms.
2. Develop clinically relevant, focused questions.
3. Expand information literacy skills for locating best available evidence.
4. Critically appraise quantitative and qualitative research studies using an evidence-based practice framework.
5. Apply measurement principles to critical appraisal of measurement instruments.
6. Integrate critical appraisal of evidence, clinical judgment, and patient preferences to determine applicability of evidence to practice, education, administration, or informatics.
7. Evaluate the effectiveness of using an evidence base for advanced practice

Learner Outcomes:
1. Demonstrate professional writing competencies.
2. Develop the question(s) relevant to the capstone problem.
3. Complete literature review on selected topic.
4. Critically appraise the literature and how to identify the “best” body of evidence.
5. Synthesize the literature using critical appraisal tools and tables.
6. Have a strong knowledge base of EBP in the student’s chosen area of practice inquiry.

Suggested Course Topics:
- Introduction to Evidence-Based Practice (EBP)
- DNP role & EBP
- Developing Clinical Questions: Thinking about your capstone clinical question via Population/patient problem, Intervention, Comparison, Outcome and Timeframe (PICOT) framework
- Evidence-Based Study Designs & Hierarchy of Evidence
- Critical Appraisal Tools and Critical Appraisal Tables
- Levels of Evidence II and III:
  - Analysis & Appraisal Experimental/Quasi-Experimental Designs in Clinical Practice
- Level of Evidence IV
  - Analysis & Appraisal of Non-Experimental Designs in Clinical Practice
- Levels of Evidence IV
Analysis & Appraisal of Diagnosis in Clinical Practice

- Level of Evidence I
  - Analysis & Appraisal of Meta-Analysis/Systemic Review in Clinical Practice

- Level of Evidence V
  - Analysis & Appraisal of Clinical Practice Guidelines in Clinical Practice

Grading:
Letter grade

Suggested Assessment Strategies
- PICOT Exercise
- Scholarly paper with faculty and peer review
- On-line peer discussions

Suggested Textbooks:


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Course Title/#: Methods and Measurement for Translational Practice Inquiry

Course Credit: Three (3) Quarter Units

Course Description:
This online course provides advanced concepts on research methods and measurement strategies that are applicable to support the advanced practice nurse to access, evaluate, and utilize data from various sources including research, quality improvement initiatives, and information technology origins to achieve improvements in care delivery and practice.

Course Objectives:
1. Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends.
2. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases.
3. Apply relevant findings to develop practice guidelines and improve practice and the practice environment.
4. Examine the foundations of implementation science for application to improving health care improvements.

Learner Outcomes:
1. Gain familiarity with various data sources and related methods and measurement strategies relevant to these sources.
2. Design and utilize health care relevant databases for analysis of practice trends as an information source to improve practice outcomes.
3. Use information technology and research methods appropriately to collect and report data relevant to nursing practice.
4. Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends.
5. Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.

Suggested Course Topics:
- Collection of appropriate and accurate data to generate evidence for nursing practice
- Guiding the design of databases that generate meaningful evidence for nursing practice
  - Information technology solutions to databases and research support
- Data analysis from practice
- Designing evidence-based interventions
- Predicting and analyzing outcomes
- Examination of patterns/trends of behavior/practice and outcomes
Improving Clinical Outcomes
Improving Safety and Quality
Dissemination goals /strategies
Translation of Evidence for Impact to Clinical Practice, Leadership, Education and Health Policy

Grading:
Letter Grade

Suggested Assessment Strategies:
• Scholarly paper with faculty and peer review
• On-line peer discussions

Suggested Textbooks:


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Course Title/#: Improving Health Outcomes through Quality Improvement and Patient Safety

Course Credit: Three (3) Quarter Units

Course Description:
This online course provides an interdisciplinary background in the sciences of quality improvement and patient safety within healthcare settings. The history and evolution of the quality movement, theories and thought leaders, current quality of care issues, eliminating health disparities, culturally and linguistically appropriate services, research and innovations, intervention strategies, and instruments will be addressed; as well as an analysis of quality management system models in health care. Special focus will be placed on the role of the advanced practice nurse leader in developing and leading clinical quality and safety initiatives.

