

Doctor of Nursing Practice
THE HIGHEST

LEVEL



TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER
School of Nursing

THE HIGHEST LEVEL

The Doctor of Nursing Practice (DNP) program prepares nurses for the highest level of practice in a complex health care environment. In this time of major health care reform and concerns about the quality and safety of care, the DNP-prepared nurse will be leading the way to promote improved quality, safety and access to health care for people across our state and nation.

The Texas Tech University Health Sciences Center (TTUHSC) School of Nursing DNP graduate has the scientific knowledge and practice expertise to advance quality outcomes and create access to health care across a multitude of settings from rural health clinics to major urban health systems.



Doctor of Nursing Practice

Welcome



TEXAS TECH UNIVERSITY
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Overview of the DNP Program

The purpose of the DNP program is to provide a rigorous education to prepare clinical scholars to translate science to improve population health and reduce costs through expert leadership from the front lines of health care delivery to the corporate board room.

The DNP program curriculum has a strong focus on leadership, evidence-based practice, population health, informatics, health policy and health care economics and finance. The following national standards and competencies serve as the foundation for the DNP curriculum:

- American Association of Colleges of Nursing (AACN) Essentials of Doctoral Education for Advanced Nursing Practice
- National Organization of Nurse Practitioner Faculties (NONPF) Practice Doctorate Nurse Practitioner Entry-Level Competencies
- American Organization of Nurse Executives (AONE) Nurse Executive Competencies

The program is designed for master's prepared nurses who are working in health careers. Classes are both online and on-campus in executive style sessions held over three days three times during each semester. The on-campus classes are typically referred to as "intensives."

The DNP program is 45 semester credit hours and can be completed in two years (six consecutive semesters) with full-time enrollment.

The program can be completed in three years (nine consecutive semesters) with part-time enrollment.

I would highly recommend the TTUHSC DNP program to those who are looking to be challenged, improve their leadership skills and positively impact the future of nursing and health care globally.

~James LaVelle Dickens, Class of 2011



Student Learning Outcomes

Upon program completion, the graduate will be prepared to:

- Integrate nursing science with knowledge from ethics, biophysical, psychosocial, analytical and organizational sciences to advance health and health care delivery systems.
- Develop and operationalize effective, culturally relevant and evidence-based care delivery approaches that meet current and future needs of patient populations.
- Design and implement scholarly evidence-based processes to analyze and improve outcomes of care at the practice, health care organization or population levels.
- Select, use and evaluate health care information systems and patient care technology to advance quality, patient safety and organizational effectiveness.
- Exercise leadership to analyze, develop, influence and implement health policies that advocate social justice, equity and ethics within all health care arenas.
- Employ interprofessional team building and collaborative leadership skills to create positive change and improve outcomes in complex health care systems.
- Analyze epidemiological, biostatistical, environmental and other appropriate scientific data to develop culturally relevant and scientifically based health promotion and disease prevention initiatives.
- Employ advanced levels of clinical judgment, systems thinking and accountability to design, deliver, and evaluate evidence-based care to improve patient and population outcomes (Advanced Practice graduate).
- Employ advanced leadership skills, systems thinking and accountability to design, deliver, and evaluate evidence-based management practices to improve patient, population and health system outcomes. (Executive Leadership graduate)

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After obtaining my DNP, I soon realized my passion was in the area of nursing and patient advocacy. As a Director of Practice, I engage in the legislative process, leveraging my education to shape the systems benefitting patients and nurses alike.

