DOCTORAL STUDENT HANDBOOK

Doctor of Nursing Practice (DNP) Program

Southern California CSU DNP Consortium

California State University, Fullerton
California State University, Long Beach
California State University, Los Angeles

Schools of Nursing

School of Nursing, DNP Program
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TABLE OF CONTENTS

I. General Information
   A. Welcome to the Southern California DNP Consortium Program ........ 3
   B. The Doctor of Nursing Practice and the Southern California CSU DNP Consortium Program ................................................................. 4
   C. Teaching/Learning Philosophy ............................................................................. 5
   D. Mission Statement...................................................................................... 6
   E. Program Goals ...................................................................................... 6
   F. Doctor of Nursing Practice Student Learning Outcomes ..................... 7
      1. Ethics............................................................................................... 7
      2. Professional Practice ....................................................................... 7
      3. Clinical Scholarship (EBP) ............................................................. 7
      4. Communication (Interprofessional Collaboration)........................... 7

II. DNP Curriculum
   A. Study Plan ............................................................................................. 8
   B. Course Descriptions .............................................................................. 9

III. DNP Program Admission and Progression
   A. Admission Requirements ...................................................................... 11
   B. Determination of Clinical Hours........................................................... 12
   C. University Writing Requirement .......................................................... 13
   D. Graduate Standing: Conditionally Classified ...................................... 13
   E. Graduate Standing: Classified ............................................................. 13
   F. Clinical and Legal Documents .............................................................. 13
   G. Transfer Credit Policy ........................................................................... 14
   H. Petition for Variance in Academic (DNP) Requirements..................... 14
   I. General Requirements for Graduation with a Doctoral Degree ........... 14
   J. Progression within the DNP Program ................................................... 15
      1. Advisement ..................................................................................... 15
      2. Study Plan ....................................................................................... 16
      3. Grade Point Average....................................................................... 16
      4. Leave of Absence ............................................................................ 17
      5. Independent Study ........................................................................... 17
      6. Student Files.................................................................................... 18
      7. Probation............................................................................................ 18
      8. Disqualification ............................................................................... 18
      9. Candidacy and Graduation .............................................................. 19
IV. The Doctoral Project
   A. DNP Project Overview ................................................................. 20
   B. Doctoral Required Deliverable ..................................................... 20
   C. Doctoral Project Committee ......................................................... 20
   D. DNP Project Committee Conflict of Interest Disclosure ............... 21
   E. DNP Project Disclosure of Past Work .......................................... 21
   F. DNP Project Proposal and Defense .............................................. 21
   G. Doctoral Project IRB Requirements ............................................. 24
   H. Advancement to Candidacy .......................................................... 25
   I. Qualifying Doctoral Assessment .................................................. 25
   J. Doctoral Project Defense ............................................................. 25
   K. DNP Final Project Product ........................................................... 26
   L. Doctoral Project Approval ............................................................ 26
   M. Authorship Credit and Other Acknowledgement ........................... 27

V. School of Nursing Policies and CSUF University Policies
   A. CSUF Student Related Policies ..................................................... 28
   B. CSUF Curriculum Related Policies .............................................. 29
   C. CSUF Library Related Policies ..................................................... 30
   D. CSUF Research Related Policies .................................................. 31
   E. Petition Policies ........................................................................... 31
   F. Course/Faculty Evaluation Process .............................................. 31
   G. DNP Student Participation in School Committees ........................... 31
   H. Continuing Education Requirements .......................................... 32
   I. Impaired Student Policy ............................................................... 32

VI. Appendices .................................................................................. 35
   A. Title 5 Requirements for the DNP ................................................. 36
   B. Sample DNP Project Timeline ..................................................... 37
   C. Sample DNP Project Content Sections ........................................ 38
   D. DNP Project Proposal Rating Tool .............................................. 42
   E. DNP Final Project Rating Tool ..................................................... 44
   F. DNP Program Checklist .............................................................. 46
   G. Technological Tools Available to you at CSUF ............................. 47
   H. ANA Code of Ethics .................................................................... 49
   I. Resource Information ................................................................. 50
SECTION I: GENERAL INFORMATION

A. WELCOME TO THE SOUTHERN CALIFORNIA CSU DNP CONSORTIUM

The DNP Student Handbook provides detailed information specific to the DNP program at the Southern California CSU DNP Consortium and is meant to supplement the CSUF University Catalog. It is important that you read your Catalog and Handbook thoroughly, ask for clarification as needed, and keep them for reference throughout your enrollment in the program.

It is important that you obtain a copy of the CSUF University Catalog for reference while you are enrolled in the DNP Program as CSUF is the administrative campus for the Southern California CSU DNP Consortium. You will note that there are sections in the DNP Handbook that refer to the University Catalog on specific university policies. Students are expected to be familiar with all university student and academic policies. The School of Nursing policies conform to those of the University, as well as to the College of Health and Human Development (CHHD), of which it is a part.

The Registration Guide, found in Titan Online, also contains information for students enrolled in the DNP Program. The front of the Registration Guide lists important policies, procedures, dates, and deadlines for the semester. Information related to classes offered is given under each Department's section of class listings. Registration dates, policies, and a worksheet are included.

Three websites provide important information for DNP students:

- The CSUF website http://www.fullerton.edu offers an incredible amount of university information and resources.

- The Graduate Studies website http://www.fullerton.edu/graduate provides important dates and deadlines, student responsibility guidelines, a link to the Graduate Student Guide, and graduate forms.

- The School of Nursing website http://nursing.fullerton.edu also has a wealth of information including the Mission and Philosophy, the Graduate Program, the DNP Student Learning Objectives, as well as scholarship resources and technology information.
B. THE DOCTOR OF NURSING PRACTICE AND THE SOUTHERN CALIFORNIA CSU DNP CONSORTIUM PROGRAM

The program’s emphasis is that of a professional practice degree, which has been recommended by the American Association of Colleges of Nursing for entry into advanced nursing practice. “The purpose of the DNP…is to prepare practitioners to take the knowledge created by researchers and theoretical scholars and use it in the delivery of services and advancement of policies that support high-quality health care. The scholarship of the DNP program prepares nurses to focus on integration, application, and teaching of knowledge…They will be able to exploit the evidence base to strengthen evidence-based practice." We regard the DNP, a professional practice doctorate, as an extremely demanding and rigorous academic experience to prepare nurses to assume the highest levels of nursing professional practice.

In addition to developing advanced competencies in evidence-based practice, leadership, health policy and advocacy, graduates will develop in-depth skills in a focused area of nursing practice. Students will complete a total of 1,000 clinical hours in practicum experiences. The program provides rich opportunities for practice experiences so graduates achieve essential competencies upon graduation. The end of program integrative clinical scholarship coursework provides synthesis and expansion of the learning, providing the clinical context in which the final work for the doctoral project is completed. There is a minimum of 6 units of preparation for the faculty role (two classes), including curriculum development and teaching methods. Students may also take practice teaching as an elective class.

The program curriculum is based on the Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006) and learning outcomes are mapped to the eight essentials specified by the AACN.

The pedagogy for this program is geared to adult learners who come with a strong clinical focus and expertise. Thus, active learning strategies are favored, with an emphasis in searching the literature and reviewing practice to become experts in translating knowledge to improve patient care and outcomes. Not only will they be users of research, but students will be able to implement applied research and evaluation in a variety of settings. Classroom and clinical experiences in the DNP are designed to provide systematic opportunities for feedback and reflection, as well as involvement with experts in nursing and other disciplines. Throughout the program, faculty will serve as mentors to these advanced practice nurses and foster their development in critical analysis skills and professional leadership.

As a joint program, the faculty members of CSU Fullerton/ Long Beach/Los Angeles Schools of Nursing have brought expertise to the development of the program and will serve as the specialty faculty for the Role Development and Integrative Clinical Scholarship courses. We believe that a synergy of ideas and approaches from faculty members’ varied areas of nursing expertise enrich the learning and experiences of the DNP student.

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C. TEACHING/LEARNING PHILOSOPHY

Teaching is a complex, interactive, and outcome-focused operation. Based on a body of evidence, it promotes disequilibrium and contributes to learners’ growth. Well applied evidence-based teaching strategies take into account learning goals, student diversity (including learning styles), and faculty and student resources. Teaching strategies are matched to student learning styles, reflect on-going formative and summative assessment, and are driven by the ideal of continuous improvement. The teacher focuses on learners, providing environments that facilitate student learning where desired learner outcomes (cognitive, affective, psychomotor) are achieved.

Liberal learning that prepares students to live responsible, productive, and creative lives is the foundation of professional nursing education. Nursing education fosters a well-grounded intellectual resilience, a disposition toward lifelong learning, and an acceptance of responsibility for the ethical consequences of ideas and actions (Statement on liberal learning, 1998). Liberal education requires a respect for truth, recognition of the importance of context (e.g., historical, cultural), and examination of connections among formal learning, citizenship, and community service.

Integration of liberal education and nursing education comes from faculty members guiding students to build bridges between key concepts in both. In a practice discipline such as nursing, assisting students to make these connections is the foundation for development of clinical judgment skills required for professional nursing practice (American Association of Colleges of Nursing [AACN], 2008). Students must achieve competency with critical thinking, communication, ethical decision-making, evidence-based practice, and information literacy. Information literacy enables students to recognize when information is needed and locate, appraise and effectively incorporate salient information.

Ideally, nursing education takes place in an environment that promotes true transdisciplinary experiences where individuals from each discipline show mutual understanding and respect towards and for the other’s discipline and contribution. Such transdisciplinary practice is patient-centered, results-oriented, and enhances care effectiveness for patients (Greiner & Knebel, 2003).

The teaching and learning philosophy that guide our DNP program is congruent with the DNP Essentials. Thus, the faculty through innovative teaching strategies strive to inspire students to become advanced practice nursing leaders dedicated to excellence in patient care and change agents transforming nursing practice in all care settings.
D. DOCTOR OF NURSING PRACTICE MISSION STATEMENT

The Southern California DNP Consortium is committed to providing a quality doctoral education program, which is accessible to a diverse student population of advanced nursing practice specialists. In doing so, we strive to be a center of excellence in nursing education. We endeavor to be proactive in meeting societal health imperatives for nursing practice, leadership, and education. We are committed to promoting the health of individuals, populations, and communities through innovative educational partnerships, faculty, scholarship, and service; and to the preparation of graduates who share these values and who demonstrate their commitment throughout their nursing careers.

E. DOCTOR OF NURSING PRACTICE PROGRAM GOALS

1. To prepare graduates who can provide culturally sensitive care within a framework of scientific and professional accountability and function independently in a variety of settings, including direct specialty practice and indirect practice.

2. To prepare graduates who demonstrate commitment to lifelong learning for personal and professional growth.
F. DOCTOR OF NURSING PRACTICE STUDENT LEARNING OUTCOMES

The DNP learning outcomes were derived from the Consortium Schools’ mission and philosophy statements and reflect current educational and professional standards, including the American Association of Colleges of Nursing's Essentials for Doctoral Education.

**Ethics**
1. Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in advanced nursing practice at individual, family, community, and population levels, health care organizations and information systems, and research.

**Professional Practice**
1. Utilize appropriate theories and evidence from nursing and related fields to provide high quality, accountable healthcare to diverse clients including diagnosis and management in advanced practice, to evaluate outcomes, to develop and evaluate new practice approaches, and to evaluate and improve healthcare delivery systems, practice guidelines and health policy.

2. Access, analyze, interpret and develop information at the individual/family, community/population, and organizational levels to provide high quality health care and health education, initiate change, and improve nursing practice and health care outcomes.

3. Utilize principles of instructional design to develop, promote learning outcomes, and evaluate nursing and health education curricula.

**Clinical Scholarship (EBP)**
1. Use a systematic approach to identify, analyze and diagnose actual or potential problems within a variety of health care settings, and develop, evaluate, manage, and test possible solutions based upon highest level of evidence available, allowing for innovative solutions.

2. Demonstrate competence in knowledge application activities: the translation of research into practice, the evaluation of practice improvement of the reliability of health care practice and outcomes, and participation in collaborative research.

