

Graduate Nursing Program

DNP Hours Guide

Including Scholarly Project Information

2020-21 Academic Year

Rev. 1-Sep-20

Guidelines, Requirements & Instructions

Introduction

The Doctor of Nursing Practice (DNP) degree prepares graduates for the highest level of nursing practice, demonstrating synthesis and application of the DNP Essentials from the American Association of Colleges of Nursing (AACN). The Clarkson College DNP Program Outcomes are based on the AACN DNP Essentials. Students must demonstrate achievement of the Clarkson College DNP Program Outcomes to graduate. Throughout the program, students will initiate and track, experiences and hours relevant to their advanced nursing practice specialty, as evidence of achieving the DNP Program Outcomes.

Each student in the Doctor of Nursing Practice (DNP) program at Clarkson College (i.e., BSN-DNP program options and Post-MSN program option) is required to accrue activities/experiences/events and clock hours/time related to the degree that contribute to the student's meeting the end of program learning outcomes (see below). These DNP Hours reflect partial fulfillment for the DNP degree. The purpose of engaging in activities and hours demonstrating achievement of the DNP Program Outcomes is to provide opportunities for the students to integrate the essentials into their nursing practice for the purpose of improving patient outcomes.

The purpose of this guide is to:

1. Describe the DNP Hours component of the DNP program, including the requirements.
2. Explain the logistics related to the DNP Hours component (e.g., checkpoints, documents, online resources, evidence).
3. Explain the requirements for the Final Checkpoint, including the DNP Hours with evidence, and the submission of the End of Program DNP Reflection.
4. Differentiate the DNP Hour requirements for each DNP/BSN-DNP program option.
5. Identify eligible DNP Hours experiences, activities, and/or events (and ineligible experiences, activities, and/or events).
6. Describe the DNP Scholarly Project, including the Faculty Chair and External Subject Area Expert Mentor and their responsibilities.

DEFINITIONS

In order to progress successfully through the DNP , there are terms the student must know. Please review these definitions and reach out to the Program Director and/or designee for clarification as needed.

Clinical Hours

The direct patient care hours in which students will gain experience in a nursing specialty. Clinical hours will be tracked in the Typhon system. See below for information specific to each program option.

DNP Hours

Student-identified experiences and knowledge gained in relation to the DNP end-of-program outcomes and the *AACN Essentials of Doctoral Education*. Students accrue these DNP Hours by engaging in experiences, activities, and/or events DURING THE DNP PROGRAM (not before) related to the role and responsibilities of the doctorally prepared advanced practice nurse. The DNP Hours will include hours spent working on the DNP Scholarly Project. (See below.)

DNP Scholarly Project

An integrated experience students engage in as part of the program and its required DNP Hours.

Program Director

Primary contact for the student throughout the program and provides support and guidance regarding requirements for the DNP Hours. This support includes providing information about DNP Hours in general, the End of Program DNP Reflection, and the DNP Scholarly Project.

DNP Project Faculty Chair

In DNP 960, each DNP student will be assigned a Clarkson College Graduate Nursing program faculty member as the student's one-on-one point person for guidance and support during the three required Scholarly Project courses (DNP 960, DNP 961, and DNP 962). The CRNA Program Director will appoint the DNP Project Faculty Chair for the Nurse Anesthesia students.

The DNP Project Faculty Chair is part of the three-person DNP Project Team that includes the Faculty Chair, the student, and the approved Subject-Area Expert Mentor (SAEM).

The DNP Project Faculty Chair will maintain contact with the external subject-area expert mentor (see definition below) one (1) to two (2) times per semester for each DNP Scholarly Project course.

DNP Project External Subject-Area Expert Mentor

The Mentor should be selected based on the student's interests, subject area, and overall professional goals and objectives.

DNP HOURS REQUIREMENTS & INSTRUCTIONS

The accrual of DNP Hours and activities are essential to the DNP educational program. These provide an individualized integrated experience comprised of student-identified, faculty-guided scholarly activities that facilitate in-depth learning. The DNP Hours provide opportunities for meaningful engagement with experts from nursing, as well as other disciplines.

The DNP student assumes an expanded scope of practice for patients, provides leadership to foster intra-professional and interprofessional collaboration, demonstrates skills in critical review that promote a culture of evidence, and applies clinical investigative skills to evaluate health outcomes and influence health policy. Students must also demonstrate the ability to write professionally and disseminate scholarly work.

Through these experiences, activities, and/or events, DNP students prepare to function at the highest level of practice by applying theoretical content and newly-developed skills to real world experiences. During the DNP Hours, the students integrate and synthesize knowledge of the *AACN Essentials of Doctoral Education for Advanced Nursing Practice* and the Professional Role Competencies identified for individual advanced nursing practice option (e.g., nurse practitioner or CRNA) by demonstrating mastery in a specialized area of nursing practice and the successful execution and dissemination of the DNP scholarly project. The DNP Hours experience should provide a comprehensive, integrated experience that is individually designed to meet the professional and personal goals of each student's specialty. The DNP Hours provide an opportunity for further synthesis and expansion of the learning developed to that point.

