

NURSING (DNP)

The Doctor of Nursing Practice (D.N.P.) Program offers a terminal degree in nursing for those interested in an advanced nursing practice role.

The D.N.P. prepares nurses to assume leadership roles as providers and administrators in healthcare settings or as clinical faculty in educational settings. The D.N.P. program focuses on education in the scholarship of application and integration. This program has two entry/matriculation points: post-Bachelor's degree (B.S.-D.N.P.) and post-Master's degree entry for those already holding RN or APRN licensure with Master of Science (M.S.) preparation. The B.S. - D.N.P. Program includes four Nurse Practitioner concentrations (Adult Gerontology Acute Care Nurse Practitioner, Adult Gerontology Primary Care Nurse Practitioner (this program is not currently accepting new students), Family Nurse Practitioner, and Neonatal Acute Care Nurse Practitioner) as well as a concentration for Nursing Administration and Leadership. These concentrations require students to complete the coursework for the associated concentration for the M.S. in Nursing and lead to the conferral of an M.S. degree as part of the B.S.-D.N.P. Program. This option allows students to begin advanced practice while continuing their doctoral studies.

Location

- Storrs Campus

Modality

- Online

Requirements

The B.S.-D.N.P. Program options range in credits from 64-70 in total (dependent on area of concentration), as well as a D.N.P. Project and evidence of a minimum of 1,000 supervised clinical hours. The Post-M.S. Program of Study requires a minimum of 25 credits, a D.N.P. Project, and evidence of a minimum of 1,000 supervised clinical hours post-baccalaureate. The D.N.P. degree programs require a cumulative grade point average of 3.0 or above to earn the D.N.P. degree in Nursing. Students must earn a "B" or better in all graduate courses with a NURS prefix to earn credit toward graduation. A scholarly portfolio, a general exam and a D.N.P. project are required for graduation. The DNP degree is delivered online as distance education.

Required Core Courses

Course	Title	Credits
NURS 5845	Health Services Statistics & Research Methods for the Scholarship of Application	3
NURS 5850	Scientific and Theoretical Underpinnings for the Scholarship of Application	3
NURS 5855	Evidence-Based Practice for the Scholarship of Application	3
NURS 5860	Quality and Organizational/Systems Leadership for the Scholarship of Application	3
NURS 5865	Information Systems for the Scholarship of Application	3
NURS 5869	Doctor of Nursing Practice Residency and Seminar I	1-6

NURS 5870	Health Policy and Populations-based Advocacy for the Scholarship of Application	3
NURS 5879	Doctor of Nursing Practice Residency and Seminar II	1-6
NURS 5885	Leadership and Management for the Scholarship of Application	3
NURS 5889	Doctor of Nursing Practice Residency and Seminar III	1-6
NURS 5895	Doctor of Nursing Practice Topic Identification Seminar	1

Requirements for Clinical Practice

In addition to academic qualifications, UConn nursing students must possess the ability to consistently demonstrate a proficiency in five core areas for nursing students: motor, sensory, communication, behavior and critical thinking skills. These areas reflect the reasonable expectations of a nursing student performing the common functions of a registered nurse or an advanced practice nurse.

The ability to consistently demonstrate these personal and professional competencies are essential from admittance to graduation. Students must be capable of performing the skills of a nursing student.

Therefore, each nursing student must have the ability to learn and perform the following competencies and skills:

Motor

The student must possess sufficient motor capabilities to execute the movements and skills required to provide safe and effective nursing interventions. These include, but are not limited to:

1. Coordination, speed and agility to assist and safely guard (protect), with safe and proper body mechanics, patients who are ambulating, transferring, or performing other activities.
2. Ability to adjust and position equipment and patients, which involves bending or stooping freely to floor level and reaching above the head.
3. Ability to move throughout the classroom or clinical site, and sit and stand for long periods of time to carry out patient care activities.
4. Ability to perform patient care duties for up to 12 hours at a time, day or night.
5. Ability to move or position patients and equipment, which involves lifting, carrying, pulling up to 30 pounds.
6. Ability to guide, resist, and assist patients, or to provide emergency care, which involves standing, kneeling, sitting, or walking.
7. Ability and dexterity to manipulate the devices used in giving nursing care.
8. Ability to administer CPR without assistance.

