



## Doctor of Nursing Practice (DNP) Course Curriculum

Course Name	Course Description	Credit Hours	Suggested Course #
Advanced Nursing Leadership	This course is core to the Doctorate of Nursing Practice program. Advanced Nursing Leadership includes the knowledge and skills needed to excel in professional leadership within complex, dynamic healthcare environments. It is a synthesis of leadership research, theory, and organizational models within the context of health care systems. The importance of professional communication within the context of advanced leadership is analyzed and explored.	3	802
Quality Management: A Tool for Healthcare Advocacy and Policy Change	This course provides students with the tools to develop and implement quality improvement programs in health care settings. Exploration of quality improvement theories, models, and tools supporting improvement in clinical outcomes, efficiency in clinical practice, increased patient safety, cost effectiveness, population health and healthcare policy implementation and change as related to resource allocation are course foci. Participants will reflect on quality initiatives and build organizational plans that incorporate fundamentals of organizational change theory and theories of human behavior. This course focuses on the use of technology and data analytics to manage change initiatives, drive policy change and support population health initiatives.	3	805
Informatics & Business Intelligence	This course investigates how the use of health information technology (HIT) and Business Intelligence (BI) processes guide key performance indicators that drive organizational performance or change initiatives. This course integrates nursing science, computer science and information science to prepare the DNP in becoming	3	807

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	<p>knowledgeable regarding information systems and technology related to healthcare and administration. Analysis of common HIT and (BI) tools support student learning. Course participants will examine information based systems, decision support systems and web-based learning as adjuncts to implementation science.</p>		
<p>Healthcare Finance for the Doctor of Nursing Practice</p>	<p>This course provides participants with the opportunity to explore the complexity of healthcare finance inclusive of health policy, third party reimbursement and health care reform in the United States. This course will focus on both macro and microeconomics and include elements of accounting as well creating a business plan and return on investment strategy for DNP led implementation of change initiatives. Grant and operational funding of projects, capital budgeting and operational funding are explored.</p>	<p>3</p>	<p>810</p>
<p>Strategic Planning &amp; Collaboration</p>	<p>This course focuses on skills and abilities necessary to provide vision and direction for successful transitions within complex, dynamic health care environments. Nursing theory, midrange theory, decisional support tools, biases in decision-making, infrastructure considerations, project finance and return on investment strategies as well as leveraging long and short-term goals are topics of interest. Practice experience hours emphasize interdisciplinary collaborations and partnerships in the extended healthcare environment.</p>	<p>3</p>	<p>818</p>
<p>Evidence Based Practice &amp; Implementation Science</p>	<p>This course is an overview of evidence-based practice in healthcare. Participants will be able to articulate the difference in research, EBP and Quality Improvement and explore appropriate venues for each. EBP processes and SQUIRE 2.0 methodology are compared and contrasted. Focus of the course is on the process of consulting the literature and synthesizing the literature review including evidence hierarchy and application methods. Participants explore</p>	<p>3</p>	<p>825</p>

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	research ethics and institutional review processes. A topic of interest for the capstone project will be determined.		
DNP Capstone 1	This course contains an on sight/ virtual three-day immersion residency experience providing the foundation for the capstone project. The student will further explore the previously determined topic of interest and decide on a method of scholarly inquiry: EBP or SQUIRE reporting for QI activities. The student will conduct and synthesize the literature review and either develop the PICOT question or describe the problem and purpose of the project (SQUIRE 2.0). The student will select a theoretical framework for the project; identify the project sample and sampling methodology, and begin writing the final capstone paper. EBP Projects will follow the provided EBP template and Quality Improvement Projects will follow the SQUIRE 2.0 format. A Capstone Chairperson is assigned to the student and project during this session. All sections up to methodology in the scholarly paper must be completed and signed off to pass the course.	3	826
Healthcare Analytics & Data Management	This course builds upon previous knowledge and skills in statistical analysis. Focus of the course is on evaluation of biostatistical techniques utilized in the evaluation and implementation of evidence based practice and quality improvement initiatives and the effect of both healthcare practice and policy. Participants use statistical analysis software and hone skills in hypothesis testing using parametric and nonparametric methods, descriptive and inferential statistical methods.	3	827
DNP Capstone 2	This course contains a virtual 4-day immersion residency experience focused on completion of the proposal defense and implementation of the EBP or QI project. This course will include identification of the methodology of	3	828

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	<p>statistical analysis and plan for project implementation. The capstone paper sections one and two and a project defense power point must be completed and signed off by the capstone chair before the defense can be scheduled. The student must successfully defend the capstone proposal and submit an IRB approval application in order to pass the course.</p>		
DNP Capstone 3	<p>The goal of this course is to implement the capstone project, evaluate the effectiveness of the project and complete the capstone scholarly paper. A dissemination plan must accompany the project. The capstone paper and PowerPoint must be completed and signed off by the capstone chair before the student can schedule the project defense. The student must successfully defend the capstone project in order to pass the course.</p>	3	829
Elective 1	<p>DNP course work supports specialization to the student's area of interest. At Spalding University, specialization is obtained with 6 total hours of elective study in one of four areas of specialization:  Advanced Practice  Informatics  Executive Leadership  Educational Leadership</p>	3	
Elective 2	<p>DNP course work supports specialization to the student's area of interest. At Spalding University, specialization is obtained with 6 total hours of elective study in one of four areas of specialization:  Advanced Practice  Informatics  Executive Leadership  Educational Leadership</p>	3	