**Communication (Interprofessional Collaboration)**
1. Demonstrate effective oral and written communication, including the use of informatics, with clients, colleagues, and diverse groups to foster effective interprofessional collaboration to promote optimal health outcome in individuals/families/communities/populations and within healthcare organizations, and to disseminate professional practice findings.
SECTION II: DNP CURRICULUM

The DNP program consists of 36 units of post-master’s courses with 5 core components: Evaluation and Measurement Core, Management and Leadership Core, Practice Core, Integrative Clinical Scholarship Core, and Faculty Development Core.

The DNP program offers small, intimate classes where learning can flourish. The program is offered in a supportive, congenial atmosphere.

A. DNP STUDY PLAN

<table>
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<tr>
<th>Year 1</th>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
<td>NURS 600 Biostatistics for APN (3)</td>
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<tr>
<td></td>
<td>NURS 605 Advanced Evidence-Based Practice in Nursing (3)</td>
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<tr>
<td></td>
<td>NURS 640 DNP Clinical Practicum: Professional Role Development (3)*</td>
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<tr>
<td></td>
<td>*may be repeated to accrue 1000 clinical hours between MSN and DNP</td>
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<tr>
<td><strong>Spring</strong></td>
<td>NURS 615 Epidemiology and Clinical Prevention (3)</td>
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<td></td>
<td>NURS 630 Healthcare Policy, Ethics and Advocacy (3)</td>
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<td></td>
<td>NURS 695 Seminar in Integrative Clinical Scholarship (2)</td>
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<tr>
<td></td>
<td>NURS 697A Integrative Clinical Scholarship I: Evidence-based Practice (1)</td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td>NURS 610 Leadership, Management and Economics in Adv. Nursing Practice (3)</td>
</tr>
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<td>NURS 620 Informatics in Healthcare (3)</td>
</tr>
<tr>
<td></td>
<td>Qualifying Doctoral Assessment (Late Summer or Early Fall)</td>
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<td>6 units</td>
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<tr>
<th>Year 2</th>
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<tbody>
<tr>
<td><strong>Fall</strong></td>
<td>NURS 697B Integrative Clinical Scholarship II: Evidence-based Practice (3)</td>
</tr>
<tr>
<td></td>
<td>NURS 650 Nursing Curriculum Development (3)</td>
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<tr>
<td></td>
<td>6 units</td>
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<tr>
<td><strong>Spring</strong></td>
<td>NURS 697C Integrative Clinical Scholarship III: Evidence-based Practice (3)</td>
</tr>
<tr>
<td></td>
<td>NURS 652 Instructional Design in Nursing Education for DNP Students (3)</td>
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<tr>
<td></td>
<td>Doctoral Project Defense</td>
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<td>6 units</td>
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**Total Units 36**

(Additional units may be required to complete a minimum of 1,000 total clinical hours)
B. COURSE DESCRIPTIONS

Evaluation and Measurement Core

NURS 600 Biostatistics for Advanced Practice Nurses -- Provides DNP students with the necessary skills and knowledge to interpret research that employ multivariate statistical techniques. Topics include choosing correct statistical methods; descriptive, univariate and multivariate statistics; probability; estimation and hypothesis testing; and use of a statistical software package. (3 units)

NURS 605 Advanced Evidence-Based Practice in Nursing -- Advanced research course focused on reading, interpreting, and evaluating studies using quantitative and qualitative methods in nursing and other health care disciplines; develop initial literature review for integrative scholarship proposal. (3 units)

NURS 615 Epidemiology and Clinical Prevention -- Emphasis on application of epidemiological principles and approaches related to health and illness in at-risk populations. Epidemiological models and inquiry are used to determine population needs and promote interventions to enhance health-related quality of life and prevent illness. (3 units)

NURS 620 Informatics in Healthcare -- Use of information systems/technology resources to implement quality improvement initiatives and support practice and administrative decision-making. Topics include standards and principles for selecting and evaluating information systems and patient care technology, and related ethical, regulatory, and legal issues. (3 units)

Faculty Development Core

NURS 650 Nursing Curriculum Development -- This hybrid course is a systematic study of principles of curricula for nursing academic programs, patient education, and staff development. Education philosophies, objectives, selection and organization of learning experiences and evaluation methods will be explored and developed. (3 units)

NURS 652 Instructional Design in Nursing Education for DNP Students -- This course focuses on course design; the use of instructional strategies, simulation, and technology in classroom and online teaching environments; and assessment and evaluation of student learning. The ethical, legal, and cultural competencies for nurse educators will be addressed. (3 units)
Management and Leadership Core

NURS 610 Leadership, Management and Economics in Advanced Practice Nursing -- Emphasis on analyzing leadership theories and organizational models within healthcare delivery systems. Principles of change theory, financial management, strategic planning, program development and implementation are evaluated. Application focuses on fiscally sound leadership management in providing healthcare for individuals and populations. (3 units)

NURS 630 Healthcare Politics, Ethics and Advocacy for Nurses -- Critical appraisal of how national and international health policies, advocacy efforts, ethics, and economics impact health care delivery and its outcomes and influence advanced practice nursing. Development of health care policy, delivery models, reimbursement mechanisms, and economic perspectives are investigated. (3 units)

Practice Core

NURS 640 DNP Clinical Practicum: Professional Role Development -- Supervised clinical opportunities in selected clinical settings to enhance professional role development in advanced nursing practice. Synthesis of prior graduate learning experience; focus on evidence-based best practices to enhance safety, quality and efficiency in the student’s nursing specialty area (135 clinical hours). Course may be repeated for credit up to 12 units, as needed to complete required practice hours at the DNP level. (3 units)

Integrative Clinical Scholarship Core

NURS 695 Seminar in Integrative Clinical Scholarship -- Proposal development as applied to clinical scholarly work for Doctor of Nursing Practice project. Course requires 90 hours in a clinical setting with faculty consultation. Outcome is a proposal for a scholarly clinical doctoral project (90 clinical hours). (2 units) Prerequisite: NURS 600, 605, 640 Corequisite: NURS 697A

NURS 697A Integrative Clinical Scholarship I: Evidence-based Practice -- This course is complementary to NURS 695 and focuses on scholarly work directed toward a Doctor of Nursing Practice (DNP) project. This doctoral project will be completed within a clinical setting under faculty supervision (NURS 695 instructor) with facilitation by a Faculty Chair (NURS 697A). Outcome for this course is a proposal for a scholarly clinical project on a topic in the student’s area of interest and area of specialization. Course includes consultation with instructor leading to development of a scholarly project proposal as applied to clinical problems. (1 unit) Prerequisite: NURS 600, 605, 640 Corequisite: NURS 695

NURS 697B Integrative Clinical Scholarship II: Evidence-based Practice -- Implementation of DNP project within a clinical setting using integration of theory and evidence-based change from nursing science and other disciplines. Emphasizes incorporation of principles of practice inquiry and evidence-based practice. Integration of core DNP concepts and competencies (135 clinical hours). (3 units) Prerequisite: NURS 697A

NURS 697C Integrative Clinical Scholarship III: Evidence-based Practice -- Within a clinical setting, evaluation and completion of the DNP project. Emphasizes incorporation of principles of practice inquiry and evidence-based practice. Integration of core DNP concepts and competencies (135 clinical hours). (3 units) Prerequisite: NURS 697B
SECTION III: DNP PROGRAM ADMISSION AND PROGRESSION

A. DNP PROGRAM ADMISSION REQUIREMENTS

Candidates seeking admission to the Doctor of Nursing Practice program must meet California State University, Fullerton’s requirements and the School of Nursing requirements for admission (admission requirements are equivalent for all Consortium schools).

Applicants seeking admission to the DNP program must have:

1. A master’s degree, from an accredited institution, in nursing or a health related field (i.e., public health, or health administration) and national certification as an APRN (CNM, CNS a, CRNA or NP) (direct care track), OR
   A master’s in nursing, from an accredited institution, in nursing leadership or administration, nursing education, or community health nursing (indirect care track).

2. Official transcripts from all institutions ever attended. b, c

3. A grade point average of at least 3.5 on a 4.0 scale in overall graduate course work.

4. Pre-requisite courses for admission include:
   a. Master’s level courses in Advanced Physical/Health Assessment, Advanced Pathophysiology, and Advanced Pharmacology for the direct care track only.
   b. Master’s level courses in core nursing areas such as nursing theory, research, and transcultural nursing. d

5. Current, unrestricted California RN licensure or eligibility and advanced practice national certification and national furnishing/prescriptive authority, if applicable.

6. Eligible for credentialing within clinical site(s) as appropriate.

7. Three letters of reference with completed recommendation forms.

8. A personal written statement of purpose.

9. Official documentation of nursing practicum hours attained during the master’s degree program or the post-master’s certificate program.

10. Completion of DNP Program application and CSUF University application.

11. Completion of interviews and on-site writing sample, as requested.

   a. National Certification Requirement for CNS Applicants: CNS applicants should be CNS certified in California. If ineligible for national CNS certification, applicants should include a note in their application packet specifying reason for ineligibility and identifying an appropriate national certification for their specialty.
   b. Applicants who have attended CSU Fullerton do not need to submit CSU Fullerton transcripts, nor resubmit any transcripts already on-file at CSU Fullerton. Any transcripts not already on-file at CSU Fullerton must be submitted.
   c. All applicants, regardless of citizenship, whose native language is other than English are required to submit proof of English proficiency before an admission decision can be made. Contact Admissions and Records with questions.
   d. Students with a degree other than nursing will be required to make up deficiencies in preparation.
B. DNP – DETERMINATION OF CLINICAL HOURS

A minimum of 1,000 hours of practice post-baccalaureate as part of a supervised academic program is required to prepare DNP graduates to achieve the DNP Essentials and nursing specialty competencies. Hours toward the DNP clinical practicum are awarded based on prior master’s or post master’s practicum experiences in an academic program and completion of the DNP Clinical Practicum: Professional Role Development clinical practicum and the Integrative Clinical Scholarship series of courses. The Campus Coordinators of the DNP program shall validate clinical hours and complete the Determination of DNP Clinical Hours form that is kept in the student’s permanent file. Clinical hours are in direct care (APRN preparation) or indirect care (e.g., leadership, community health nursing, informatics, etc.). Hours attained as a nurse educator will not be applied toward the clinical hour requirement in the DNP program.

Determination of Clinical Hours to be Awarded for Prior Master’s or Post Master’s Practicum Experiences

It is the responsibility of the DNP student to present documentation of the total number of practicum hours completed in his/her advanced nursing practice program. Validation of the total number of clinical practicum hours may be achieved by the following:

- A letter of verification from an appropriate nursing administrator responsible for the master’s program from which the student graduated. The letter shall indicate the total number of practicum hours completed by the student during the program of study. This number is then used toward the required minimum of 1,000 hours of practice post-baccalaureate.
- A letter from a national nursing certification agency attesting to the minimum number of clinical practicum hours required for certification in the student’s advanced nursing practice area at the time that the student was certified. The student is credited with the identified minimum number of practicum hours which is used towards the required minimum of 1,000 hours of practice post-baccalaureate.

Documentation of prior practicum hours in an advanced practice program provided will be reviewed by the Director or the Campus Coordinators of the DNP program for acceptance towards clinical hour requirements in the program. This review will be conducted after the student has accepted admission to the program and prior to the second week of the first semester of enrollment. The student will meet with the Campus Coordinator to sign the Determination of DNP Clinical Hours form to document that the student has been duly informed.

Determination of Clinical Hours to be Awarded for DNP Coursework

In addition to prior clinical hours completed prior to admission to the DNP, all students shall complete a minimum of 500 clinical hours during their DNP. The DNP course of studies includes 365 hours dedicated to Integrative Clinical Scholarship coursework and a minimum of 135 hours of Professional Role Development clinical coursework. All students must complete at least three (3) units of Professional Role Development regardless of the number of hours awarded for prior master’s or post-master’s clinical practicum experiences. Students whose prior master’s or post master’s practicum experiences is judged to be less than 500 hours will need to complete additional Professional Role Development clinical coursework. They will be advised of this requirement as noted in the section above.
C. UNIVERSITY WRITING REQUIREMENT

DNP students must meet the University Writing Requirement. DNP students will demonstrate meeting the University Writing Requirement by successfully completing *NURS 605: Advanced Evidence-Based Practice in Nursing* during the first 9 units of graduate study.