~Stacy Cropley, Class of 2011

Sample Full-time Degree Plan

CH - Clinical Hours

SEMESTER I (5 credit hours)	
NURS6200	DNP Role Transition I
NURS6310	Informatics and Technology to Improve Health Care (24 CH)
SEMESTER II (9 credit hours)	
NURS6325	Practical Application of Statistics in Health Care
NURS6345	Evidence-Based Inquiry I
NURS6330	Population Health and Epidemiology
SEMESTER III (8 credit hours)	
NURS6340	Advancing Policy and Politics in Health Care (24 CH)
NURS6244	Advanced Practice Development (96 CH)
NURS6320	Systems Leadership for Effectiveness, Quality & Safety (24 CH)
SEMESTER IV (8 credit hours)	
NURS6201	DNP Role Transition II
NURS6350	Financial Intelligence for the DNP Leader
Advanced Practice Nursing Major	
NURS7310	Health Innovations in Chronic Illness (72 CH)
Executive Leadership Major	
NURS7311	Leading Teams in Complex Health Care Environments (72 CH)
SEMESTER V (9 credit hours)	
NURS7332	Evidence-Based Inquiry II
NURS7331	Population Health at the Organizational and Public Policy Level (72 CH)
NURS7321	Health Care Economics and Finance
SEMESTER VI (6 credit hours)	
NURS7350	DNP Project and Practicum (144 CH)
NURS7330	Integrating Community Mental Health into Health Care Systems (48 CH)



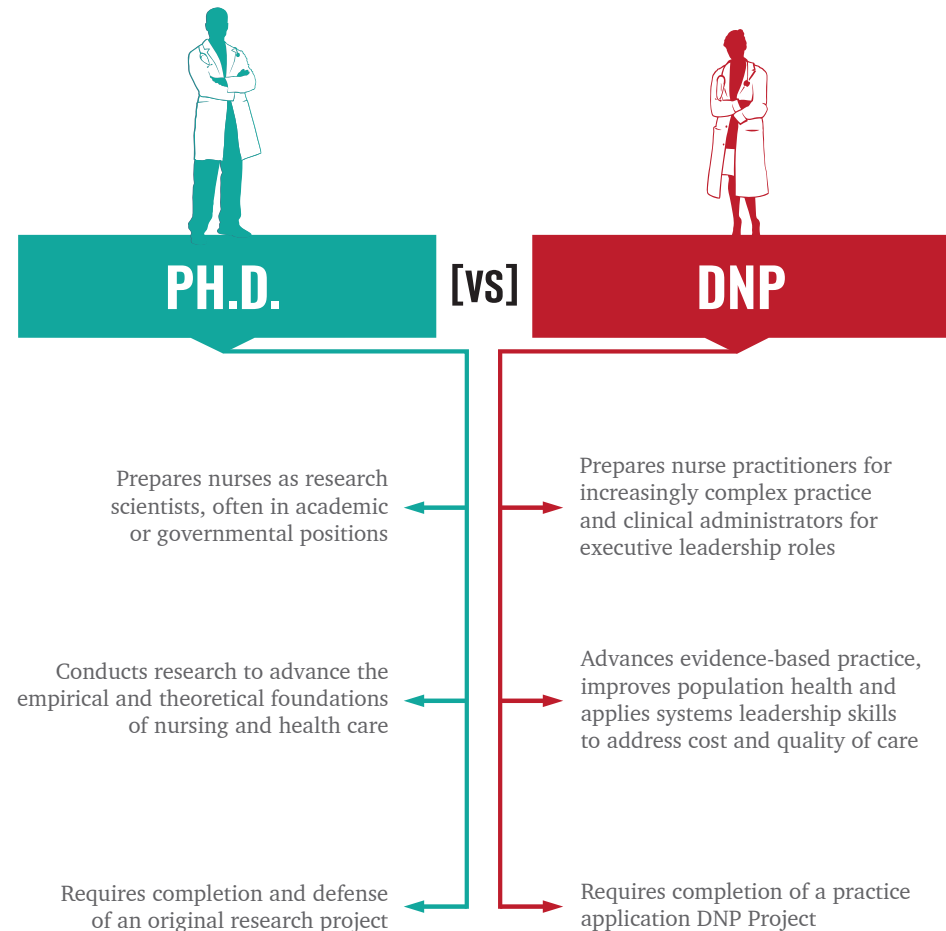
History and Rationale for the DNP Nationally

The American Association of Colleges of Nursing (AACN), which represents all bachelor-prepared and higher degree schools of nursing in the United States, identified the need almost two decades ago for a transition from the master's degree in nursing to doctoral education for advanced practice nursing due to the:

- *Growing complexity of the health care system*
- *Rapid expansion of knowledge underlying practice*
- *Need for nurses with the highest level of practice expertise and scientific knowledge*

The National Academy of Sciences also acknowledged the need for a practice-focused doctorate in nursing and challenged the nursing profession to develop a terminal practice degree for nurses. Thus, AACN led the development of the DNP degree to meet the demand for practitioners able to practice and provide leadership at the highest level of nursing practice and to meet the demand for highly prepared nurses for health system leadership.

