



**Doctor of Nursing Practice (DNP)
Student Handbook
2008 - 2009**

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Welcome from Program Director

Welcome to the University of Illinois at Chicago College of Nursing, Doctor of Nursing Practice Program. Here at the UIC CON, our mission is to further develop advanced practitioners into evidence-based interdisciplinary providers who meet the needs of the rapidly expanding health care field. Nurses who choose to pursue the DNP at UIC want the knowledge, skill and judgment to shape health care change. You want to implement evidence based practice and translate research into practice. You want to be experts in your field and to exchange ideas with other nurses at the cutting edge of the profession.

The purpose of this handbook is to ensure that you have the tools that you need to be successful in the DNP program. Information about courses, academic advising, the synthesis project and the practice residency are included, as well as links to a variety of useful UIC websites. Of course, if you find that you have questions or concerns that are not addressed in this handbook, you should feel free to contact myself or your academic advisor at any time.

Again, I would like to welcome you to the UIC CON. I wish you success and both personal and professional growth during your tenure here with us.

Connie Zak, DNP, MBA, FNP-BC
Clinical Assistant Professor
Director, Doctor of Nursing Practice Program

Program Description

The DNP is designed to prepare nursing leaders for the highest level of professional nursing practice beyond the initial preparation in the discipline. Doctoral nursing practice encompasses advanced clinical practice that influences health care outcomes for individuals, families, and populations; including the direct care of individual patients, management of care for individuals and populations, administration of nursing and health care organizations, and the development and implementation of health policy. Graduates of DNP programs are prepared for direct care roles (e.g. nurse practitioners, clinical nurse specialists, nurse midwives) and indirect care or systems-focused roles (e.g. administrative, public health, and policy roles) or a blend of these roles. The DNP curriculum consists of three domains of competencies for advanced practice in direct clinical care or systems: a) core practice competencies, b) specialty-specific practice competencies, and c) role competencies.

Program Mission

Develop advanced practitioners of nursing into evidenced-based, transdisciplinary providers who meet the needs of a rapidly expanding healthcare field.

Program Objectives

The DNP program prepares nurse leaders to practice in complex health care systems, manage diverse populations, and reduce disparities in health care outcomes.

At completion of the program, graduates will be able to:

1. Demonstrate the specialty competencies needed for doctoral practice in nursing.
2. Translate science to influence health care policy.
3. Implement evidence-based practices to optimize health care outcomes and reduce disparities.
4. Practice strategic management skills to improve the effectiveness of nursing interventions and health systems outcomes.
5. Develop transdisciplinary ventures to create innovative health care delivery models.
6. Demonstrate fiscal leadership in planning and management for nursing practice.
7. Integrate technology with nursing practice skills to improve quality and accessibility of care.

Course Requirements

Post-Baccalaureate DNP Curriculum

| Core Courses: 32 Hours | | Hours |
|---|--|-------|
| NUSC 525 | Intermediate Statistics | 3 |
| NUSC 526 | Nursing Inquiry I | 2 |
| NUSC 527 | Nursing Inquiry II | 2 |
| NUSC 528 | Health, Environment and Systems | 2 |
| NUSC 529 | Issues of Advanced Practice in Nursing | 1 |
| EPID 400 or EPID 403 | Principles of Epidemiology Introduction to Epidemiology: Principles and Methods | 3 |
| BHIS 510 | Health Care Information Systems | 4 |
| NUSC 503 | Evidence-based Practice | 3 |
| NUSC 507 | Promoting Health: Translating Science to Practice | 3 |
| NUSC 509 | Advanced Leadership Concepts | 3 |
| NUAS 502 | Strategic Planning and Outcomes Evaluation for Clinical Programs | 3 |
| NUAS 517 | Financial Resource Management for Nursing Decision Makers | 3 |
| Role Courses: 38-48 Hours | | 38-48 |
| <ul style="list-style-type: none"> • Direct Care Roles: <ul style="list-style-type: none"> ○ Nurse Practitioner (acute care, adult, geriatric, adult/geriatric, pediatric, women’s health, family, mental health, occupational/family health, school/family health) ○ Nurse Midwife ○ Clinical Nurse Specialist (acute care, geriatric, pediatric, perinatal, mental health) • Systems-Focused Roles: <ul style="list-style-type: none"> ○ Advanced Community Health Nurse Specialist ○ Occupational Health/Advanced Community Health Nurse Specialist | | |
| DNP Synthesis Project and DNP Residency: 20 Hours | | |
| NUSC 572 | Synthesis Project Development | 4 |
| NUSC 574 | Synthesis Project Implementation | 4 |
| NUSC 576 | Synthesis Project Evaluation and Dissemination | 4 |
| NUSC 582 or 586 | DNP Residency I: Direct Care Role or Systems-Focused Role | 4 |
| NUSC 583 or 587 | DNP Residency II: Direct Care Role or Systems-Focused Role | 4 |
| TOTAL: 90-100 Hours | | |