DNP PROGRAM OUTCOMES

There are eight (8) end of program student learning outcomes for the DNP program. These outcomes have been created based on the *Essentials of Doctoral Education for Advanced Nursing Practice* (American Association of Colleges of Nursing, AACN), and the Clarkson College Student Learning Outcomes (**).

1. Integrate nursing science and theories to improve healthcare delivery systems, describe the actions and strategies to improve those healthcare systems, and evaluate patient outcomes in preparation for evolving nursing practice realities. (Critical Thinking, Technology)**
2. Implement and evaluate healthcare delivery based on scientific findings that ensure quality and safety and consider ethical dilemmas, by using advanced communication processes, business and financial principles, and sensitivity to diverse populations. (Diversity, Communication)**
3. Translate research into practice using evidence-based methods by disseminating findings, collaborating between disciplines, designing processes, and evaluating quality improvement

methodologies to address the complex needs of humankind. (Professionalism, Communication, and Critical Thinking)**

4. Design information systems to guide clinical decision making, evaluate programs, and improve healthcare outcomes while considering ethical and legal issues related to the use of information. (Technology, Communication)**
5. Demonstrate leadership through the development, implementation, and analysis of health policy at the micro and macrosystems of healthcare by engaging policy makers and advocating for social justice and the nursing profession. (Professionalism, Diversity)**
6. Lead interprofessional teams through effective communication, leadership, and collaboration to create practice improvement innovations in complex healthcare delivery systems. (Communication, Professionalism)**
7. Analyze healthcare delivery models using scientific data to develop, implement, and evaluate health promotion and disease prevention strategies to address gaps in care for population health. (Diversity, Critical Thinking, Technology)**
8. Demonstrate advanced clinical judgment, systems thinking, and accountability by designing and implementing evidenced-based care for specialty nursing practice via interprofessional collaboration, excellence in nursing, and therapeutic relationships with patients and other professionals. (Critical Thinking, Communication, Professionalism)**

BSN-DNP PROFESSIONAL ROLE COMPETENCIES

Students enrolled in the BSN-DNP program options (except for the Nurse Anesthesia students) will also be required to demonstrate evidence toward professional role competencies specific to their program option/future practice (e.g., Family Nurse Practitioner, Adult-Gerontology Acute Care Nurse Practitioner, Adult-Gerontology Primary Care Nurse Practitioner, and Psychiatric-Mental Health Nurse Practitioner). These professional role competencies will be included in the DNP Hours Table.

Nurse Anesthesia students demonstrate evidence of meeting the professional role competencies specific to nurse anesthesia via the formative evaluation in AN954 and COA's Graduate Standards for the Practice Doctorate.

DNP HOURS LOGISTICS

In the first semester, all DNP students will begin participating in activities, experiences, and/or events demonstrating achievement of the DNP program outcomes. Students will begin recording DNP Hours and evidence of the activities demonstrating achievement of the DNP Program Outcomes via a DNP Hours Table. The DNP Hours Table and accompanying evidence are submitted into the designated site in Canvas, called the DNP Hours Documentation course,

at specific checkpoints. The experiences, activities, and/or events, including the name of the event, the evidence to be provided, and the date and number of hours (shown in .25, .5, .75, 1.0 increments) will be recorded in the DNP Hours Table, which is specific to each program option (e.g., Family NP, etc.).

The DNP Hours Documentation course is based on the semester of entry (e.g., DNP Hours Documentation: Fall 2020 Entry).

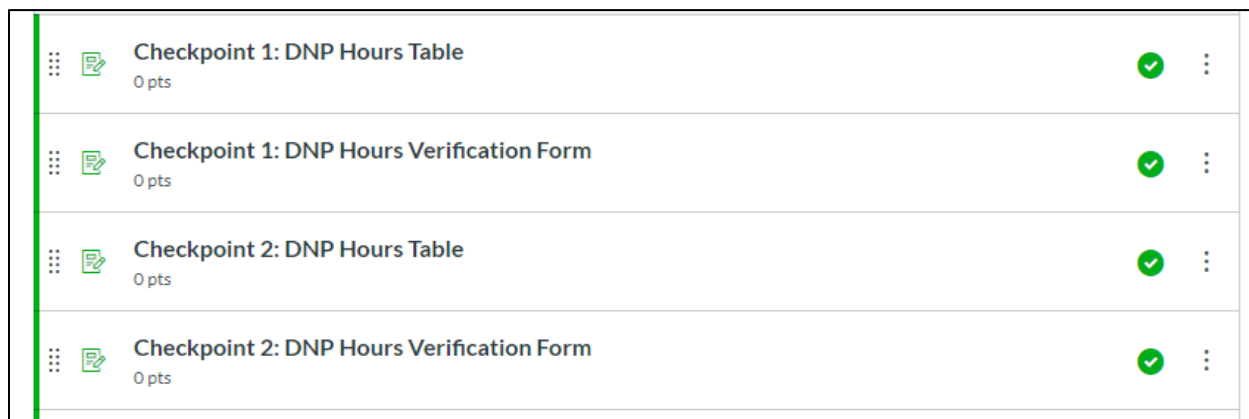
DNP HOURS CHECKPOINTS

Throughout the program, there will be three (3) checkpoints to ensure all students are progressing appropriately in accruing DNP Hours and evidence.

