

Widener University School of Nursing, Chester Pennsylvania
 Doctor of Nursing Practice Program

TWO COURSE ILLUSTRATION					
DOCTOR OF NURSING PRACTICE PROGRAM INTEGRATED CURRICULUM MAP					
Course	Course Overview	Course Objectives	Teaching Strategies/Assignments/Outcome Assessment Methods	DNP Essentials (AACN, 2006)	NP Core Competencies (NONPF, 2011, Amended 2012)
NURS 732 Evidence Based Practice I	Best practices are based on research. This course introduces the science of evidence-based practice (EBP) through a synthesis of research knowledge with emphasis on enhanced writing, scholarly exchange, and application. The topics of articulating the questions, finding the evidence, evaluating levels of evidence, and then translating the research into practice are explored. The course focuses on enhancing the student's ability to read, comprehend, evaluate, and apply the evidence to practice. (3,0,0)	<ol style="list-style-type: none"> 1. Analyze evidence-based practice in terms of evidence, expertise, and patient preferences, and/or values. 2. Explore the importance of cultivating a culture of evidence-based practice. 3. Identify an issue or problem based in analysis of current knowledge and practice. 4. Formulate clinical questions from experiences in practice 5. Conduct comprehensive, focused searches to discover the best evidence to answer clinical questions. 6. Evaluate the exhaustive body of evidence that would answer the clinical question. 7. Interpret issues surrounding validity and reliability of measurement of data. 8. Appraise the research evidence using established criteria regarding scientific merit on a specific topic. 	<p>Method of Course Evaluation Paper: EBP Review</p> <hr/> <p>Method of Program Evaluations Capstone Practice Improvement Project</p> <hr/> <p>Expected Student Learning Outcomes Assume leadership roles in evidence-based health promotion and risk reduction/illness prevention practices in response to political, socioeconomic, cultural, and ethical issues in individual, aggregate, and population health.</p>	1,2, 7	Scientific Foundations Leadership Practice Inquiry Technology and Information Literacy

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		<p>Note: This course is required for DNP students and PhD students can elect to take this course</p>			
<p>NURS 887 Doctor of Nursing Practice III Capstone Project (224 hrs of direct and/or systems-based care)</p>	<p>The final DNP capstone project documents AP synthesis and scholarship. The theme that links the focus of this scholarly capstone project is the use of evidence to improve either practice or health outcomes for a target population. This capstone project may include comprehensive case studies, population-based and systems change projects, program design and evaluation, translation of evidence based research into practice, action research, a quality improvement or a research (utilization) study. The capstone is individualized to the career focus of the DNP student. The capstone project can be conducted by an individual student, or by a group of students working in collaboration. Collaborative projects</p>	<p>1. Apply nursing science and theory with knowledge from ethics, biophysical, psychosocial, analytical, and organizational sciences to develop, evaluate, and improve advanced nursing practice (Essential I AACN (2006); NONPF Integrated NP Competencies (2011), Scientific Foundations. 2. Apply organizational, political, and economic sciences as well as ethical principles for ongoing improvement of health outcomes within health care systems (Essential II AACN (2006); NONPF Integrated NP Competencies (2011), Leadership, Quality, Policy, Health Delivery Systems, and Ethics). 3. Promote evidence-based practice by collaboratively conducting, translating, and disseminating research to guide improvements in nursing practice and outcomes of care (Essential III AACN (2006); NONPF Integrated NP Competencies (2011), Scientific Foundations, and Practice</p>	<p>Method of Course Evaluation Forum participation: Project planning and management; Complex Problems Analysis, Evaluation Models, Program Evaluation, Examination and integration resources and Concept Mapping, Practice Improvement Evaluation and; Tips for Using EHR to improve Quality and Health, Understanding of Logic Models including Donabedian’s Model, Kirkpatrick’s Model, Root Cause Analysis (Fishbone Diagrams); and Human Factor Analysis, to guide the impact evaluation and conceptual mapping of the evaluation plan. Presentation: Evidence of knowledge on evaluation models, technology modules, HRSA ethics modules, and practice improvement strategies</p> <hr/> <p>Method of Program Evaluation 1. Clinical portfolio and practice log with documentation of achievement of competencies and 2. Written requirement: Faculty guided publication submission related to practice improvement problem conceptualization and synthesis and evaluation of the related to EBP evidence. 3. Capstone project completion</p> <p>DNP** Therapeutic Intervention, 100% of DNP students will pass DNP III with a grade of B or better (Linkage Written documentation of capstone practice improvement project demonstrating how competencies and DNP essentials are achieved with evidence of an impact analysis)</p>	<p>1-8</p>	<p>Scientific Foundations Leadership Quality Practice Inquiry Technology and Information Literacy Policy, Ethics Independent Practice</p>

