For over sixty years, Springer Publishing has built a reputation for excellence in nursing. Whether you are a student nurse, a nurse practitioner, or seeking to become a certified nurse educator, we offer the information you need to excel and to advance your career in nursing. And as publishing transforms in the 21st century, we are delivering our outstanding, comprehensive, and highly readable nursing resources not just in print, but in the form of eBooks, apps, and more, putting a wealth of knowledge at your fingertips.

We are proud to continue these standards of excellence to give you the resources you need to navigate the Doctor of Nursing Practice (DNP) program. From *Writing DNP Clinical Case Narratives* to *DNP Education, Practice, and Policy*, to *DNP Capstone Projects*, our DNP titles are already acclaimed for the wealth of vital information they provide to faculty and students alike in this demanding program.

Now, we are taking this unparalleled range of content to the next level. We are partnering with authors, subject matter experts, and clinicians to create content and resources to help you build your Doctor of Nursing Practice (DNP) program curriculum, in accordance with the American Association of Colleges of Nursing’s (AACN) “Essentials of Doctoral Education.” From this DNP Nursing Curriculum Planning Solutions Manual, you will: learn the essentials of the DNP curriculum; discover how to build a DNP curriculum with our in-depth curriculum guide; see examples of outstanding DNP curricula; and more.

We are excited to present to you this new guide, and we look forward to your feedback as we expand our commitment to the DNP program.

—Margaret Zuccarini
*Publisher, Nursing*
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The Growing DNP

DNP Programs Per State in 2015
As of June 2015, there are 264 DNP programs across the United States with 60 more in the planning stages.

Total: 264

Number Of DNP Programs

Number of Students

* Predictions based on current rate of growth of DNP programs against total number existing Advanced Practice Nursing programs.
The DNP program was a revolutionary response to the unmet need for expert clinicians and leaders within the modern health care system. The University of Kentucky College of Nursing launched the first DNP program in 2001. Since its origin, this innovative nursing doctorate has been adopted at a remarkable rate. By 2006, 20 DNP programs existed across the country. In 2011, 182 schools offered DNP degrees. As of June 2015, as many as 264 DNP programs are admitting eager students with 60 more programs in the planning stages.

<table>
<thead>
<tr>
<th>Year</th>
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<tr>
<td>1979</td>
<td>Case Western Reserve University in Cleveland opened the FIRST CLINICAL DOCTORAL PROGRAM in nursing, which offered a nursing doctorate (ND) degree. Designed similar to the doctor of medicine degree, it didn't require specialization. Rather, it provided an entry-level nursing education for students with a bachelor's or master's degree in another field.</td>
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<td>2001</td>
<td>The University of Kentucky College of Nursing opened enrollment for the FIRST DNP PROGRAM in 2001. The first DNP program did not prepare advanced practitioners but rather only clinicians.</td>
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<td>2010</td>
<td>In February, there were 161 DNP PROGRAMS in the planning stages.</td>
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<td>2015</td>
<td>According to AACN, DNP programs are now available in 48 States, the District of Columbia, and Puerto Rico.</td>
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<td>2011-2012 This was the greatest single year increase adding 52 NEW PROGRAMS for a TOTAL OF 194.</td>
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Today, ONLY 125 DNP PROGRAMS have been accredited by the Commission on Collegiate Nursing Education (CCNE).

For more information on the DNP initiative and a list of programs that offer DNPs, visit [www.aacn.nche.edu/DNP/index.htm](http://www.aacn.nche.edu/DNP/index.htm)

This infographic created by: Springer Publishing Company - [www.springerpub.com](http://www.springerpub.com)
The Essentials of the DNP Program

In their seminal publication *Crossing the Quality Chasm: A New Health System for the 21st Century*, the Institute of Medicine (IOM) called for the redesign of health care delivery (2001). The IOM asserted that to ensure patient safety, the education of health care professionals must be modernized. Interestingly, it wasn’t additional clinical hours that the IOM recommended, but instead the ability to translate knowledge into practice, apply new technology safety and appropriately, and work as a part of interdisciplinary teams (Institute of Medicine, 2003).

In response to the IOM’s call to action, the American Association of Colleges of Nursing (AACN) developed a new practice doctorate for advanced practice nurses, the doctor of nursing practice (DNP) degree (Dreher & Glasgow, 2010). The AACN created this degree to align directly with the IOM recommendations. To further demonstrate nursing’s dedication to improving patient outcomes, the AACN identified the DNP degree as the terminal degree for all areas of advanced nursing practice (AACN, 2004).

In 2006, the AACN published *The Essentials of Doctoral Education for Advanced Nursing Practice*, which detailed the curricular elements and competencies required by all DNP programs. Echoing the IOM’s sentiments, the AACN reconceptualized nursing education to address the increasingly complex needs of a modern health care system. These *DNP Essentials* outline eight foundational competencies that are required of all DNP graduates regardless of specialty:

I. Scientific underpinnings for practice
II. Organizational and systems leadership for quality improvement
III. Clinical scholarship and analytical methods for evidence-based practice
IV. Information systems/technology and patient care technology for the improvement and transformation of health care
V. Health care policy for advocacy in health care
VI. Inter-professional collaboration for improving patient and population health outcomes
VII. Clinical prevention and population health for improving the nation’s health
VIII. Advanced nursing practice.
Essential I: Scientific Underpinnings for Practice

The advent of nursing science, specifically middle-range nursing theories, expanded the discipline of nursing. Thorough understanding of nursing theory provides a solid foundation for advanced nursing practice. The DNP degree prepares graduates to integrate nursing science with organizational, biophysical, psychological, and analytical sciences (AACN, 2006). Furthermore, this DNP essential underscores the importance of using science-based concepts to evaluate and enhance health care delivery and improve patient outcomes.

Essential II: Organizational and Systems Leadership for Quality Improvement

Preparation in organizational leadership and systems-level thinking enables DNP clinicians to create unique approaches to the complex issues facing modern health care. This DNP essential focuses on a DNP graduate’s role in assuring accountability of quality care and patient safety as well as critically examining ethical dilemmas inherent in patient care, health care organizations, and scientific research (AACN, 2006). Advanced education in systems leadership ensures that doctors of nursing practice possess the skills to facilitate meaningful organization-wide changes in health care delivery, and to interface with government officials to shape initiatives in the health care agenda.

Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice

Doctor of nursing practice graduates uniquely contribute to nursing science by evaluating, translating, and disseminating research into practice. This essential emphasizes the DNP graduate’s role in assimilating nursing science and practice with the complex needs of humankind (AACN, 2006). Key skills include the development of clinical practice guidelines, designing evidence-based interventions, and evaluating practice outcomes.

Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care

Technology is at the center of safe, efficient, patient-centered care. This essential prepares doctors of nursing practice to utilize information and patient care technologies to support practice leadership and clinical decision making. Deep understanding of technology places DNP’s at the forefront of health care delivery and equips them with the skills to participate in technological innovation, evaluate the appropriateness of health care consumer information, and participate in resulting legal and ethical issues (AACN, 2006).
Essential V: Health Care Policy for Advocacy in Health Care

To engage actively in health care policy, the DNP graduate must learn to identify problems within the health care delivery system and to spearhead legislation through negotiating and consensus building (Dreher & Glasgow, 2010). This essential focuses on critically analyzing health policy with the goal of advocating for social justice and the nursing profession as a whole.

Essential VI: Inter-Professional Collaboration for Improving Patient and Population Health Outcomes

The IOM defends the necessity of team-based care for the safety and wellbeing of all patients (IOM, 2001). This essential prepares DNP graduates to lead inter-professional teams in the analysis of multifaceted practice and systems issues through effective communication and collaborative skills (AACN, 2006). Doctors of nursing practice take a leadership role in development and implementation of practice models, standards or care, and other scholarly projects.
Essential VII: Clinical Prevention and Population Health for Improving the Nation’s Health

Nursing theory has its foundation in health promotion and risk reduction; however, the DNP degree further prepares graduates to evaluate and interpret epidemiological, biostatistical, occupational, and environmental information imperative to improving the health of both individuals and communities. This essential also equips doctors of nursing practice with the skills to synthesize the psychosocial dimensions and cultural impacts related to population health.

Essential VIII: Advanced Nursing Practice

With the goal of improving patient outcomes, the doctor of nursing practice demonstrates advanced levels of clinical judgement, systems thinking, and delivery of evidence-based care (AACN, 2006). This essential focuses on conducting comprehensive needs assessments, mentoring other nurses, and guiding patients through complex situational transitions.