DNP HOURS CHECKPOINTS 1 & 2

At Checkpoints 1 and 2, students will be required to upload their DNP Hours Table to the DNP Hours Documentation course (Figure 1).

Figure 1. Checkpoints 1 and 2 Canvas “Assignments”



The Program Director and/or designee will review the student’s DNP Hours Table and verify completion of any required number of DNP Hours. This evaluation (i.e., complete/incomplete) will be reflected in the DNP Hours Documentation course. If the Program Director and/or designee identifies issues with the student’s DNP Hours progress, the student will be required to meet with the Program Director and/or designee to discuss the issues and plan for revisions (if required).

NOTE: No grades are associated with these checkpoints, but failure to submit the **DNP Hours Table** may delay the student’s progress through the DNP program.

SUBMITTING DNP HOURS EVIDENCE

In addition to uploading/submitting the DNP Hours Table (Figure 2) to the DNP Hours Documentation course, DNP students will be required to upload/submit their evidence of meeting the program outcome and/or professional role competency/ies. All evidence supporting completion of the experience, activity, and/or event will be evaluated (i.e., marked complete/incomplete) in the DNP Hours Documentation course.

Figure 2. DNP Hours Table

Student Name:	[type name here]	Date of Checkpoint 1	End of 2nd Semester
Entry Semester:		Date of Checkpoint 2	End of 5th Semester

Directions:
Record each DNP experience, activity, and/or event on this table. If you complete more than 1 activity for an outcome, insert a row below the first row for the outcome and type the information for the second and/or subsequent events or activities there.

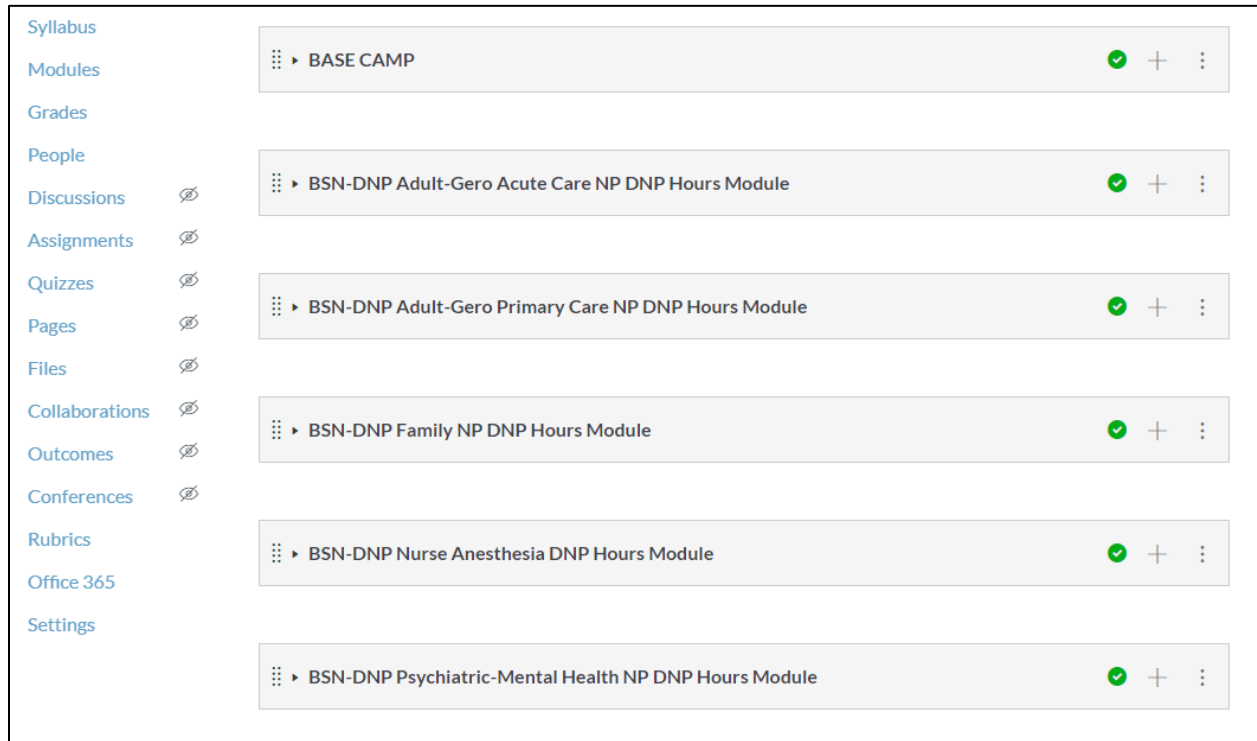
DNP End-of-Program Student Learning Outcomes	Type of Activity (e.g., webinar, professional meeting)	Evidence (e.g., CE certificate, email)	Date & No. Hours
1. Integrate nursing science and theories to improve health care delivery systems, describe the actions and strategies to improve those health care systems, and evaluate patient outcomes in preparation for evolving nursing practice realities. **Critical Thinking & Technology must be displayed in the evidence.			
NONPF Professional Role Competencies			
1.1			

