



**UNIVERSITY OF MARYLAND**  
**SCHOOL OF NURSING**

**ACADEMIC AFFAIRS  
GRADUATE STUDIES**

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May 18, 2009

Sherry F. Queener, PhD  
Director of the Graduate Office, IUPUI  
Associate Dean, Indiana University Graduate School

Dear Dr. Queener,

Thank you for the opportunity to review your plan and curriculum for a 37 credit Doctor of Nursing Practice (DNP) program at Indiana University Purdue University Indianapolis. This review is based on standards from the American Association of Colleges of Nursing (AACN) Essentials of Doctoral Education for Advanced Nursing Practice and Commission on Collegiate Nursing Education (CCNE) Standards for Accreditation of Baccalaureate and Graduate Degree Nursing Programs.

The DNP program plan is comprehensive and includes the essential curriculum, evaluation plan, resources, and infrastructure. Some recommendations are made to address specific areas that were not clear in the documents provided. My review and recommendations will be further described.

Nursing post-masters students from all specialties will be eligible to attend the program full or part time, delivered in a blended format with online distance education and in class delivery options. The Capstone project is integrated into the practicum experience.

The curriculum reflects clear statements of expected individual student learning outcomes that are congruent with the program's mission, goals, and expected student outcomes. Pre-entry student portfolios and assessment of measurement, data analysis and informatics allow students that need additional course work in these areas to enroll in introductory graduate level classes. Most course objectives are congruent with the course description. Some revision from lower level (identify, discuss) to higher level (synthesize, evaluate, analyze, develop) objectives would be appropriate for doctoral level outcomes. Additional suggestions are included in the recommendations.

The university environment fosters teaching, learning, and evaluation of student performance. The School of Nursing is well established with diverse programs, practice sites, and a robust distance option for PhD students. The infrastructure for a strong doctoral program is present. Sufficient doctoral prepared faculty with productive scholarly portfolios are available to teach courses.

Expected individual student learning outcomes are consistent with the roles for which the program is preparing its graduates. Curricula do not include specialty professional standards, which is reasonable since students are admitted with a post masters specialty. Objectives were mapped to doctoral essentials (see attached). Most learning outcomes were present with a few that are not so clearly articulated (see attached identified with red font and summarized below).

The curriculum is logically structured to achieve expected individual and aggregate student outcomes. Teaching-learning practices support the achievement of expected individual student learning outcomes. Multiple strategies are used. Seven credits of practicum hours (7 credits at 75 hours per credit) are included to meet the 1000 hour minimum for post masters DNP program.

A needs assessment supports the DNP program plan. The curriculum and teaching-learning practices consider the needs and expectations of students and the skills and competencies required for DNP graduates. An evaluation plan for individual student performance, graduate outcomes, resources, and infrastructure is comprehensive.

Faculty FTEs allocated range from 1FTE in year 1 to 2.5 FTE in Year 5. Significant faculty time is required for Capstone advisement. It is not clear how faculty workload will be allocated to cover enrollment projections for advisements and Capstones. Support staff is not budgeted until year 3, so it is assumed that faculty will have support in years 1 and 2 from other sources.

There are some recommendations based on this review.

1. Curriculum revisions are suggested for NURS D735, NURS D736, and NURS D744.

NURS D735 Clinical Epidemiology and Statistics: Epidemiology in Nursing does not include exercises (for example calculating relative risk or odds ratios) although biostatistical problems are included in the evaluation. The description of the course states that "principles and methods of data analysis central to understanding health-related indicators for population health management will be used." Add instructional and evaluation strategies for biostatistical content.

NURS D736 Inquiry I: Evidence-based Research and Translational Science states that students will conduct a meta-synthesis. The objective states that students will be able to demonstrate the process for conducting a systematic review and meta-analysis but the content to achieve that objective or an evaluation method is not present. Add instructional and evaluation strategies for systematic review.

NURS D744: Strategic Resource Management in Nursing and Health Systems overall grade considers class participation at 30%, which seems high. It is not clear how objectives will be evaluated. Add a grading rubric or include another course requirement and evaluation plan.

2. Students should assess their readiness and competency for distance education before entering the DNP program. If deficiencies are identified, the student can plan coursework, experiences or self-learning strategies to prepare for the use of technology with distance education.
3. Incorporate content, requirements and evaluation plans to address each identified area not present in the curriculum (see attached).
  - a. Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers.
  - b. Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research.

- c. Function as a practice specialist/consultant in collaborative knowledge-generating research.
- d. Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology.
- e. Evaluate consumer health information sources for accuracy, timeliness, and appropriateness.
- f. Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.

This DNP program plan will meet the needs of post-masters students, with a few recommended revisions. It includes the essential curriculum, evaluation plan, resources, and infrastructure. Good luck as you move forward in your program planning, to educate a strong practice workforce of DNP prepared nurses.

Sincerely,

A handwritten signature in cursive script, reading "Robin Newhouse".

Robin P. Newhouse, PhD, RN  
Assistant Dean, Doctor of Nursing Practice Studies  
Associate Professor  
University of Maryland School of Nursing