At the beginning of the 21st century, the IOM illuminated the unfortunate state of health care delivery, patient safety issues, and health professionals’ education (2001 & 2003). These reports highlighted the fragmented health care system that was causing both harm and financial burden. The AACN stepped up and answered the IOM’s call to action by creating the DNP degree. Guided by eight key essentials, this innovative curriculum prepares doctoral advanced practice nurses to serve as leaders in modern health care.

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Springer Publishing Company’s Essential

I  Scientific Underpinnings for Practice
   Foundations, Role Development, Advanced Nursing Theory

II  Organizational and Systems Leadership for Quality Improvement and Systems Thinking
   Health Care Organization & Systems

III Clinical Scholarship and Analytical Methods for Evident-Based Practice
   Evidence-Based Practice, Capstone/ Writing, Research/Analytical Methods.

IV  Information Systems/ Technology and Patient Care Technology for the Improvement and Transformation of Health Care
   Health Care Information Systems/Technology, Quality & Safety

V  Health Care Policy for Advocacy in Health Care
   Health Care Policy, Advocacy, Legal Issues

VI  Interprofessional Collaboration for Improving Patient and Population Health Outcomes
   Outcomes, Leadership & Collaboration, Communication

VII Clinical Prevention and Population Health for Improving the Nation’s Health
   Epidemiology & Population Health, Health Promotion, Health Care Trends, Emerging Diseases & Genetics

VIII Advanced Nursing Practice
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<td>Essential I: Scientific Underpinnings for Practice</td>
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<td>Bioethical Decision Making in Nursing, Fifth Edition</td>
<td>Gladys Husted PhD, MSN, RN, Carrie Scotto PhD, MSN, RN, James H. Husted, Kimberly Wolf PhD, MS, PMHCNS-BC</td>
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<td>4</td>
<td>Exploring Rituals in Nursing</td>
<td>Zane Wolf PhD, RN, FAAN</td>
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<td>Health Literacy in Nursing</td>
<td>Terri Ann Parnell MA, DNP, RN</td>
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<td>6</td>
<td>Lashley’s Essentials of Clinical Genetics in Nursing Practice, Second Edition</td>
<td>Christine Kasper PhD, RN, FAAN, FACSM</td>
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<td>7</td>
<td>Middle Range Theory for Nursing, Third Edition</td>
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Understanding the DNP Curriculum Development Process

Curriculum development is a planned process that relies on commitment and effort—from the faculty, the nursing administration, and the institution. The resulting program of study not only prepares graduates to enter the workforce with specific knowledge and skills, but also provides the philosophical underpinnings, goals, and guidelines for the delivery of the educational program.

**Basic Steps of Curriculum Development**

In developing a curriculum, planners begin by identifying (1) a mission statement, (2) a program philosophy, (3) an organizing framework, (4) curriculum goals (also called program outcomes), (5) a curriculum plan (program of study), and (6) evaluation methods.

1. **Define a mission statement**
   This statement outlines the mission and vision (for the future) of the program. In the DNP program, it includes specific elements related to preparing graduates for their roles as advance practice nurses.

2. **Design a program philosophy**
   The program philosophy summarizes the faculty’s beliefs about teaching and learning processes; critical thinking, scholarship, research, and evidence-based practice; and other selected concepts, theories, essentials, and standards that define the program.

3. **Determine an organizing framework**
   Nursing school curricula generally have one organizing framework that acts as the guide for all levels of degree work and demonstrates the rationale for preparing professional nurses at various levels. This framework establishes the shared vision for the program’s efforts in preparing graduates and is used to organize the curriculum plan.

4. **Develop curriculum goals/program outcomes**
   The curriculum goals (or program outcomes) define the expectations and competencies of graduates upon completion of the curriculum. These may be stated as end-of-program objectives or student learning outcomes (SLOs).

5. **Create the curriculum plan**
   This is the overall program of study. The curriculum for the DNP program must meet the core competencies outlined in the *Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006).

6. **Choose evaluation methods**
   Ongoing evaluation is necessary to ensure that the curriculum meets the original mission, framework, goals, and objectives. This is achieved through data collection. Beyond these steps, course prerequisites, course descriptions, content outlines, course schedule, and learning activities are identified and formalized as part of the curriculum planning process.

**Curriculum Approval Processes**

Currently, academic programs across the country face the challenge of designing curricula that prepare DNP graduates to enter the workforce with new knowledge and skills. Curriculum development begins at the level of the nursing school’s curriculum committee. A committee/working group structure is usually selected initially, and then smaller working groups are assigned to complete tasks. A critical first step is determining who can provide the leadership...
Effective leaders are persuasive, persistent, and possess the knowledge, skills, and attitudes essential for curriculum development. Curriculum planning committees and groups seek input and information from varied sources, including published guidelines, accrediting organizations, and the nursing literature. A detailed work plan helps planners meet the goals in the expected timeframe. Issues in curriculum development include:

- Faculty development (ensuring faculty have practice or research doctorates in nursing, and expertise in specific teaching areas)
- Financial support and budgetary constraints (gaining institutional buy-in)
- Program resources (ensuring access to mentors or preceptors, practice settings, and financial aid)
- Amount of curricular content (deciding what to include and what to exclude)
- Informatics and technology (determining how technology will be used)

**Getting Your Program Approved by Your Institution**

Because of rapid changes in the health care environment, curriculum development and implementation should move forward as quickly as possible to remain current. Once developed, the proposed curriculum must go through an extensive multilevel approval process, involving both internal and external review. Be prepared to allocate up to 1 year for the internal approval process. Typically, proposals for new programs must be approved by the institution administration and its governing board. No matter what the individual process, completeness, accuracy, and acceptable institutional formatting are extremely important to navigate all levels of internal curriculum approval.

**Getting Your Program Accredited**

After all institutional approvals are obtained and the program is initiated, external approvals and accreditation are sought. These are required to demonstrate the ongoing quality and effectiveness of the program. The Commission on Collegiate Nursing Education (CCNE) accredits DNP programs. To be eligible for CCNE accreditation, programs must base their curricula on the AACN Essentials, enroll students for at least 1 year before hosting an on-site evaluation, and submit a self-study before the visit (CCNE, 2014). Action on accreditation takes place after a site visit and during the next scheduled CCNE Board of Commissioners meeting.

Institutions should notify CCNE as soon as possible when developing a DNP program. They should specifically demonstrate that faculty and other resources dedicated to accredited baccalaureate and/or master's programs remain sufficient in light of the implementation of the new program. The notification should summarize the DNP program, including its approval, timeline, point(s) of entry (post-baccalaureate, post-master's), curriculum, and resources. Any new program seeking initial CCNE accreditation is eligible for a term of accreditation of up to 5 years.

Since the DNP is a relatively new degree, most programs must also have regional accreditation, as a new degree is considered a substantive change.
Creating Courses for a DNP Nursing Curriculum

Doctor of Nursing Practice programs are accredited through the Commission on Collegiate Nursing Education (CCNE). Each potential DNP program undergoes a peer review process spearheaded by the CCNE designed to protect the public’s health and support the continued growth of nursing collegiate education (CCNE). To ensure a smooth accreditation process, future DNP programs should review the Accreditation Standards and Professional Nursing Guidelines published and updated frequently by the CCNE. Future DNP programs may also benefit from perusing already successful programs using the Find Accredited Programs page on the CCNE website.

Thoughtfully designed curriculum and strategic course progression helps to ensure CCNE accreditation. The AACN DNP Essentials provide the backbone of curricular competencies that the CCNE expects of programs conferring the DNP degree. Importantly, the CCNE does not require a separate course for each of the eight essentials. Course sequence should be flexible for students completing the program at different speeds (i.e., part time or full time); however, courses should build upon each other in complexity and independent practice. Also, future programs should define individual course objectives that specifically meet one or more AACN DNP Essentials to facilitate a smooth CCNE accreditation.

For example, future programs may wish to create a chart that lists each course with its corresponding course objectives and AACN DNP Essentials.

