



## ***Charles R. Drew University of Medicine and Science***

**2021-2022**

**Effective January 18, 2022**

The University Catalog addendum has been produced to transition from the existing University Catalog, effective Fall 2021 through Summer 2022 to the next published catalog, to be effective Fall 2022 through Summer 2023. The next catalog will be delivered for Fall 2021.

This addendum contains only updates that have been approved, effective January 18, 2022. It does not contain information that has remained unchanged since the last edition of the catalog.

**TABLE OF CONTENTS**

Curriculum Updates.....	3
Doctor of Nursing Practice .....	3
Course Descriptions .....	5
Corrections .....	9
School of Nursing Administration .....	9

## Curriculum Updates

### Doctor of Nursing (DNP) Practice Program

#### Program Description

The **Doctor of Nursing Practice (DNP)** program prepares advanced practice nurses to manage the care of individuals and families across the lifespan. The DNP is designed for nurses holding Masters in Nursing degrees with a NP or CNS who are interested in completing course requirements leading to a doctoral degree in nursing. Graduates of this program are eligible to be leaders in the field of Nursing Practice and Education.

#### Role and Qualifications

The DNP Graduate is the advanced practice nurse generalist and graduates of this program assume responsibility for the provision of healthcare as leaders in the areas of health promotion, disease prevention and clinical management of the three levels of health prevention, primary, secondary, and tertiary care conditions. The DNP develops collaborative relationships with other healthcare providers, designs and implements the plan of care, for improving clinical outcomes and care processes in a safe, quality, and cost-effective manner. The emphasis of this program is *becoming a leader in healthcare* to serve underserved and under resourced populations.

#### Requirements for Admission

Please visit our website for further information at <https://www.cdrewu.edu/admissions/graduate-programs>.

#### Curriculum

The 40-credit DNP program, which is completed through precepted clinical settings, provides a flexible, executive-education format in which the theoretical content of each course is taught in one weekend session, totaling three weekend sessions per course. First weekend and last weekend session of the program is onsite. The first weekend is online (3 hours-synchronous, 12 hours-asynchronous) and two weekend sessions are online (3 hours -synchronous, 12 hours-asynchronous). The didactic portion will be taught using both a face-to-face and web-enhanced pedagogical approaches for student/faculty collaboration, faculty presentations, and clarification of theoretical content. All clinical courses are offered as immersion practicum experiences, conducted in faculty approved, in-person, precepted clinical settings. The following course sequence is required for this curriculum of study. Students are admitted to this program as a cohort in the fall semester.

#### Clinical and Program Requirements

Students complete the required clinical hours (540) and culminating DNP project through active clinical practice. All clinical courses are immersion practicums conducted in faculty approved preceptor-supervised clinical settings.

The DNP program entails 540 hours of clinical practicum, 500 of which must occur as clinical practice required hours while engaged in direct patient care and direct healthcare system activities; the extra 40 hours are for intermittent indirect clinical practice hours devoted to administration of the DNP project.

Student work on the culminating DNP-739 Project begins in the first term of instruction, and proceeds through a scaffold of courses and signature assignments designed to maintain focus on DNP project formulation and implementation. As detailed in roadmap and tracking materials, DNP students navigate a systematic approach to culminating project completion, by leveraging course-specific assignments along the pathway. Each course has a major touchpoint with a DNP project deliverable, and the program requires students to maintain a practicum journal that logs specific clinical activity related to the project. Each line item must also cite the relevant element from the essentials of the American Association of Colleges of Nursing (AACN). Appending the AACN essentials verbatim to the clinical log reinforces the importance of the degree and degree recipient within the nursing profession.

Executive style didactics occur roughly every other month, as cohort-based instruction on-campus. Students convene DNP project committees prior to the second semester when clinical hours begin, with a designated chair, second faculty mentor, and clinical preceptor. The second member tracks student paperwork and shares formative feedback within one week of submission. The school uses the EMedley repository system for direct clinical hour logs. LMS records attest to didactic participation, while clinical logs attest to practicum hours; with a dedicated committee deeply familiar with student work across the curriculum, there is an assurance of maintaining academic integrity.

Graduate student cohorts complete the DNP curriculum in four terms, with integrative focus from start to finish on the culminating project. In addition to regular nursing faculty mechanisms for assessment of student, faculty, and program outcomes (see next element on program review), the short duration of the program dictates strong formative assessment via direct communication of students with their instructional faculty and project committee. All of the didactic coursework and clinical activity in support of the DNP project must align with AACN essentials and be assessed accordingly. The eight essentials for doctoral education in advanced nursing practice are foundational outcome competencies deemed essential for all graduates of a DNP program regardless of specialty or functional focus.

In addition to alignment of signature assignments based in didactic courses, the DNP project entails a practicum journal for logging the required 500 direct clinical hours of clinical activity with the approved preceptor in the Healthcare System clinical setting. For each of the three clinical courses (DNP 711, 727, 735) there is a specific practicum goal and set of corresponding objectives pre-planned by the doctoral student with the DNP Project Team including the preceptor. The journal entries annotate how particular activities assisted the student in meeting course and practicum-specific goal and objectives. The combination of signature assignments and practicum activity outcomes provide the primary material for DNP project team advising, leading to the last semester and course (DNP-739) where students finalize and present their culminating project in the format of a defense with their respective project committees and community of interest.

The rubric guidelines provide clear expectations from the start of the program about how faculty evaluate projects. The ongoing evaluation process starts with the clinical problem specified in the first semester, proceeds through signature assignments adapted to the problem statement with elaboration of concepts and operational definitions, to implementation and evaluation of the quality improvement project in clinical settings.

Specifically to MMDSON, assessment data pertaining to didactic instruction (e.g., rubric scores on assignments) is recorded in the university LMS (Blackboard Collaborate), while data for the purposes of clinical instruction is stored in eMedley, a comprehensive e-platform for health sciences and clinical practice education. The eMedley system is a repository that can be accessed by students, faculty, and program leadership. Students enter their clinical practice plans, objectives, and goals every day they have direct clinical hours in an approved healthcare system site appropriate for a DNP quality improvement project.

The student and preceptor (3<sup>rd</sup> DNP Project team member) use the eMedley repository platform at the healthcare system site to enter various clinical logs. The preceptor signs attendance logs at the site on every day of student contact, and the 2<sup>nd</sup> DNP Project team member reads and comments on clinical evaluation data logged into the e-Medley system; if the committee and DNP student determine that the student is not meeting original plans, objectives or goals, a new or supplemental learning contract will be developed in collaboration with the student.

Mervyn M. Dymally School of Nursing

**Doctor of Nursing Practice (DNP) Program**

CDU Completion Curriculum Plan			CREDITS DEDUCTIVE/CLINICAL	CLINICAL HOURS
YEAR 1 SEMESTER 1	DNP 701	Doctor of Nursing Practice Roles and Theory Development	3/0	
	DNP 703	Information Systems for Quality Improvement of Patient Care	3/0	
	DNP 705	Health Care Organizational and Systems Leadership	3/0	
	Total Semester Credits/Hours		9/0	
YEAR 1 SEMESTER 2	DNP 711	Quality Improvement and Management for Research and Practice	0/4	
	DNP 713	Data Analysis for Evidence Based Practice I	3/0	
	DNP 715	Health Care Organizational and Systems Financial Management	3/0	180
	Total Semester Credits/Hours		6/4	180
YEAR 1 SEMESTER 3	DNP 721	Data Analysis for Evidence Based Practice II	3/0	
	DNP 725	Interprofessional Research and Practice	3/0	
	DNP 727	Quality Improvement Practicum for Research and Practice	0/4	180
	Total Semester Credits/Hours		6/4	180
YEAR 2 SEMESTER 1	DNP 731	Health Care Policy Analysis and Advocacy	3/0	
	DNP 735	Clinical Preventions and Interventions for Population Health	1/2	90
	DNP 737	Quality Improvement for Translational Research and Practice	0/2	90
	DNP 739	DNP Project Residency	3/0	
Total Semester Credits/Hours			7/4	180
Total Program Credits/Hours			28/12 (Total 40)	540

**Course Descriptions****DNP 701-Doctor of Nursing Practice Roles and Theory Development**

Students explore the competencies and clinical scholarship agendas of nurses prepared with a Doctor of Nursing Practice degree. They compare theoretical and empirical sources of knowledge and examine characteristics of evidence-based clinical practice. Students identify clinical problems in the workplace, examine related literature, and propose topical areas for evidence-based doctoral projects. Conceptual definitions, concept analysis, theory-guided research, and evidence-based quality improvement initiatives are examined. The fit of conceptual models and theories to clinical topics is analyzed using selected exemplars.

DNP admission, Co-requisites: DNP703, DNP705

**Units: 3**

**DNP 703 Information Systems for Quality Improvement of Patient Care**

Students examine software programs used by health care organizations to depict baseline and ongoing effects of quality improvement and safety initiatives on outcomes for patient populations and employees. They investigate quality improvement and high reliability programs linked to improved patient care outcomes in community agencies and health care institutions. Students gain increased literacy with technological systems used in quality improvement processes.

DNP admission, Co-requisites: DNP701, DNP705

**Credit Units: 3**

**DNP 705- Health Care Organizational and Systems Leadership**

In this course students examine the culture, climate, and goals of complex health care systems from the perspectives of leadership, patient safety, and quality improvement theories. They link adverse events and nurse sensitive outcomes with patient safety and quality improvement strategies. Students explore shared governance principles, nursing engagement, and relationship building as collaborating members of clinical and nonclinical health care teams.

DNP admission, Co-requisites: DNP701, DNP703

**Credit Units: 3**

## ***DNP 711-Quality Improvement and Management for Research and Practice***

The focus of this course is the initial plan and development of the DNP Clinical Project in the healthcare setting. The 40 indirect clinical hours are the planning of onsite direct 140 clinical of the 180 hours for this semester and for the DNP program. The signature assignment is the plan for the DNP project with implementation of clinical practice hours. The clinical project decision-making skills will be identified as needed by the primary care provider in the delivery of comprehensive health care, including health promotion, health maintenance, and the diagnosis, treatment and follow-up care of common acute and chronic illnesses. The supervised practicum in a healthcare setting will be the student meeting with the preceptor focused on the DNP Clinical Project for all 140 direct clinical hours. During the pre-planning, it will be determined if supplemental meetings and preceptors will occur during these hours, e.g., infectious disease specialists, ethicists, nutritionists, etc.

DNP admission, DNP701, DNP703, DNP705; Co-requisites: DNP713, DNP715

**Credit Units: 4CUs Clinical**

## ***DNP 713 Data Analysis for Evidence Based Practice I***

This course compares research designs and statistical and textual analysis methods used in evidence-based nursing, interprofessional practice, and health care. Published research quantitative and qualitative studies and quality improvement projects on interprofessional clinical problems are critiqued. Students perform frequently used statistical analysis techniques using IBM@SPSS Software and textual data analysis based on Microsoft Word-based approaches. They interpret findings from statistical and textual data analysis methods.

DNP admission, DNP701, DNP703, DNP705; Co-requisites: DNP711, DNP715

**Credit Units: 3**

## ***DNP 715 Health Care Organizational and Systems and Financial Management***

Students examine the organizational structures of the U.S. health care system and the costs of hospital, long-term, and ambulatory care services for diverse populations. They differentiate among funding sources and budgetary allocations by federal, state, and local governmental organizations and other payers of health care services. Students compare expenditures for high volume, high risk, high-cost clinical problems. They differentiate among various role functions of nurses employed by health care organizations using an interprofessional lens and considering cost containment strategies.

DNP admission, DNP701, DNP703, DNP705; Co-requisites: DNP711, DNP713

**Credit Units: 3**

## ***DNP 721- Data Analysis for Evidence Based Practice II***

Students implement Doctor of Nursing Practice projects by carrying out data analysis plans. They apply techniques of quantitative and qualitative analysis on statistical and textual data required by project designs. Together with project team members, they monitor the progress of project phases and evaluate the execution of project plans. Students plan dissemination of project outcomes and determine project sustainability.

DNP admission, DNP701, DNP703, DNP705, DNP711, DNP713, DNP715; Co-requisites: DNP725, DNP727

**Credit Units: 3**

## ***DNP 725-Interprofessional Practice and Research***

Students compare differences in role functions among members of the health care team and determine their contributions to patient-centered care, safety outcomes, quality care, and caring and healing work environments. They examine evidence-based decision making from the perspectives of patient-centric values and preferences and team competencies. Students explore team-building and conflict resolution strategies and evaluate team members commitment to and participation in DNP and administrative projects as they are translated and implemented in practice settings.

DNP admission, DNP701, DNP703, DNP705, DNP711, DNP713, DNP715; Co-requisites: DNP721, DNP727

**Credit Units: 3**

## ***DNP 727-Quality Improvement Practicum for Research and Practice***

The focus of this course is the continuation of the plan of the DNP Clinical Project in the healthcare setting. The additional onsite direct 180 clinical hours are carried out during this semester and as part of the 500 direct clinical hours for the DNP program. The signature assignment is the dashboard for quality improvement and safety for the

DNP project with implementation of clinical practice hours. The clinical project decision-making skills will continue to be identified as needed by the primary care provider in the delivery of comprehensive health care, including health promotion, health maintenance, and the diagnosis, treatment and follow-up care of common acute and chronic illnesses. The supervised practicum in a healthcare setting will be the student meeting with the preceptor focused on the DNP Clinical Project for all 180 direct clinical hours. During pre-planning, it will be determined if supplemental meetings and preceptors will occur during these hours, e.g., infectious disease specialists, ethicists, nutritionists, etc.

DNP admission, DNP701, DNP703, DNP705, DNP711, DNP713, DNP715: Co-requisites: DNP721, DNP725

**Credit Units: 4 CUs Clinical**

## ***DNP 731- Health Care Policy Analysis and Advocacy***

Students examine the integration of ethical, legal, and health policy issues in contemporary nursing. The major ethical principles, several ethical theories and conceptual frameworks as well as ethical decision-making models are reviewed. The ANA Code of Ethics with Interpretive Statements is analyzed in relation to individual practice settings and the nursing profession. Students utilize debate methodology to resolve common ethical dilemmas in nursing. Legal implications related to providing nursing care, particularly examples of malpractice, how a bill becomes a law, and the legislative process are discussed. Students develop a position paper on a relevant health policy issue including integration of relevant ethical, legal, legislative, and economic implications. This course focuses on how issues and trends in health policy, economics and ethics are linked to the U.S. health care delivery system and other international health care systems. The role of the advanced practice nurse in developing a professional ethical framework, understanding the economic implications of health care and in shaping and formulating health policy will be stressed with a focus on application of course concepts for the advanced practice nurse. Relevant evidenced-based research in health policy, economics and ethics will be analyzed. DNP admission, DNP701, DNP703, DNP705, DNP711, DNP713, DNP715, DNP721, DNP723, DNP725: Co-requisites: DNP735, DNP737, DNP739

**Credit Units: 3**

## ***DNP 735-Clinical Prevention and Interventions for Population Health***

The focus of this course is a didactic portion of the Preventions and Interventions for Population Health. This course continues with the plan of the DNP Clinical Project in the healthcare setting. The additional onsite direct 90 clinical hours are carried out during this semester and as part of the 500 direct clinical hours for the DNP program. The signature assignment is to critique an evidence-based intervention for population health for the DNP project with implementation of 90 direct clinical practice hours. The clinical project decision-making skills will continue to be identified as needed by the primary care provider in the delivery of comprehensive health care, including health promotion, health maintenance, and the diagnosis, treatment and follow-up care of common acute and chronic illnesses. The supervised practicum in a healthcare setting will be the student meeting with the preceptor focused on the DNP Clinical Project for these 90 direct clinical hours. During pre-planning, it will be determined if supplemental meetings and preceptors will occur during these hours, e.g., infectious disease specialists, ethicists, nutritionists, etc.

DNP admission, DNP701, DNP703, DNP705, DNP711, DNP713, DNP715, DNP721, DNP723, DNP725: Co-requisites: DNP731, DNP737, DNP739

**Credit Units: 1CU Didactic 2CUs Clinical**

## ***DNP 737- Quality Improvement for Translational Research and Practice***

The focus of this course continues with the plan of the DNP Clinical Project in the healthcare setting. These additional onsite direct 90 clinical hours are carried out during this semester and as the completion of the 500 direct clinical hours for the DNP program. The signature assignment is to complete the draft of the final DNP Project paper. The clinical project decision-making skills will continue to be identified as needed by the primary care provider in the delivery of comprehensive health care, including health promotion, health maintenance, and the diagnosis, treatment and follow-up care of common acute and chronic illnesses. The supervised practicum in a healthcare setting will be the student meeting with the preceptor focused on the DNP Clinical Project for the



completion of these 90 direct clinical hours to complete the 500 direct clinical hours for the program. During pre-planning, it will be determined if supplemental meetings and preceptors will occur during these hours, e.g., infectious disease specialists, ethicists, nutritionists, etc.

DNP admission, DNP701, DNP703, DNP705, DNP711, DNP713, DNP715, DNP721, DNP723, DNP725; Co-requisites: DNP731, DNP735, DNP739

**Credit Units: 2 Clinical**

### ***DNP 739 DNP Project Residency***

In this course, students complete a unique, evidence-based DNP Project on a challenging clinical problem developed through a collaborative process with a health care institution or with a community setting or agency. Students are immersed in a practicum experience in which the DNP project is implemented. The DNP Project, aimed at prevention interventions for positive outcomes and promoting the health of populations and stakeholders, is achieved through partnerships with clinical and academic experts and consumers of health care services to accomplish project goals and to disseminate the final product.

DNP admission, DNP701, DNP703, DNP705, DNP711, DNP713, DNP715, DNP721, DNP723, DNP725: Co-requisites: DNP731, DNP735, DNP737

Credit Units: 3



## Corrections

### School of Nursing (SON) Administration

**Professor Maria Recanita C. Jhocson, MSN, APRN, NP-C, LNC**  
ACTING DEAN

**Sheryl Antido, DNP, MSN, APRN, FNP-C, CPAN**  
ASSISTANT DIRECTOR, FAMILY NURSE PRACTITIONER PROGRAM  
ASSISTANT PROFESSOR

**Chasity Burns, DNP, MSN-Ed, RN**  
ASSISTANT DIRECTOR, BACHELOR OF SCIENCE IN NURSING PROGRAM  
ASSISTANT PROFESSOR

**Sharon Cobb, PhD, MSN, MPH, RN, PHN**  
DIRECTOR, PRE-LICENSURE PROGRAMS  
ASSISTANT PROFESSOR

**Tavonia Ekwegh, DNP, MPH, APRN, PHN**  
ASSISTANT DIRECTOR, DOCTOR OF NURSING PRACTICE PROGRAM  
ASSISTANT PROFESSOR

**Juana Ferrerosa, PhD, MSN, PHN, RN**  
DIRECTOR, DOCTOR OF NURSING PRACTICE PROGRAM  
ASSISTANT PROFESSOR

**Andrew Lam, MD, EMHA, MHA, CHSE, CHSOS**  
SIMULATION COORDINATOR / SPECIALIST  
ASSOCIATE PROFESSOR

**Emilyn Lao, MSN, APRN, PHN, RN**  
DIRECTOR, FAMILY NURSE PRACTITIONER PROGRAM  
ASSISTANT PROFESSOR

**Hernani L Ledesma Jr, DNP, EdD, RN, CNE, NE-BC**  
ASSISTANT DIRECTOR, MASTER OF SCIENCE IN NURSING ELM PROGRAM  
ASSISTANT PROFESSOR

**Mariles Rosario, DNP, APRN, FNP-C**  
DIRECTOR, CLINICAL COORDINATION  
ASSISTANT PROFESSOR

**Farnaz Saadat, PhD, MA**  
DIRECTOR, STUDENT AFFAIRS

**Trish Williams-Forde, MSN, PMHNP-BC**  
INTERIM DIRECTOR, PSYCHIATRIC MENTAL HEALTH NURSE PRACTITIONER PROGRAM  
ASSISTANT PROFESSOR

**Anne Wicks MSN, BSN, BA, RN**  
ASSISTANT DIRECTOR, MASTER OF SCIENCE IN NURSING ELM PROGRAM

INSTRUCTOR

Charles R. Drew University of Medicine and Science

1731 E. 120<sup>th</sup> St Los Angeles, CA 90059

(323)563-4800

[www.cdrewu.edu](http://www.cdrewu.edu)

*Excellence □ Compassion □ Integrity □ Service □ Innovation □ Accountability □ Diversity □ Legacy □ Community □ Leadership*