Course Objectives:
1. Assess healthcare settings to determine existing quality and safety processes, outcomes, and measures; and organizational alignment with current national quality/safety indicators and best clinical practices
2. Design, implement, and evaluate programs that assess and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems.
3. Demonstrate professional accountability for advanced nursing practice competencies in quality and safety management to improve health outcomes of culturally diverse patient populations.
4. Analyze political, economic, cultural, ethical, and legal issues associated with healthcare quality and safety improvement.
5. Analyze major approaches to quality and safety management including measurement of nurse-sensitive patient care outcomes.
6. Employ advanced communication skills to lead quality improvement and patient safety initiatives in healthcare systems.
7. Apply principles of change management, systems thinking and clinical microsystem theory to develop and implement practice-level and system-level quality improvement and patient safety initiatives.
8. Evaluate the impact of health information technology to improve quality and safety.
9. Use data, including nurse-sensitive measures, to monitor and improve quality and safety outcomes of care in healthcare systems.

Learner Outcomes:
1. Use quality improvement and patient safety theories and methodologies to guide quality improvement and patient safety projects in your practice.
2. Accurately complete a systems-based needs assessment.
3. Execute the steps of the clinical microsystems assessment approach, identify solutions and evaluative approaches
4. Identify applications of health information technology improvements.
5. Identify the QSEN competencies for baccalaureate and graduate nursing education and how to apply the KSAs (Knowledge, Skills, Attitudes) of competencies to a microsystem.

**Suggested Course Topics:**
1. Application of Institute for Healthcare Improvement (IHI) Open School Basic Certification of Completion Online Modules
2. Role of the Nurse Leader/Educator in Quality and Safety Education for Nurses (QSEN) related competencies
3. Quality improvement and patient safety: processes and tools
4. Electronic and personal health records, telemedicine, safety reporting systems
5. Data measurement, analysis and management
6. Political, economic, cultural, ethical, and legal issues associated with healthcare quality and safety improvement.

**Grading:**
Letter Grade

**Suggested Assessment Strategies:**
- IHI certification
- Scholarly paper with faculty and peer review
- On-line peer discussions

**Suggested Textbooks:**


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Course Title/#: Advanced Health Policy and Advocacy

Course Credit: Three (3) Quarter Units

Course Description:
This online course focuses on critical analysis of health policy in support of strategic action and advocacy. The course will cover health policy analysis within the context of economic, legal, social justice, and ethical issues and stimulate debate for decision-making and action. Students will partner with professional and/or community agencies to apply and evaluate health policy interventions and policies related to current health care issues.

Course Objectives:
1. Review current federal and state health care laws and policies.
2. Analyze the cost, quality and access of health care with emphasis on policy development.
3. Utilize public datasets for health services and outcomes research.
4. Apply knowledge of the policymaking process and political action to current legislative and regulatory issues.
5. Examine current issues in health care reform.

Learner Outcomes:
1. Analyze the context for current health policy formation, with the profession, health care system, and society
2. Synthesize a model for policy analysis that integrates the diversity of legal, political, social justice, economic, and ethical factors
3. Systematically analyze health policy issues to identify alternative solutions and strategies
4. Operationalize the leadership role of the DNP in advocacy for health system change through policy initiatives
5. Evaluate the impact of health policy changes on nursing and health care system practices, as well as health status of populations

Suggested Course Topics:
- Introduction to Health Policy Development and Analysis in the US Health Care System
- The Economics of Health Care
- Financing of Health Care: Private
- Financing of Health Care: Public
- Health Status and Access to Care
- Health Care Labor Issues
- Patient and Health Care Workforce Safety
• Reforming the US Health Care System (Past and Present Battles)
• Current Political Activities and Health Care
• International Health Issues: Policy Implications
• The Role of the DNP in Health Reform

**Grading:**
Letter grade

**Suggested Assessment Strategies:**
• Policy issue paper with faculty and peer review
• Policy brief with faculty and peer review
• On-line peer discussions

**Suggested Textbooks:**


Course Title/#: Organizational Systems and Health Economics

Course Credit: Three (3) quarter units

Course Description:
This online course is designed to expose the DNP student to a wide variety of organizational types and a foundational understanding of how healthcare is financed in the United States. Students will explore various types of healthcare organizations and delivery systems. Healthcare finance will be discussed at national and practice levels.