<table>
<thead>
<tr>
<th>Course</th>
<th>Objectives</th>
<th>AACN DNP Essentials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Care Informatics</td>
<td>1. Analyze how information and technology may improve and globally transform health services.</td>
<td>II: Organization and Systems Leadership for Quality Improvement and Systems Thinking</td>
</tr>
<tr>
<td></td>
<td>2. Evaluate how information technology supports the improvement of health care outcomes.</td>
<td>III: Clinical Scholarship and Analytic Methods for Evidence-Based Practice</td>
</tr>
<tr>
<td></td>
<td>3. Analyze health care technology culture and mandates in the U.S., including development, access and protections.</td>
<td>IV: Information Systems/ Technology and Patient Care Technology</td>
</tr>
<tr>
<td></td>
<td>4. Examine the ethical and legal considerations for application of information technologies and systems to health care.</td>
<td>VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes</td>
</tr>
<tr>
<td></td>
<td>5. Correlate the leadership role of the DNP in the design, execution, and evaluation of information technology.</td>
<td>VIII: Advanced Practice Nursing</td>
</tr>
<tr>
<td>Course</td>
<td>Objectives</td>
<td>AACN DNP Essentials</td>
</tr>
<tr>
<td>---------------------------------</td>
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</tbody>
</table>
| Health Policy & Ethics          | 1. Compare and contrast the influence of professional organizations, health insurance companies, and the pharmaceutical industry on health care policy and economics.  
   2. Analyze health policy from historical, ethical, legal, and political perspectives.  
   3. Utilize evidence to inform health policy development.  
   4. Compare and assess the U.S. health care system with health care systems in other countries.  
   5. Understand the impact of networking, health education, and advocacy on health policy.  
   6. Analyze health care policy at the local, state, national, and international levels. | II: Organization and Systems Leadership for Quality Improvement/Systems Thinking  
   IV: Designing Systems  
   V: Health Care Policy for Advocacy in Health Care  
   VI: Interprofessional Collaboration for Improving Patient/Population Outcomes |
| Translational Research          | 1. Analyze new knowledge and evidence-based practice to deliver high-quality health care, for individuals and aggregates.  
   2. Demonstrate advancement of clinical practice that contributes to quality, safety, and improved health outcomes.  
   3. Synthesize seminal theoretical, ethical, and legal concepts into health care delivery practices.  
   4. Demonstrate proficiency in the application and evaluation of information technologies to meet the complex demands of health care.  
   5. Exemplify qualities required to assume leadership positions within the health care system, political arena, academic centers, and professional organizations. | I. Scientific Underpinnings for Practice  
   II. Organization and Systems Leadership for QI/Systems Thinking  
   III. Clinical Scholarship and Analytic Methods for EBP  
   VI. Interprofessional Collaboration for Improving Patient/Population Outcomes  
   VII. Clinical Prevention and Population Health for Improving the Nation’s Health  
   VIII. Advanced Nursing Practice |
How to Build Your DNP Program

Creating a new DNP program can be a challenging endeavor. Before beginning, it is important to review the key publications that drove the development of this pioneering degree: (1) To Err is Human: Building a Safer Health System (IOM, 2000), (2) Crossing the Quality Chasm: A New Health System for the 21st Century (IOM, 2001), (3) Health Professions Education: A Bridge to Quality (IOM, 2003), (4) AACCN Position Statement on the Practice Doctorate in Nursing (AACCN, 2004) and (5) The Essentials of Doctoral Education for Advanced Nursing Practice (AACCN, 2006). Other key considerations when developing a DNP program include:

1. Distinguishing the PhD from the DNP
2. Differentiating BSN-to-DNP from MSN-to-DNP
3. Fulfilling each DNP AACN Essential
4. Incorporating Practice Experiences
5. Defining the DNP Project
6. Choosing a DNP Focus Area.

Differentiate BSN-to-DNP from MSN-to-DNP

For nurse practitioner students entering with a BSN, the DNP curriculum must also incorporate the population-focused competencies published by the National Organization of Nurse Practitioner Faculties (NONPF). In addition to the NONPF competencies, the AACN also requires that BSN-to-DNP graduates pass advanced distinct courses in physical assessment, pathophysiology, and pharmacology. For MSN-to-DNP curriculum, students have already met the NONPF competencies; therefore, their program must focus more directly on the AACN DNP Essentials. In these programs, faculty must ensure that the courses are at a doctoral level and not a repeat of the master’s degree. The sample curricula below focus on MSN-to-DNP programs.

Fulfill each DNP Essential

The AACN requires that DNP programs meet the core competencies outlined in The Essentials of Doctoral Education for Advanced Nursing Practice; however, there does not need to be a separate course for each of the eight DNP Essentials (AACCN, 2006). Nursing faculty have the freedom to creatively weave these Essentials through different types of courses.

Distinguish the PhD vs. DNP

Both a PhD and a DNP share difficult expectations (AACCN, 2006). Both are considered terminal degrees in the nursing discipline, yet there are distinct differences. A PhD program prepares nurses to conduct original research, while a DNP program prepares advanced practice nurses to translate this research into practice. Nurses with a PhD typically contribute to health care initiatives by discovering new knowledge, whereas an advanced practice nurse with a DNP contributes to health care improvement through practice, policy change, technological innovation, and/or executive leadership.
Consider Program Length

While the number of credit hours required varies by institution, state, and accrediting body, the AACN recommends that BSN-to-DNP programs be completed over 36 months of full-time study including summers (AACN, 2004). On the other hand, MSN-to-DNP programs should be a minimum of 12 months of full-time study (AACN, 2004). The AACN notes that these MSN-to-DNP programs should be efficient and avoid any duplication of the prior master's curriculum.

Incorporate Practice Experiences

The AACN requires that DNP programs include a minimum of 1,000 hours of post-baccalaureate practice experiences (AACN, 2004). These hours should be tailored to the DNP focus area of choice, and serve to help students achieve the learning objectives outlined by the DNP Essentials (AACN, 2006).

Define the DNP Project

At the conclusion of the DNP program, students are required to develop a specific project that demonstrates their expertise and lays the groundwork for future scholarship. The final DNP project is a concrete academic product that exemplifies the graduate's growth in knowledge and critical thinking. Examples of acceptable projects include manuscripts, systematic reviews, research utilization projects, practice topic disseminations, or a substantive involvement in a larger endeavor.
Developing a DNP Focus Area

While many DNP programs provide a general overview of doctoral advanced nursing practice, some choose a focus area in health policy, informatics, or executive leadership. Included below are four sample curricula, each with a different focus: a general focus, health policy focus, informatics focus, and executive leadership focus. Importantly, every curriculum regardless of DNP focus area includes courses on the topics of leadership, ethics, evidence-based practice, translational research, organizational theory, inter-professional collaboration, health policy, informatics, data analysis, and the DNP project.

Types of Curricula

**General DNP Sample Curriculum**
The general DNP curriculum provides a holistic overview of all aspects of the DNP Essentials. These courses meet the AACN requirements and offer students an overview of contemporary issues in health care.

- Leadership for Practice
- Ethical Considerations in Modern Health Care
- Evidence-Based Practice
- Translational Research
- Organizational Theory & Behavior
- Health Outcomes Management & Interprofessional Collaboration
- Health Policy
- Information Technology and Management
- Applied Epidemiology and Data Analysis
- DNP Project

**Health Policy Focus Sample Curriculum**
This DNP focus meets all the requirements of the AACN Essentials while allowing students to specialize in modern health policy.

- Reflective Leadership & Values in Political Advocacy
- Health Care Ethics & the Law
- Evidence-Based Practice
- Translational Research
- Organizational Theory and Political Behavior
- Communication & Collaboration in Health Policy Making
- Introduction of Health Policy
- American Government
- Analysis of Political Data
- Health Care Quality & Performance Measurement
- Epidemiology & Population Health
- Health Care Informatics
- DNP Project
Informatics Focus Sample Curriculum

The informatics specialty focus provides DNP graduates expert knowledge on health information and management systems while still aligning with the AACN Essentials.

- Health Innovation and Leadership
- Technology & Ethics in Health Care
- Evidence-Based Practice
- Translational Research
- Consumer Health Informatics
- Applied Health Care Databases
- Statistics & Epidemiology in Nursing
- Knowledge Representation and Interoperability
- System Analysis and Design
- Interdisciplinary Health Care Informatics
- Clinical Decision Support
- User Interface Design and Usability in Health Care
- Health Policy Leadership
- Population Health Informatics
- DNP Project

Executive Leadership Focus Sample Curriculum

The executive leadership DNP focus prepares advanced practice nurses to serve as health care administrators and enact organization wide quality improvement initiatives. The courses in this curriculum meet the foundational requirements of the AACN in their DNP Essentials.