D. GRADUATE STANDING: CONDITIONALLY CLASSIFIED

With the approval and recommendation of the appropriate authorities, students who have deficiencies in prerequisite preparation or in GPA may be considered for admission in conditionally classified status. Students admitted in this status may subsequently be granted classified status in an authorized graduate program if professional, personal, scholastic, or other standards are met.

E. GRADUATE STANDING: CLASSIFIED

Classified standing is normally granted when all prerequisites have been satisfactorily completed, the official study plan formulated, recommendation made by the appropriate graduate advisor to the associate vice president, Academic Programs who gives final approval.

A student is not officially classified until an approved study plan is on file in the Graduate Studies Office (GSO). The student will be sent a copy of the approved study plan. Copies will be filed in the academic unit, university records and GSO.

F. CLINICAL AND LEGAL DOCUMENTS

The Southern California CSU DNP Program requires that all students maintain updated documents in their student file related to health clearance, legal, and clinical requirements. These items include, but are not limited to:

- Proof of current R.N. licensure and furnishing number if applicable
- Release of Liability, Image, and Information forms
- Proof of appropriate national certification

Information on submitting and maintaining these items is provided to students upon admission. It is each student’s responsibility to maintain this file. Registration and graduation holds will be placed on student accounts for failure to maintain these records appropriately.

Any student requiring a preceptorship or clinical facility agreement for any reason will be required to complete a background check and an electronic file through Certified Profile. The student should contact the program office immediately if this applies him or her. Additional documentation will be required at that time including, but not limited to:

- Mandatory Reporter and other liability forms
- Certified Background Check Clearance
- CPR Certification
- Current required immunizations
- Current California driver's license and automobile insurance
G. TRANSFER CREDIT POLICY

Doctoral students may be able to transfer a limited number of course units in meeting the requirements for a doctoral degree. Such work can only be accepted with prior approval of both the DNP Director and the Office of Graduate Studies. The use of transfer credits on the student’s study plan is subject to the following:

Each course must:

- Have been taken at an accredited college or university
- Be acceptable for credit toward a graduate degree at the institution where the course was taken
- Have been completed with a grade of B or better
- Not have been used in meeting the requirements for another earned degree
- Have been completed within the student’s 5-year time limit

In addition, all transfer units are subject to the same policies in effect for the DNP Study Plan. Course work taken at another institution after admission to CSUF as a doctoral student is rarely accepted for credit toward the doctoral degree. Such work can only be accepted with prior approval of both the DNP Director and the Office of Graduate Studies. All approved transfer units and grade points will be entered on the CSUF transcript at graduation.

H. PETITION FOR VARIANCE IN ACADEMIC (DNP) REQUIREMENTS

Students may submit a petition for a variance in academic requirement. The petition should be submitted to the Director of the DNP Program with all supporting information. The petition will be reviewed by the Office of Graduate Studies and the DNP Executive Committee at its next regularly scheduled meeting and the decision will be rendered within 30 days of the Executive Committee meeting.

I. GENERAL REQUIREMENTS FOR GRADUATION WITH A DOCTORAL DEGREE

In order to graduate with a DNP degree, students must meet university as well as School requirements. To be granted a Doctoral degree, a student must have been classified, advanced to candidacy, and completed a satisfactory pattern of study in an approved field. Each student’s program for a doctoral degree (including eligibility, classified standing, candidacy, and award of the degree) must be approved by the DNP Director and the Graduate Studies Office. To assist you in this process, a DNP Program Checklist is available in Appendix F. For further information, students should consult the School of Nursing or the Graduate Studies Office.
J. PROGRESSION WITHIN THE DNP PROGRAM

A study plan is provided for appropriate progression throughout the doctoral curriculum. Coursework is scheduled to allow full-time work. Students who do not follow the recommended study plan are not guaranteed prompt progression through the program; students following their recommended study plan are given priority for entrance to classes before students who are off study plan.

Students will be placed on academic probation if they receive a grade less than a "C" for graduate courses. Once a student is placed on academic probation, the student has the option of remediation. A course with a grade of less than C may be repeated once. Students will be advised that their progression of study may be interrupted if the course where the unacceptable grade is received is prerequisite to others. Students will need to remediate the next time the course is taught, which may cause a delay as courses are only taught once each year. This option can only be used once. A student who receives a second unacceptable grade in another course while in the program will be disqualified from the Southern California CSU DNP consortium program.

1. ADVISEMENT

Advising for first-year students will be handled by the DNP Coordinator faculty for each campus to assist students in developing their study plans and selecting the chair for their doctoral project committee. Students will generally not be assigned to a campus until they have selected a project chair. Until students have identified a project chair, their faculty advisor will be the DNP Coordinator for the campus of the student’s N640 instructor. Students should meet with their advisor at least once each semester.

Advising for second-year students will primarily focus on the doctoral project and will be managed by the Doctoral Project Chair; all DNP Coordinators will continue to be available to assist students with other issues or concerns. Regular contact with the Doctoral Project Chair is imperative to completing the project in a timely manner.

DNP Program Administration endeavors to coordinate university processes for the student cohort, but it is the student’s responsibility to arrange appointments for advisement and other information as needed. If needed, students should seek advisement

- prior to or during the first semester of attendance;
- when requesting classified standing;
- upon unsuccessful progress in any course;
- prior to requesting an LOA or withdrawing from any course(s); and
- when applying for a graduation check prior to the final semester

Students should maintain a personal file of transcripts and other evidence of grades and achievements and have these documents available whenever seeing an advisor. (It is essential that the student inform dnp@fullerton.edu of any changes in address, phone numbers or e-mail!)
2. STUDY PLAN

Each student is required to have a Study Plan filed with the Graduate Studies Office. This plan will be generated during the first semester and is filed for the student by the program office. The approved study plan is valid as long as the student maintains continuous enrollment in the program. Study Plan adjustment requests must be made to the DNP Program Director within the first five weeks of the first semester of the program. No course may be removed from the plan after a student has taken it.

The requirements for the doctoral degree study plan include:
- A minimum of 36 approved semester units as determined by the School of Nursing
- A minimum of 30 semester units in residence (does not include transfer of CSUF extension credits)
- 500 and 600 level courses only. Title 5 transfer unit policy
- No more than 12 semester units for a doctoral project
- None of the following: correspondence courses, credit by examination, or similar.
- A minimum grade of C in all courses and an overall GPA of at least 3.0 to satisfy requirements for the degree
- Completion or satisfactory validation of all study plan courses within 5 years starting with the earliest course on the study plan
- A qualifying doctoral assessment at the completion of the first year of the program
- A culminating experience, the doctoral project
- Doctoral defense
- The student shall have completed all requirements for the degree within five years of matriculation in the doctoral program. The appropriate campus authority may extend by up to two years the time for completion of the requirements under the following circumstances:
  1. the student is in good standing,
  2. the extension is warranted by compelling individual circumstances, and
  3. the student demonstrates current knowledge of research and practice in advanced nursing practice, as required by the campus.

3. GRADE POINT AVERAGE

A DNP student is expected to earn a 3.0 cumulative grade point average in all units attempted subsequent to admission to the program. In addition, a DNP student must earn a grade of at least C in each course taken in the program (including prerequisites). If a student receives a grade less than a C on a study plan course, the course must be repeated and passed with a grade of C or better. A course may be repeated only once. This may necessitate a longer progression to degree, as each course is only taught once each academic year and all prerequisite courses must be completed before starting the Integrative Clinical Scholarship sequence. A grade of less than C in 6 or more units will result in dismissal from the DNP program.

If permission is given to repeat a course, both grades are used to calculate the GPA. However, successful repetition of a course originally passed carries no additional unit credit toward a
degree. When a course is added, the original course stays on the study plan and both grades received shall be used to calculate the GPA. Requests for course work changes on the study plan must be approved by the Graduate Program Coordinator and the Office of Graduate Studies prior to registration. If the GPA, at any time, falls below such a level that it cannot be raised to 3.0 within the prescribed limits, this has the effect of disqualifying the student from the DNP degree program.

4. LEAVE OF ABSENCE

Continuous enrollment is a normal expectation of graduate degree students, for sound academic reasons including assurance of currency in the field and integration of knowledge at a sophisticated level. Continuous enrollment means that a student registers in each semester following admission to the University, until award of the degree. Continuous enrollment further permits degree students to elect the catalog graduation requirements for their degree programs which were in force at the time of admission to the program.

Grounds for taking a leave of absence and the required form can be accessed at www.fullerton.edu/graduate

5. INDEPENDENT STUDY

Independent study is the pursuit for credit of topics or problems of special interest to the student beyond the scope of the department's regular course offerings. NURS 699 - Independent Study (1-3 units) is the designated independent study course for the DNP Program. To be eligible for independent study units, the student must gain the approval of the DNP Program Director and the supervising faculty member. If a student does not complete the doctoral project during NURS 697C, he/she will be required to register in NURS 699 each semester until the project is complete, including the final oral defense of the project.

In compliance with California State University, Fullerton policies:
- The independent study project shall be of an investigative or creative nature.
- The student must consult with the supervising faculty member to develop a plan of study and be issued an electronic registration permit from the DNP Program Office before registering for the independent study units.
- The student will complete an independent study contract in accordance with the NURS 699 syllabus consisting of the student's objectives, proposed project activities and statement of the criteria to be used in evaluating the project. This contract will be signed by the student and the supervising faculty and placed in the student’s file.
- Independent Study courses may be taken on a credit/no credit basis or for a grade.
- A student may take no more than six units of Independent Study per semester and may apply no more than six units towards the completion of the graduate degree.
- Tangible evidence of work accomplished (reports, bibliographies, photo essays, research data, etc.) signed by the student and supervising faculty member will be kept on file per University guidelines.
6. STUDENT FILES

For the purpose of academic counseling and advisement and to maintain a record of the student's progress throughout the program, a student file is developed and retained in the School office until graduation. Open access to see a student's own file is a student's right under law and the file is normally available at all advising sessions.

7. PROBATION

There are three reasons for which a DNP student can be placed on Academic Probation.

(1) A student enrolled in a graduate degree program will be placed on Academic Probation if either the graduate or the Study Plan Grade Point Average falls below 3.00. Following the semester the DNP student is placed on probation, the student is allowed two more semesters to raise the Grade Point Average to the required minimum of 3.00 before being subject to disqualification.

(2) DNP students will be placed on academic probation if they receive a grade less than a C for a graduate course.

(3) A graduate student may also be placed on probation for reasons other than graduate and/or Study Plan Grade Point Average. This is known as Administrative-Academic Probation. The reasons may include repeated withdrawal, failure to progress toward an educational objective, non-compliance with an academic requirement, failure to demonstrate a level of professional competence or fitness commensurate with the standards of the student’s discipline, or inappropriate behavior as defined in the Student Bill of Rights and Responsibilities and in the Academic Dishonesty sections of the CSUF catalog. Students will remain on Administrative-Academic probation contingent upon conditions required for their continuing in the program. The Office of Graduate Studies maintains a list of students on probation and subject to disqualification.

8. DISQUALIFICATION

The associate vice president, Academic Programs (or designee), in consultation with the student's DNP Program Director, will disqualify a DNP student who is on probation if the student does not, or cannot, raise the Study Plan and graduate Grade Point Average to 3.00 by the completion of the second regular semester following the semester in which the Grade-point Average fell below the minimum 3.00 standard. If a student’s Grade Point Average becomes so low that it cannot be raised to 3.00 within the prescribed limits of course work, the student will be disqualified from the graduate degree program. A DNP student will be disqualified if a grade lower than C is earned in 6 or more units. Students placed on probation for reasons other than Grade Point Average will be disqualified if:

- The conditions for removal of Administrative Academic probation are not met within the period specified;
- The student becomes subject to Academic Probation while on Administrative Academic Probation; or
- The student is removed from Administrative Academic probation and subsequently becomes subject to Administrative-Academic Probation for the same or similar reasons as originally placed on probation.