Post-Master's DNP Curriculum

| Core Courses: 22 Hours | | Hours |
|---|--|--------------|
| EPID 400 or EPID 403 | Principles of Epidemiology Introduction to Epidemiology: Principles and Methods | 3 |
| BHIS 510 | Health Care Information Systems | 4 |
| NUSC 503 | Evidence-based Practice | 3 |
| NUSC 507 | Promoting Health: Translating Science to Practice | 3 |
| NUSC 509 | Advanced Leadership Concepts | 3 |
| NUAS 502 | Strategic Planning and Outcomes Evaluation for Clinical Programs | 3 |
| NUAS 517 | Financial Resource Management for Nursing Decision Makers | 3 |
| Graduate-level electives to support Direct Care or Systems-Focused Role: 3 Hours | | 3 |
| DNP Synthesis Project and DNP Residency: 20 Hours | | |
| NUSC 572 | Synthesis Project Development | 4 |
| NUSC 574 | Synthesis Project Implementation | 4 |
| NUSC 576 | Synthesis Project Evaluation and Dissemination | 4 |
| NUSC 582 or 586 | DNP Residency I: Direct Care Role or Systems-Focused Role | 4 |
| NUSC 583 or 587 | DNP Residency II: Direct Care Role or Systems-Focused Role | 4 |
| TOTAL: 45 Hours | | |
| Credit for previous master's degree (45 Hours) | | |
| TOTAL: 90 Hours | | |

DNP Curriculum (Executive Nursing Leadership Concentration)

| Core Courses: 31 Hours | | Hours |
|---|--|--------------|
| EPID 400 or EPID 403 | Principles of Epidemiology Introduction to Epidemiology: Principles and Methods | 3 |
| NUSC 503 | Evidence-based Practice | 3 |
| NUSC 507 | Promoting Health: Translating Science to Practice | 3 |
| NUSC 509 | Advanced Leadership Concepts | 3 |
| NUAS 560 | Leadership Reflections: Building a Personal Map | 2 |
| NUAS 561 | Collaboration for Strategic Financial Management in Healthcare | 3 |
| NUAS 562 | Ethical Leadership in Providing Healthcare | 2 |
| NUAS 563 | Transforming the Healthcare Organization | 3 |
| NUAS 564 | Systems Approach to Healthcare Quality and Safety | 3 |
| Electives to support Executive Nursing Leadership Role (a minimum of one NUAS 565 seminar must be taken) | | 6 |
| DNP Synthesis Project and DNP Residency: 20 Hours | | |
| NUSC 572 | Synthesis Project Development | 4 |
| NUSC 574 | Synthesis Project Implementation | 4 |
| NUSC 576 | Synthesis Project Evaluation and Dissemination | 4 |
| NUSC 582 or 586 | DNP Residency I: Direct Care Role or Systems-Focused Role | 4 |
| NUSC 583 or 587 | DNP Residency II: Direct Care Role or Systems-Focused Role | 4 |
| TOTAL: 45 Hours | | |
| Credit for previous master's degree (45 Hours) | | |
| TOTAL: 96 Hours | | |

Course Overviews

For the most current course descriptions, see the Course Descriptions section of the Graduate Catalog at <http://www.uic.edu/gcat/>

BHIS 510 Health Care Information Systems I. 4 Hours. Examination, through case studies, group and class discussions, and problem-based learning, of the effective utilization of information technology applications currently in place and on the horizon in health care organizations.

EPID 400 Principles of Epidemiology. 3 Hours. Introduction to descriptive and analytic epidemiology, determinants of health and disease in populations, and application of epidemiologic methods to disease control; includes use of basic epidemiologic software.