- Leadership in Nursing Administration
- Contemporary Ethics in Executive Leadership
- Evidence-Based Practice
- Translational Research
- Human Resource Management in Health Organizations
- Organizational Theory and Nursing Administration
- Health Care Organizations and Law
- Strategic Planning & Systems Management for Health Care Organizations
- Introduction to Project Management
- Health Care Policy
- Health Care Informatics
- Strategic Fiscal Management
- DNP Project
Choosing Books for Your Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Recommended Textbook</th>
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<tbody>
<tr>
<td><strong>General DNP Sample Curriculum</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **Leadership for Practice** | ● Transformational Leadership in Nursing—Elaine Marshall, PhD, RNl  
● Nursing Leadership from the Outside In—Greer Glazer PhD, FAAN, RN, CNP and Joyce J. Fitzpatrick, PhD, MBA, RN, FAAN |
| **Ethical Considerations in Modern Health Care** | ● Advanced Practice Nursing Ethics in Chronic Disease Self-Management—Barbara Klug Redman, PhD, MSN, FAAN  
● Toward Equity in Health—Barbara Wallace, PhD |
| **Evidence Based Practice** | ● Philosophy of Science for Nursing Practice—Michael D. Dahnke PhD, H. Michael Dreher PhD, RN, FAAN  
● Research for Advanced Practice Nurses—Magdalena Mateo PhD, RN, FAAN and Marquis Foreman, PhD, RN, FAAN  
● Outcome Assessment in Advanced Practice Nursing, 3rd Edition—Ruth M. Kleinpell PhD, RN-CS, FAAN, FAANP, FCCM |
| **Translational Research** | ● Translation of Evidence into Nursing and Healthcare Practice—Kathleen M. White PhD, RN, NEA-BC, FAAN and Sharon Dudley-Brown PhD, RN, FNP-BC |
| **Organizational Theory & Behavior** | ● Health Care System Transformation for Nursing and Health Care Leaders—Anne Boykin PhD, MN, Kathleen Valentine PhD, RN, MS, Savina Schoenhofer PhD, MEd, RN, BSN |
| **Health Outcomes Management & Inter-professional Collaboration** | ● Evaluation of Healthcare Quality in Advanced Practice Nursing—Joanne V. Hickey PhD, APRN-BC, ACNP, CNRN, FAAN, FCCM, Christine A. Brosnan DrPH, RN |
| **Health Policy** | ● Nurses Making Policy—Rebecca Patton, MSN, RN, CNOR, FAAN, Margarete Zalon PhD, RN, ACNS-BC, FAAN, Ruth Ludwick PhD, RN-BC, CNS, FAAN  
● Health Policy and Advanced Practice Nursing—Kelly Goudreau, PhD, RN, ACNS-BC, FAAN, Mary Smolenski EdD, MS, FNP, FAANP, CAE  
● Shaping Health Policy Through Nursing Research—Ada Sue Hinshaw PhD, RN, FAAN, Patricia A. Grady PhD, RN, FAAN |
| **Information Technology and Management** | ● Nursing Informatics for the Advanced Practice Nurse—Susan McBride PhD, RN-BC, CPHIMS, Mari Tietze PhD, RN-BC, FHIMSS |
| **Applied Epidemiology and Data Analysis** | ● Population-Based Nursing—Ann L. Curley PhD, RN, Patty A. Vitale MD, MPH, FAAP  
● Clinical Analytics and Data Management for the DNP—Martha L. Sylvia PhD, MBA, RN and Mary F. Terhaar DNSc, RN |
| **DNP Project** | ● DNP Capstone Projects—Barbara A. Anderson DrPH, CNM, FACNM, FAAN, Joyce M. Knestrick PhD, CRNP, FAANP, and Rebeca Barroso DNP, CNM  
● Scholarly Inquiry and the DNP Capstone—Cheryl Holly EdD, RN, ANEF |
A comprehensive booklist is a critical aspect of a reputable DNP program. Springer Publishing Company has the books needed to support classroom learning in any DNP curriculum. Below are four sample booklists of Springer titles for DNP programs in four focus areas: general focus, health policy focus, informatics focus, and executive leadership focus.

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Health Policy Focus Sample Curriculum</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Reflective Leadership & Values in Political Advocacy | ● *Change Leadership in Nursing*—Mairead Hickey PhD, RN, FAHA, Phyllis Beck Kritek PhD, MSN, FAAN  
  ● *The Penn Center Guide to Bioethics*—Vardit Ravitsky PhD, Arthur L. Caplan PhD, Autumn Fiester PhD |
| Health Care Ethics & the Law                | ● *Law and Ethics in Advanced Practice Nursing*—Diane Kjervik JD, RN, MSN, FAAN, Edith Ann Brous JD, RN, MS, MPH  
  ● *Fast Facts about Nursing and the Law*—Paula DiMeo Grant RN, BSN, MA, JD, Diana Ballard JD, MBA, RN |
| Evidence-based Practice                     | ● *Research for Advanced Practice Nurses*—Magdalena Mateo PhD, RN, FAAN, Marquis Foreman PhD, RN, FAAN  
  ● *Nursing Policy Research*—Geri Dickson PhD, RN, Linda Flynn PhD, RN |
| Translational Research                      | ● *Translation of Evidence into Nursing and Healthcare Practice*—Kathleen M. White PhD, RN, NEA-BC, FAAN and Sharon Dudley-Brown PhD, RN, FNP-BC  
  ● *Shaping Health Policy Through Nursing*—Ada Sue Hinshaw PhD, RN, FAAN and Patricia A. Grady PhD, RN, FAAN |
| Organizational Theory and Political Behavior | ● *Health Care Delivery in the United States*—Anthony R. Kovner PhD, Victoria D. Weisfeld MPH and James R. Knickman PhD |
| Communication & Collaboration in Health Policy Making | ● *The Art of Communication in Nursing and Health Care*—Theresa Raphael-Grimm PhD, CNS |
| Introduction of Health Policy               | ● *Health Policy and Advanced Practice Nursing*—Kelly A. Goudreau PhD, RN, ACNS-BC, FAAN and Mary Smolenski EdD, MS, FNP, FAANP, CAE  
  ● *Nurses Making Policy*—Rebecca Patton MSN, RN, CNOR, FAAN, Margaret Zalon PhD, RN, ACNS-BC, FAAN, and Ruth Ludwig PhD, RN-BC, CNS, FAAN |
| American Government                         | ● *Health Care Politics, Policy and Services*—Gunnar Almgren MSW, PhD |
| Analysis of Political Data                  | ● *Clinical Analytics and Data Management for the DNP*—Martha L. Sylvia PhD, MBA, RN and Mary F. Terhaar DNSc, RN |
| Health Care Quality & Performance Measurement | ● *Quality Caring in Nursing and Health Systems*—Joanne R. Duffy PhD, RN, FAAN  
  ● *The Safety-Net Health Care System*—Gunnar Almgren MSW, PhD, Taryn Lindhorst MSW, PhD  
  ● *Evaluation of Healthcare Quality in Advanced Practice Nursing*—Joanne V. Hickey PhD, APRN-BC, ACNP, CNRN, FAAN, FCCM, and Christine A. Brosnan, DrPH, RN |
  ● *Global Health Nursing*—Michele Upvall PhD, RN, CRNP, Jeanne Leffers PhD, RN |
| Health Care Informatics                     | ● *Nursing Informatics for the Advanced Practice Nurse*—Susan McBride PhD, RN-BC, CPHIMS, Mari Tietze PhD, RN-BC, FHIMSS |
| DNP Project                                 | ● *DNP Capstone Projects*—Barbara A. Anderson DrPH, CNM, FACNM, FAAN, Rebeca Barroso DNP, CNM and Joyce M. Knestrick PhD, CRNP, FAANP  
  ● *Scholarly Inquiry and the DNP Capstone*—Cheryl Holly EdD, RN, ANEF |
## Informatics Focus Sample Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Recommended Textbook</th>
</tr>
</thead>
</table>
| Health Innovation and Leadership | Transformational Leadership in Nursing—Elaine Marshall, PhD, RN  
Role Development for Doctoral Advanced Nursing Practice—H. Michael Dreher PhD, RN, FAAN, Mary Ellen Smith Glasgow PhD, RN, ACNS-BC, FAAN |
| Technology & Ethics in Health Care | The Penn Center Guide to Bioethics—Vardit Ravitsky PhD, Arthur L. Caplan PhD, Autumn Fiester PhD                                                                 |
| Evidence Based Practice       | Philosophy of Science for Nursing Practice—Michael D. Dahnke PhD, H. Michael Dreher PhD, RN, FAAN  
Research for Advanced Practice Nurses—Magdalena Mateo PhD, RN, FAAN and Marquis Foreman PhD, RN, FAAN  
Outcome Assessment in Advanced Practice Nursing, 3rd Edition—Ruth M. Kleinpell PhD, RN-CS, FAAN, FAANP, FCCM |
| Translational Research        | Translation of Evidence into Nursing and Healthcare Practice—Kathleen M. White PhD, RN, NEA-BC, FAAN and Sharon Dudley-Brown PhD, RN, FNP-BC  
Outcome Assessment in Advanced Practice Nursing, 3rd Edition—Ruth M. Kleinpell PhD, RN-CS, FAAN, FAANP, FCCM |
<p>| Consumer Health Informatics   | The Handbook of Health Behavior Change—Kristin Riekert PhD, Judith K. Ockene PhD and Lori Pbert Ph.D.                                                                 |</p>
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</table>
| Contemporary Ethics in Executive Leadership   | ● The Penn Center Guide to Bioethics—Vardit Ravitsky PhD, Arthur L. Caplan PhD, Autumn Fiester PhD  
|                                               | ● Law and Ethics in Advanced Practice Nursing—Diane Kjervik JD, RN, MSN, FAAN, Edith Ann Brous JD, RN, MS, MPH |
| Evidence-based Practice                       | ● Research for Advanced Practice Nurses—Magdalena Mateo PhD, RN, FAAN and Marquis Foreman, PhD, RN, FAAN |
| Translational Research                        | ● Translation of Evidence into Nursing and Healthcare Practice—Kathleen M. White PhD, RN, NEA-BC, FAAN and Sharon Dudley-Brown PhD, RN, FNP-BC |
| Human Resource Management in Health Organizations | ● The Art of Communication in Nursing and Health Care—Theresa Raphael-Grimm PhD, CNS   
|                                               | ● The Growth and Development of Nurse Leaders—Angela Barron McBride PhD, RN, FAAN         |
| Organizational Theory and Nursing Administration | ● Change Leadership in Nursing—Mairead Hickey PhD, RN, FAHA, Phyllis Beck Kritek PhD, MSN, FAAN |
| Health Care Organizations and Law             | ● Law for Nurse Leaders—Paula DiMeo Grant RN, BSN, MA, JD, Diana Ballard JD, MBA, RN   |
| Strategic Planning & Systems Management for Health Care Organizations | ● Health Care System Transformation for Nursing and Health Care Leaders—Anne Boykin PhD, MN, Kathleen Valentine PhD, RN, MS, Savina Schoenhofer PhD, MEd, MN, BSN  
|                                               | ● Population-Based Nursing—Ann L. Curley PhD, RN, Patty A. Vitale MD, MPH, FAAP          |
| Introduction to Project Management            | ● Outcome Assessment in Advanced Practice Nursing, 3rd Edition—Ruth M. Kleinpell PhD, RN-CS, FAAN, FAAN, FCCM |
| Health Care Policy                            | ● Health Policy and Advanced Practice Nursing—Kelly Goudreau, PhD, RN, ACNS-BC, FAAN, Mary Smolenski EdD, MS, FNP, FAAN, CAE |
| Health Care Informatics                       | ● Nursing Informatics for the Advanced Practice Nurse—Susan McBride PhD, RN-BC, CPHIMSS, Mari Tietze PhD, RN-BC, FHIMSS |
| Strategic Fiscal Management                   | ● Financial and Business Management for the Doctor of Nursing Practice—KT Waxman DNP, MBA, RN, CNL, CENP |
| DNP Project                                   | ● DNP Capstone Projects—Barbara A. Anderson DrPH, CNM, FACNM, FAAN, Rebeca Barroso DNP, CNM and Joyce M. Knestrick PhD, CRNP, FAANP |
GETTING THE BOOKS YOU NEED to Build Your Program