There are distinct modules within the DNP Hours Documentation course for each BSN-DNP program option, but students should follow these instructions:

1. All students (i.e., Post-MSN DNP, all BSN-DNP options, including Nurse Anesthesia) will submit evidence to:
 - a. the Program Outcomes “assignment.”
 - b. the DNP Hours Table “assignment.”
 - c. the End of Program DNP Reflection “assignment.”

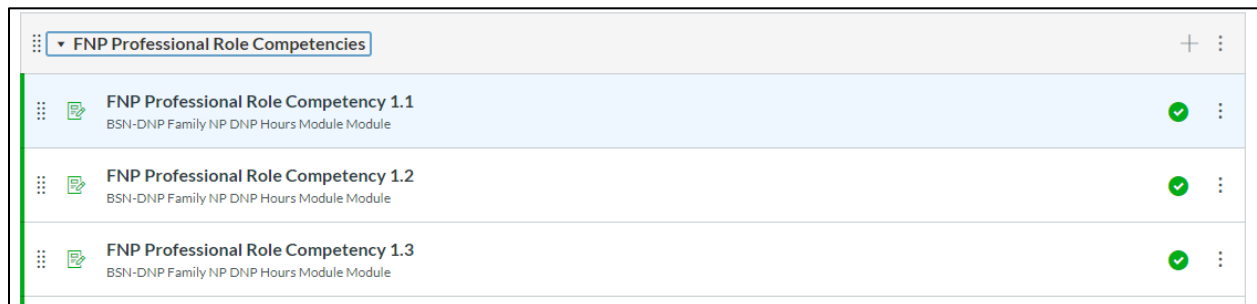
Each program option has a designated module in which all work should be submitted (Figure 3).

Figure 3. Program Option Modules in DNP Hours Documentation course



2. **Family Nurse Practitioner (NP)** students will submit their Professional Role Competency evidence to the FNP Role Competency “assignments” (Figure 4). (There is one (1) “assignment” for each professional role competency related to the FNP.)

Figure 4. Family Nurse Practitioner (NP) Professional Role Competency “Assignments”



3. **Adult-Gerontology Primary Care NP** students should submit their Professional Role Competency evidence to the Adult-Gerontology Primary Care Role Competency “assignments” (Figure 5). (There is one (1) “assignment” for each professional role competency related to the AGPC-NP.)

Figure 5. Adult-Gero Primary Care NP Professional Role Competency “Assignments”

▼ Adult-Gero Primary Care NP Professional Role Competencies			+	:
⋮	📄	Adult Gero Primary Care NP Professional Role Competency 1.1 BSN-DNP Adult-Gero Primary Care NP DNP Hours Module Module	✓	⋮
⋮	📄	Adult Gero Primary Care NP Professional Role Competency 1.2 BSN-DNP Adult-Gero Primary Care NP DNP Hours Module Module	✓	⋮
⋮	📄	Adult Gero Primary Care NP Professional Role Competency 2.1 BSN-DNP Adult-Gero Primary Care NP DNP Hours Module Module	✓	⋮

4. **Adult-Gerontology Acute Care NP** students should submit their Professional Role Competency evidence to the Adult-Gerontology Acute Care Role Competency “assignments” (Figure 6). (There is one (1) “assignment” for each professional role competency related to the AGAC-NP.)

Figure 6. Adult-Gero Acute Care NP Professional Role Competency “Assignments”

▼ Adult-Gero Acute Care NP Professional Role Competencies			+	:
⋮	📄	Adult Gero Acute Care NP Professional Role Competency 1.1 BSN-DNP Adult-Gero Acute Care NP DNP Hours Module Module	✓	⋮
⋮	📄	Adult Gero Acute Care NP Professional Role Competency 1.2 BSN-DNP Adult-Gero Acute Care NP DNP Hours Module Module	✓	⋮
⋮	📄	Adult Gero Acute Care NP Professional Role Competency 1.3 BSN-DNP Adult-Gero Acute Care NP DNP Hours Module Module	✓	⋮

5. **Psychiatric-Mental Health NP** students should submit their Professional Role Competency evidence to the Psychiatric-Mental Health Role Competency “assignments” (Figure 7). (There is one (1) “assignment” for each professional role competency related to the PMH-NP.)