Disqualification removes a student from graduate standing and prevents further enrollment in University courses (except through University Extended Education). A student who has been disqualified from a program may not apply for admission to that program. A student who has been disqualified from one degree program may apply for readmission to a different degree program and file a new Study Plan.

Appeals related to doctoral degree probation or disqualification should first be directed to the DNP Director. Please contact the Graduate Studies Office for further information and procedures.

9. CANDIDACY AND GRADUATION

A student who has been granted classified standing is normally advanced to candidacy after the student files a request for graduation; and, the DNP Director makes an affirmative recommendation based on student’s GPA and successful completion of the study plan. The degree is awarded upon the satisfactory completion of all state and university requirements, the specific program requirements, the recommendation of the appropriate graduate advisor and committee, and the approval of the faculty and the Office of Graduate Studies.

It is highly recommended that all work for the degree, except final course examinations, be submitted by the last day of classes, in order to assure granting the degree by the end of the semester in question. **It is the student’s responsibility to file an application for a graduation check and pay the graduation and diploma fee prior to the beginning of the final semester.**

The application for graduation initiates a review of degree requirements and formal approval by the faculty as well as serving as the order for the diploma. The last date to file the application is listed in the front cover of the Registration Guide for each semester. **Candidates for August graduation must file their requests prior to registration for the spring semester.**

Commencement ceremonies are held only at the end of the spring semester. Students completing requirements at the end of fall and spring semesters and during the following summer may participate in those ceremonies. Graduation ceremonies are expected to be held in May for all three campuses. Students are asked to participate in the graduation ceremony of their home campus and are welcome to attend additional ceremonies. Additional information is sent to concerned graduates by the Registrar’s Office during the final semester. Information about cap, gown and hood rental or purchase will also be provided during the final semester.
SECTION IV: THE DOCTORAL PROJECT

A. DNP PROJECT OVERVIEW

Doctoral education in nursing is characterized by completion of a specific project that demonstrates synthesis of student work and lays the groundwork for future scholarship (American Association of Colleges in Nursing [AACN], 2006). Requiring original research is not the intent of the practice-focused doctorate. The DNP primarily involves mastery of an advanced specialty within nursing practice. Therefore, other methods must be used to distinguish the achievement of that mastery.

In the DNP Program, the doctoral project may take a number of forms. Whatever form it takes, the doctoral project shall be the written product of systematic, rigorous research on a significant advanced nursing practice issue. One example of a final DNP product is a practice change initiative. This may be represented by a pilot study, a program evaluation, a quality improvement project, an evaluation of a new practice model, a consulting project, or an integrated critical literature review. Additional examples of a DNP final product could include manuscripts submitted for publication, systematic review, research utilization project, practice topic dissemination, substantive involvement in a larger endeavor, or other practice project. The theme that links these forms of scholarly experiences is the use of evidence to improve either practice or patient outcomes.

B. DNP REQUIRED DELIVERABLE

The final DNP project produces a tangible and deliverable academic product that is derived from the practice immersion experience and is reviewed and evaluated by an academic committee. The final DNP product documents outcomes of the student’s educational experiences, provides a measurable medium for evaluating the immersion experience, and summarizes the student’s growth in knowledge and expertise.

The doctoral project will reflect evaluation of practice, interpretation and use of research findings in practice, and/or participation in collaborative research. The project thus will contribute to practice-based evidence, evidence-based practice, or practice inquiry.

Samples of DNP projects from the consortium are available on the DNP website. Examples are provided as ideas for projects and should not be used for formatting guidance.

C. DNP PROJECT COMMITTEE

Each student will have a doctoral project committee of at least two persons. The project chair will be a (a) doctorally prepared tenured or tenure-track CSU faculty member (b) lead the final clinical practica courses (Integrative Clinical Scholarship I, II and III), and (c) supervise the student’s culminating experience. The (required) committee member will also be a doctorally prepared CSU faculty member. One of these members will be knowledgeable in the area of the student’s nursing specialization or specific project topic. In some cases, a third committee member will be selected from academia, the clinical setting where the project is being done, or
the community of interest. The campus program director may approve an exception to membership criteria.

The committee chair must attend both the proposal defense and the project defense. It is expected that all committee members will attend both as well. Exceptions to this requirement must be approved by the chair and the program director.

D. DNP PROJECT COMMITTEE CONFLICT OF INTEREST DISCLOSURE

A conflict of interest may occur if the student has a professional, personal, or financial relationship with a committee member outside of the doctoral project relationship. Any such potential conflict of interest must be documented. All involved parties including committee members, program faculty, and students share the responsibility to disclose any potential conflict of interest in committee make-up to the DNP Program office in writing. The student must complete the DNP Project Past Work and Committee Conflict of Interest Disclosure Form, obtain all committee member signatures, and obtain approval through the DNP Program Office prior to defending the project proposal. The student will identify potential conflict(s) of interest and provide rationale that the conflict is not significant and can be managed. If any conflict of interest is significant or cannot be managed, the student and/or the committee member(s) should immediately contact the DNP Program office for guidance.

E. DNP PROJECT DISCLOSURE OF RELATED PAST WORK

DNP students are expected to uphold the highest standards of academic integrity. All students are responsible for reading and understanding all academic integrity expectations at CSU Fullerton: www.fullerton.edu/integrity. In instances of fabrication, plagiarism or other forms of dishonesty in a DNP project, dismissal from the program or university-wide suspension are the normal consequences. Should such dishonesty be discovered subsequent to the conferral of the degree, revocation of the degree will be the normal response.

It is imperative that students provide proper attribution for all work, including citing their own past work as appropriate. Since many DNP projects draw on the student’s past academic or employment related work and/or prior research, students must disclose past work related to any portion of their DNP Project. Students should properly attribute past work in their final product and must also disclose past work to the chair and program office through the DNP Project Past Work and Committee Conflict of Interest Disclosure Form.

F. DNP PROJECT PROPOSAL AND DEFENSE

The doctoral project proposal is usually completed during NURS 695 and NURS 697A with the proposal defense usually scheduled towards the beginning of NURS 697B. The doctoral project is implemented and completed within NURS 697B and NURS 697C, and the written product completed within NURS 697C along with a public defense. Students must be aware of CSUF approval deadlines related to final projects.

The written proposal for the DNP project is written using the following guidelines, and will have citations, references, and headings formatted according to the most recent version of the
American Psychological Association Manual. Students must have a proposal accepted for their final project by their Doctoral Project Committee as part of advancement to candidacy. As part of advancement to candidacy, committee members will systematically evaluate the student's ability to analyze, synthesize, and evaluate practice and substantive knowledge in nursing based on the written proposal and an oral presentation of the proposal.

Upon approval of the oral proposal defense, the doctoral project chair and committee member(s) will sign in black ink the Approval of the Doctoral Project Proposal. The form will be filed in the DNP Program Office and the student will receive a copy.

The written proposal will contain the following content:

**Background (Needs Assessment/Problem Statement/Supporting Framework/Purpose)**

This section contains an objective discussion of the specific situation, opportunity, problem, issue, need, and context (the community/setting) that the proposal addresses. The problem statement is supported with research findings or local evidence to justify the need or problem. The case is made clearly and concisely that a relevant, compelling problem or need exists within a particular context. The discussion includes a description of the target population and the definition of the problem to be addressed in that population.

A supporting framework is described. When the project involves a practice change, the underlying change framework is briefly identified and applied to the project. For other projects, the conceptual model or theory is described and applied as appropriate to the project. This section documents support from nursing and other appropriate theories that serve to frame the project or the intervention; more than one model or theory may be integrated.

The project purpose statement is written down. This statement clearly shows the project focus that guides decisions related to the project. Then, any sub-aims and objectives of the project are identified; these will drive the outcomes of the project in measurable terms. If appropriate, there is a succinct description of the proposed project outcome(s) and accomplishments, including the overall goal(s) and specific objectives or ways in which the goal(s) will be met.

**Review of Literature**

The review of literature contains evidence that supports the need for the practice or process improvement, practice product development, or research study or other approved project. An important dimension of this will be support of the particular practice change or intervention (if appropriate) used in the doctoral project and rationale for selection of that intervention. The review briefly may also document the validity/reliability of measures to be used and methodology selected. The review is organized topically to describe important literature to support the project.

The review of literature (ROL) contains empirical evidence that supports the need for the practice or process improvement. The ROL includes the topical tables of evidence. An important dimension of the ROL will be support of the particular intervention (if appropriate) used in the doctoral project and rationale for selection of that intervention.

Suggested organization of this “chapter” of the proposal.
1. Restatement of the purpose (brief) and contents of the chapter
2. Literature review by topic
   a. Further descriptive information related to the problem the project will address (often demographics are included here)
   b. Discussion and critique of evidence found (how much, what type; e.g., systematic reviews and studies) that has included an examination of the same or similar variables/concepts
   c. Key points from the research literature that need to be integrated into the project development
   d. Rationale explaining the selection of the key points to integrate into program development and evaluation
3. Synthesis of the literature (brief by topic) that gives the reader a sense of type of evidence from which findings come, and presentation of the gap(s) in the literature that the project will attempt to address
4. Chapter Summary

Methods
This written plan (written in the future tense) will include a timeline for activities to be accomplished; this will include who does the activity and where the activities will be done. The plan identifies how ethical standards for conducting research and quality improvement projects have been considered and addressed.

For students proposing a product (e.g., policy or procedure, algorithm) or manuscript (tangible result), this section may describe a fairly detailed outline of the product or article content, including what will be included in each section and any tables and figures to be developed. For manuscript, students should review the target journal’s author guidelines to be sure the outline is congruent with the journal style. For students proposing a manuscript (tangible result), the evaluation may include both the take home message from the manuscript or the learner/reader objectives, AND how well the manuscript fits the author guidelines of the selected publication for submission.

For students proposing a practice change or performance improvement project, this section may describe the Plan/Do/Study/Act strategies or activities based upon the selected quality improvement framework.

For students proposing a study, this section will flow from the study purpose and specific aims or research questions. Sections to be included are sample, setting, measures (if using existing data, concepts to be measured and how they will be operationalized, along with their documented reliability and validity). All research questions should be answerable with the proposed methods. This section will include the proposed data analysis, if known, or plan for getting assistance on data analysis. All research questions or aims should be addressed.

For students proposing a study, this section is the methodology and will flow from the study purpose and specific aims or research questions. Sections to be included are sample, setting, measures (if using existing data, concepts to be measured and their operationalization, along with documented reliability and validity). All research questions should be answerable with the
proposed methods. This section will include the proposed data analysis or plan for statistical consultation. All research questions or aims should be addressed. This section will follow the standard format for a quantitative or qualitative study methods description: Design, sample, measures, procedures, data analysis.

For *students proposing a practice change*, this section is the methodology and will flow from the project purpose and specific aims/objectives. To be included are descriptions of (a) who/what will be changed by the project, (b) specific action(s) that will occur within a specific time frame at an expected proficiency, (c) the method(s) by which these actions will occur, (d) tangible results from implementation and process, and (e) an evaluation plan. In other words, activities to be accomplished during in the project from start to finish are described. This section gives the practice change a “face.” That is, what practice is to be implemented, and how.

Consider the following headers:

**Organizational Setting.** Where the project will occur is discussed in terms of the organization, its “type,” size, patient population, etc.

**Patient Participation/Selection.** Target patients are described. This includes inclusion and exclusion criteria.

**Stakeholders Involved.** Persons and groups to be involved in the project from start to finish are listed and their roles discussed.