The practice-focused doctorate is a distinct model of doctoral education providing a terminal degree in nursing. The DNP degree is not meant to replace the Ph.D. in nursing, which is a well-established and highly valuable degree focused on scientific research and developing new knowledge. The DNP is distinctly different from the PhD with a strong nursing practice focus.



For more information regarding the DNP, visit the AACN DNP website at <http://www.aacn.nche.edu/dnp-home>

Discovering Value in the DNP

Thoughts from our DNP Graduates

The Advanced Practice Nurse

“I provide expert care for the individual patient while also understanding the community and its impact on health.”

“I have a seat at the table and am being recognized for my expertise and analytical skills.”

“I have the ability to advocate at the legislative level for policies to support nursing practice and health care.”

“I have the tools I need to leverage relationships, professional networks and knowledge to impact the broader health care system.”

“My colleagues are looking to me for guidance to implement evidence-based practice.”

The Executive Leader

“I use the leadership skills, business skills and analytical skills acquired through the DNP program on a daily basis.”

“I have more credibility and a stronger voice with other leaders.”

“Working on challenges at a state or national level has become the norm.”

“My network of colleagues has increased and become more diverse to include leaders from other industries and from across the nation.”

“I use evidence and research more consistently in planning.”





DNP Intensives

DNP intensive class sessions are held routinely each semester. Students are expected to participate actively in intensives as they are an important part of DNP education and represent a major component of the program, thus attendance is vital. Intensive sessions are held on the Lubbock campus and circulate among Austin, Dallas, Ft. Worth and Houston. Most intensive sessions are held on a Thursday, Friday and Saturday.

“

The principles and concepts I learned in the program have helped me immensely. I maintain a strong network of nurse leaders around the nation. I could not have asked more from a program.

~Bob Dent, Class of 2010

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The DNP Project

The DNP Project represents the culmination of clinical knowledge and competencies expected of the DNP graduate.

The DNP Project is a scholarly project that demonstrates an analytic approach to address a clinical, administrative or policy issue; incorporates evidence-based strategies; and synthesizes and applies knowledge to a real world health care setting to achieve improved health outcomes.

Examples of DNP Project scholarly projects include quality improvement projects, program development and evaluation, policy analysis, evidence-based practice initiatives and research projects.

The DNP Project process is integrated throughout the DNP curriculum with one course per semester focused on DNP Project development beginning in the first semester of the program. Students are assigned a DNP faculty to serve as their DNP Project advisor and guide them throughout the DNP Project process.

Sample DNP Projects

- An Analysis of System Factors for Patients who Develop Hospital Acquired Pressure Ulcers
- Exploration of the Use of Proactive Rover Team Assessment Rounds in the Hospitalized Pediatric Patient
- The Business Case for a Nurse Midwife Practice
- New Graduate Nurse Residency Program: A Cost-Benefit Analysis Based on Turnover and Contract Labor Usage
- Developing a Professional Practice Environment through Nurse Leadership Skill Enhancement
- Assessment of Small Local Public Health Departments Accreditation Experience and Readiness
- Promoting Preventive Health Screening through the Use of a Clinical Reminder Tool: An Accountable Care Organization Quality Improvement Initiative
- Evaluating the Accuracy of Harm Scores Entered into an Incident Reporting System
- Improving Outcomes for Unfunded Cardiac Patients: A Team Approach
- Continuing Competence Requirements: A Survey of State and Territorial Boards of Nursing and Nursing Specialty Certification Boards
- Implementation of a Graduate Level Interprofessional Simulation Curriculum for Selected Invasive Bedside Procedures
- Impact of Primary Team Nursing on Unit Level Team Functioning and Communication with the Clinical Nurse Leader Role as an Integral Component

Admission Requirements

All DNP applicants must meet the following requirements:

- Current licensure as a registered nurse in the United States
- Master of Science in Nursing (MSN) degree from a regionally accredited college or university with nursing program accreditation from the Commission on Collegiate Nursing Education (CCNE) or from the National League for Nursing Accrediting Commission (NLNAC)
- Bachelor of Science in Nursing degree or Associates Degree in Nursing (ADN) to MSN degree from a regionally accredited college or university with nursing program accreditation from the Commission on Collegiate Nursing Education (CCNE) or from the National League for Nursing Accrediting Commission (NLNAC)
- Official transcripts from each institution of higher education attended by applicant must be submitted to the Office of the Registrar
- GPA of 3.0 or higher for master's degree
- Three letters of reference attesting to the applicant's academic ability and potential, including one from a current professional colleague
- Personal Statement
- Interview with a DNP Admissions Committee faculty member
- Current C.V. or resume

All Advanced Practice Nursing applicants must meet the following additional requirements:

- Approval by a state Board of Nurse Examiners to practice as a nurse practitioner
- Current certification by a nationally recognized credentialing body as a nurse practitioner
- Minimum of one year's experience as a nurse practitioner
- BLS certification

All Executive Leadership applicants must meet the following additional requirements:

- Minimum of one year's experience in a health care leadership position

For students with a master's degree in a field other than nursing, a gap analysis is conducted to determine how the student has achieved competencies detailed in AACN's *The Essentials of Master's Education in Nursing* (2012) through a combination of academic course work and nursing experience. An action plan is developed based on the gap analysis to ensure the student has the necessary competencies to be successful in the DNP program.

The Personal Statement

The personal statement provides insight about the applicant to the DNP Admissions Committee.

Tips for Successful Applications

The importance of correct sentence structure, grammar, spelling and punctuation cannot be overemphasized.

Tip: Use Microsoft™ Word to compose your personal statement and then copy and paste it into the essay section.

The C.V. / Resume

You are expected to complete all sections. If you cannot provide any information within a specific section, you may leave it blank.

Be sure to include relevant information such as

- Committee appointments and/or memberships to professional organizations
- Certification(s) achieved in your area of professional expertise
- Publications and/or professional presentations
- Community Service

Timeline for Application and Review

**THE DNP APPLICATION OPENS ANNUALLY
ON SEPTEMBER 1ST AND CLOSES ON JANUARY 15TH.**

The DNP admissions committee will review applications in early February. Applicants who are strongly being considered for admission will have an opportunity to interview with the admissions committee at the end of February.

Most interviews take place over telephone. Therefore, travel is not a requirement for the interview. Information regarding admission status will be sent to all applicants no later than the end of March.



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After pursuing my DNP, my world changed. I quickly learned that I could best care for the patient in front of me by changing the world around them.