Figure 7. Psychiatric-Mental Health NP Professional Role Competency “Assignments”

▼ Psychiatric-Mental Health NP Professional Role Competencies			+	:
⋮	📄	P-MH NP Professional Role Competency 1.1 BSN-DNP Psychiatric-Mental Health NP DNP Hours Module Module	✓	⋮
⋮	📄	P-MH NP Professional Role Competency 1.2 BSN-DNP Psychiatric-Mental Health NP DNP Hours Module Module	✓	⋮
⋮	📄	P-MH NP Professional Role Competency 1.3 BSN-DNP Psychiatric-Mental Health NP DNP Hours Module Module	✓	⋮

6. **Nurse Anesthesia** students will not submit evidence for their professional role competencies in the DNP Hours Documentation “course” because those competencies will be verified via their practicum evaluations. Nurse Anesthesia students can submit evidence related to the program outcomes and other requirements in their module within the DNP Hours Documentation “course” (Figure 8).

Figure 8. Nurse Anesthesia Program Outcomes and Other “Assignments”

BSN-DNP Nurse Anesthesia DNP Hours Module		
Checkpoint 1: DNP Hours Table	0 pts	✓
Checkpoint 1: DNP Hours Verification Form	0 pts	✓
Checkpoint 2: DNP Hours Table	0 pts	✓
Checkpoint 2: DNP Hours Verification Form	0 pts	✓
Final Checkpoint: DNP Hours Verification Form	0 pts	✓
Final Checkpoint: DNP Hours Table	0 pts	✓
Program Outcome 1	0 pts	✓
Program Outcome 2	0 pts	✓
Program Outcome 3	0 pts	✓

EXAMPLE: DNP HOURS EVIDENCE

A BSN-DNP student in the FNP option completed a webinar in which he attended a 1.5-hour journal club meeting at work, which he is not required to attend per his employment roles and responsibilities, and presented information about research findings (i.e., a research article) that contributed to improving practice and patient outcomes.

This activity pertains to Program Outcome 3: *Translate research into practice using evidence-based methods by disseminating findings, collaborating between disciplines, designing processes, and evaluating quality improvement methodologies to address the complex needs of humankind.*

The student met PART of this outcome by “disseminating findings” at the journal club meeting.

The **evidence** of meeting this outcome might be the summary the student wrote and presented to the club, the meeting minutes, or even a picture/selfie taken during the presentation.

The information about this event will be added to the student’s DNP Hours Table and the student will upload the Table at the next checkpoint, with the evidence, and may make notes/reflect on how this event/experience contributes to his growth as a doctorally-prepared advanced practice nurse.

DNP HOURS FINAL CHECKPOINT

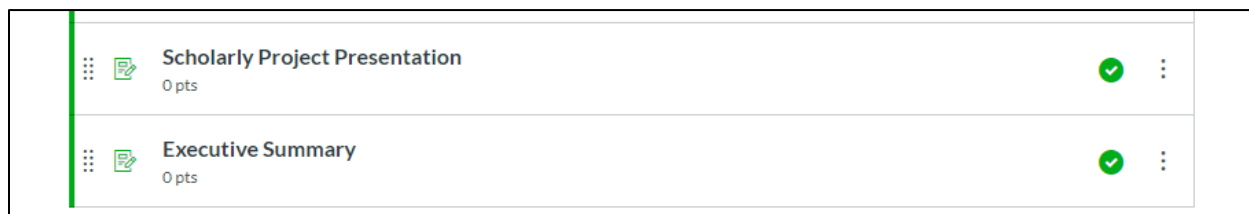
The student is required to submit these elements at the Final Checkpoint in the DNP Hours Documentation course:

1. DNP Hours Table showing successful completion of the total number of hours specified by the program option.
2. Evidence for meeting/addressing all program outcomes
3. Evidence for meeting/addressing all professional role competencies, as required
4. Final preceptor and self-evaluations for final clinical/practicum courses
5. Scholarly Project presentation
6. Scholarly Project Executive Summary
7. End of Program DNP Reflection

SCHOLARLY PROJECT

In addition to the evidence and evaluations described above, all students will submit two (2) items related to their DNP Scholarly Project: (1) the presentation (i.e., PowerPoint, poster, etc.) used to disseminate the project, and (2) the Executive Summary (Figure 9).

Figure 9. DNP Scholarly Project



END OF PROGRAM DNP REFLECTION

The purpose of the **End of Program DNP Reflection** is to provide an opportunity for the student to reflect on and synthesize his or her experiences, activities, and/or events to describe the way(s) they contribute to the student’s growth in the DNP role. Within this reflection and

synthesis, the student should describe the way(s) he or she met each of the DNP program outcomes.