**Activities to be Accomplished.** Besides the specification of strategies necessary to accomplish project objectives, a written timeline will be included

**Resources Needed for Project Completion.** Resources to be used in project implementation are listed.

**Evaluation Methods.** How the project will be evaluated is described.


**References**
All proposals will be appropriately referenced using appropriate APA-style citations and references.

**G. DOCTORAL PROJECT IRB REQUIREMENTS**

All Institutional Review Board (IRB) procedures associated with the DNP program shall conform to the policies and requirements of each of the participating Consortium campuses. Human subject approvals and reviews, including where required the review of doctoral projects,
shall be administered by the student’s home campus and coordinated by Fullerton. Copies of all IRB approvals and doctoral projects associated with the DNP program shall be provided to and be on file at Fullerton.

Appropriate Institutional Review Board (IRB) approval shall be obtained to conduct any research involving human subjects. Failure to obtain required IRB approval prior to collection of data on human subjects may disqualify a student from further use of those data. The doctoral project committee chair shall advise the student regarding human subjects review requirements and regarding compliance with IRB regulations.

H. ADVANCEMENT TO CANDIDACY

Advancement to candidacy normally takes place at the end of the first full year in the program. Students may not advance to candidacy if they have grades of I, RP, or below C for any class in the degree program. There are two specific candidacy requirements: successful defense of the written doctoral project proposal and successful passing of the Qualifying Doctoral Assessment.

I. QUALIFYING DOCTORAL ASSESSMENT

The qualifying doctoral assessment is completed by a committee comprised of the Campus Coordinators, the Consortium Director, and other faculty as appropriate. This assessment normally occurs following the student’s proposal defense. If deficiencies are noted, the student will be notified before progressing in the program.

The purpose of the qualifying doctoral assessment is to

- Discern the extent to which the student has met program objectives and student learning outcomes thus far;
- Evaluate the student’s breadth and depth of knowledge in the area of specialization;
- Determine the student’s critical thinking ability with respect to synthesizing the content of courses and constructing meaning from them;
- Assess the student’s ability to determine how various theories, constructs, and conceptual frameworks may be applied to solve problems of practice in a specific area of specialization;
- Discern the extent to which the student can critically analyze the professional literature (both theoretical and empirical) pertaining to topics in nursing;
- Determine the student’s ability to make informed decisions and recommendations for nursing and nursing care using various sources of patient or nursing data, databases, reports, and other quantitative/qualitative sources; and
- Evaluate the student’s ability to clearly define and defend a point of view.

Students will have a Qualifying Doctoral Assessment towards the end of summer of their first year in the program. Successful advancement to candidacy permits the student to proceed to conduct and complete a final DNP project.

Students completing a doctoral project must take a total of 6 credits of NURS 697B and 697C. In the event the student is unable to complete the project in two semesters, the student will enroll in
NURS 699 for a minimum of 3 credits of coursework each semester until the project is completed and the final defense of the capstone is approved by the Doctoral Project Committee.

**J. DOCTORAL PROJECT DEFENSE**

The student will defend the completed doctoral project in a public oral presentation followed by questioning of the Doctoral Project Committee. The final defense of the project serves as the final oral comprehensive examination for the DNP program. This oral examination serves to determine that the student has met all the requirements of the project and has completed a project reflective of practice doctoral level academic and clinical work.

**K. DNP FINAL PROJECT PRODUCT**

The tangible and deliverable DNP doctoral product will be a formal report, meeting the current CSUF graduate program standards for DNP Projects. Each of the three collaborating Schools of Nursing (CSU Fullerton, CSU Long Beach, and CSU Los Angeles) require an electronic approved copy of the submitted formal report as part of graduation requirements. A copy of the formal project will be professionally bound per the CSUF dissertation publication process.

**L. DOCTORAL PROJECT APPROVAL**

**Evaluation and Scoring Rubrics: Doctoral Project Manuscript and Project Defense**

The Doctoral Project Manuscript and Oral Defense Evaluation and Scoring Rubrics will be used by Committee members; a passing score must be achieved from each member for a successful defense. An average score of 80% or above is required for passing (all committee members score; an average is taken).

Approval of the final defense of the doctoral project by the Doctoral Project Committee serves as documentation that the student has met all project expectations (including those for the final written manuscript) and is eligible for graduation, once all academic/clinical requirements have been met. Once the project paper has been approved, the doctoral project chair and committee members will sign in black ink the *DNP Doctoral Project Approval*. The form and completed Oral Defense Assessments from each Doctoral Project Committee member will be filed in the DNP Program Office; the student will receive a copy of the Project Approval form.

If a student does not pass the defense, the student must correct any deficiencies and meet again with the Doctoral Project Committee. Students are allowed to repeat the final defense once. If the student fails the project defense a second time, the student is disqualified from the DNP program. Students who do not complete the doctoral project or do not pass the final defense of the project before completion of DNP program coursework are required to maintain registration in NURS 699 for a minimum of 3 credits of coursework each semester until the final defense of the capstone is completed and approved by the Doctoral Project Committee.
M. AUTHORSHIP CREDIT AND OTHER ACKNOWLEDGEMENT

The DNP Program supports the recommendations established by the International Committee of Medical Journal Editors (ICMJE) regarding the roles and responsibilities of Authors and Contributors in scholarly writing. These recommendations should be followed for all scholarly works, including posters, produced. [www.icmje.org/recommendations](http://www.icmje.org/recommendations)
SECTION V: SCHOOL OF NURSING AND UNIVERSITY POLICIES

Academic policies are consistent among all three consortium campuses, but defer to the CSUF campus as the Administrative Campus. DNP students are expected to adhere to all CSUF University and School of Nursing student and academic policies. Complete text of all CSUF University policies can be found at:
http://www.fullerton.edu/senate/publications_policies_resolutions/ups.php

A. CSUF STUDENT RELATED POLICIES

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<td>Student Rights and Responsibilities</td>
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<td>300.002</td>
<td>Academic Advising Policy</td>
<td>8-18-2014</td>
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<td>300.003</td>
<td>University-wide Student Learning Goals</td>
<td>5-9-2014</td>
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<td>Policy on Course Outlines</td>
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<td>300.005</td>
<td>Final Examinations</td>
<td>6-16-2015</td>
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<td>Policy on Final Grade Reporting</td>
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<td>Late Add Policy</td>
<td>1-30-2013</td>
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<td>300.015</td>
<td>Repetition of Courses</td>
<td>6-16-2015</td>
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<td>300.016</td>
<td>Withdrawal Policy</td>
<td>1-15-2016</td>
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<td>300.017</td>
<td>Incomplete Authorized (I) and Incomplete Charged (IC)</td>
<td>7-23-2013</td>
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<td>Unauthorized Withdrawal - Issuance of WU Grade</td>
<td>5-11-2012</td>
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<td>300.019</td>
<td>Academic Responsibility for Missed Instruction Due to University Sponsored Activity</td>
<td>3-25-2008</td>
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<td>300.020</td>
<td>Grading Practices</td>
<td>12-2-2013</td>
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<td>Academic Dishonesty</td>
<td>6-16-2015</td>
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<td>1-29-2015</td>
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<td>Academic Appeals Board</td>
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<td>Academic Standards for Postbaccalaureate Students</td>
<td>8-7-2007</td>
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<td>300.050</td>
<td>Recognition of Superior Student Performance</td>
<td>7-23-2013</td>
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<td>320.005</td>
<td>Retention of Student Work</td>
<td>8-16-2013</td>
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<tr>
<td>320.020</td>
<td>University Writing Requirements</td>
<td>6-5-2014</td>
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<tr>
<td>330.124</td>
<td>Leaves of Absence for Graduate and Credential Students</td>
<td>5-9-2014</td>
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<td>330.164</td>
<td>Posthumous Degree and Recognition</td>
<td>4-26-2013</td>
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<td>330.230</td>
<td>Recording and Transcription of Class Content By Students</td>
<td>5-7-2014</td>
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<td>Policy Regarding the Use of Drugs by Students*</td>
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<td>330.232</td>
<td>Policy on the Use of Alcoholic Beverages by Students and by Student Organizations</td>
<td>6-24-2005</td>
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<td>Exclusion of Person(s) from Campus Meetings</td>
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### B. CSUF CURRICULUM RELATED POLICIES

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<td>Policy on Online Instruction</td>
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<td>420.105</td>
<td>Right of Non-Compliance, Risk Activities</td>
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<td>450.400</td>
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C. CSUF LIBRARY RELATED POLICIES

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<td>500.150</td>
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<td>Policy on Return or Replacement of Library Materials</td>
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DNP Handbook 2016-2017

D. CSUF RESEARCH RELATED POLICIES

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<td>Conflict of Interest Policy for Externally Funded Proposals</td>
<td>4-21-2014</td>
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<td>620.000</td>
<td>Protection of Human Participants [formerly UPS 420.103]</td>
<td>4-26-2013</td>
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<tr>
<td>630.000</td>
<td>Policy to Investigate Instances of Possible Research Misconduct</td>
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E. PETITION POLICIES

Any nursing major who requests a waiver of any Southern California CSU DNP Consortium or School of Nursing policy must submit a petition to the DNP Director. Materials submitted will be considered at the next committee meeting. Include supporting documentation with the petition. The student may be requested to submit additional information before a final decision is reached. The decision is based on the majority vote of the committee membership. Petition forms are available in the CSUF School of Nursing Office.

F. COURSE/FACULTY EVALUATION PROCESS

At the end of each semester students will be asked to evaluate both the courses and the faculty instructor(s). Students will complete standardized forms from both the University and the School of Nursing in the last few weeks of the course. Responses are anonymous. Instructors will not receive the results until after grades have been submitted for the semester. Constructive evaluation is valuable in modifying course content and instructor teaching methods. Faculty evaluations are utilized in the personnel review process for retention, promotion, and tenure.

G. DNP STUDENT PARTICIPATION IN CONSORTIUM COMMITTEES

In an effort to elicit the widest feedback possible and with consideration for the time commitment required of a traditional student representative, the DNP Program Coordinators and Director will host student program evaluation sessions at least once per semester. In lieu of appointing one student representative, all DNP students will be invited and encouraged to attend these evaluation sessions to provide both confidential written feedback and engage in open dialog with the DNP Program Coordinators.

DNP students are invited to attend DNP Executive Committee Meetings. The following agenda item will appear on each DNP Executive Committee agenda: “Open Session for DNP Student Comments”. DNP students may provide input in person or send a signed email to dnp@fullerton.edu at least 5 days prior to the meeting for inclusion in the agenda.
H. CONTINUING EDUCATION REQUIREMENTS

State Boards of Nursing consider academic studies as one form of continuing education. In California, each theory hour of a course is accepted as one hour of continuing education. So, one 3-unit course, which equals 45 contact hours, more than fulfills the state requirements—since a registered nurse only needs 30 contact hours for relicensure. These hours must, however, be accumulated within two years prior to license renewal. Since the CSUF SON has a BRN provider number, any academic course on this campus, as long as it shows evidence of increasing your competency and knowledge in relationship to your area of practice, is accepted by the California Board of Registered Nursing.

I. IMPAIRED STUDENT POLICY

The School of Nursing faculty members follow the guidelines established by the Board of Registered Nursing related to Impaired Nursing Students:

BOARD OF REGISTERED NURSING

IMPAIRED NURSING STUDENT GUIDELINES FOR SCHOOLS OF NURSING IN DEALING WITH THE MATTER OF NURSING STUDENTS IMPAIRED BY ALCOHOLISM, DRUG ABUSE, AND EMOTIONAL ILLNESS.

In the matter of nursing students impaired by alcoholism, drug abuse and emotional illness, the California Board of Registered Nursing recognizes that:

a. These are diseases and should be treated as such;
b. Personal and health problems involving these diseases can affect one's academic and clinical performance and that the impaired nursing student is a danger to self and a grave danger to the patients in his or her care;
c. Nursing students who develop these diseases can be helped to recover;
d. It is the responsibility of the nursing student to voluntarily seek diagnosis and treatment for any suspected illness;
e. Confidential handling of the diagnosis and treatment of these diseases is essential.

Therefore, the Board of Registered Nursing expects schools of nursing with students impaired by these diseases to offer appropriate assistance, either directly or by referral. Furthermore, the Board expects that schools of nursing will ensure that instructors have the responsibility and authority to take immediate corrective action with regard to the student's conduct and performance in the clinical setting.