Course Objectives:
1. Examine and discuss the major issues and trends that impact the delivery of health care in the United States and other industrialized countries.
2. Analyze selected theories of organizational structure, culture and philosophy as they relate to nursing and health care organizations.
3. Analyze economic, social and political forces in organizations that impact policy and decision-making in health care delivery systems related to quality management and clinical outcomes.
4. Recognize the relationship(s) between process improvement and health-related outcomes.
5. Evaluate organizational change theories for effectiveness in planning interventions.
6. Integrate concepts of quality improvement programs into the role and functions of patient care services administration to promote team development and facilitate provision of high quality health care.
7. Explore role of DNP as Project Director/Project Manager and financial and budgetary implications and expectations.

Learner Outcomes:
1. Distinguish key features of organizational types and organizational theories.
2. Critically evaluate healthcare organizations in relation to organizational type and specific theories.
3. Discuss the changing healthcare delivery systems in the U.S. and impact on health.
4. Analyze adaptive systems in healthcare organizations.
5. Describe the globalization of health and international organizational development.
6. Identify ethical issues related to organizational types.
7. Describe how healthcare is financed in the U.S.
8. Demonstrate understanding of fiscal management and the role of the DNP in practice settings - acute care, ambulatory care, home health, and skilled nursing.
9. Demonstrate professional presentation competencies.
10. Articulate role of DNP in developing and managing financial resources and budgets.

Suggested Course Topics:
- Organizations and Organizational Theories
- Rational, natural, and open systems
• Analysis of how institutional environments shape organizational forms, structures, and processes
• U.S. healthcare delivery systems
  o Collaborative practice models
  o Independent private practice
  o Specialty Practice (hospital, SNF, Hospice, Home care)
  o Nurse Run Clinics
  o Patient Centered Medical Home
• Processes that shape organizational populations: Ecological and adaptive change
• Ethical Considerations
• Institutional environments and organizational legitimacy
• Healthcare financing in the United States
• Billing, coding, and documentation in various practice environments
• DNP accountability in managing fiscal matters
• Budget planning

Grading:
Letter Grade

Suggested Assessment Strategies:
• On-line case study discussions
• Quizzes
• Mid-term and final examinations

Suggested Textbooks & Resources:
ICD-10 Code Book - current on-line edition
The University of California: Multi-Campus Collaborative DNP Program

UC Davis School of Nursing
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Course Title/#: Transforming Healthcare through Inter-professional Collaboration: The Road to Person-Centered and Safe Care

Course Credits: Three (3) Quarter Units

Course Description: This online course is designed to acquaint DNP students with contemporary issues in the healthcare professions and expose students to inter-professional collaborative practice concepts and competencies. Barriers and facilitators to achieving a model collaborative practice will be debated and innovative opportunities to change current practice explored. Students’ personal belief systems about high-level collaboration and team performance will be explored. The relationship between inter-professional education, practice and healthcare outcomes and processes to prepare DNP graduates to assume leadership roles will be addressed. Students will discuss the various barriers and facilitators in achieving a model collaborative practice and explore innovative opportunities to change current practice. Students will also explore and challenge their personal belief systems and identify potential barriers to high level collaboration in a team environment. The class will discuss the relationship between inter-professional education, practice and healthcare outcomes and prepare DNP graduates to assume a leadership role.

Course Objectives:
1. Recognize the importance of inter-professional teams and employ effective communication and collaboration skills.
2. Critically analyze facilitators and barriers to high quality inter-professional team leadership within a complex practice and organizational environment.
3. Construct appropriate inter-professional teams for a variety of complex healthcare delivery systems.
4. Apply inter-professional concepts to existing working relationships.
5. Conduct self assessment of conflict resolution skills.