**STEP 1**
REQUEST AN EXAM COPY
If you are an instructor who would like to consider a book as a possible required textbook for a course, request a free Exam Copy at www.springerpub.com.

**STEP 2**
Information Required for Requesting an Exam Copy:
- Book information
- Instructor's Name, Title, School and Contact Information
- Course Name, Number, Enrollment and Start Date
- Current Textbook(s).

Note: Your book should arrive in less than two weeks if it is published. If you've requested a book that will publish in the future, the book will ship at the time of publication.

**STEP 3**
MAKE A DECISION
- If you choose to adopt the book, move on to Step 4.
- Oh no, not the right book? Contact your textbook representative for more options.

**STEP 4**
CONTACT YOUR CAMPUS BOOKSTORE
Have them order the books for your students to purchase.
After developing the curriculum and defining the program sequence, the next step is to select the textbooks for each course. Choosing a textbook is an important part of course design because it guides the lecture content and cultivates a positive learning experience. Springer Publishing provides a simple, six-step process for selecting the best books for your course.

**STEP 5**
**REQUEST INSTRUCTOR’S COPY**
Don’t forget to make sure all course instructors have the book and ancillary material they need. If not, contact us right away!

**STEP 6**
**Teach your class!**
DNP Titles by Springer Publishing Company

**DNP Education, Practice, and Policy**
*Redesigning Advanced Practice Roles for the 21st Century*
Stephanie Ahmed, DNP, FNP-BC, DPNAP, Linda Andrist, PhD, RN, WHNP-BC, Sheila Davis, DNP, ANP-BC, FAAN, Valerie Fuller, DNP, ACNP-BC, FNP-BC, GNP-BC

This is the only professional issues-oriented *Doctor of Nursing Practice (DNP)* text to fully integrate all eight American Association of Colleges of Nursing DNP competencies into one volume. It defines practice scholarship for the DNP role and facilitates the sound development of key leadership skills that enable DNP graduates to effectively influence politics and health care policy in order to improve patient and population health care outcomes.

9780826108159 | July 2012 | 296 pp | Paperback | $69.00

**Role Development for Doctoral Advanced Nursing Practice**
H. Michael Dreher, PhD, RN, FAAN, Mary Ellen Smith Glasgow, PhD, RN, ACNS-BC

Functioning as both a graduate and professional textbook, *Role Development for Doctoral Advanced Nursing Practice* explores the historical and evolving role of the new doctoral advanced practice registered nurse. Written by well-known DNP leaders representing the diverse roles and experience of academics, administrators, and practitioners from different DNP programs, these Reflective Responses initiate thought-provoking classroom discussion.

9780826105561 | December 2010 | 256 pp | Paperback | $75.00

**The Doctor of Nursing Practice and Clinical Nurse Leader**
*Essentials of Program Development and Implementation for Clinical Practice*
Joyce J. Fitzpatrick, PhD, MBA, RN, FAAN, Meredith Kazer, PhD, APRN, A/GNP-BC

This is the first book to document and analyze the development and integration of the Clinical Nurse Leader (CNL) and Doctorate of Nursing Practice (DNP) programs in graduate nursing institutions. Editors Fitzpatrick and Wallace, established authorities in nursing education, present this text as an introduction to these exciting new degrees. The contributors, ranging from architects of the programs to graduates from the programs, offer valuable information on the objectives, curricula, and expected outcomes of these two educational tracks. Ultimately, the book explores how the development of these new degrees has influenced health care delivery at large.

9780826138286 | September 2008 | 304 pp | Hardback | $79.00
Theories Guiding Nursing Research and Practice
Making Nursing Knowledge Development Explicit
Joyce J. Fitzpatrick, PhD, MBA, RN, FAAN, Geraldine McCarthy, PhD, MSN, MED, DipN, RNYT, RGN, Fellow RCSI;
This is the first book to clearly and fully demonstrate the process of using theory to guide nursing research and professional practice. It describes a step-by-step format for evaluating nursing theory's applicability to research, a format that links theory (both middle-range and grand theory) to research on a wide range of clinical populations and care delivery systems.

9780826164049 | June 2014 | 384 pp | Paperback | $70.00

Middle Range Theory for Nursing, Third Edition
Mary Jane Smith, PhD, RN, Patricia R. Liehr, PhD, RN
This third edition of a two-time AJN Book of the Year Award winner contains two new theories, including self-reliance theory and transitions theory. It revises and updates all other content, and provides ladders of abstraction for each theory to guide students in their appropriate use. This highly accessible book integrates nursing theory with well-defined practice areas, identifies purpose and basic concepts, foundational literature, relationships among concepts, and use in practice.

9780826195517 | May 2013 | 478 pp | Paperback | $80.00

The Essence of Nursing Practice
Philosophy and Perspective
Hesook Suzie Kim, PhD, RN
This one-of-a-kind book provides an in-depth analysis of nursing practice as a concept and area of study, rather than as an aggregation of specific techniques and skills. The text addresses the essential features of nursing practice using a five-level nursing framework developed by the author. This framework promotes a deep understanding of how nursing should be holistically practiced rather than focusing on particular nursing competencies. The book stresses the importance of developing a multifaceted, adaptable approach to nursing that integrates all of its complexities, including philosophy, knowledge and knowing, and situational contingencies. Also addressed are the integral components of nursing practice, including essential tools, collaboration, knowledge application, competence, expertise, and quality of practice.