Sensory

The student must be able to obtain information in classroom, laboratory, or clinical settings through observation, auscultation, palpation and other measures, including but not limited to:

1. Visual ability (uses corrective lens or accommodations as necessary) to recognize and interpret facial expressions and body language, identify normal and abnormal patterns of movement, to read or set parameters on various equipment, to discriminate color changes, and to interpret and assess the environment.

2. Auditory ability (uses hearing aids or accommodations as necessary) to recognize and respond to soft voices, auditory timers, equipment alarms, call bells, and to effectively use devices for measurement of blood pressure, breath sounds, etc.
3. Tactile ability to palpate a pulse and to detect changes or abnormalities of surface texture, skin temperature, body contour, muscle tone, and joint movement.
4. Sufficient position, movement and balance sensations to assist and protect patients who are ambulating, transferring, or performing other activities.

Communication

The student must be able to communicate effectively with peers, faculty, patients and their families, and other health care providers. This includes, but is not limited to:

1. Ability to read at a competency level that allows one to safely carry out the essential functions of an assignment (examples; handwritten chart data, printed policy, and procedure manuals).
2. Ability to effectively interpret and process information.
3. Ability to effectively communicate (verbally and in writing) with patients and their families, health care professionals, and others within the community.
4. Ability to access information and to communicate and document effectively via computer.
5. Ability to recognize, interpret, and respond to nonverbal behavior of self and others.

Behavior

The student must be capable of exercising good judgment, developing empathic and therapeutic relationships with patients and others, and tolerating close and direct physical contact with a diverse population. This will include people of all ages, races, socioeconomic and ethnic backgrounds, as well as individuals with weight disorders, physical disfigurement and medical or mental health problems. This also includes, but is not limited to:

1. Ability to work with multiple patients, families, and colleagues at the same time.
2. Ability to work with classmates, instructors, health care providers, patients, families and others under stressful conditions, including but not limited to providing care to medically or emotionally unstable individuals, situations requiring rapid adaptations, the provision of CPR, or other emergency interventions.
3. Ability to foster and maintain cooperative and collegial relationships with classmates, instructors, other health care providers, patients and their families.

Critical Thinking

The student must possess sufficient abilities in the areas of calculation, critical problem solving, reasoning, and judgment to be able to comprehend and process information within a reasonable time frame as determined by the faculty and the profession. The student must be able to prioritize, organize, and attend to tasks and responsibilities efficiently. This includes, but is not limited to:

1. Ability to collect, interpret and analyze written, verbal, and observed data about patients.
2. Ability to prioritize multiple tasks, integrate information, and make decisions.

3. Ability to apply knowledge of the principles, indications, and contraindications for nursing interventions.
4. Ability to act safely and ethically in the college clinical lab and in clinical placements within the community.
5. If a nursing applicant or student is unable to meet one or more of these areas due to a long-term or short-term disability, they may request consideration for an accommodation through the Center for Students with Disabilities. Prompt notice is essential for full consideration. The requirements for clinical practice apply for all programs which include a clinical component.

Learning Objectives

1. Apply strategies for sustainable leadership and advocacy of the nursing profession and populations through translation of theory and evidence into practice.
2. Develop and evaluate new practice approaches based on evidence-based processes, scientific knowledge, and theory from nursing and other related disciplines to improve health care safety, quality, and person-centered care.
3. Lead effectively in the micro- and macro-systems level to create policies that promote safe, high-quality and cost-effective health care, social justice, and health equity for all.
4. Analyze and evaluate data-driven approaches using health informatics and implementation science to improve individual, population and/or systems-level outcomes.
5. Create and maintain intra-professional and inter-professional teams in response to emerging health care challenges with collaboration from clinical partners and community stakeholders to implement and evaluate system-level innovation that promotes health equity.