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	<p>must demonstrate individual accomplishments of capstone goals or (outcome) competencies. IRB approval, if necessary, must be secured prior to project implementation. Prerequisite: NURS 886. 6 semester credits (2,0,4)</p>	<p>Inquiry. 4. Evaluate and use information systems and technology, considering ethical and legal implications, to support, improve, and transform health care (Essential IV AACN (2006); NONPF Integrated NP Competencies (2011), Technology and Information Literacy. 5. Assume leadership roles in the analysis and development of health care policies through advocacy, teaching, and active participation in policy making (Essential V AACN, (2006); NONPF Integrated NP Competencies (2011), Leadership. 6. Promote collegial and collaborative relationships with inter-professional teams to improve patient and population outcomes (Essential VI AACN (2006); NACNS (2009) Competency V; NONPF Integrated NP Competencies (2011), Independent Practice 7. Assume leadership roles in evidence-based health promotion and risk reduction/illness prevention practices in response to political, socioeconomic, cultural, and ethical issues in</p>	<p>Graduation Rate, Exit Survey, Alumni Survey, Employer Surveys. & Preceptor/Mentor Evaluation of Program Outcomes</p> <hr/> <p>Expected Student Learning Outcomes</p> <ol style="list-style-type: none"> 1. Apply nursing science and theory with knowledge from ethics, biophysical, psychosocial, analytical, and organizational sciences to develop, evaluate, and improve advanced nursing practice. 2. Apply organizational, political, and economic sciences as well as ethical principles for ongoing improvement of health outcomes within health care systems. 3. Promote evidence based practice by collaboratively conducting, translating, and disseminating research to guide improvements in nursing practice and outcomes of care . 4. Evaluate and use information systems and technology, considering ethical and legal implications, to support, improve, and transform health care. 5. Assume leadership roles in the analysis and development of health care policies through advocacy, teaching others, and active participation in policy making. 6. Promote collegial and collaborative relationships with inter-professional teams to improve patient and population outcomes. 7. Assume leadership roles in evidence-based health promotion and risk reduction/illness prevention practices in response to political, socioeconomic, cultural, and ethical issues in individual, aggregate, and population health. 8. Demonstrate skills in advanced practice roles through the synthesis of biophysical, psychosocial, behavioral, sociopolitical, cultural, economic, and nursing science knowledge as appropriate for area of specialization. 		
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		<p>individual, aggregate, and population health (Essential VII AACN (2006); NONPF Integrated NP Competencies (2011), Ethics).</p> <p>7. Assume leadership roles in evidence-based health promotion and risk reduction/illness prevention practices in response to political, socioeconomic, cultural, and ethical issues in individual, aggregate, and population health (Essential VII AACN (2006); NONPF Integrated NP Competencies (2011), Ethics).</p> <p>8. Demonstrate skills in advanced practice roles through the synthesis of biophysical, psychosocial, behavioral, sociopolitical, cultural, economic, and nursing science knowledge as appropriate for area of specialization (Essential VIII AACN, 2006);;NONPF DNP Competencies Scientific Foundations, 2006).</p>			