9780826194282 | April 2015 | 224 pp | Paperback | $70.00

The Nature of Theoretical Thinking in Nursing, Third Edition
Hesook Suzie Kim, PhD, RN
The past decade has seen tremendous growth and enrichment in nursing's theoretical work. This third edition has therefore been updated, revised, and expanded to cover the gamut of recent developments in theoretical thinking in nursing. This book presents a systematic framework that can be used to examine elements in the field of nursing and posits important concepts that have emerged in the field.

9780826105875 | May 2010 | 352 pp | Paperback | $70.00

www.dnpnursingsolutions.com
Nursing Knowledge and Theory Innovation
Advancing the Science of Practice
Pamela Reed, PhD, RN, FAAN, Nelma Shearer, PhD, RN

The current paradigm of nursing knowledge suggests theory is developed outside of practice, then handed down to the practitioner to practice. This unique text is for students and faculty at the DNP level to engage in developing nursing theory in order to directly guide and improve practice. The content in this book provides strategies for scholarly practice as well as theories for students to develop or modify to fit into their own practice.

9780826118929 | February 2011 | 192 pp | Paperback | $65.00

Philosophy of Science for Nursing Practice
Concepts and Application
Michael D. Dahnke, PhD, H. Michael Dreher, PhD, RN, FAAN

Tailored for both DNP and PhD doctoral nursing programs, this text is the first to focus on philosophy of science applications to the discipline of nursing. The authors, a philosopher and a nurse-scholar who co-teach the course upon which this volume is based, address a growing need for increased philosophy of science content in evolving DNP programs, as well as practice-oriented research considerations for this discipline.

9780826105547 | October 2010 | 368 pp | Paperback | $75.00

Nursing Knowledge Development and Clinical Practice
Opportunities and Directions
Sister Callista Roy, PhD, RN, FAAN, Dorothy A. Jones, EdD, RNC, ANP FAAN (Editors)

Concentrating on four major themes—the current state of nursing knowledge, the philosophy of nursing knowledge, the integration of nursing knowledge with practice, and examples of the impact on health care delivery when nursing knowledge is applied—Nursing Knowledge Development and Clinical Practice gives concrete examples of how nursing knowledge can improve nursing practice and overall health care delivery both today and in the future.

9780826102997 | October 2006 | 356 pp | Paperback | $89.00

Exploring Rituals in Nursing
Joining Art and Science
Zane Wolf, PhD, RN, FAAN

The text explores the history of nursing rituals and the symbols, meanings, and overall usefulness nursing rituals can convey to the profession today. These rituals—marking the sacred and profane of nursing—serve functions both practical and social and offer a window into the art of nursing that runs beneath the surface. Not only does the book examine rituals that take place in nurse-to-patient direct care situations, in nurse-to-nurse relationships, and those that mark the transitions into the professional nursing role, it also incorporates evidence-based research and an emphasis on caring theory.

9780826196620 | July 2013 | 224 pp | Paperback | $55.00
Healthcare Organization/Systems/Informatics

Jonas and Kovner’s Health Care Delivery in the United States, Eleventh Edition

Anthony R. Kovner, MPA, PhD, James R. Knickman, PhD

This fully updated and revised 11th edition of a highly esteemed survey and analysis of health care delivery in the United States keeps pace with the rapid changes that are reshaping our system. Fundamentally, this new edition presents the realities that impact our nation’s achievement of the so-called Triple Aim: better health and better care at a lower cost. It addresses challenges and responses to the Affordable Care Act (ACA), the implementation of Obamacare, and many new models of care designed to replace outmoded systems.

9780826125279 | April 2015 | 400 pp | Paperback | $90.00

Health Care System Transformation for Nursing and Health Care Leaders
Implementing a Culture of Caring

Anne Boykin, PhD, MN, Kathleen Valentine, PhD, RN, MS, Savina Schoenhofer, PhD, Med, MN, BSN

This is a time-tested, practical guide for nurses and other healthcare professionals who wish to transform their healthcare systems based on caring values and the promotion of intra- and inter-professional dialogue among stakeholders. It describes a theoretically grounded model created by nurses for transforming the culture of healthcare systems at all levels, and features tested strategies that facilitate accessibility, efficiency, effectiveness, and enhanced outcomes.

9780826196439 | September 2013 | 256 pp | Paperback | $60.00

Nursing Informatics for the Advanced Practice Nurse
Patient Safety, Quality, Outcomes, and Interprofessionalism

Susan McBride, PhD, RN-BC, CPHIMS, Mari Tietze, PhD, RN-BC, FHIMSS

Designed specifically for graduate-level nursing informatics courses, this is the first text to focus on using technology with an interprofessional team to improve patient care and safety. It delivers an expansive and innovative approach to devising practical methods of optimizing technology to foster quality of patient care and support population health initiatives.

9780826124883 | November 2015 | 600 pp | Paperback | $85.00

Clinical Analytics and Data Management for the DNP

Martha L. Sylvia, PhD, MBA, RN, Mary F. Terhaar, DNSc, RN

Strong data management knowledge and skills are a requirement for every DNP. This unique text focuses on fostering the rigorous, meticulous data management skills that can improve care experience, health outcomes, and cost savings worldwide. It provides a knowledge base, describes the regulatory and ethical context, outlines a process to guide evaluation, presents a compendium of resources, and includes examples of evaluation of translation. It takes the DNP student step by step through the complete process of data management, including planning, data collection, data governance and cleansing, analysis, and data presentation. Moreover, the text continues the process of establishing a sturdy clinical data management (CDM) skill base by presenting techniques for ongoing project monitoring after analysis and evaluation are concluded.

9780826129734 | November 2014 | 240 pp | Paperback | $80.00
DNP Project/Writing

**DNP Capstone Projects**
Exemplars of Excellence in Practice
Barbara A. Anderson, DrPH, CNM, FACNM, FAAN, Joyce M. Knestrick, PhD, CRNP, FAANP, Rebeca Barroso, DNP, CNM

With a unique focus on exemplary, completed DNP capstone projects, this book delivers key information on designing, constructing, and completing a high quality capstone project. It demonstrates the impact that a well-conceived capstone project can have on facilitating change and addresses all program, administrative, policy, and clinical issues that DNP students may encounter during the capstone process. The book examines a variety of capstone projects from across the U.S.-quality improvement projects, strategic plans, advocacy, clinical case narratives, and other innovations—that demonstrate efficacy in clinical nursing practice outcomes and positive impact upon the health care environment.

9780826130259 | October 2014 | 208 pp | Paperback | $75.00

**Proposal Writing for Nursing Capstones and Clinical Projects**
Wanda Bonnet, PhD, GNP-BC, ANEF, Katharine Smith, PhD, RN, ACNS-BC, CNE

While advanced practice nursing students generally have good clinical skills, many lack the clinical scholarship capabilities that are required for writing scholarly proposals. The only resource of its kind, this is a practical guide for MSN project students and DNP capstone students who must plan and organize their clinical projects into quality proposals. It provides the requisite guidelines for integrating research and best evidence with clearly communicated professional objectives.

9780826122889 | July 2013 | 216 pp | Paperback | $45.00

**Writing Winning Proposals for Nurses and Health Care Professionals**
Sandra Funk, PhD, FAAN, Elizabeth Tornquist, MA, FAAN

With an in-depth focus on writing with substance, clarity, and conviction, this comprehensive resource takes the reader step by step through the entire process of writing and submitting a successful proposal. Written by preeminent authors and educators with extensive experience in teaching proposal and grant writing to nurses and other health care professionals, the book discusses how to create proposals for dissertations, capstone projects, research funding, fellowships, and career development awards, as well as for educational training, translational research, evidence-based practice, and demonstration projects. Using a clear, commonsense approach, it delineates the foundations and underlying structure of a well-written proposal and then focuses on the specific elements required for each different type of proposal.

9780826122728 | July 2013 | 304 pp | Paperback | $70.00

**Scholarly Inquiry and the DNP Capstone**
Cheryl Holly, EdD, RN, ANEF

Advanced nursing practitioners who conduct practice-based studies will welcome this innovative text designed specifically to meet their clinical inquiry and research needs. It is the only book to address the complexities of inquiry from a practice/project, rather than research, perspective. The text builds on research concepts learned in the undergraduate and beginning levels of graduate study that, combined with the vast amount of knowledge and experience gained by the APN student, facilitate movement to the next level of understanding how clinical research differs from traditional quantitative research.

9780826193872 | December 2013 | 204 pp | Paperback | $65.00
Writing for Publication in Nursing, Third Edition
Marilyn Oermann, PhD, RN, FAAN, ANEF, Judith Hays, PhD, RN

The ability to communicate in writing is an essential skill, particularly for nurses at the graduate level. This is a best-selling, comprehensive, and widely used resource on writing for nurse clinicians, faculty, researchers, and graduate students. It covers all kinds of writing that beginning and experienced nurse authors may be required or choose to undertake: journal articles, book chapters, and preparing manuscripts from course work. In addition to being extensively updated, the third edition features new chapters on writing articles reporting quality improvement studies and on open-access publications.