EPID 403 Introduction to Epidemiology: Principles and Methods. 3 Hours. Introduction to descriptive and analytic epidemiology, and determinants of health and disease in populations. Measures of occurrence, association and statistical testing will be addressed, along with study designs, bias and confounding.

NUAS 502 Strategic Planning and Outcomes Evaluation for Clinical Programs. 3 Hours. Analysis of trends and issues affecting health care systems in the context of planning appropriate strategies for the development and growth of clinical programs and services.

NUAS 517 Financial Resource Management for Nursing Decision Makers. 3 Hours. Provide the clinical decision maker with state of the art tools to plan, implement, and evaluate the financial viability of health care programs and initiatives.

NUAS 560 Leadership Reflections: Building a Personal Map. 2 Hours. Reflective practice experience focuses learners to identify personal leadership styles and develop personal leadership growth plans.

NUAS 561 Collaboration for Strategic Financial Management in Healthcare. 3 Hours. Builds on basic financial management skills to prepare the learner to synthesize financial theories and concepts in order to apply knowledge to strategic decision making.

NUAS 562 Ethical Leadership in Providing Healthcare. 2 Hours. Provides an opportunity for the student to analyze and critique current ethical issues impacting nurse leaders and formulate a personal ethics code.

NUAS 563 Transforming the Healthcare Organization. 3 Hours. Builds on concepts from strategic management to provide a framework for the learner's synthesis project. Applications include: project management, strategic planning, change management processes applied in a transdisciplinary manner.

NUAS 564 Systems Approach to Healthcare Quality and Safety. 3 Hours. Focuses on the critical review of current quality and safety guidelines and systems impacting healthcare agencies.

NUAS 565 Seminar in Nursing Executive Leadership. 1 to 3 Hours. Specific topics as announced each semester. In-depth study of selected current topics in executive leadership for nurse leaders. May be repeated.

NUSC 503 Evidence-Based Practice. 3 Hours. Application of evidence-based practice to healthcare delivery systems and clinical issues. Emphasizes the integration of retrieved evidence with client preferences in order to design and evaluate best practices.

NUSC 507 Promoting Health: Translating Science to Practice. 3 Hours. Examine theories/models of health promotion, disease prevention, and teaching/learning for their application to direct care and systems-focused nursing practice.

NUSC 509 Advanced Nursing Leadership Concepts. 3 Hours. Emphasizes leadership in direct care and systems-focused advanced nursing practice roles. Focuses on synthesis of theoretical leadership concepts with personal/professional values and working with multiple disciplines and multiple constituencies.

NUSC 525 Intermediate Statistics. 3 hours. Application and interpretation of statistical techniques appropriate for health sciences. Prepares students to think quantitatively, use computer to perform statistical analysis, and assess data critically.

NUSC 526 Nursing Inquiry I. 2 hours. First of two courses examining interrelationships among theory, research and practice, as integral components of evidence-based practice, emphasizing concepts, theory analysis, and problem identification.

NUSC 527 Nursing Inquiry II. 2 hours. Second of two courses examining interrelationships among theory, practice and research as integral components of evidence-based practice, emphasizing research methods and ethical issues.

NUSC 528 Health, Environment, and Systems. 2 hours. Examination of international, national and local environments for health, health systems, health policy and their outcomes. Influence of social, cultural and ethical factors.

NUSC 529 Issues of Advanced Practice in Nursing. 1 hour. Examines advanced practice in nursing from historical, contemporary, and future dimensions.

NUSC 572 Synthesis Project Development. 1-4 hours. Students design a doctoral nursing practice project related to an aggregate of individuals/selected population of interest. Satisfactory/Unsatisfactory grading only. May be repeated.

NUSC 574 Synthesis Project Implementation. 1-4 hours. Students implement a doctoral nursing practice project related to an aggregate of individuals/selected population of interest. Satisfactory/Unsatisfactory grading only. May be repeated.

NUSC 576 Synthesis Project Evaluation and Dissemination. 1-4 hours. Students analyze and disseminate findings from the doctoral nursing practice project. Satisfactory/Unsatisfactory grading only. May be repeated.

NUSC 582 DNP Residency I: Direct Care Role. 2-4 hours. Individualized residency experience that will expand clinical expertise and specialized knowledge in the selected direct care, advanced nursing practice specialty role. Satisfactory/Unsatisfactory grading only. May be repeated.