Learner Outcomes:
1. Define inter-professional collaboration.
2. Describe and discuss the IPEC Core Competencies for Inter-professional Collaborative Practice.
3. Describe and discuss Team-Based Competencies: Building a Shared Foundation for Education and Clinical Practice.
4. Identify social, professional and legal barriers to collaborative practice.
5. Conduct a force field analysis on the barriers and facilitators related to inter-professional collaboration.
6. Identify the 7 principles of Fierce Conversations.
7. Demonstrate successful conflict resolution strategies to use with teams.
8. Identify personal strengths and weaknesses related to inter-professional collaboration in order to prepare the student for leadership role.
9. Discuss collaborative practice impact on health outcomes, including quality of care and safety.

**Suggested Course Topics:**
- What is Inter-professional Collaboration?
- Where does the DNP fit in the team? - Critical review of recent IOM Reports
- IPEC Core Competencies
- Team-Based Competencies
- Force Field Analysis: Exploring Environmental Facilitators and Barriers
- Creating the Model Collaborative Practice
- Fierce Conversations: Interrogating reality to tackle your toughest challenges
- Conflict Resolution
- Collaborative practice and health outcomes: Is there a relationship?

**Grading:**
Letter Grade

**Suggested Assessment Strategies**
- On-line inter-professional case discussions
- Scholarly paper with faculty and peer review

**Suggested Textbooks:**


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UC Davis School of Nursing
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UC San Francisco School of Nursing

Course Title/#: Advanced Concepts in Clinical Prevention & Population Health

Course Credits: Three (3) Quarter Units

Course Description:
This online course enables the DNP to integrate, synthesize and apply key concepts introduced in previous coursework so that the DNP student can incorporate the core components of the Clinical Prevention and Population Health Framework into their practice. The four components of the Clinical Prevention and Population Health Framework: evidence-based practice, clinical preventive service and health promotion, health systems and policy, and population health and community aspects of practice will be emphasized through a focus on current health issues.

Course Objectives:
1. Assess population health problems via descriptive epidemiology and biostatistics principles and concepts.
2. Analyze evidence that supports current clinical prevention and health promotion recommendations.
4. Synthesize research, theoretical and communication concepts introduced in previous coursework, including psychosocial dimensions and cultural diversity, and interprofessional engagement, to the area of clinical prevention and population health
5. Develop, implement, and evaluate evidenced-based clinical prevention and health promotion assessments and plans for vulnerable and under-served individuals, families and communities.
6. Evaluate healthcare systems and care delivery strategies using concepts related to community, quality improvement, environmental and occupational health, and cultural and socioeconomic dimensions of health.

Learner Outcomes:
1. Recognize the determinants of health and disease, including genetic, behavioral, socioeconomic, cultural, and racial that may influence healthcare access and quality.
2. Cultivate an inter-professional approach in the development of strategies to bring together multifaceted resources to improve the health of the population and vulnerable groups within the population.
3. Examine how regulatory, legislative, and public policy in private and public arenas influences the promotion of health in individuals, communities and in the general population.
Suggested Course Topics:

• Population health and disease in the U.S. and globally: an epidemiological analysis
  - Incidence and Prevalence
  - Common Measures of Disease Frequency and their Sources
  - Crude, Characteristic-Specific and Adjusted or Standardized Rates
• Population health and disease in the U.S. and globally: a micro-, meso- and macro- system analysis
• Addressing health inequities in the United States and globally
• Intra- and inter-professional engagement in clinical prevention and population health
• Clinical prevention and population health approaches and strategies
  - Grading
  - Measures of impact
  - Controversies
• Risk assessment, communication and management
• Shared decision-making and patient-centered care
• Approaches to behavior change that incorporate diverse patient perspectives
• Advanced counseling strategies for behavior change
• Implementation and evaluation of preventive and health promotion care:
  individual, family and community

Grading:
Letter Grade

Suggested Assessment Strategies:
- On-line case study discussions
- Quizzes
- Simulated clinical experiences: risk communication, shared decision-making and counseling strategies

Suggested Textbooks:


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Course Title/#:    DNP Prologue
Course Credits: Two (2) Quarter Units

Course Description:
This course provides an introduction to the Doctor of Nursing Practice (DNP) Program, and provides students with an immersive learning experience that will expose them to the educational foundation needed for academic success. Course will be delivered onsite at one of the UC campuses with real-time and virtual activities.