9780826199919 | February 2015 | 432 pp | Paperback | $70.00

Project Management for the Advanced Practice Nurse
Carolyn Sipes, PhD, CNS, APN, PMP, RN-BC

This is first resource to encompass the specific knowledge base and skills required for graduate-level nurses and students to effectively perform the duties of a project manager. Based on proven project management principles, the text defines concepts in a way that APNs and DNPs can better understand and enables them to apply terminology and processes used in the business operations side of a healthcare organization. The book describes the fundamentals of project design step-by-step, from needs assessment through project closing. It provides detailed examples of tools used by project managers, describes how to apply these tools in the management of a complex healthcare work environment, and identifies key concepts critical to project success.

9780826128171 | September 2015 | 212 pp | Paperback | $75.00

Writing DNP Clinical Case Narratives
Demonstrating and Evaluating Competency in Comprehensive Care
Janice Smolowitz, EdD, DNP, Courtney Reinisch, DNP, Judy Honig, EdD, DNP

This portfolio presents intimate case study narratives, providing an in-depth account of DNP best practices for clinical practice. The book covers important topics such as the development of DNP clinical competencies, performance objectives, utilizing evidence-based practice, a DNP approach to adolescent care, caring for the chronically ill, mental health care, adult health care, and many more.

9780826105301 | May 2010 | 624 pp | Paperback | $89.00
Translation of Evidence into Nursing and Health Care Practice, Second Edition
Kathleen M. White, PhD, RN, NEA-BC, FAAN, Sharon Dudley-Brown, PhD, RN, FNP-BC, Mary F. Terhaar, DNSc, RN

Designed as a textbook for the DNP curriculum and as a practical resource for more seasoned health professionals, this acclaimed text encompasses an interprofessional approach to translating evidence into nursing and health care practice that is useful for both clinical and nonclinical environments. The second edition presents six new chapters, three of which feature additional approaches for translating evidence into practice, new methods of information technology for translation, and interprofessional collaboration and teamwork for translation.

9780826117847 | December 2015 | 645 pp | Paperback | $75.00

Comprehensive Systematic Review for Advanced Nursing Practice
Cheryl Holly, EdD, RN Susan Salmond, EdD, RN, FAAN

In an age of rapidly expanding knowledge, it is crucial for health professionals to stay abreast of the most current evidence-based information when making clinical decisions. This textbook is specifically designed to meet the objectives of the Doctor of Nursing Practice (DNP) competency that relates to "Clinical Scholarship and Analytical Methods for Evidence-Based Practice." It provides the knowledge and skills necessary for DNP students, faculty and advanced practice nurses to conduct a comprehensive systematic review (CSR).

9780826117786 | September 2011 | 360 pp | Paperback | $75.00

Research for Advanced Practice Nurses, Second Edition
From Evidence to Practice
Magdalena Mateo, PhD, RN, FAAN, Marquis Foreman, PhD, RN, FAAN

Designed for use by graduate students, clinical administrators, and managers and in DNP programs and in-service education, the text offers practical methods to translate evidence into practice by effectively using and appraising clinical studies. It presents research concepts in a clear, conversational tone and addresses the most current knowledge about how nurses can learn to formulate and achieve EBP as clinicians.

9780826137258 | October 2013 | 484 pp | Paperback | $75.00

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Research/Analytical Methods

Clinical Analytics and Data Management for the DNP
Martha L. Sylvia, PhD, MBA, RN; Mary F. Terhaar, DNSc, RN
Dorothea Orem’s Self-Care Theory has been used as a foundation for nursing practice in healthcare institutions and as the basis of curricula in nursing schools for decades. This book explores the high-level theory of the application of Orem’s Self-Care Theory, and how it can improve patient outcomes as well as cost-effectiveness of nursing care delivery.

9780826129734 | May 2014 | 240 pp | Paperback | $75.00

Outcome Assessment in Advanced Practice Nursing, Third Edition
Ruth M. Kleinpell, PhD, RN-CS, FAAN, FAANP, FCCM
Measuring the results of APN care has become increasingly important as a way to demonstrate the significant impact of APN nurses on practice outcomes. The third edition of this award-winning volume has been updated to provide the most current knowledge, perspectives, and research on assessing outcomes of APN care. It addresses not only the health outcomes of APN practice but the economic impact of APN care as well.

9780826110473 | April 2013 | 368 pp | Paperback | $65.00

Philosophy of Science for Nursing Practice, Second Edition
Concepts and Application
Michael D. Dahnke, PhD, H. Michael Dreher, PhD, RN, FAAN
Tailored for both DNP and PhD doctoral nursing programs, this text is the first to focus on philosophy of science applications to the discipline of nursing. The authors, a philosopher and a nurse-scholar who co-teach the course upon which this volume is based, address a growing need for increased philosophy of science content in evolving DNP programs, as well as practice-oriented research considerations for this discipline.

9780826105547 | October 2010 | 368 pp | Paperback | $75.00

Comprehensive Systematic Review for Advance Practice Nursing
Cheryl Holly, EdD, RN, Susan Salmond, EdD, RN, FAAN
In an age of rapidly expanding knowledge, it is crucial for health professionals to stay abreast of the most current evidence-based information when making clinical decisions. This textbook is specifically designed to meet the objectives of the Doctor of Nursing Practice (DNP) competency that relates to “Clinical Scholarship and Analytical Methods for Evidence-Based Practice.” It provides the knowledge and skills necessary for DNP students, faculty and advanced practice nurses to conduct a comprehensive systematic review (CSR).

9780826117786 | September 2011 | 360 pp | Paperback | $75.00

Nursing Research Using Life History
Qualitative Designs and Methods in Nursing
Mary De Chesnay, PhD, RN, PMHCNS-BC, FAAN
Life history is a qualitative research method used to tell the story of an individual through the eyes of a researcher, who frames the story within the context of the culture in which the person lived. In this book, experienced scholars in qualitative life history research discuss the theoretical rationale for using this design, describe its components, and delineate a practical plan to conduct studies, including a focus on appropriate methods, ethical considerations, and potential pitfalls. Examples from published nursing research with author commentary help to support new researchers in making decisions and facing challenges.

9780826134639 | July 2014 | 274 pp | Paperback | $65.00
Nursing Research Using Grounded Theory
Qualitative Designs and Methods in Nursing

Mary De Chesnay, PhD, RN, PMHCNS-BC, FAAN

Grounded theory, often considered the parent of all qualitative research, is a complex approach used to develop theory about a phenomenon rooted in observation of empirical data. Widely used in nursing, grounded theory enables researchers to apply what they learn from interviewees to a wider client population.

9780826134677 288 pp | Paperback | $65.00

Nursing Research Using Ethnography
Qualitative Designs and Methods in Nursing

Mary De Chesnay, PhD, RN, PMHCNS-BC, FAAN

Ethnography is a qualitative research design that focuses on the study of people to explore cultural phenomena. This concise, “how to” guide to conducting qualitative ethnography research spearheads a new series, Qualitative Designs and Methods, for novice researchers and specialists alike focusing on state-of-the-art methodologies from a nursing perspective. Scholars of qualitative ethnography research review the philosophical basis for choosing ethnography as a research tool and describe in depth its key features and development level. They provide directives on how to solve practical problems related to ethnography research, nursing examples, and discussion of the current state of the art. This includes a comprehensive plan for conducting studies and a discussion of appropriate measures, ethical considerations, and potential problems.

9780826134653 3372 pp | Paperback | $65.00

Intervention Research
Designing, Conducting, Analyzing, and Funding

Bernadette Melnyk, PhD, RN, CPNP/PMHNP, FNAP, FAAN,
Dianne Morrison-Beedy, PhD, RN, WHNP, FNAP, FAANP, FAAN

This book is a practical, user-friendly guide for health care researchers across multiple disciplines who are involved in intervention research. It provides all of the essential elements needed for understanding how to design, conduct, analyze, and fund intervention studies that are replicable and can withstand the scrutiny of the Institutional Review Board and peer review. Developed from an annual continuing education workshop on intervention studies conducted by Dr. Melnyk, this text is the most comprehensive body of information available on this topic.