NUSC 583 DNP Residency II: Direct Care Role. 2-4 hours. Individualized residency experience that will facilitate development of systems-level clinical expertise in the selected direct care advanced nursing practice specialty role. Satisfactory/Unsatisfactory grading only. May be repeated.

NUSC 586 DNP Residency I: Systems-Focused Role. 2-4 hours. Individualized residency experience that will expand expertise and specialized knowledge in the selected systems-focused advanced nursing practice specialty role. Satisfactory/Unsatisfactory grading only.

NUSC 587 DNP Residency II: Systems-Focused Role. 2-4 hours. Individualized residency experience that will expand development of systems-level expertise in the selected systems-focused advanced nursing practice specialty role. Satisfactory/Unsatisfactory grading only. May be repeated.

Academic Advising

In the DNP program, students are assigned an advisor based on mutual interests in practice. The faculty advisor must be a member of the UIC College of Nursing and the Graduate College.

Role of the Faculty Advisor

The faculty advisor provides a vital link between the student and the DNP program. The faculty advisor plays an important role in orienting the student to the program, providing appropriate guidance regarding course selection and sequence, providing mentorship in completing the program curriculum, and planning an appropriate career trajectory. Specifically, the faculty advisor will:

- Interpret doctoral program requirements and policies.
- Assist the student in developing goals for doctoral study and future career planning.
- Assist the student in proper course selection and sequencing. The faculty advisor should be aware of course content and prerequisites. Elective and specialty courses should support the student's future career plans.
- Review the student's program plan in the CORE database every semester to determine if modifications are required.
- Assist the student with registration procedures as needed.
- Monitor the student's academic progress through discussions with the student, other doctoral faculty members, and reviewing grades.
- Serve as the student's project chair if appropriate.

Student Advisement Responsibilities

The student bears substantial responsibility to assure that advisement occurs in a timely and appropriate manner. The student is responsible for:

- Communicating regularly with his/her faculty advisor regarding progress, plans, goals and any problems that are current or anticipated.
- Initiating and maintaining contact with the faculty advisor.
- Being aware of College of Nursing policies and requirements.

- Following the program plan as agreed upon with the faculty advisor. If problems occur during registration necessitating changes to the plan, the student should consult the faculty advisor for any course substitutions.
- Reporting any problems that might delay the completion of coursework, synthesis project, or residency experiences.
- Requesting and completing all appropriate approval documents pursuant to the completion of the doctoral degree.
- Participating in the selection of committee members for the synthesis project.

Changing Advisors

If a change in advisor is necessary, the student and faculty advisor should first discuss this matter. A change in the faculty advisor may be warranted if the student markedly changes his/her clinical interests through the course of study. A Change of Advisor form, found within this handbook, will be completed. The form can also be downloaded from the CON website at: <http://www.uic.edu/nursing/students/forms.shtml>.

Residency

Coordination of the Residency Experience

Prior to enrolling in one of the residency courses, the student will contact the DNP Residency Coordinator/Program Director to plan the residency experience. This contact should be made at the latest during the semester prior to the planned residency.

Students may begin to complete the DNP residency once they have completed at least 12 credit hours of core DNP courses, or with permission from the DNP Program Director. Students should note that residency experiences may be comprised of a limited portion of observational activities, as negotiated with the DNP Program Director. Any educational fees charged by the residency site are the responsibility of the student.

Students will identify a preceptor with whom they will collaborate within the residency site. If multiple preceptors will be part of the residency experience, the student will select one preceptor to act as their main contact person within the residency site. Preceptors must hold UIC adjunct faculty appointments. A current CV from the preceptor must be provided to the DNP Program Director during the semester prior to the beginning of the residency.

NUSC 582

DNP Residency I: Direct Care Role

Course Description: Individualized residency experience that will expand clinical expertise and specialized knowledge in the selected direct care advanced nursing practice specialty role.