It is outside of the Board's scope of function to endorse or recommend a particular course of therapy; however, it does wish to inform nursing students of the importance of seeking voluntary aid for conditions that could, if left unattended, lead to disciplinary action and may prevent them from being licensed [or losing their license] to practice nursing in the State of California. As a preventive measure, schools of nursing are asked to provide factual material to incoming students regarding school policy on drug or alcohol abuse and mental illness among nursing students.

BOARD APPROVED 11/84 ---- EDP-B-03
Concern of Faculty

The nursing faculty members are committed to facilitating the success of the nursing student and will make every effort to assist in maintaining optimal health in order to safely achieve academic and clinical performance objectives. Impaired health status, which includes physical problems, mental/emotional problems, and drug and alcohol use/abuse, affects academic and clinical performance. Substances that may impair student performance include legal drugs (prescription and over-the-counter), illegal drugs, alcohol, and other chemicals. The impaired nursing student is a danger to self and to others in his/her care.

The nursing faculty members, out of concern for the impaired student, have developed the following policy, which is consistent with the Board of Registered Nursing Guidelines of 11/84. Confidentiality will be strictly maintained at all times.

Policy

- A student who, in the opinion of the instructor, is exhibiting impaired behaviors will be removed from any classroom or clinical setting.
- It is in violation of law, and of university regulations to obtain, possess, prescribe, administer to self or to another person any controlled substance or patient medications not prescribed by the physician.
- It is in violation of law, and of university regulations to falsify, alter, or misuse records for controlled substances.

1. **Assessment**

   The student shall be removed from the classroom or clinical setting when the student's behaviors and performance pose a danger to the safety and well-being of self or others. These behaviors may include:
   - physical impairment
   - impaired judgment
   - mental or emotional impairment
   - physical impairment
   - disruptive actions
   - inconsistent behavior patterns

2. **Procedure**

   When a student, in the instructor's opinion, is exhibiting any of the above behaviors, the following actions will be taken:
   - The student shall be removed from the classroom or other setting.
   - The instructor shall immediately report the incident to the Director of the School of Nursing.
   - The student shall either immediately report to the Director of the School of Nursing for investigation pursuant to university regulations or if the student’s behavior is such that it is believed that the student poses an imminent danger of physical harm to self or others the student will be escorted to a safe supervised setting and an appropriate psychiatric response team called to evaluate the student immediately.
If immediate evaluation is not required, the student shall be referred for further professional assessment. The student shall be given a referral form indicating the impaired behaviors, which led to the classroom exclusion. This form must be signed by a health care professional, indicating clearance, and returned to the instructor before the student may be readmitted to the nursing classroom or clinical setting.

The professional assessment shall be performed by someone other than a member of the California State University, Fullerton faculty.

The instructor shall call the student's emergency contact person for transport from the campus if, in the instructor's judgment, the student is not capable of driving safely.

3. Dismissal

If the student is believed to be impaired, and refuses to submit to further professional assessment, the student is considered to be unsafe to be in clinical practicum due to potential risk to clients. Since clinical practicum is an essential part of the curriculum, the student will be disqualified from the DNP Program. The student may also be subject to suspension or expulsion from other university programs in accordance with the university rules and regulations.

If the student submits to further professional assessment and is impaired, and cannot be allowed to return to a clinical setting or the classroom for a significant amount of time, the student will be disqualified from the Nursing Program and required to provide proof of having received professional treatment and adequate recovery prior to re-entry.

4. Readmission

After a minimum period of six months from the time of dismissal, the student may petition for readmission to the Nursing Program.

The requirements for readmission are:

- The student shall submit a petition to the Director of the DNP Program
- The student shall provide proof of active participation in a recognized treatment program on a regular basis, and evidence of rehabilitation and/or recovery at the time of petition for re-entry
- The student may be required to participate in on-going rehabilitation treatment as a condition of readmission
- If admitted to the Nursing Program and required to participate in on-going rehabilitation treatment, the student shall provide evidence of such continued rehabilitation treatment on a schedule as determined by the Director of the DNP Program
- Failure to submit evidence of on-going rehabilitation treatment will result in permanent dismissal from the DNP Program
- Readmission is on a space-available basis

A second documented incident of impaired behavior will result in permanent dismissal from the DNP Program.
VI. APPENDICES

Appendix A
Title 5 Requirements for the DNP

Appendix B
Sample DNP Project Timeline

Appendix C
Sample DNP Project Content Sections

Appendix D
DNP Project Proposal Rating Tool

Appendix E
DNP Final Project Rating Tool

Appendix F
DNP Program Checklist

Appendix G
Technology Tools Available to you at CSUF

Appendix H
ANA Code of Ethics

Appendix I
Resource Information
Appendix A: Title 5 Requirements for the DNP

Title 5, California Code of Regulations specifies that the doctoral project is required for completion of the DNP. The following requirements are stipulated in Title 5, § 40513 The Doctor of Nursing Practice Degree [emphasis added]:

• The doctoral project shall be the **written product of systematic, rigorous research on a significant advanced nursing practice issue.** The doctoral project is expected to contribute to an improvement in professional practices or policy. *It shall evidence originality, critical and independent thinking, appropriate form and organization, and a rationale.*

• The doctoral project shall reflect a command of the research literature and shall demonstrate student mastery of evidence-based practice at the doctoral level.

• The written component of this project shall be organized in an appropriate form and shall identify the research problem and question(s), state the major theoretical perspectives, explain the significance of the undertaking, relate it to the relevant scholarly and professional literature, identify the methods of gathering and analyzing the data, and offer a conclusion or recommendation.

• No more than 12 semester units (18 quarter units) shall be allowed for the doctoral project.

• An oral defense of the doctoral project shall be required.
# Appendix B: Sample DNP Project Timeline

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td>Student and faculty discussions about project topics occur. Students begin collecting literature in project area, and have discussions with faculty and employer about feasibility and practicality issues with their project topic.</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td>NURS 695 Students formulate their problem statement, review literature, and develop a proposal in collaboration with their N697A faculty chair.</td>
</tr>
<tr>
<td>(late) <strong>Summer</strong></td>
<td>Proposal defense with full committee occurs along with the Qualifying Doctoral Assessment.</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **Fall** | NURS 697B Students put into play strategies to implement their doctoral projects and begin writing their final product.  
**Human Subjects Issues.** Institutional Review Board (IRB) approvals are achieved, if needed, from clinical site(s) and appropriate university.  
**Project Implementation.** Baseline data collection is done. Any recommended practice changes are implemented. Post-implementation data collection occurs. Initial data analysis begins.  
**Background and Methods Sections of Paper.** These two sections are written for either the manuscript for the formal doctoral project paper. |
| **Spring** | NURS 697C Students complete unfinished work on their projects, finalize data analysis, and write the results and discussion sections of the final project paper (may require NURS 699 in Summer Year 2 if student is delayed in obtaining IRB approval or by the nature of the project).  
With help from their Doctoral Project Committee, students finalize the document. Oral defense (recommended six weeks prior to last day of classes) occurs.  
The University Dissertation Reader reviews the manuscripts for university compliance following Committee approval. (The student should work with the DNP Program Office to complete this phase of the process.)  
The final approved product is disseminated via the DNP Program. |

After these steps have been completed, and assuming that an Application for Graduation Check for the DNP Degree has been filed and approved, the Graduate Studies Office will review and determine if all other university requirements are completed. All students must apply for a graduation check (called the *grad check*) prior to the beginning of his/her final semester. Specific deadlines are listed in the current Registration Guide and are posted under the Important Dates and Deadlines on the CSUF Graduate Studies website. Applying for a grad check is completed through the Student Center in CSUF Titan Online. A graduation processing and diploma fee will need to be paid with the application for graduation. Only after these reviews and certifications are made is the student recommended for the award of the appropriate degree. Dates are current on the CSUF Graduate Studies website.
Appendix C: Sample DNP Project Content Sections

While individual DNP projects may vary, most will have the following content sections, but the order and specific content may not be identical for all projects. Students should consult the project chair. The following guidance is intended as information only and should not be considered a template. More specific guidelines are included for the pre-implementation components of the document in the proposal writing class NURS 695. Formatting requirements are contained in the DNP Project Template within the TITANium Community.

BACKGROUND

Needs Assessment or Problem Statement (student must choose)

This section contains an objective discussion of the specific situation, opportunity, problem, issue, or need that the proposal addresses. It also includes a brief description of the community/setting. The problem description is supported with research findings or local evidence to justify the need or problem. The case is made clearly and concisely that a relevant, compelling problem or need exists within a particular context. The discussion includes a description of the target population and the definition of the problem to be addressed in that population. This section ends with a single sentence statement of the problem to be addressed.

Supporting Framework

When the project involves a practice change, the underlying change framework is briefly identified and applied to the project. For other projects, the conceptual model or theory is identified as appropriate to the project. This section will include support from nursing and other appropriate theories which frame the project or any intervention/practice change; several theories may be integrated in order to adequately describe the framework.

Project Goals/Objectives OR Study Purpose/Research Question(s) (Student must choose)

In this section, the outcome of the project is described in measurable terms. There is a succinct description of the proposed project outcome(s) and accomplishments, including the overall goal(s) and specific objectives or ways in the goal(s) were met. The program goals and objectives should include:

- Minimum of one goal for each problem or need in the problem or statement.
- Description of whom/what were to be changed by the project.
- Performance--action(s) or strategies to be undertaken during the project.
- Process--planned method(s) by which the actions or strategies occurred.
- Product(s)--tangible results expected from the project.

In the case of a research study, the overarching study purpose is stated followed by the research questions to be answered in the project.
REVIEW OF LITERATURE

Topical Literature Synthesis with Abbreviated Table of Evidence for Each

The review of literature contains evidence that supports the need for the practice or process improvement or research study. An important dimension of this will be support of the particular intervention (if appropriate) used in the doctoral project and rationale for selection of that intervention. The review documents the validity/reliability of measures to be used and methodology selected. If the project involves a “systematic review” of literature on a topic, then Chapters 2 and 3 may be switched in order.

Pagination of the chapters will continue from Chapter 1 through Chapter 5. Each topic will have a Level 1 APA heading. Your tables of evidence can be housed in appendices at the end of the paper (see Appendices A and B), and can be single-spaced and in 10-point font to save space. They should be cited for the reader to know about them, as in the preceding sentence. They can also be cited by something like this: Appendix B includes a table that summarizes the evidence found on the concept.

METHODS

[For research studies, this section will follow the standard format for a quantitative or qualitative study methods description: Design, sample, measures, procedures, data analysis.]

Ethical Considerations

In the discussion, the student addresses how ethical standards for conducting research and quality improvement projects have been considered and addressed. There must be a second sentence for this paragraph.

Project Implementation

In this section, you are giving a clear description and explanation of project scope and activities. The implementation of the project should be described in such detail that a reader could adequately replicate the methods. Collection of all data used in the project is described in detail. Procedures used for project evaluation or data analysis shall be described.

The process used to achieve the project outcome(s) is described in a rational, direct, chronological way. This includes actions that assisted in accomplishing the objectives, including who carried out the activities, the measured impact of activities; and a time frame for the entire project.

Sequence of Activities

The activities accomplished and planned are delineated and described. There must be a second sentence for this paragraph. No widows and orphans can occur with lines (formatting tip).
Time Line of Activities

Activities used in the project from start to finish are listed. This section gives the practice change a “face.” That is, what activities were done to make a practice change happen and when those occurred. The description is in enough detail that another nurse could replicate the practice change in a different setting. Framing this in a timeline gives a sense of how long each phase of the practice change implementation took to accomplish. The timeline also includes when processes (e.g., compliance of staff) or outcomes (e.g., patient variables) were assessed.

Organizational Setting

Where the project occurred is discussed in terms of the organization, its “type,” size, patient population, etc. Again, you would not want to have a single sentence paragraph unless unavoidable.