Course Objectives:
1. Highlight DNP program goals, including an overview of the DNP Essentials, DNP curriculum and expected learning outcomes
2. Explore learning and leadership styles, and the various teaching and communication strategies that complement the identified styles
3. Identify student support services that will help to assure a healthy and productive student experience in the DNP Program
4. Explore educational technologies employed in the DNP Program
5. Demonstrate graduate level composition skills to include:
   a. Identifying strengths and gaps in one’s own writing skills
   b. Creating written products that have evidence of data synthesis and constructive thinking.
   c. Accurately representing and making sense of key concepts of scientific reading through analysis, synthesis, evaluation, interpretation, reflection and problem solving.
   d. Gathering, selecting, and organizing information from multiple sources to identify patterns, differences, and overlap.
6. Identify resources and methods to perform successful literature searches and reviews
7. Evaluate baseline knowledge of methods and summary statistics
8. Conduct a self-appraisal of one’s own teaching/learning skills and identify shortfalls.
9. Demonstrate basic teaching and presentation skills.

Learner Outcomes:
1. Describe an initial clinical problem that the learner would like to explore in the DNP program.
2. Delineate learning goals and an e-portfolio framework around the goals, learning and leadership styles and preliminary clinical problem statement.
3. Produce 1-3 written products that demonstrate ability to critique one’s own writing.
4. Document a successful literature search and review for selected clinical topics.
5. Demonstrate competence in basic academic writing skills.
6. Demonstrate basic knowledge of methods and summary statistics.
7. Identify a topic to teach and develop course objectives, learner outcomes, teaching techniques and strategies for that topic.
8. Develop and conduct a 10 minute presentation on learner’s area of interest.
Suggested Course Topics:
• Welcome and faculty introductions
• Student introductions - 1 minute elevator speech
• DNP Essentials and curriculum overview
• Clinical problem and the Capstone Project
• Adult learning theories and application
• Learning and leadership styles inventory
• Learning goals
• E-portfolio
• Team-based communications: live and virtual
• Use of education technologies
• Academic integrity and ethical behavior - Ethics case studies
• Project Design Overview- Problem-solving and decision-making: experiential and evidence-based approaches
• Methods and statistics review; self-assessment of knowledge and plan to address gaps
• Use and abuse of Descriptive Statistics
• Writing Camp
• Practice and critique of basic writing
• Literature searches and reviews - begin construction of Table of Evidence
• Review scientific writing and produce a written product
• 10 minute topic presentation to class
• Construct an e-portfolio

Grading:
Satisfactory/Unsatisfactory

Suggested Assessment Strategies:
- oral presentation
- peer and faculty-reviewed writing sample

Suggested Textbooks:


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Course Title/#: DNP Intersession
Course Credits: Two (2) Quarter Units

Course Description:
This course provides opportunities for the Doctor of Nursing Practice (DNP) student to present and receive faculty and peer feedback on their capstone project proposal. Recommendations related to practical data collection approaches and data analysis will also be emphasized in this course. Course will be delivered onsite at one of the UC campuses with real-time and virtual activities.

Course Objectives:
1. Assess DNP capstone project proposals.
2. Highlight relevant approaches to data collection and analysis.

Learner Outcomes:
1. Provide constructive feedback to peers so that their colleagues can effectively address the respective clinical problem.
2. Describe corrective actions and other considerations needed for implementing and evaluating their capstone project.
3. Select appropriate approaches for collecting and evaluating data for their capstone projects.