The **End of Program DNP Reflection** will be evaluated in DNP Hours Documentation course using the rubric.

EVALUATION OF THE FINAL CHECKPOINT WORK SUBMITTED

All work pertaining to the Final Checkpoint will be evaluated within the DNP Hours Documentation course.

The Program Director and/or designee will review the submitted work to determine (a) that the number of DNP Hours reported meets (or exceeds) the program option requirement, (b) that the evidence for these activities and/or events has been submitted, and (c) that the student has successfully completed the End of Program DNP Reflection.

- Evidence: All evidence submitted will be marked Complete/Incomplete.
- DNP Hours Tables: The table will be marked Complete if/when the student meets the requirements established for his or her program option for each Checkpoint.
- End of Program DNP Reflection: The Reflection(s) will be evaluated using a 4-point rubric. Students must earn a minimum average score of 3.0 for the Reflection in order to meet the requirements for the "assignment." The scale rankings are as follows:
 - Insufficient=1 point
 - Developing=2 points
 - Proficient=3 points
 - Exemplary=4 points

For students who successfully meet the criteria for the Final Checkpoint, the Program Director and/or designee will approve the DNP Hours requirement (including evidence and Reflection) and will complete the DNP Hours & Reflection Recommendation Form. This form will be signed by the Program Director and uploaded in the DNP Hours Documentation course.

For students who are NOT successful in meeting the criteria for the Final Checkpoint, the Program Director and/or designee will provide the student with detailed feedback about the issues (or problems) and about the requirements for a successful second attempt. The student will be given an opportunity (i.e., second attempt) to resubmit the identified work (i.e., DNP Hours Table, End of Program DNP Reflection document) until successful completion.

Eligible DNP Hours Activities

All DNP students are responsible for identifying appropriate DNP Hours experiences, activities, and/or events beginning **the first semester of the program.**

Appropriate experiences, activities, and/or events for the DNP Hours may include collaboration with experts in community, local, state, and national health care agencies, as well as entities outside traditional clinical settings, such as government or business settings. In addition, the DNP student may meet the DNP Program Outcomes and/or the professional role competencies specific to his or her program option while engaged in other clinical roles such as working on institutional policy issues, quality assurance, and/or committee work.

Note: Students may complete their DNP Scholarly Project and DNP Hours at their place of employment, **but the activities they complete must be outside their assigned/typical job responsibilities.**

ACCEPTABLE/APPROPRIATE DNP ACTIVITIES*

- Experiences, activities, and/or events with or at an agency related to specialty area and related to DNP-level experience,
- Projects related to nursing specialty (e.g., work related to developing and/or implementing practice protocols, guidelines, and process improvement),
- Collaboration with a clinical agency's committee to evaluate a practice protocol, guidelines and process improvement project,
- Participation in a city, county, or state health department health initiative,
- Attendance and participation in clinical education programs (e.g., seminars or conferences that relate to the student's future practice),
- Experiences, activities, and/or events (i.e., meetings, planning sessions, etc.) related to the DNP Scholarly Project.
- DNP coursework that provides evidence toward the program outcomes**
- Others as identified; please check with the Program Director and/or designee.

*All DNP students are required to engage in service learning activities during one or more DNP courses. The time spent engaged in these service learning activities **CAN be counted toward DNP Hours.**

While DNP coursework **CAN be counted as evidence of meeting or addressing a program outcome and/or professional role competency, the time spent engaged in that coursework **CANNOT be counted toward DNP Hours.**

**The reading and writing associated with literature searches/appraisals associated with the Scholarly Project is appropriate to be included in the Scholarly Project hours.

UNACCEPTABLE/INAPPROPRIATE DNP ACTIVITIES

The time spent in the following activities **may not be applied toward the DNP Hours**:

- Writing and reading (i.e., for course work, etc.)
- Editing (i.e., Scholarly Project),
- Travel

DNP Scholarly Project Information

The DNP Scholarly Project is a required experience of the DNP program. The DNP Scholarly Project will be completed at the end of the DNP curriculum over the course of three (3) dedicated Scholarly Project courses (6 credit hours: DNP 960, DNP 961, and DNP 962). During these courses, the DNP student works within a three-person DNP Project Team consisting of themselves, an appointed internal DNP Project Faculty Chair, and a student-selected, approved External Subject-Area Expert Mentor (SAEM).

RESPONSIBILITIES OF THE STUDENT

- Complete course requirements for the DNP 960, DNP 961, and DNP 962
- Initiate communication as needed with the Faculty Project Chair and SAEM
- Plan ahead and complete assignments per due dates
- Proofread and ensure accuracy of APA and grammar prior to submitting all assignments

DNP PROJECT FACULTY CHAIR

The DNP Program Director and/or designee will appoint the student's internal DNP Scholarly Project Faculty Chair at the beginning of the first DNP Scholarly Project course, DNP 960. The student will be notified via email.