Stakeholders Involved

Persons involved in the project from start to finish are listed and their roles discussed. Groups that were involved are described. That is, if approvals were sought and achieved, the involvement of the specific approval body is discussed. For example, in order to change a policy on administration of a drug in the peri-anesthesia recovery room, the approval of the Pharmacy and Therapeutics Committee was elicited (specify when), and achieved (when).

Patient Participation/Selection

Target patients are described. This includes inclusion and exclusion criteria, both planned and actual. Numbers of patients potentially involved are discussed, along with actual patients involved. Procedures used to engage participants are described in detail. Any problems encountered with patient selection are discussed, along with methods used to ensure patient safety and integrity of any practice changes implemented.

Resources Used for Project Completion

Resources required for the project completion are listed and discussed. Resources include people, equipment, money, and other means of accomplishing project aims. Again, the intent here is to lay out what was required to get the project done. Discussion should include barriers and facilitators to resource acquisition and use. For example, if a project were delayed due to inadequate personnel during a specific time, this should be thoroughly discussed. Or if the receipt of sample items from a pharmaceutical company allowed a project to proceed, and enabled evaluation of the sample items, this would be discussed. Evaluation Methods

Here, the student writes up how the project goals were evaluated. Specific measures used are described in detail, along with how changes in each were analyzed or described. This section gets to the deliverables of the practice change, and how they were evaluated, not the actual outcomes. This would be the final sentence of this chapter.
RESULTS or OUTCOMES (Student must choose)

Results of the project relate back to the project goals and objectives or study purpose and research questions. Headers are used as appropriate (e.g., topical headers from Chapter 2 may be used). Especially helpful will be graphs (considered figures) and tables that show patterns of trends in outcome measures, as statistical significance may not be the desired outcome. Narrative data are described as appropriate. This chapter should give a temporal sense for key phases in project implementation, as this aids evaluation of feasibility of replication.

Results for each project objective are included. This allows determination of to what extent the objective was achieved. For each objective, the key facilitators that made the objective achievable and the key barriers are described. A section that describes unintended consequences, both positive and negative, is included.

For research studies, findings for each research question are given. Any secondary findings are also described.

DISCUSSION

The project results are discussed within the context of the clinical setting, the supporting framework, and findings from the literature. New literature that has been published since the literature review is also discussed. This chapter gives a sense of the importance of the project findings, the feasibility of repeating the intervention with similar patients or with different samples, and the significance of the project to the specialty nursing practice area.

Evaluation of the project is evident in this chapter. Specific recommendations are delineated for the site where the project was conducted. A discussion of how the project activities should be continued, reduced, phased out, or expanded is included. A description of any ongoing or planned evaluations for phases outside the scope of the doctoral project is given.

Recommendations are placed within the framework of the organization’s strategic plan and include discussion of who needs to be involved in or responsible for future phases. Finally, recommendations are discussed regarding the possible application of project findings in other settings, along with implications for future practice initiatives, educational programs, and research studies.

For research studies, implications for nursing practice, education, and research are discussed.
## Appendix D: DNP Doctoral Project Proposal Defense Rating Tool

Provided for information only. Complete form is available separately.

### Written Component of the DNP Project

<table>
<thead>
<tr>
<th>1. Background (10)</th>
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<tr>
<td>Does not meet expectations (&lt; 8 pts.)</td>
<td>Introduces a specific problem to be addressed that has relevance to nursing and has adequately defined the issue. Clearly states the project purpose. The background section describes the evidence/argument for doing the project. Minor suggestions (additions) are presented by the committee.</td>
</tr>
<tr>
<td>Score</td>
<td>___ / 10</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Supporting Framework (10)</th>
<th>Score</th>
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</thead>
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<tr>
<td>Does not meet expectations (&lt; 8 pts.)</td>
<td>Documentation is given for support from nursing and other appropriate conceptual models/frameworks or theories to frame the project or planned intervention. When a practice change is anticipated, the underlying change framework is identified with appropriate application to the project. The framework is described; its utility to the project is mentioned. Any visual models are congruent with the written explanation of the project framework/model. Minor suggestions (additions) are presented by the committee.</td>
</tr>
<tr>
<td>Score</td>
<td>___ / 10</td>
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<table>
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<th>3. Literature Review (10)</th>
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<td>Does not meet expectations (&lt; 8 pts.)</td>
<td>The literature review is clear, significant, and accurate and contains foundational studies. Several suggestions for the inclusion of additional studies or about the written literature review are made by the committee, and are not considered significant omissions.</td>
</tr>
<tr>
<td>Score</td>
<td>___ / 10</td>
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<tr>
<th>4. Methodology (20) – Includes Plan, Participants/Setting, Procedures Carried Out, and Results/Project Product as Appropriate. Note that not all areas apply to every project.</th>
<th>Score</th>
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<td>Does not meet expectations (&lt; 16 pts.)</td>
<td>Design: There is need for minor adjustments in the written coverage of the project plan.</td>
</tr>
<tr>
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<td>___ / 20</td>
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</table>

<table>
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<tr>
<th>Participants/Setting:</th>
<th>Adequate information was provided, but there is need for minor adjustments in description of the sample-setting or plan for IRB approval. There are no potential ethical violations related to human.</th>
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<tbody>
<tr>
<td>Procedures:</td>
<td>Procedures discussion does an adequate job in explaining how the project will be carried out. Suggestions for improved procedural description are noted by the committee but are not considered significant omissions.</td>
</tr>
<tr>
<td>Evaluation Plan:</td>
<td>Evaluation techniques used to analyze the data or evaluate success requires minor modification. A few minor suggestions are made relative to the evaluation plan.</td>
</tr>
<tr>
<td>5. Clarity of Writing (10)</td>
<td>Score</td>
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<td>---------------------------</td>
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<tr>
<td>Does not meet expectations (&lt; 8 pts.)</td>
<td>Meets Expectations (8 – 8.9)</td>
</tr>
<tr>
<td>Writing is unclear and it is difficult to try to determine what the writer is trying to express. Organization of the proposal is poor OR formatting is inappropriate throughout for final project paper requirements. Misspelled words, incorrect grammar or punctuation are evident.</td>
<td>Writing is generally clear. There may be some minor editing needs. Ideas and concepts are presented clearly and demonstrate connection of the flow of information. Reflects a scholarly written presentation. There are no major grammar, syntax or style errors. A minority of sections of the proposal are less than well organized OR formatted less than appropriately.</td>
</tr>
<tr>
<td>___ / 10</td>
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<tr>
<th>6. References and Citations (5)</th>
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<td>Does not meet expectations (&lt; 4 pts.)</td>
<td>Meets Expectations (4-4.4)</td>
</tr>
<tr>
<td>Citations/references are missing or are done incorrectly.</td>
<td>Appropriate citations/references and specific credit are given to earlier works. Citations and references presented are for works pertinent to this project and not works of tangential or general significance. A few minor errors identified.</td>
</tr>
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<td>___ / 5</td>
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**TOTAL points on WRITTEN component (65) ___ / 65**

### Presentation Component of the DNP Project

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<th>7. Oral Presentation (15)</th>
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<td>Meets Expectations (12-13.4)</td>
</tr>
<tr>
<td>Disorganization in the presentation is apparent. Waits for questions/prompts from others. Limited or no advance preparation for defense. Does not take initiative in the presentation.</td>
<td>Presents a brief synthesis of the project. Presentation organized, easy to follow, and of appropriate length. Evidence of adequate preparation. Takes some part in setting agenda. Listens to input, paces speaking style effectively, and maintains eye contact</td>
</tr>
<tr>
<td>___ / 15</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>8. Use of Media (5)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not meet expectations (&lt; 4 pts.)</td>
<td>Meets Expectations (4-4.4)</td>
</tr>
<tr>
<td>Media or visual aids characterized by misspelled works, incorrect grammar or punctuation, and not reflective of professional standards related to content, style, or format.</td>
<td>Media or visual aids used to enhance presentation and presented in a scholarly manner. Committee has a few suggestions for enhancement.</td>
</tr>
<tr>
<td>___ / 5</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9. Command of DNP Essentials (15) – Response to questions</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not meet expectations (&lt; 12 pts.)</td>
<td>Meets Expectations (12 – 13.4)</td>
</tr>
<tr>
<td>Unable to respond to questions about DNP essentials or responds with inadequate scholarly content.</td>
<td>Responds to questions on DNP essentials and demonstrates command of the DNP essentials and their scholarly basis in current evidence.</td>
</tr>
<tr>
<td>___ / 15</td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL points on PRESENTATION component (35) ___ / 35**
## Appendix E: DNP Doctoral Final Project Defense Rating Tool

Provided for information only. Complete form is available separately.

<table>
<thead>
<tr>
<th>Written Component of the DNP Project: 70 pts possible</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Background (5)</strong></td>
<td></td>
</tr>
<tr>
<td>Does not meet expectations (&lt; 4 pts)</td>
<td>Meets Expectations (4.0 - 4.4)</td>
</tr>
<tr>
<td>No reference is made to the problem examined. There is insufficient evidence to believe that the problem identified is significant to nursing and worthy of a doctoral project effort. The purpose or objectives are not clearly presented.</td>
<td>Introduces a specific problem to be addressed that has relevance to nursing and has adequately defined the issue. States the project purpose and objectives. The background section describes the evidence/argument for doing the project. Minor suggestions are presented by the committee.</td>
</tr>
</tbody>
</table>

**Comments:**

<table>
<thead>
<tr>
<th><strong>2. Literature Review (10)</strong></th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not meet expectations (&lt; 8 pts)</td>
<td>Meets Expectations (8.0 - 8.9)</td>
</tr>
<tr>
<td>There is an insufficient or a confusing literature review. Key studies/evidence related to the project topic have not been included or have been inadequately incorporated.</td>
<td>The literature review is clear, significant, and accurate and contains foundational studies. Tables of evidence show appropriate analysis of sources of empirical evidence. Suggestions for the inclusion of additional studies or about the written literature review are made by the committee, and are not considered significant omissions.</td>
</tr>
</tbody>
</table>

**Comments:**

<table>
<thead>
<tr>
<th><strong>3. Methodology (10) – Includes Plan, Participants/Setting, Procedures Carried Out, and Results/Project Product as Appropriate. Note that not all areas apply to every project.</strong></th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not meet expectations (&lt; 8 pts)</td>
<td>Meets Expectations (8.0 - 8.9)</td>
</tr>
<tr>
<td>Plan: The plan is not appropriately documented based on the project purpose or evidence reviewed, OR the plan presents ethical concerns.</td>
<td>Design: There is need for minor adjustments in the written coverage of the project plan.</td>
</tr>
<tr>
<td>Participants/Setting: It is not obvious who served as participants in this project or the population/setting they represent. There may be ethical issues related to their selection that was not addressed OR IRB approval was not correctly obtained.</td>
<td>Participants/ Setting: Adequate information was provided, but there is need for minor adjustments in description of the sample/setting. There are no potential ethical violations related to human. IRB approval was obtained, as needed, and documented.</td>
</tr>
<tr>
<td>Procedures: Procedures description is too limited to identify whether the project was successful. Key procedural issues have not been taken into consideration.</td>
<td>Procedures: Procedures discussion does an adequate job in explaining how the project was carried out. Suggestions for improved procedural description are suggested by the committee but are not considered significant omissions.</td>
</tr>
<tr>
<td>Evaluation: If data is analyzed, no discussion is included as to the type of analysis that was used or the analysis is inappropriate. Evaluation write-up insufficient for project scope.</td>
<td>Evaluation: Write up of project evaluation requires minor modification. A few minor suggestions are made relative to the evaluation plan.</td>
</tr>
</tbody>
</table>

**Comments:**

<table>
<thead>
<tr>
<th><strong>4. Project Product/Results (15) – That is: Results of Evaluation or Data Analysis, Educational Presentation, Policy, Procedure or Algorithm, or Manuscript</strong></th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not meet expectations (&lt; 12 pts)</td>
<td>Meets Expectations (12.0 - 13.4)</td>
</tr>
<tr>
<td>Project product/results insufficiently or inaccurately described.</td>
<td>Minor suggestions made relative to project product description/presentation.</td>
</tr>
</tbody>
</table>