Suggested Course Topics:

Day 1.
• Attend and critique student Capstone Project presentations (peer-reviewed)
• Critical reflection
• Best teaching practices and use of technology
• Faculty advising time to prepare for presentations
• Student time to work on proposal revision

Day 2
• Student Capstone Project proposal presentations
• Group discussions of projects
• Capstone Project implementation: steps and strategies
• Data collection procedures and tools
• Capstone Project evaluation: steps and data analysis

Day 3
• Faculty advising time
• Student work time
• Opportunity for year 1 & 2 students to meet (peer mentoring)
Grading:
Satisfactory/Unsatisfactory

Suggested Assessment Strategies:
-Capstone proposal oral presentation
-Peer and faculty evaluation of presentations

Suggested Textbooks:


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Course Title/#: DNP Epilogue

Course Credits: Two (2) Quarter Units

Course Description:
This course will allow Doctor of Nursing Practice (DNP) students the opportunity to develop DNP competency through the presentation of their capstone project, self-reflection via a career plan and a critical evaluation of their DNP program. Course will be delivered onsite at one of the UC campuses with real-time and virtual activities.

Course Objectives:
1. Assess DNP capstone projects
2. Identify elements of a career plan
3. Discuss plans for assuring that the capstone results are disseminated into practice
4. Evaluate the University of California DNP program

Learner Outcomes:
1. Provide constructive feedback to peers so that their colleagues can fully appreciate lessons learned from the projects and effectively and broadly disseminate project findings
2. Develop a career plan.
3. Share constructive feedback to faculty about the University of California DNP program

Suggested Course Topics:

Day 1.
• Student capstone project poster presentations
• Peer to peer feedback regarding project presentations

Day 2.
• Student capstone project poster presentations
• Peer to peer feedback regarding project presentations
• Faculty advisement
• DNP panel presentation: career opportunities and planning
• UC DNP Program evaluation
• Poster awards

Grading:
Satisfactory/Unsatisfactory

Suggested Assessment Strategies
-Capstone project poster presentations
-Peer-review of posters
Suggested Textbooks:


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Course Title/#: DNP Capstone Project Course I: Project Conceptualization and Planning

Course Credit: One (1) Quarter Unit

Course Description:
This course will assist Doctor of Nursing Practice students in gaining the knowledge, skills, and abilities necessary to develop an evidence-based project proposal and plan, which addresses a practice issue affecting a chosen microsystem. The purpose of the DNP Capstone Project courses is to provide structured didactic content and application of the Student’s Capstone Project. This is the first of four Capstone Project Courses that will occur sequentially and each course will be held in parallel to the student’s residency capstone hours.

Course Objectives:
1. Demonstrate an understanding of models of DNP leadership roles and competencies.
2. Articulate professional goals for the future DNP Leader.
3. Finalize an area of interest for Capstone project.
4. Identify necessary resources, including appropriate faculty mentors to ensure success.
5. Synthesize knowledge of a clinical problem.
6. Identify inputs, outputs, impacts and outcomes related to the identified problem.
7. Identify potential sources for funding/support if needed.
8. Learn about the Human Subjects Ethics requirements.
9. Critique the work of others through peer-review constructively.

Learner Outcomes:
1. Have a foundational understanding of DNP roles and leadership opportunities.
2. The student will have completed a logic model for their Capstone project.
3. The student will have finalized their Capstone Project idea.
4. Connected with mentors and stakeholders in the student’s Capstone project site.
5. The student will have engaged in at least one speaking opportunity about their Capstone project idea.
6. The student will have engaged in at least one peer review activity.

Suggested Course Topics:
• Developing the Capstone Project Proposal: Strategic Planning and Logic Modeling
• Project Funding, Barriers and Facilitators
• The Role of the DNP and Competencies

Grading:
Satisfactory/Unsatisfactory

Suggested Assessment Strategies:
- On-line discussions of capstone projects
Faculty and peer evaluation of capstone project (in development)

Suggested Textbooks & Resources:


DNP Capstone Project Course II: Capstone Project Proposal

Course Credit: One (1) Quarter Unit

Course Description:
This course will assist Doctor of Nursing Practice students in developing a full proposal that reflects synthesis of the student’s knowledge from prior coursework and work in an area of interest or expertise under the direction of a faculty mentor. The purpose of the DNP Capstone Project course series is to provide structured didactic content and application of the student’s Capstone Project. This course is the second of four sequential courses held in parallel to the student’s residency capstone hours.