The CRNA Program Director will appoint the DNP Scholarly Project Faculty Chair for the Nurse Anesthesia students. The DNP Scholarly Project Faculty Chair will maintain contact with the external subject-area expert mentor (see definition below) and is required to reach out to the Subject-Area Expert Mentor (SAEM) one (1) to two (2) times during the DNP Scholarly Project courses.

RESPONSIBILITIES OF THE DNP PROJECT FACULTY CHAIR

The responsibilities of DNP Project Faculty Chair include:

- Providing the student with guidance and support

- Providing information to the student about site/organization approval and affiliation agreement specifications
- Maintaining contact with the External Subject-Area Expert Mentor one (1) to two (2) times during each of the Scholarly Project courses
- Oversight of the DNP student's Scholarly Project progress
- Reviewing each draft of the presentation(s), proposal(s), poster(s), and final Executive Summary

EXTERNAL SUBJECT-AREA EXPERT MENTOR

It is the student's responsibility to identify, contact and secure his/her External Subject-Area Expert Mentor based on his or her interests, specialty area, and professional goals. The Mentor's qualifications should be considered relative to certification, licensure, and/or expertise in the field of interest that best matches the student's DNP Scholarly Project goals.

When possible, the Mentor should hold an advanced degree or qualifications specific to the student's DNP Scholarly Project topic and/or future practice. It is preferable that the Mentor holds a doctoral degree, but a doctorate is not a requirement, particularly when the Mentor comes from a focus area outside health care.

The student should begin thinking of potential Mentors in DNP 948 (Evidence-Based Practice), which is a pre-requisite for DNP 960. The Mentor will be approved at the beginning of DNP 960. If necessary, the Program Director and/or designee can assist students as needed to identify a Mentor and will communicate with students regularly to secure this person. The Program Director and/or designee may assist the student in securing an affiliation agreement with the site, if needed. Once the student has identified a Mentor, the Mentor Approval Form will be completed and signed by the members of the student's DNP Scholarly Project Team. If the student's Mentor needs to be changed for any reason, **the full approval process must be repeated.**

RESPONSIBILITIES OF THE EXTERNAL SUBJECT-AREA EXPERT MENTOR

The responsibilities of the approved student-identified External Subject-Area Expert Mentor include:

- Providing information to the student about obtaining site/organization approval and affiliation agreement specifications, if needed
- Providing guidance, reflection, and insights to the student about the Scholarly Project goals, particularly the challenges of initiating change in the selected practice setting
- Contacting faculty with problems, issues, or concerns
- Consider attending the student's final dissemination of his/her project

DNP Hours Requirements by Program Option

The DNP Hours requirements vary between options. Information specific to each option is provided below.

DNP POST-MASTER'S OPTION

At this time, Clarkson College is only accepting Post-Master's degree-seeking students who are certified in an APRN role. Verification of a student's prior post-baccalaureate faculty-supervised clinical hours is completed during the admission process (i.e., the **Clinical Hour Verification Form**) and will be submitted in the DNP Hours Documentation course.

NOTE: Once verification of completed clinical hours from the student's master's degree or specialty certification program is complete, the Program Director will notify the student of the specific number of DNP Hours needed to complete the program. This ensures the minimum number of **1,000 faculty-supervised DNP Hours** are met (Table 1). In addition, those admitted with at least 1000 hours, an additional 125 DNP hours are required during the program to graduate. Together, these two requirements comprise the final number of DNP Hours needed to graduate. Of the required DNP Hours, only 50-75 hours may come from the Scholarly Project.

Table 1.

Post-Master's Option Required DNP Hours

DNP HOURS CHECKPOINTS	NUMBER OF DNP HOURS REQUIRED/COMPLETED
<i>Checkpoint #1: End of 2nd semester in the program</i>	Completed DNP Hours
<i>Checkpoint #2: End of 5th semester in the program</i>	Completed DNP Hours
<i>Final Checkpoint: Midway through DNP 962 (i.e., the last semester)</i>	50-75 Scholarly Project Hours
Total DNP Hours	Total Hours needed per Program Director

BSN-DNP OPTIONS

Students enrolled in the BSN to DNP Family Nurse Practitioner (FNP), Adult–Gerontology Primary Care Nurse Practitioner (AGPCNP), Adult-Gerontology Acute Care Nurse Practitioner (AGACNP), and Psychiatric-Mental Health Nurse Practitioner (PMHNP) program options are required to complete at least 350 DNP Hours, which includes hours directly pertaining to the DNP Scholarly Project (Tables 2-5).

Table 2.