**Comments:**

<table>
<thead>
<tr>
<th><strong>5. Discussion and Implications for Practice/Recommendations (15)</strong></th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does not meet expectations (&lt; 12 pts)</td>
<td>Meets Expectations (12.0 - 13.4)</td>
</tr>
<tr>
<td>Discussion is incomplete or neither well developed nor detailed. Sections are not well woven together or severely limited in scope.</td>
<td>Discussion is well developed and detailed with insight. Sections are adequately woven together demonstrating a logical relationship between them. Minor modifications/additions suggested by committee members.</td>
</tr>
</tbody>
</table>
### 6. Clarity of Writing (10)

<table>
<thead>
<tr>
<th>Score</th>
<th>Does not meet expectations (&lt; 8 pts)</th>
<th>Meets Expectations (8 – 8.9)</th>
<th>Exceeds Expectations (9+)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Writing is unclear and it is difficult to try to determine what the writer is trying to express. Misspelled words, incorrect grammar or punctuation are evident. Formatting inappropriate for final project paper requirements.</td>
<td>Writing is generally clear. There may be some minor editing needs. Ideas and concepts are presented clearly and demonstrate connection of the flow of information. Reflects a scholarly written presentation. There are no major grammar, syntax or style errors.</td>
<td>Writing is crisp, clear, and succinct. The document reflects a sophisticated scholarly manuscript. There are no substantial problems in formatting of the document.</td>
</tr>
<tr>
<td></td>
<td>___ / 10</td>
<td>___ / ___</td>
<td>___ / ___</td>
</tr>
</tbody>
</table>

### 7. References and Citations (5)

<table>
<thead>
<tr>
<th>Score</th>
<th>Does not meet expectations (&lt; 4 pts)</th>
<th>Meets Expectations (4 - 4.4)</th>
<th>Exceeds Expectations (4.5 – 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Citations/references are missing or are done incorrectly.</td>
<td>Appropriate citations/references and specific credit are given to earlier works. Citations and references presented are for works pertinent to this project and not works of tangential or general significance. A few minor errors identified.</td>
<td>Citations/references are accurate, specific, and appropriate. No omissions or errors found in formatting.</td>
</tr>
<tr>
<td></td>
<td>___ / 5</td>
<td>___ / ___</td>
<td>___ / ___</td>
</tr>
</tbody>
</table>

### 8. Oral Presentation (15)

<table>
<thead>
<tr>
<th>Score</th>
<th>Does not meet expectations (&lt; 12 pts)</th>
<th>Meets Expectations (12-13.4)</th>
<th>Exceeds Expectations (13.5-15)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Limited or no advance preparation for defense. Does not take initiative in the presentation. Waits for questions/prompts from others. Disorganization is apparent.</td>
<td>Evidence of adequate preparation. Takes some part in setting agenda. Listens to input, paces speaking style effectively, and maintains eye contact. Presents a brief synthesis of the project. Presentation organized, easy to follow, and of appropriate length.</td>
<td>Well prepared, sets the agenda, clear, articulate in presentation, draws out concerns of others, and listens actively. Presents in a scholarly manner and addresses complex concepts clearly and thoughtfully. Able to synthesize the project clearly.</td>
</tr>
<tr>
<td></td>
<td>___ / 15</td>
<td>___ / ___</td>
<td>___ / ___</td>
</tr>
</tbody>
</table>

### 9. Use of Media (5)

<table>
<thead>
<tr>
<th>Score</th>
<th>Does not meet expectations (&lt; 4 pts)</th>
<th>Meets Expectations (4 - 4.4)</th>
<th>Exceeds Expectations (4.5 – 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Media or visual aids characterized by misspelled works, incorrect grammar or punctuation, and not reflective of professional standards related to content, style, or format.</td>
<td>Media or visual aids used to enhance presentation and presented in a scholarly manner. Committee has a few suggestions for enhancement.</td>
<td>Appropriate and sophisticated use of media and visual aids to enhance presentation. No errors noted as to grammar, spelling, punctuations, or format.</td>
</tr>
<tr>
<td></td>
<td>___ / 5</td>
<td>___ / ___</td>
<td>___ / ___</td>
</tr>
</tbody>
</table>

### 10. Command of DNP Essentials (10) – Response to questions

<table>
<thead>
<tr>
<th>Score</th>
<th>Does not meet expectations (&lt; 8 pts)</th>
<th>Meets Expectations (8 – 8.9)</th>
<th>Exceeds Expectations (9+)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unable to respond to questions about DNP Essentials or responds with inadequate scholarly content.</td>
<td>Responds to questions on DNP Essentials and demonstrates command of the DNP essentials and their scholarly basis in current evidence.</td>
<td>Demonstrates sophisticated command of DNP Essentials and their use in providing patient care and leadership within health systems. Able to synthesize core concepts and scholarly evidence in response to questions.</td>
</tr>
<tr>
<td></td>
<td>___ / 10</td>
<td>___ / ___</td>
<td>___ / ___</td>
</tr>
</tbody>
</table>

### TOTAL points on WRITTEN component (70) ___ / 70

### TOTAL points on PRESENTATION component (30) ___ / 30

Tool adapted from rubrics of SDSU, Bowling Green University
Appendix F
DNP Program Checklist

[Application]
1. _____ Apply for admission
2. _____ Consult with School of Nursing for advisement
3. _____ Provide appropriate documents/materials as required
4. _____ Read the DNP Student Handbook

[Receive notification of admission from Admissions Office]
1. _____ Complete any course prerequisites and/or remove deficiencies if needed
2. _____ Consult advisor regarding official study plan. Retain a copy of approved plan.
3. _____ Application for classified standing is submitted by the program office on your behalf. You receive a copy.
4. _____ Request study plan changes or exceptions prior to beginning the program.
5. _____ Successfully complete all required “DNP Pre-Program” activities.

[DNP Program]
1. _____ Complete course requirements
2. _____ Complete doctoral project following university and program guidelines
3. _____ Obtain final approval from doctoral project committee
4. _____ Complete all general and specific requirements, other than final course examinations, by the last day of classes

[Graduation Preparation]
1. _____ Apply for graduation check and advancement to candidacy prior to the beginning of the final semester and no later than the deadline initiating university review and formal approval by faculty.
2. _____ Obtain approval of university dissertation reader
3. _____ Supply link or submit approved electronic copy of doctoral project to the DNP Program Office at CSUF and at home campus
4. _____ Deposit approved copy of doctoral project in the campus bookstore by the applicable deadline
5. _____ Make appropriate arrangements for cap, gown and hood rental in the campus bookstore.

[Final verification of completion of requirements sent by the GSO to the registrar]

[Receive notification of award of degree from registrar approximately 8 weeks after the end of semester.]
Appendix G
Technological Tools Available to You at CSUF

CSUF Campus wide Services
The California State University, Fullerton main website is: fullerton.edu
From this site you can access information about the University and enter the Portal. The Portal can only be accessed by admitted students and gives access to your email and courses. To enter the Portal, you must have an ID and password. Your ID is assigned by Admissions and Records and you also receive an initial PIN to use as a password.

Registration Information
Only admitted students can register for courses. fullerton.edu/titanonline

School of Nursing Resources
The School of Nursing also maintains a website where information about the programs, online applications, scholarship information, and forms for download are located. You can access the Nursing website at: nursing.fullerton.edu

TITANium Course Information
Most courses have an online component through TITANium (accessible through the campus portal) where you can access course information, submit assignments, review grades, etc.

General Computer Guidelines and Technology Requirements
For technology requirements and updates refer to the School of Nursing website.

Necessary Computer Skills
At a minimum, DNP students are expected to have the following computer skills:
- Word processing in Microsoft Word (all related skills)
- Power Point (beginning skills)
- Microsoft Excel (beginning skills)
- Upload and download files from the Internet and email
- Use the CSUF library online
- Manage browser settings
- Search the Internet
- Send and receive email

Electronic Mail
Electronic mail and computer files are considered private to the fullest extent permitted by law. Individuals should not be unwittingly exposed to offensive material by the deliberate and knowing acts of others. **Sending and/or forwarding chain emails is prohibited by the School of Nursing.**
General Email Guidelines:
1. Never assume your email is private. Compose emails using professional standards and taking into consideration that the email may be inappropriately circulated.
2. Do not open attachments from people you do not know because they may contain viruses.
3. Keep paragraph short and to the point, use white space to leave breaks between paragraphs
   a. Do not use all caps
   b. Use a signature with your email address and phone number
   c. Use the chain of command when sending email
4. Acronyms can be used to abbreviate when possible, however messages that are filled with acronyms can be confusing and annoying to the reader.
5. Emoticons can be used.
6. Be sure to use spell check.
7. Netiquette is the set of guidelines that is used in online communication. In brief, netiquette assumes that you will.
   a. Ask for clarification of postings you do not understand, rather than assuming the author is trying to start an argument
   b. Do not say anything in an email or posting that you would not say if the person was standing in front of you
   c. Avoid all the usual slang and jargon that is considered offensive in a face-to-face conversation.
   d. More information is available at: albion.com/netiquette

Getting Help with Technical Problems:
Expect that you will have occasional or situational technical problems. Here is the general department standard for dealing with computer problems:
1. Attempt the process you are having trouble with two or three times.
2. Call or email your course manager regarding the problem. Make sure to include your first and last name, the course you are having trouble with, and information about the type of trouble you are having.
3. Give your course manager at least 24 hours to respond before you attempt to contact the course manager or anyone else about the problem you are having.
4. You are expected to have continuous access to a computer. You also need a backup plan if your computer fails for some reason. You can go to a library or cyber café in order to access your classes. You will be expected to maintain your participation in the online class, even during technical problems.
5. Maintain a list of phone numbers for your classmates so that you can help each other when technical problems arise.
6. Be sure to maintain backups of files and antivirus protection on your computer, this will also help you be more successful in the online class! The Titan Help Desk is available to students. They are open the same hours as the Library.

Basic technical help can be obtained from them:
Email: helpdesk@fullerton.edu
Phone: 657-278-8888
fullerton.edu/it/helpdesk
Appendix H  
ANA Code of Ethics for Nurses

Provisions

1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

2. The nurse’s primary commitment is to the patient, whether an individual, family, group, community, or population.

3. The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

4. The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principle of social justice into nursing and health policy.

To access the ANA Code of Ethics with Interpretive Statements:  
http://nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics-For-Nurses.html

American Nurses Association, Code of Ethics for Nurses with Interpretive Statements,  
Appendix I
Resource Information

Mailing address:
CSU, Fullerton, DNP Program
School of Nursing EC 190
800 N. State College Blvd.
Fullerton, CA 92831

Important Web Sites
- CSUF main web site: fullerton.edu
- School of Nursing: nursing.fullerton.edu
- Financial Aid: fullerton.edu/financialaid
- CSUF Bookstore: bookstore.fullerton.edu
- Titan Online: titanonline.fullerton.edu
- BRN Website: rn.ca.gov
- Graduate Forms: fullerton.edu/graduate/forms.htm
- Free Counseling: fullerton.edu/shcc/CAPS
- Campus Map/Directions: fullerton.edu/campusmap
- E-mail policy and FAQs: fullerton.edu/TitanAppsHelp/FAQs.htm
- Pollak Library: library.fullerton.edu
- Graduate Studies: fullerton.edu/graduate

Federal School Code (FAFSA, etc): 001137

CSUF BRN Provider: #13309

Important Phone Numbers
- DNP Program Questions: 657-278-8615 or dnp@fullerton.edu
- Main Nursing Dept: 657-278-3336
- Nursing Advisement Center: phone: 657-278-3217, fax: 657-278-2096
- Campus Operator: 657-278-2011

The University IT Help Desk
The Help Desk (657-278-8888) is available to assist students with computer/technology related problems.

Directory: Telephone Services
The main campus telephone number is 657-278-2011. All individual campus telephone numbers use the 278 prefix followed by the extension number. From a phone on campus, only the extension number is required. Phone Directory: my.fullerton.edu/directory