Course Objectives:

1. Use a holistic perspective to assess risk and health status and provide comprehensive care for individuals with acute, chronic, co-morbid and/or complex conditions incorporating diverse and culturally sensitive approaches.
2. Recognize subtle cues in identifying patients' needs and target assessment as necessary to form diagnostic judgments about problems and strengths.
3. Form therapeutic partnerships with patients and families to facilitate informed decision-making, positive lifestyle change, and appropriate self-care.
4. Apply expert clinical decision-making, clinical judgment, and skillful performance to differentiate complex clinical problems and design individualized interventions for patients.
5. Implement diverse, evidence-based interventions using pharmacotherapeutic, non-pharmacotherapeutic, procedural, and alternative modalities as appropriate in providing care for patients in the specialty area of practice.
6. Use diverse approaches/interventions/modalities to health and illness management.
7. Coach, guide, and counsel patients and families effectively through developmental, health-illness, and situational transitions.
8. Provide broad, nuanced advocacy for patients and families.
9. Guide, mentor, and support other nurses to achieve excellence in clinical nursing practice.

Course Topic:

Depth and focus of content is based on the particular direct care role for which the student is preparing. Students will develop a plan for residency experiences and evaluation in collaboration with their DNP advisors.

Evaluation Criteria:

Satisfactory/Unsatisfactory grading

- Electronic tracking of clinical encounters using a health-care tracking system such as Typhon
- Reflective, data-based clinical portfolio and self-evaluation documenting how student met the objectives (based on analysis of clinical encounter data and example of clinical cases)

NUSC 583

DNP Residency II: Direct Care Role

Course Description: Individualized residency experience that will facilitate development of both independent practice and systems-level integration in the selected direct care advanced nursing practice specialty role.

Course Objectives:

1. Demonstrate advanced levels of clinical judgment, cultural competency, and systems thinking in designing, delivering, and evaluating care to improve the health outcomes of individuals and aggregates.
2. Identify emerging clinical patterns and problems within a practice setting, health care organization or community.
3. Analyze data, information, and knowledge for developing evidence-based practice care regimens for individuals, families, clinical populations and/or communities.
4. Use an ethical framework to identify, analyze, and resolve dilemmas arising in patient care, research, and/or practice management.
5. Collaborate across health professions and with consumers and/or policy makers to design, implement, and evaluate evidence-based clinical guidelines, clinical support systems, and/or clinical models using current scientific findings.
6. Negotiate one's role within the health care system.

Course Topic:

Depth and focus of content is based on the particular direct care role for which the student is preparing. Students will develop a plan for residency experiences and evaluation in collaboration with their DNP advisors.

Evaluation Criteria:

Satisfactory/Unsatisfactory grading

- Electronic tracking of clinical encounters using a health-care tracking system such as Typhon
- Reflective, data-based clinical portfolio and self-evaluation documenting how student met the objectives (based on analysis of clinical encounter data and example of clinical cases)

NUSC 586

DNP Residency I: Systems-Focused Role

Course Description: Individualized residency experience that will expand expertise and specialized knowledge in the selected systems-focused advanced nursing practice specialty role.

Course Objectives:

1. Identify emerging health and healthcare patterns and problems within a practice setting, health care organization, or community.
2. Analyze data, information, and knowledge for developing evidence-based practice care regimens for individuals, families, populations and/or communities.
3. Use an ethical framework to identify, analyze, and resolve dilemmas arising in healthcare, research, and/or practice management.
4. Collaborate across health professions and with consumers and/or policy makers to design, implement, and evaluate evidence-based guidelines, support systems, and/or healthcare models using current scientific findings.
5. Demonstrate advanced levels of decision-making, cultural sensitivity, and systems thinking in designing and delivering care to improve the health outcomes of individuals, families, and populations.
6. Negotiate one's role within the health care system.

Course Topic:

Depth and focus of content is based on the particular direct care or systems-focused role for which the student is preparing. Students plan residency experiences in collaboration with their DNP advisors

Evaluation Criteria:

Satisfactory/unsatisfactory grading

- Reflective, data-based portfolio and self-evaluation documenting how student met the objectives (based on analysis of clinical encounter data and example of clinical cases)
- Paper or presentation describing how student met the course objectives.

NUSC 587

DNP Residency II: Systems-Focused Role

Course Description:

Individualized residency experience that will expand development of systems-level expertise in the selected systems-focused advanced nursing practice specialty role

Course Objectives:

1. Use sophisticated, conceptual, and analytical skills in evaluating the links between clinical, organizational, population-level, fiscal, and policy issues.
2. Establish processes for interorganizational collaboration for achievement of health-related organizational and public policy goals.
3. Design patient-centered care delivery systems or policy level delivery models.
4. Correct organizational and health care errors and patient safety issues using ethical principles as the basis for action.
5. Collaborate effectively with legal counsel and financial officers around issues related to legal and regulatory guidelines for health care delivery.