BSN to DNP: Family Nurse Practitioner (FNP) Option Required Clinical & DNP Hours

FNP COURSES	REQUIRED DNP HOURS	REQUIRED CLINICAL HOURS	CUMULATIVE HOURS
NS 830 Advanced Physical Assessment	0	50	50
NS 832 Primary Health Care I	0	120	170
NS 840 Primary Care of Children and Adolescents	0	160	330
NS 842 Primary Care of Women	0	160	490
NS 844 Primary Health Care II	0	160	650
<i>Checkpoint #1: End of 2nd semester in the program</i>	Minimum of 50 hours		700
<i>Checkpoint #2: End of 5th semester in the program</i>	Minimum of 150 hours		800
<i>Final Checkpoint: Midway through DNP 962 (i.e., the last semester)</i>	Scholarly Project Hours + any additional DNP Hours needed to reach 1,000 total hours		1000
Total Hours	350	650	1000

Table 3.

BSN to DNP: Adult–Gerontology Primary Care Nurse Practitioner (AGPCNP) Option Required
Clinical & DNP Hours

AGPCNP COURSES	REQUIRED DNP HOURS	REQUIRED CLINICAL HOURS	CUMULATIVE HOURS
NS 830 Advanced Physical Assessment	0	50	50
NS 831 Primary Care of the Adult- Gerontology Client	0	160	170
NS 832 Primary Health Care I	0	120	330
NS 842 Primary Care of Women	0	160	490
NS 844 Primary Health Care II	0	160	650
<i>Checkpoint #1: End of 2nd semester in the program</i>	Minimum of 50 hours		700
<i>Checkpoint #2: End of 5th semester in the program</i>	Minimum of 150 hours		800
<i>Final Checkpoint: Midway through DNP 962 (i.e., the last semester)</i>	Scholarly Project Hours + any additional DNP Hours needed to reach 1,000 total hours		1000
Total Hours	350	650	1000

Table 4.

BSN to DNP: Adult–Gerontology Acute Care Nurse Practitioner (AGACNP) Option Required
Clinical & DNP Hours

AGACNP COURSES	REQUIRED DNP HOURS	REQUIRED CLINICAL HOURS	CUMULATIVE HOURS
NS 830 Advanced Physical Assessment	0	50	50
NS 861 Introduction to Acute Care Concepts	0	120	490
NS 862 Applying Acute Care Concepts	0	160	650
NS 863 Complex Acute Care Concepts	0	160	650
NS 864 Advanced Acute Care Concepts	0	160	650
Checkpoint #1: End of 2nd semester in the program	Minimum of 50 hours		700
Checkpoint #2: End of 5th semester in the program	Minimum of 150 hours		800
Final Checkpoint: Midway through DNP 962 (i.e., the last semester)	Scholarly Project Hours + any additional DNP Hours needed to reach 1,000 total hours		1000
Total Hours	350	650	1000

Table 5.

BSN to DNP: Psychiatric-Mental Health Nurse Practitioner (PMHNP) Option Required Clinical & DNP Hours

P-MHNP COURSES	REQUIRED DNP HOURS	REQUIRED CLINICAL HOURS	CUMULATIVE HOURS
NS 830 Advanced Physical Assessment	0	50	50
NS 856 Intro to Psychiatric-Mental Health Nursing	0	120	650
NS 857 Application of Psychiatric-Mental Health Nursing Concepts	0	160	650
NS 858 Complex Psychiatric-Mental Health Nursing Concepts	0	160	650
NS 859 Advanced Psychiatric-Mental Health Nursing Concepts	0	160	650
Checkpoint #1: End of 2nd semester in the program	Minimum of 50 hours		700
Checkpoint #2: End of 5th semester in the program	Minimum of 150 hours		800
Final Checkpoint: Midway through DNP 962 (i.e., the last semester)	Scholarly Project Hours + any additional DNP Hours needed to reach 1,000 total hours		1000
Total Hours	350	650	1000

NURSE ANESTHESIA BSN-DNP OPTION

Students enrolled in the BSN to DNP Nurse Anesthesia program option are required to complete at least 125 DNP Hours, which includes 50 to 75 hours directly pertaining to the DNP Scholarly Project (Tables 6).

Table 6.

BSN to DNP: Nurse Anesthesia (CRNA) Option Required Clinical & DNP Hours

NURSE ANESTHESIA COURSES	REQUIRED/COMPLETED DNP HOURS	REQUIRED CLINICAL HOURS
AN 951 Clinical Anesthesia Practicum I	0	2,000 post-baccalaureate faculty-supervised clinical hours will be completed in the Clinical Anesthesia Practicums
AN 952 Clinical Anesthesia Practicum II	0	
AN 953 Clinical Anesthesia Practicum III	0	
AN 954 Clinical Anesthesia Practicum IV	0	
Checkpoint #1: End of 2nd semester in the program	Completed DNP Hours	
Checkpoint #2: End of 5th semester in the program	Completed DNP Hours	
Final Checkpoint: Midway through DNP 962 (i.e., the last semester)	50 to 75 Scholarly Project Hours	
Total Hours	125 + 2,000 clinical hours	