~Tracey Page, Class of 2014

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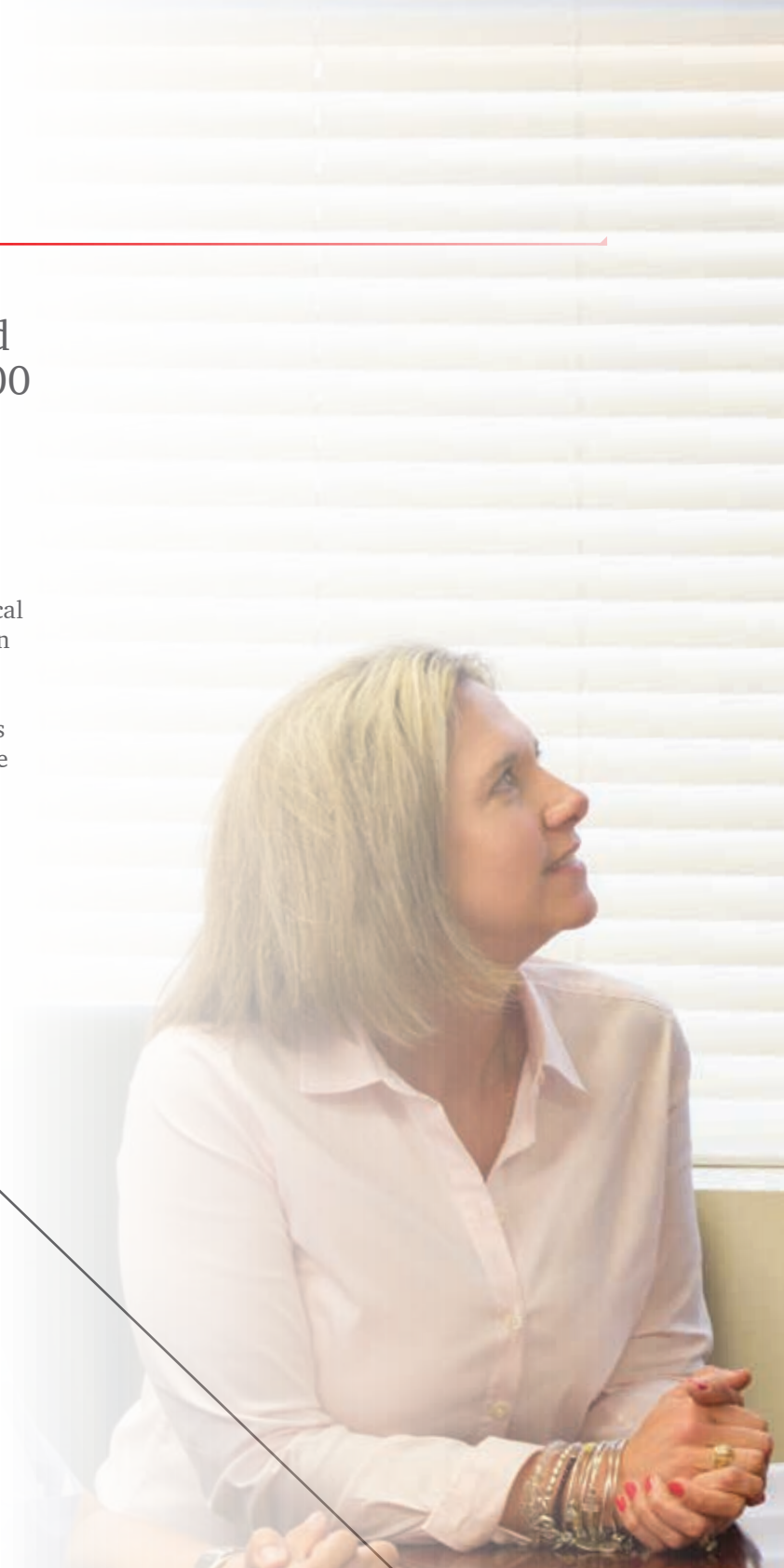
Clinical Hour Requirement for the DNP Degree

To graduate with the DNP degree, students are required to have completed 1,000 clinical hours, the standard established by the American Association of Colleges of Nursing. This 1,000 clinical hour requirement is a combination of clinical hours from the master's program and the DNP program as follows:

- Students will achieve a minimum of 500 clinical hours in the TTUHSC DNP program.
- Qualified Advanced Practice Registered Nurse (APRN) applicants with national certification as an APRN are expected to have had a minimum of 500 clinical hours in their APRN master's program.
- Qualified applicants who hold an MSN degree in nursing administration, education or other MSN specialty area, or a master's degree in a field other than nursing, will typically have not achieved 500 clinical hours in their master's program. In this situation, qualified clinical hours will be documented and a plan will be developed to ensure students achieve the necessary 500 clinical hours at the master's level.
- Qualified clinical hours at the master's level may include practicum, preceptorship or clinical hours from the master's program; participation in academic and specialized programs in the student's specialty area; national certification in a specialty area; and/or additional activities and experiences that exemplify expert practice in nursing and health care leadership.

“
The way I think and approach the work I do has changed since I obtained my DNP. I find myself using research and evidence more consistently in my planning. My 'big picture' thinking got a whole lot bigger.

~Joyce Batcheller, Class of 2010







*Making a
Difference*

DNP Faculty

Barbara Cherry
DNSc, MBA, R.N., NEA-BC

*Associate Dean For Leadership
Studies and Professor*

Dr. Cherry's professional work focuses on leadership, nursing administration, program development and research in technology for aging. In addition, she is co-author and editor of *Contemporary Nursing: Issues, Trends and Management*, 5th ed., which is one of the top selling issues and trends books in the U.S.

Lisa Campbell
DNP, R.N., APHN-BC

Associate Professor

Dr. Campbell is an advanced public health nurse focused on addressing issues that affect populations with the greatest disparities and improving the health of communities. Her published research includes work that examines Women's, Infant and Children's (WIC) peer counselor contact and breastfeeding in Texas using statewide data.