Course Topic:

Depth and focus of content is based on the particular direct care or systems-focused role for which the student is preparing. Students plan residency experiences in collaboration with their DNP advisors

Evaluation Criteria:

Satisfactory/unsatisfactory grading

- Reflective, data-based clinical portfolio and self-evaluation documenting how student met the objectives (based on analysis of clinical encounter data and example of clinical cases)
- Paper or presentation describing how student met the course objectives

Synthesis Project

Introduction

The DNP Synthesis Project is a faculty-guided scholarly experience that provides evidence of the student's critical thinking and ability to translate research into practice through problem identification, proposal development, implementation, and evaluation.

The Purpose of the Synthesis Project

Scholarship and research are the hallmark of doctoral education. Key activities of DNP graduates involve the translation of research into practice and the dissemination and integration of new knowledge.

The Synthesis Project is a scholarly process to address a theoretically and clinically relevant problem in nursing. This requires competence in knowledge development activities such as the translation of research into practice, the evaluation of practice, activities aimed at improving the reliability of healthcare practice and outcomes, and participation in collaborative research (DePalma & McGuire, 2005).

It is expected that the Synthesis Project will be ready for submission for publication in a peer-reviewed journal. The submission is usually done after the completion of the project, often with additional help from the committee chair or members, who may then be co-authors. The Synthesis Project should be completed in 3 semesters.

Types of Synthesis Projects

For all projects, the student first identifies a research problem/issue in an area of interest, reviews and summarizes the literature dealing with this problem/issue area, and refines a problem/issue statement. Once problem/issue has been identified the student may:

- 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 and recommend strategies for indicated change.
- Design, implement and evaluate new evidence-based interventions that are designed to improve the quality of patient or system centered care.

As suggested by the National Organization of Nurse Practitioner Faculties, examples of the Synthesis Project are:

- The design, implementation and evaluation of **new evidenced-based** interventions that have the potential to change nursing practice, including:
 - Clinical interventions and programs
 - Evidence based practice guidelines
 - Models of care
 - Health policies

- Databases for the retrieval of information for decision making, planning or evaluation purposes
- Innovative uses of technology to enhance care
- The rigorous outcomes-oriented application and evaluation of **existing approaches** that have the potential to change nursing practice, including:
 - Clinical interventions and programs
 - Evidence based practice guidelines
 - Models of care
 - Health policies
 - Financial analysis to compare care models or evaluate potential cost savings
 - Uses of technology in care

Projects may involve the collaboration with inter-professional groups, for example: researchers working to answer clinical questions; coalitions working toward legislative change based on evidence; or lay or professional groups working to develop, implement or evaluate health programs.

Evaluation of the intervention will involve analysis of collected data and examination of the intervention's impact on clinical practice or systems.

Final Product

- A single comprehensive publishable paper
- A public oral presentation

Final Product Components

- Abstract
- Executive summary of the project
- Introduction to the project
- Description of the problem and how it is defined, the clinical setting or environment and the target population
- Data supporting the existence of the problem
- Development/description of a creative approach to resolving the problem
- Analysis of the fiscal and systems impact of the project itself (optional)
- Methods/procedures including processes, data collection, use of consultants
- Findings and outcomes
- Conclusions
- Discussion
- References
- Acknowledgements

The Project Committee

The Synthesis Project Committee must be approved by the Graduate College in order to have authority to sign off on the preliminary exam and synthesis proposal defense. This process must be completed a second time before the final synthesis project defense, even if the composition of the committee has not changed since the preliminary examination. The Committee Chair will complete the documentation required by the Graduate College. The student may be responsible for obtaining Curriculum Vitae for any member of the committee who is not a member of the Graduate College.

Committee composition

- Must include at least 3 members
- At least two members must be doctorally prepared faculty who are members of the Graduate College.
- One member may be from outside the College\University.

Semester 1 – Synthesis Project Development

During this semester, the student will prepare a synthesis project proposal and complete all IRB submissions for the project. The student will meet with the Synthesis Project Committee throughout this process to obtain advice and consultation.