Course Objectives:
1. Build on professional mentorship relationships
2. Synthesize knowledge of a clinical problem and the related inputs, outputs, impacts and outcomes
3. Develop an evidence-based proposal that focuses on interprofessional practice and cultural relevance, demonstrating integration of requisite skills of research, writing, and clinical expertise.
4. Mobilize resources to facilitate successful completion of project.
5. Identify challenges and barriers to successful completion.
6. Evaluate the work of others through peer review constructively.
7. Participate in self-reflection of the work through reflective journaling activities.

Learner Outcomes:
At the end of the course, the student will have:
1. Completed their full proposal.
2. Completed at least one peer review exercise.
3. Engaged in at least one speaking opportunity about the student’s Capstone Project proposal.

Suggested Course Topics:
- Writing the Capstone Project Proposal: Ethics and Scientific Writing
- Preparing for the Proposal Submission: Peer Review, Public Speaking

Grading:
Satisfactory/unsatisfactory

Suggested Assessment Strategies:
- On-line discussions of capstone projects
- Faculty and peer evaluation of capstone project (in development)
Suggested Textbooks & Resources:


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Course Title/#: DNP Capstone Project Course III: Capstone Project Implementation

Course Credit: One (1) Quarter Unit

Course Description:
This course will assist Doctor of Nursing Practice students in continued development of knowledge, skills, and abilities to implement the chosen Capstone proposal. Students will assume a role of leadership in inter-professional collaboration, consultation, and partnership. Students will receive direction from a faculty mentor and peer feedback as they become engaged in the microsystem where they are implementing their Capstone Project. The purpose of the DNP Capstone Project courses is to provide structured didactic content and application of the Student’s Capstone Project. This course is the third of four sequential courses held in parallel to the student’s residency capstone hours.

Course Objectives:
1. Build upon professional mentorship relationships.
2. Implement the clinical evidence-based interventions outlined in the proposal.
3. Apply Kern’s model of curricular development to goals, objectives, choice of teaching strategies, and implementation and evaluation plan for educational component of the Capstone Project
4. Identify and address challenges and barriers to successful completion.
5. Participate in self-reflection of the work through reflective journaling activities.
6. Participate in peer review activities.
7. Participate in at least one public speaking opportunity.

Learner Outcomes:
By the end of the course, the student should have completed all information gathering and introduced the change outlined in the capstone proposal.

Suggested Course Topics:
Implementing an evidenced-based project:
- Steps and Activities
- Marketing
- Conflict Resolution
- Interprofessional Collaboration
- Measuring Processes and Performance

Grading:
Satisfactory/Unsatisfactory
**Suggested Assessment Strategies:**
- On-line discussions of capstone projects
- Faculty and peer evaluation of capstone project (in development)

**Suggested Textbooks & Resources:**


Course Title/#: DNP Capstone Project Course IV: Capstone Project Evaluation

Course Credit: One (1) Quarter Unit

Course Overview:
This course is designed to assist Doctor of Nursing Practice students in the completion of an evidence-based project. Students will complete the implementation phase, evaluate the project, and write the final capstone project. Students will receive individual direction from a faculty mentor and peer feedback as they write the final paper. Students will also be mentored in making professional presentations and writing for publication. This course is the last of four sequential courses held in parallel to the student's residency capstone hours.

Course Objectives:
1. Synthesize the knowledge gained through the Capstone Project
2. Evaluate the project
3. Identify lessons-learned and areas for ongoing change
4. Participate in public speaking
5. Evaluate the work of others through peer review in a thoughtful and constructive manner

Learner Outcomes:
1. At the end of the course, the student will be ready to submit the capstone project for approval and oral defense.
2. Be able to reflect on and discuss their transformational change of discussing the role of the DNP and nursing leadership.
3. Participate in at least one public speaking opportunity.
4. Participate in at least one peer review activity.

Suggested Course Topics:
• Evaluating and Completing the Project: Interpreting and Presenting Findings
• Writing the Final Proposal
• Presenting a Persuasive Discussion with Implications for Policy, Practice, Research and Education
• Coaching
• Preparing a Manuscript for Publication

Grading:
Satisfactory/Unsatisfactory
Recommended Textbooks:


