

PACIFIC  
LUTHERAN  
UNIVERSITY

**Doctor of Nursing Practice  
Handbook**

*Developing Nurse Leaders, Transforming Lives and  
Improving Health for All*

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## Welcome from the Dean



**Sheila K. Smith, PhD, RN, APRN, ANP-BC**  
**Dean and Professor**

Welcome to the School of Nursing at Pacific Lutheran University! We're very pleased to have you join us for the Doctor of Nursing Practice degree program. It's my pleasure to introduce you our excellent School of Nursing and liberal arts university. At the PLU School of Nursing, emphasis on advanced clinical practice at the DNP level combines with highest professional ethics, systems leadership, and practice-based research applications to prepare you for the highest level of practice expertise available in the discipline of nursing. We develop exceptional nurse leaders who make a difference for healthcare systems, population health, and the patients they serve. Whether your goals are to pursue advanced clinical practice, nursing education, or systems-level leadership, your DNP education will foster your ability to contribute advances in healthcare and in the discipline of nursing. Excellence in advanced clinical practice, analytic thinking, application of translational research, and systems improvement are hallmarks of DNP nursing graduates. In addition, graduates from the PLU School of Nursing foster highest possible health outcomes through evidence-based approaches to care. Your education at PLU will catalyze your personal and professional growth at advanced levels while you develop skills for improving health outcomes.

Our graduate faculty experts are committed to your development as highly functioning ARNPs with sophisticated skills in nursing theory, evidence-based practice, health policy, and systems improvement. You will experience excellent mentoring in an intellectually stimulating and collegial environment, where expert practice and clinical inquiry will foster your professional development. We are pleased to welcome you to Pacific Lutheran University for your Doctor of Nursing Practice degree program. We look forward to joining you on your journey!

**Dr. Sheila K. Smith, RN, APRN, ANP-BC**  
**Dean and Professor**

## **Preface**

The purpose of this handbook is to assist Doctor of Nursing Practice students in understanding the policies, procedures and general information specific to the DNP program at Pacific Lutheran University. The information in this guide is a supplement to information published in the PLU Catalog and the PLU School of Nursing Graduate Student Handbook. As a doctoral student in the PLU School of Nursing you are responsible for the information in this handbook, the PLU School of Nursing Graduate Student Handbook and the PLU Catalog.

We look forward to having you as DNP students and hope that doctoral education challenges and fascinates you as you continue your journey in nursing.

### **Welcome from Associate Dean for Graduate Nursing Programs**

Welcome to the PLU Doctor of Nursing Practice program!

It is a great pleasure to educate DNP students. The process of watching you grow from nurse to provider during the DNP program is rewarding to the educator in me. The challenges you will face and conquer along the journey will strengthen you for your future as a provider of care in a complex, rapidly changing healthcare environment.

The Doctor of Nursing Practice degree has changed the face of nursing and it has been wonderful to see how DNP scholarly projects are impacting patient care outcomes. The project you will complete as a degree requirement is more than an academic exercise; it is designed to improve the lives of patients. As you design and implement your DNP Scholarly Project at PLU, it is critical to keep the patient in the center of your focus.

As the Associate Dean for Graduate Nursing Programs I work with faculty and students to ensure the quality and integrity of the graduate programs. I look forward to working with you throughout your journey to becoming a DNP.

**Teri Moser Woo PhD, CPNP-PC, CNL, ARNP, FAANP**  
**Associate Dean for Graduate Nursing Programs**

## **Section I: Mission and Philosophy**

### **University Mission**

Pacific Lutheran University (PLU) seeks to educate students for lives of thoughtful inquiry, service, leadership and care—for other people, for their communities, and for the earth.

### **School of Nursing Vision**

Pacific Lutheran University School of Nursing will be a nationally recognized program of preference and distinction, dedicated to improving health and healthcare for all, enacted through transformational nursing education, committed and responsive leadership, and meaningful scholarship.

### **School of Nursing Mission**

Pacific Lutheran University School of Nursing is dedicated to...

- Exemplary and responsive undergraduate, graduate, and continuing nursing education;
- Engaging clinical and community partners in compassionate care for individuals, families, communities, and the world;
- Fostering leadership in nursing through committed service, highest quality education, and meaningful scholarship;
- Advancing the vision and mission of the university through collaborative partnerships that foster innovation and change.

## **Section II: Program Outcomes, Programs of Study, Admission to DNP program**

### **DNP Program Outcomes**

1. Integrate and actively use science-based theories and concepts in advanced nursing practice.
2. Develop and/or evaluate effective strategies for improvement in practice including risk assessment and quality care delivery approaches that meet current and future needs of patient populations.
3. Integrate and apply current research knowledge to solve complex practice situations while identifying strategies to continuously incorporate and communicate new knowledge.
4. Use information systems/technology to support and improve patient care and healthcare systems.
5. Assume leadership to design, implement, and advocate for health care policy that addresses issues of access, resource management, and equity in health care.
6. Effectively collaborate as a member and/or leader of an interprofessional or a multidisciplinary team to improve health outcomes.
7. Evaluate care delivery models and/or concepts to provide health promotion and risk reduction/illness prevention strategies.
8. Assume the role and distinct skills of the Doctor of Nursing Practice in an area of specialized nursing practice.

### **DNP Programs of Study**

There are multiple entry points into the Doctor of Nursing Practice program at PLU. Students may enter with a BSN, or masters in nursing. Post-master's options are available for nurses to become a Family Nurse Practitioner (FNP) or Psychiatric Mental Health Nurse Practitioner (PMHNP), or for ARNPs to earn the DNP degree.

The PLU Doctor of Nursing Practice degree prepares graduates in the advanced practice specialty areas of Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner. Graduates are able to develop and evaluate quality within a health system, collaborate with inter-professional teams to improve health outcomes, and be leaders in the nursing profession. The D.N.P curriculum consists of the M.S.N core coursework (theory, advanced practice roles, evaluation and outcomes research, leadership and management, and advanced health promotion), D.N.P core coursework (information systems and patient care technology, epidemiology, analytical methods, translating research into practice, and health policy), a D.N.P. Scholarly Project and the specialty track coursework for either the Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner specialty.

## **DOCTOR OF NURSING PRACTICE DEGREE REQUIREMENTS**

**79 semester hours**

**Prerequisite Course:** Introductory Statistics (including inferential and descriptive)

### **M.S.N COURSES**

- NURS 523: Role of the Advanced Nurse (3)
- NURS 524: Advanced Health Promotion (2)
- NURS 525: Theoretical Foundations (3)
- NURS 526: Nursing Leadership and Management (3)
- NURS 527: Evaluation and Outcomes Research (3)
- NURS 530: Resource Management (3)
- NURS 531: Care & Outcomes Manager Practicum I (3)
- NURS 540: Illness/Disease Management (2)

### **FAMILY NURSE PRACTITIONER CORE COURSES**

The F.N.P. core courses may have required clinical hours and must be taken in a prescribed sequence.

- NURS 580: Advanced Pathophysiology (3)
- NURS 582: Advanced Health Assessment (3)
- NURS 583: Clinical Pharmacotherapeutics (3)
- NURS 584: Family Nurse Practitioner I (5)
- NURS 585: Family Nurse Practitioner II (5)
- NURS 561: Management of Mental Health Conditions in Primary Care (2)
- NURS 562: Primary Care Management of Women and Children (4)
- NURS 594: Family Nurse Practitioner Clinical Capstone (3)

### **PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER CORE COURSES**

The P.M.H.N.P. core courses may have required clinical hours and must be taken in a prescribed sequence.

- NURS 580: Advanced Pathophysiology (3)
- NURS 582: Advanced Health Assessment (3)
- NURS 583: Clinical Pharmacotherapeutics (3)
- NURS 651 Psychopharmacology Across the Lifespan (3)
- NURS 652 Management of Substance-related and Addictive Disorders (2)

- NURS 653 PMHNP I: Psychopathology, Assessment, Diagnosis and Management Across the lifespan (7)
- NURS 654 PMHNP II Psychopathology, Assessment, Diagnosis and Management Across the Lifespan (6)
- NURS 655 PMHNP III Psychotherapies across the life span (4)
- NURS 656 PMHNP IV Psychotherapies across the life span (4)
- NURS 657 PMHNP capstone (4)

### **DOCTOR OF NURSING PRACTICE CORE COURSES**

- NURS 623: Information Systems and Patient Care Technology (3)
- NURS 625: Applied Epidemiology and Biostatistics for Nursing Practice (3)
- NURS 630: Analytical Methods for Evidence Based Practice (3)
- NURS 631: Translating Research: Improving Practice and Outcomes (3)
- NURS 627: Policy and Politics: Implications for Health Care (3)
- NURS 695: Transition to DNP Practice (1)

### **DOCTOR OF NURSING PRACTICE SCHOLARLY PROJECT COURSES**

The DNP Scholarly Project courses must be taken in the prescribed sequence.

- NURS 681: DNP Scholarly Proposal Seminar: Planning (2)
- NURS 682: DNP Scholarly Project: Implementation I (3)
- NURS 683: DNP Scholarly Project: Implementation II (2)
- NURS 684: DNP Scholarly Project: Evaluation and Dissemination (4)
- NURS 699: DNP Scholarly Project: Capstone (2)

### **POST-MASTERS DOCTOR OF NURSING PRACTICE DEGREE FOR ADVANCED PRACTICE NURSES**

The post-masters DNP degree builds on the masters degree in advanced practice nursing (Nurse Practitioner, Certified Nurse Midwife, Clinical Nurse Specialist). Students complete the D.N.P. Core and D.N.P. Scholarly Project coursework. A gap analysis by the program director is conducted to determine what previous coursework meets the D.N.P. competencies and which additional courses will be required for the PLU D.N.P. degree. The process for transferring credit into the PLU Graduate Program is found in Appendix B.



## **POST-MASTERS DOCTOR OF NURSING PRACTICE DEGREE FOR THOSE SEEKING A FAMILY NURSE PRACTITIONER OR PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER SPECIALTY**

The post-masters DNP for masters-prepared nurses who wish to complete the Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner specialty builds on masters level coursework, with the student completing the FNP or PMHNP specialty core, the D.N.P Core and the D.N.P. Scholarly Project coursework at PLU. A gap analysis by the program director is conducted to determine what previous coursework meets the D.N.P. competencies and which additional courses will be required for the PLU D.N.P. degree. The process for transferring credit into the PLU Graduate Program is found in Appendix B.

### **EVALUATION OF PRIOR LEARNING**

Some post-MSN students may have extensive clinical and practice experience that may meet the objectives of some of the required coursework, therefore a process to evaluate the coursework has been established. Students who wish to develop a portfolio demonstrating completion of required DNP coursework are referred to Appendix C for the Evaluation of Prior Learning Policy.

### **Section III: Progression in DNP Program**

#### **Progression criteria**

A student pursuing the Doctor of Nursing Practice degree who fails to maintain a cumulative grade point average of 3.00 will be placed on academic probation. If in a subsequent term the student earns a cumulative grade point average of at least 3.00, academic probation status will be removed. A graduate student on probation who fails to attain a cumulative grade point average of 3.00 in the next term of enrollment may be dismissed from the program. A graduate student cannot earn a Doctor of Nursing Practice degree with less than a 3.00 cumulative grade point average in all graduate-level work.

**Please refer to the PLU School of Nursing Graduate Student Handbook for General Academic Policies and Academic Performance policies.**

## **Section IV: DNP Scholarly Project Guidelines**

### **PURPOSE OF THE DNP SCHOLARLY PROJECT**

All students enrolled in the Doctor of Nursing Practice program will complete a final scholarly project that demonstrates clinical scholarship as a requirement for graduation. The Scholarly Project is a faculty-guided scholarly experience that demonstrates the student's ability to translate evidence into practice. Dissemination modes include a final scholarly paper, a public oral presentation and inclusion of the paper, and oral presentation (in whatever format is used such as PowerPoint, poster, video, etc.) in the DNP Portfolio.

According to the AACN Task Force on the Implementation of the DNP (2015) all DNP Projects should:

- a. Focus on a change that impacts healthcare outcomes either through direct or indirect care.
- b. Have a systems (micro-, meso-, or macro- level) or population/aggregate focus.
- c. Demonstrate implementation in the appropriate arena or area of practice.
- d. Include a plan for sustainability (e.g. financial, systems or political realities, not only theoretical abstractions).
- e. Include an evaluation of processes and/or outcomes (formative or summative). DNP Projects should be designed so that processes and/or outcomes will be evaluated to guide practice and policy. Clinical significance is as important in guiding practice as statistical significance is in evaluating research.
- f. Provide a foundation for future practice scholarship.

### **SCHOLARLY PROJECT TEAM**

Each student will be assigned a faculty member who will be responsible for ensuring the objectives of the DNP clinical courses are met. The student will develop a three-member DNP Scholarly Project Team which consists of the assigned faculty member, who may be the Chair, a content expert and one member from the clinical agency, usually the student's preceptor.

**Chair:** A doctorally-prepared PLU School of Nursing faculty member who serves as the primary advisor during the Scholarly Project.

**Content expert:** An expert in either the population or the system the student's project is focused on. For example a quality improvement expert or an ARNP in a specialty area may be utilized as a Project Team member. The content expert may be master's or doctorally prepared.

**Agency member:** A key stakeholder in the agency the project will be conducted in. This may be the student's preceptor or another key agency person, and may be master's or doctorally prepared.

### **SCHOLARLY PROJECT PROCESS AND COURSES**

The Scholarly Project is developed, implemented and evaluated over a year-long series of DNP Project courses.

In **NURS 681: DNP Scholarly Proposal Seminar: Planning** DNP students will develop, plan and refine their DNP scholarly proposal. The student will identify key stakeholders in the clinical agency who will be involved in the Scholarly Project. The Scholarly Project proposal will be refined and ready for PLU Human Participants Review Board (HPRB) submission and other Institutional Review Board(s) as appropriate. The student will formally present Scholarly Project proposal and implementation timeline to DNP Scholarly Project faculty and DNP Project Team. Students will complete 30 clinical hours related to project planning.

In **NURS 682: DNP Scholarly Project: Implementation I** students will collaborate with key stakeholders to implement their DNP Scholarly Project. During this semester the student will obtain HPRB approval and proceed with project implementation. Students will complete 120 clinical hours related to project implementation.

Students will complete the implementation phase of the DNP project in **NURS 683: DNP Scholarly Project: Implementation II**. Students will complete 30 clinical hours related to project implementation.

The culminating semester of the DNP project consists of **NURS 684: DNP Scholarly Project: Evaluation and Dissemination**. In NURS 684 DNP students will systematically organize and interpret data employing quantitative and/or qualitative methodologies to evaluate the project's impact on health outcomes. Students will disseminate their findings through an oral presentation to the key stakeholders and by submitting an abstract to a relevant professional organization. Students will complete 120+ clinical hours related to project evaluation and dissemination.

## **DNP PROJECT CLINICAL HOURS**

*Following is a listing of the kinds of activities that can typically be counted as clinical hours during the DNP Project Courses:*

- Meetings with consultants and content experts to learn about approaches for addressing the scholarly project problem
- Presentations to or facilitating work groups related to the scholarly project, eg., planning and project development
- Carrying out the project
- Poster, podium, workshop, or conference presentations related to the scholarly project (5 hours maximum)
- Workshop or conference attendance when directly related to the scholarly project (8 hours maximum)
- Scholarly project grant preparation or funding proposals
- Manuscript preparation and submission (10 hours maximum)
- Policy work
- Project-relevant tool development
- Other creative or residency/immersion activities with direct relationship to the scholarly project as negotiated with the faculty member
- Credit for literature review on the Scholarly Project topic is limited to no more than 5 hours

## **DISSEMINATION OF SCHOLARLY PROJECT**

Disseminating the outcomes of the DNP Scholarly Project is a critical step in the translation of research into practice process. DNP students will be guided through the process of disseminating their Scholarly Project outcomes in two courses during the final semester of the program. In NURS 684 students will disseminate their findings through an oral presentation to the key stakeholders and by submitting an abstract to a relevant professional organization. In NURS 699: DNP Scholarly Project: Capstone, students will develop and submit a manuscript related to the DNP Scholarly Project for publication in a peer-reviewed, professional journal or other scholarly venue.

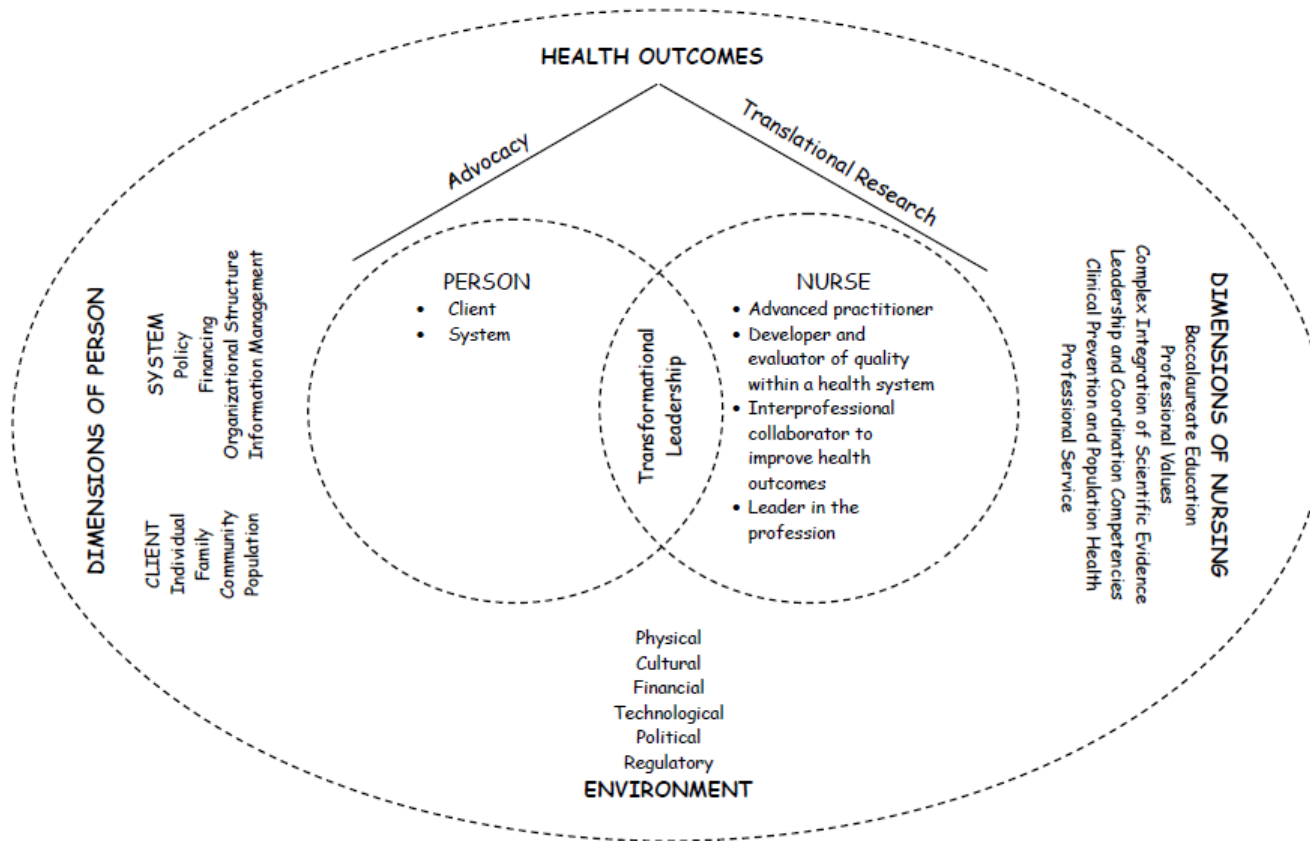
## **Section V: DNP Portfolio Guidelines**

All DNP students are to develop a professional portfolios documenting achievement of the PLU School of Nursing DNP Program Outcomes. The portfolio will include reflection on evidence that demonstrates the student is a clinical scholar and documents competency in all domains of DNP practice as outlined in the American Association of colleges of Nursing (AACN) Essentials of Doctoral education for Advanced Nurse practice, the DNP Core Competencies by the National Association of Nurse Practitioner Faculties (NONPF) and PLU School of Nursing Doctoral Program Outcomes.

Students are to start their portfolio early in the program (in NURS 523 Advanced Roles) and collect evidence and key assignments throughout the program. It is the responsibility of the DNP student to build the portfolio across the program of study. The portfolio is due the last semester of the program, in NURS 695: Transition to DNP Practice. See Appendix E for the DNP Portfolio Grading Rubric

# Appendix A

PACIFIC LUTHERAN UNIVERSITY  
 School of Nursing  
 Doctoral Program Conceptual Framework



approved by SNO 9/25/13

## **Appendix B**

### **Process for Conducting Gap Analysis and Transferring Credit into DNP program**

1. DNP applicant submits MSN course work they would like to transfer into the DNP program, including course description, outcomes and content outline.
2. Master's coursework is reviewed by Associate Dean for Graduate Nursing Programs and appropriate content faculty if needed.
3. Associate Dean for Graduate Nursing Programs fills out the Gap Analysis for Post-Master's DNP student and reviews with student.
4. Student and Associate Dean sign to confirm agreement on what coursework will be accepted to meet DNP competencies and what courses student will be required to take in the DNP program.
5. Student fills out and submits the PLU Office of Graduate Studies Petition with courses to be transferred listed.
6. Student signs and obtains Associate Dean's signature. Attach transcripts and copy of Gap Analysis to request.
7. Submit Petition to Office of Graduate Programs for signature.



## Appendix C

### Pacific Lutheran University School of Nursing Doctor of Nursing Practice Post-Masters Evaluation of Prior Learning Policy

#### Background

The Doctor of Nursing Practice Family Nurse Practitioner curriculum was developed according to guidelines set out by the American Association of Colleges of Nursing (AACN) and the National Organization of Nurse Practitioner Faculties (NONPF). The AACN *The Essentials of Doctoral Education for Advanced Nursing Practice* (2006) set competencies that all DNP prepared graduates must achieve. Nurses with previous graduate level coursework are able to apply previous graduate level coursework toward the PLU DNP program. The *The Essentials of Doctoral Education for Advanced Nursing Practice* (2006) provides guidelines for determining how a post-MSN student meets the DNP end of program competencies.

*“Post-master’s programs should be designed based on the DNP candidate’s prior education, experience, and choice of specialization. Even though competencies for the DNP build and expand upon those attained through master’s study, post-master’s and post-baccalaureate students must achieve the same end-of-program competencies....The task force recommends that accrediting bodies should ensure that post-master’s DNP programs have mechanisms in place to validate that students acquire all DNP end-of-program competencies. DNP programs, particularly post-master’s options, should be efficient and manageable with regard to the number of credit hours required, and avoid the development of unnecessarily long, duplicative, and/or protracted programs of study.”* (2006, pg. 17).

The PLU School of Nursing conducts a Gap Analysis of the student’s of previous coursework and/or prior experience that may be applied to the PLU DNP degree. All Post-Master’s students require 1000 hours of clinical experience post-BSN, therefore a record of clinical hours from previous graduate educational programs will be submitted.

Some post-MSN students may have extensive clinical and practice experience that may meet the objectives of some of the required coursework, therefore a process to evaluate the coursework is required.

#### Process for Evaluating Prior Learning

1. All formal, transcribed coursework will be evaluated to determine if the coursework meets the course objectives for the PLU similar course. If the outside course is determined to be closely matched to the PLU course, the student may apply to transfer the course to PLU and credit it to the DNP degree requirements.
2. If the student has strong evidence of meeting all the objectives of a course via clinical or professional experience, they may develop a portfolio demonstrating achievement of the course outcomes. If the portfolio demonstrates achievement of the course outcomes and

competencies, the course requirement may be waived. Waived course(s) will appear on the student's Academic Program Contract (APC), identified as "waived via portfolio."

3. If a course objectives are partially met, the student will need to enroll in an Independent Study (NURS 591) course to complete activities required to fulfill the objective(s).

### **Portfolio Evidence**

When developing the portfolio of evidence to demonstrate achievement of course outcomes, it is the responsibility of the student to build a substantive file of evidence. The portfolio must include the student's CV and academic transcript.

Evidence may include:

- Projects completed. Must include the final report of completion of the project that includes goals, outcome desired, outcome achieved and current status of project if available.
- Policy work. Provide a copy of a professional or healthcare related policy developed and implemented at the systems level.
- Continuing Education: Extensive continuing education (15 contact hours) specific to a course objective may be used. Portfolio must include CE certificates of completion.
- Written description of the student's practice experience.
- Evidence of expertise in an area (ie teaching classes, conference presentations, national certification)
- Other activities that demonstrate expertise in practice and/or healthcare leadership.
- Publications.

## Appendix D

### Human Participants Review Board (HPRB) Review Process for Student Researchers

Pacific Lutheran University's Human Participants Review Board (HPRB) reviews all research conducted by students, faculty, staff, and administration at PLU in order to promote best practices in studies conducted with human participants, ensuring that research protocols are ethically sound and protect the rights and dignity of human participants. PLU's HPRB and IACUC perform the functions of what are commonly referred to as IRBs (Institutional Review Boards).

The PLU HPRB website outlines the policies and procedures for conducting research at PLU <http://www.plu.edu/hprb/>

All DNP students must complete CITI training prior to submitting their proposal to the HPRB. The Collaborative Institutional Training Initiative (CITI) certification for **Social/Behavioral Science Investigators and Key Personnel** is six-hour online training course in human subjects research protections is a requirement for all PLU faculty and students engaged in the conduct of human subjects research or who are seeking HPRB approval to conduct human subjects research.

DNP student proposals must be reviewed by their DNP Project Chair before it is submitted to the HPRB. Students must abide by all HPRB policies before beginning their project. All projects including exempt studies require an HPRB letter before the project begins.

**Pacific Lutheran University School of Nursing  
Doctor of Nursing Practice Portfolio Rubric**

CRITERIA	Exemplary	Accomplished	Developing	Incomplete	POINTS
<b>Introduction</b>	Philosophy, goals, and all introduction selections demonstrate thoughtful, comprehensive and insightful integration of self and nursing at the doctoral level.  <b>9-10 points</b>	Philosophy, goals, and most introduction selections demonstrate some integration of self and nursing but not in-depth.  <b>7-8 points</b>	Philosophy, goals, and other introduction selections demonstrate superficial thought and minimal integration of self and nursing.  <b>4-6 points</b>	Philosophy, goals, and other introduction selections lack thoughtful, comprehensive and insightful integration of self and nursing.  <b>0 - 3 points</b>	
<b>Reflections</b>	All reflections clearly describe professional growth in the doctoral program, as well as key program contributions. Insightful analysis of own performance and learning. Well-defined plan for future growth.  <b>9-10 points per outcome</b>	Most reflections identify and describe professional growth; limited identification of program contributions. Thoughtful analysis of own performance and learning. Limited plan for future growth.  <b>7-8 points per outcome</b>	Few reflections identify and describe professional growth; scant identification of program contributions. Superficial analysis of own performance and learning. Poorly defined plan for future growth.  <b>4-6 points per outcome</b>	No reflections identify or describe professional growth; no identification of program contributions. Superficial analysis of own performance and learning. Only provides links to documents without any analysis and thoughtful reflection. No stated plan for future growth.  <b>0-3 points per outcome</b>	
<b>Selection of Evidence</b>	Provides key assignments completed in coursework as evidence of meeting all the PLU DNP Program Outcomes in depth. Evidence organized in a thoughtful and logical manner.  <b>2 points per outcome</b>	Provides key assignments completed in coursework as evidence of meeting all the DNP Program Outcomes.  <b>1.5 points per outcome</b>	Limited variety of sources to demonstrate meeting DNP Program Outcomes, used multiple times, and/or inappropriately. Claims poorly supported by evidence.  <b>1 point per outcome</b>	Minimal or lack of evidence to demonstrate meeting DNP Program Outcomes. Inappropriate choice of sources.  <b>0 points per outcome</b>	

<b>Program Outcomes:</b> Integrate and actively use science-based theories and concepts in advanced nursing practice.	Reflection	Evidence	Reflection	Evidence	Reflection	Evidence	Reflection	Evidence	
Develop and/or evaluate effective strategies for improvement in practice including risk assessment and quality care delivery approaches that meet current and future needs of patient populations.									
Integrate and apply current research knowledge to solve complex practice situations while identifying strategies to continuously incorporate and communicate new knowledge.									
Use information systems/technology to support and improve patient care and healthcare systems.									
Assume leadership to design, implement, and advocate for health care policy that addresses issues of access,									

resource management, and equity in health care.									
Effectively collaborate as a member and/or leader of an interprofessional or a multidisciplinary team to improve health outcomes.									
Evaluate care delivery models and/or concepts to provide health promotion and risk reduction/illness prevention strategies.									

CRITERIA	Exemplary	Accomplished	Developing	Incomplete	POINTS
<b>Design</b>	<p>Easy to read; logical organization and flow. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings enhance the presentation. Colors, pictures, or other items support the material presented and appear professional in content selection and appearance. The entire portfolio appears professional in appearance. No errors in grammar and/or spelling.</p> <p style="text-align: center;"><b>6 points</b></p>	<p>Generally easy to read; fairly well organized and adequate flow. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings enhance the presentation. A few minor changes would enhance the professional appearance (colors, pictures, or other items are a detraction and/or are not professional in content selection or appearance). More than 1 error in grammar and/or spelling.</p> <p style="text-align: center;"><b>5 points</b></p>	<p>Often difficult to read; not well organized. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings do not always enhance the presentation. Amateur appearance (colors, pictures, or other items are a major detraction). More than 1 error in grammar and/or spelling.</p> <p style="text-align: center;"><b>4 points</b></p>	<p>Difficult to read; disorganized. Fonts, point size, bullets, italics, bold, and indentations for headings and sub-headings do not enhance the presentation. Unprofessional appearance. Multiple errors in grammar and spelling not demonstrative of graduate work.</p> <p style="text-align: center;"><b>0 - 3 points</b></p>	
<b>TOTAL POINTS</b>					