Content of the Synthesis Project Proposal

- Nature of Project and Problem Identification
 - a. Introductory materials with an abbreviated literature review to substantiate the choice of this problem/issue/topic
 - b. Identify significance of problem/issue/topic
 - c. Statement of purpose, including the problem/issue, intervention, and expected outcomes
- Review of Literature and Theoretical Framework (when applicable)
- Design and Methodology
 - a. Design
 - b. Population
 - c. Methods
 - d. Data analysis
 - e. Reliability and validity or trustworthiness
 - f. Protection of human subjects

Preliminary Examination

At the completion of the semester, the student will demonstrate readiness to implement the project. This process is referred to as the Preliminary Examination. The student will present the completed proposal to the Synthesis Project Committee.

Semester 2 – Synthesis Project Implementation

During this semester, the student will implement the synthesis project as outlined in the synthesis project proposal.

Throughout and following implementation, the student should complete the following sections of the final paper:

- a. Description of the project implementation
- b. Results
- c. Discussion

Semester 3 – Synthesis Project Evaluation

During this semester, the student will prepare the final manuscript for publication and the public presentation in defense of the project.

The final manuscript for publication should include the following content in addition to content from previous semesters:

- a. Evaluation
- b. Implications for practice
- c. Conclusion

Synthesis Project Defense

At the completion of the project, the student and the Committee Chair will prepare for a public presentation of the project to the Synthesis Project Committee. The student must provide a completed paper and public presentation for committee approval.

Academic Policies

Current academic policies can be found in the UIC College of Nursing General Student Handbook at <http://www.uic.edu/nursing/oap/stumannual/index.shtml>.

Procedure to Switch from the MS Program to the DNP Program

The student must obtain and complete a Change of Program Petition, found in this handbook and on the CON website at <http://www.uic.edu/nursing/students/forms.shtml>. The student will submit the completed form to the Office of Academic Programs, along with a statement of goals for the DNP program and the reason for the change.

The DNP Program Coordinator will be notified of the receipt of the Change of Program Petition and will conduct an interview of the student. The DNP Program Coordinator will make a decision regarding the acceptance or denial of the student's petition.

Once this decision has been made, the student and their academic advisor will receive notification. If the student has been admitted to the DNP program, the advisor will complete a revised program plan.

Financial Aid and Scholarships

Current tuition rate information can be found on the College of Nursing website at <http://www.uic.edu/nursing/students/financingyoureducation.shtml>.

Financial aid in the form of student loans, scholarships, and/or fellowships is available from a variety of sources. For a current listing, see the Financial Aid and Scholarships links at <http://www.uic.edu/index.html/learning.shtml>. Information is also available on the CON website at <http://www.uic.edu/nursing/students/financingyoureducation.shtml>.

Student Resources

A list of campus student resources is available on the CON website at <http://www.uic.edu/nursing/students/campusresources.shtml>. Please confer with your advisor regarding the various resources available.

Potential Synthesis Project Committee Members

Committee Chair: _____

2nd Committee Member: _____

3rd Committee Member: _____

DNP Residencies I and II

Semester expected to complete Residency I: _____

Potential DNP Residency I Site(s): _____

Potential on-site mentor or advisor: _____

Objectives to be accomplished during Residency I:

Semester expected to complete Residency II: _____

Potential DNP Residency II Site(s): _____

Potential on-site mentor or advisor: _____

Objectives to be accomplished during Residency II:

Additional Comments:

Student Signature: _____

Date: _____

Advisor Signature: _____

Date: _____

University of Illinois at Chicago

College of Nursing

Change of Advisor Form

I, _____ request my **academic research** advisor be changed.

(Print Name)

(Please Circle)

from _____ to _____

(Print Name)

(Print Name)

beginning **Fall** **Spring** **Summer** Term _____

(Please Circle)

(Year)

Approval Signatures*

| | | |
|---------|------|-----|
| Student | Date | UIN |
|---------|------|-----|

| | | | |
|-----------------|------|-----------------|------|
| Current Advisor | Date | Department Head | Date |
|-----------------|------|-----------------|------|

| | | | |
|-------------|------|-----------------|------|
| New Advisor | Date | Department Head | Date |
|-------------|------|-----------------|------|

| | |
|----------------|------|
| Associate Dean | Date |
|----------------|------|

*Return Form to the Office of Academic Programs for the Associate Dean's signature after all other approval signatures have been obtained. An email will be sent to advisors and student that the change has been made.