Jeannette Crenshaw
DNP, R.N., LCCE, IBCLC, NEA-BC

Associate Professor

Dr. Crenshaw's professional work focuses on implementing evidence-based maternity and surgical practices, and reaching state, national and international breastfeeding goals.

Emily Merrill

Ph.D., R.N., FNP-BC

Associate Dean for Nurse Practitioner Studies and Professor

Dr. Merrill's work includes primary care, women's health care, holistic weight management for women, weight bias and stigma by health care professionals, the nurse-patient relationship and graduate education (nurse practitioner programs).

Alyce Ashcraft

Ph.D., R.N., CNE, ANEF

Associate Dean for Research and Professor

Dr. Ashcraft's clinical expertise ranges from Medical-Surgical and Emergency Department Staff Nurse to Critical Care Clinical Nurse Specialist to Director of Education. Academic expertise ranges from nursing instructor to nursing professor. Currently, as the Associate Director of Research, she is charged with developing researchers within the school of nursing. Personal program of research focuses on prevention of transfer of nursing home residents.

Steven Branham

Ph.D., R.N., ACNP-BC, FNP-BC, FAANP, CCRN

Associate Professor

Dr. Branham is certified as both an acute care and family nurse practitioner. His clinical focus is related to the area of critical care and emergency nurse practitioner practice. Other interests include entrepreneurship, telehealth, evidence-based practice, organizational involvement and distance education.

Cindy Acton

DNP, R.N., NEA-BC

Associate Professor

Dr. Acton's professional work focuses on administration, health care team, leadership, advocacy and professional autonomy issues and community health.

Laura Thomas

Ph.D., R.N., CNE

Associate Professor

Dr. Thomas' expertise is in education, quality improvement, informatics and administration. Her professional experiences include the development of an online preauthorization and implementation of electronic health records within clinical settings in addition to leading quality improvement studies in a managed care organization and collecting HEDIS data for a health maintenance organization.

Susan McBride

Ph.D., R.N.

Professor

Dr. McBride is a clinical nursing researcher focused on methods development for implementing, evaluating and utilizing large health care datasets and health information technology to improve patient safety and quality within the health care delivery system. McBride is a professor within TTUHSC faculty with teaching responsibilities supporting DNP courses, including statistics, informatics, epidemiology and a population health at the organizational and public policy level.

Patricia S. Yoder-Wise

R.N., Ed.D., NEA-BC, ANEF, FAAN

Professor

Dr. Yoder-Wise's professional expertise includes continuing education, credentialing, policy leadership and writing.

Mary Madeline Rogge

R.N., Ph.D., FNP-BC

Associate Professor

Dr. Rogge has professional expertise in management of chronic illness management, pathophysiology, pharmacology and educational technology. She completed her Family Nurse Practitioner certification and practiced for a short time in a variety of community settings. Rogge has extensive preparation and experience in working with individuals and families experiencing chronic illness, particularly obesity, type 2 diabetes, hypertension and asthma.

Annette Gary

Ph.D., R.N.

Recurrent Faculty Member

Dr. Gary has spent her entire career working in community mental health. Her focus has been on implementing a range of healthcare opportunities for people with serious mental illness and fighting stigma associated with various disorders. Her many years in the mental health field brings both experience and practical knowledge to her faculty role in the DNP program.

Chris Esperat

RN, PhD, FAAN

CH Foundation Regents Professor in Health Disparities

Dr. Esperat's professional expertise includes health behaviors of pregnant minority women and childhood sexual abuse among minority adolescent mothers; childhood obesity prevention; and chronic disease management

Paula J. Webb

DNP, R.N., NEA-BC

Assistant Professor

Dr. Webb's areas of expertise include Nursing and Healthcare Administration and Leadership, Quality & Safety, and Shared Governance. Her professional experience includes Vice President/CNO of a Magnet designated Children's hospital for 16 years, numerous years of bedside nursing in Med/Surg and ICUs (both adult and neonatal), and over 35 years in nursing leadership roles.

Farinaz Wigmans,

B.A., MBA, MSBA, Ph.D.

Consultant and Adjunct Professor

Dr. Wigmans' work focuses on developing and teaching courses in finance and economics, as well as consulting in various areas related to health care finance and negotiations.



YOUR LIFE
— *our purpose* —



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