9780826109576 496 pp | Paperback | $90.00
Introduction to Quality and Safety Education for Nurses
Core Competencies
Patricia Kelly, MSN, RN, Beth A. Vottero, PhD, RN, CNE. Carolyn Christie-McAuliffe, PhD, FNP

This is the first undergraduate textbook to provide a comprehensive overview of essential knowledge, skill, and attitudes about safety in nursing practice. It reflects the six areas of nursing competencies as developed by the Quality and Safety Education Program for Nurses (QSEN) initiative, which are currently required content in undergraduate nursing programs. Using an inter-professional focus, the book addresses the fundamental knowledge required of entry-level nurses in each of the six QSEN areas: quality improvement, patient safety, teamwork and collaboration, evidence-based practice, informatics, and patient-centered care.

Evaluation of Health Care Quality in Advanced Practice Nursing
Christine A. Brosnan, DrPH, RN, Joanne V. Hickey, PhD, APRN-BC, ACNP, CNRN, FAAN, FCCM

High-level evaluation skills reflecting national standards and benchmarks are becoming increasingly important in our changing health care climate. This is the only nursing textbook to lay the foundation for APNs to achieve the highest possible competency in conducting systematic and in-depth evaluations of all aspects of health care. Comprehensive in scope, it distills current best practice information from numerous sources to create a thorough and reliable resource for APN and DNP graduates.

Quality Caring in Nursing and Health Systems, Second Edition
Implications for Clinicians, Educators, and Leaders
Joanne R. Duffy, PhD, RN, FAAN

This edition stresses the proven need for a return to the patient-centered care neglected through our health system’s emphasis on procedures, protocols, diagnostic testing, technology, and costs. It addresses the significant challenges to quality care posed by the upcoming changes in our health care system, and focuses on health systems, the role of nursing within them, and the interprofessional health team as the key to change ensuring high quality care.

Building a Culture of Patient Safety Through Simulation
An Interprofessional Learning Model
Kathleen Gallo, PhD, MBA, RN, FAAN, Lawrence G. Smith, MD, MACP

Based on the North Shore-LIJ Health System corporate university experience, the book describes how this organization used simulation to successfully tackle the major interprofessional health issue of our time: patient safety. This health system created a transformative simulation center that involves nurses, doctors, and related health professionals whose work in clinical teams has resulted in measurable improvements in all aspects of clinical decision-making, critical thinking, teamwork, and communication skills—toward the ultimate goal of improved patient safety.

www.dnpnursingsolutions.com
Bioethical Decision Making in Nursing, 5E
Gladys Husted, PhD, MSN, RN, Carrie Scotto, PhD, MSN, RN, James H. Husted, Kimberly Wolf, PhD, MS, PMHCNS-BC

More relevant today than ever, Husted’s classic nursing ethics text provides a practical framework to help nurses engage with patients to make difficult ethical decisions. It delivers a systematic approach to bioethical decision making that can help clarify situations where “right” and “wrong” are not clearly defined. An abundance of case studies provides practice in bioethical decision making, with nearly 45 bioethical dilemmas analyzed in detail. The fifth edition has been reorganized and rewritten to facilitate increased readability and to engage readers more fully in learning. It includes two new chapters, Moral Distress and Nursing Practice Intersections: Legal Decision Making Within a Symphonological Ethical Perspective, additional case studies, and abundant tables, diagrams, and graphics that reinforce the text discussion. Instructor resources are also available for adopters of the text.

9780826171436 | November 2014 | 304 pp | Paperback | $75.00

Fast Facts about Nursing and the Law
Law for Nurses in a Nutshell
Paula DiMeo Grant, RN, BSN, MA, JD, Diana Ballard, JD, MBA, RN

Nurses are required not only to keep pace with a swiftly changing health care environment and make rapid decisions on critical issues, they must also be cognizant of the legal implications of these decisions. This Fast Facts legal reference provides the quick, reliable legal information that nurses need to protect themselves in practice, management, and education. The only resource of its kind, it has been authored by highly respected nurse attorneys and practitioners who present complex information in straightforward, accessible language organized into easily digestible segments.

97808261910459 | April 2013 | 234 pp | Paperback | $35.00

Law and Ethics in Advanced Practice Nursing
Barbara Klug Redman, PhD, MSN, FAAN

The book presents an overview of the history and current state of advance practice nursing and the law both nationally and internationally. The authors provide detailed, exemplary legal and ethical case studies that frame pivotal moments in practice. The book’s key topics include nursing pedagogy related to law, international law and nursing, future roles for APNs that may be legally and ethically supported, and potential challenges to APN practice.

9780826104587 | May 2010 | 226 pp | Hardcover | $75.00
Health Care Policy

Nurses Making Policy
From Bedside to Boardroom
Rebecca M. Patton, MSN, RN, CNOR, FAAN, Margarete L. Zalon, PhD, RN, ACNS-BC, FAAN, Ruth Ludwig, PhD, RN-BC, CNS

Written by those in the know—exceptional nurse leaders in practice, education, and politics—this is a practical, “how-to” book written to help advanced students and nurse leaders develop health policy skills to advocate for patients from the bedside to the larger political arena. Co-published with the American Nurses Association (ANA), the book examines the pivotal role of nurses’ involvement in health policy and describes the requisite steps for facilitating policy change—from understanding the political system through activating a plan and beyond.

9780826198914 | November 2014 | 568 pp | Paperback | $85.00

Health Policy and Advanced Practice Nursing
Impact and Implications
Kelly A. Goudreau, PhD, RN, ACNS-BC, FAAN, Mary Smolenski, EdD, MS, FNP, FAANP, CA

This view of health policy from the perspective of APRN practice is a call to action for advanced practice nurses to learn about the impact and implications of current initiatives in health policy. This knowledge will assist them in determining how they define and create positive change for their patients and have an impact on community, national, and world health.

9780826169426 | December 2013 | 470 pp | Paperback | $85.00

Shaping Health Policy Through Nursing Research
Ada Sue Hinshaw, PhD, RN, FAAN, Patricia A. Grady, PhD, RN, FAAN

A must-read for health care policy makers, as well as nursing students, faculty, and professionals, this groundbreaking text provides actual strategies for translating nursing research to health policy at all levels of policy-making. The editors, both leaders in nursing research, provide key findings from research programs that have positively influenced health policy decisions and programs at community, state, national, and international levels.

9780826110695 | August 2010 | 300 pp | Paperback | $75.00

Nursing Policy Research
Turning Evidence-Based Research into Health Policy
Geri Dickson, PhD, RN, Linda Flynn, PhD, RN

Nurse leaders, researchers, and evaluators face a vital problem in the profession: how to successfully translate evidence-based research into health policy. In this book, seasoned researchers share their knowledge, skills, and expertise on the most important aspects of the research enterprise and its connection to policy implementation.

9780826133335 | August 2008 | 400 pp | Paperback | $75.00
The Art of Communication in Nursing and Health Care
An Interdisciplinary Approach
Theresa Raphael-Grimm, PhD, CNS

In this age of increasing reliance on technology, it is essential that the fundamentals of compassion and good communication—the art of patient care—remain at the heart of health care. This clear, concise guide to professional communication strategies helps nurses and other health care clinicians to build effective patient relationships and navigate a wide variety of difficult patient and professional interactions.

9780826110558 | October 2014 | 200 pp | Paperback | $40.00

Transformational Leadership in Nursing
From Expert Clinician to Influential Leader
Elaine Marshall, PhD, RN

The ultimate goal for Doctor of Nursing Practice (DNP) leaders is to develop skills that will support their ability to lead effectively through complex challenges—such as working within the constraints of tight budgets, initiating health care policy change to eliminate health disparities, and improving health care outcomes at all levels of care. This text is an invaluable instructional guide for nursing graduate students who are developing the skills needed to fulfill this new and emerging role of clinical leadership. With this book, nurses can develop leadership skills that will ultimately transform health care practice by incorporating innovative professional models of care.

9780826102416 | September 2010 | 296 pp | Paperback | $80.00

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Financial and Business Management for the Doctor of Nursing Practice

KT Waxman, DNP, MBA, RN, CNL, CENP

Now more than ever, nurse leaders must be proficient in understanding the financial aspects of health care. This unique text, designed specifically for the DNP course in health care economics and finance, is the only book to embed economic and financial concepts in the context of nursing practice and nursing care systems. It offers a practical approach to business, finance, economics, and health policy that is designed to foster sound business and leadership skills within our complex health care system—skills that will enable the DNP graduate to improve the quality of health care delivery while reducing costs and improving outcomes.

9780826109477 | November 2012 | 400 pp | Paperback | $85.00

Change Leadership in Nursing
How Change Occurs in a Complex Hospital System

Mairead Hickey, PhD, RN, FAHA, Phyllis Beck Kritek, PhD, MSN, FAAN

Brigham and Women’s Hospital, a high-profile, complex, academic medical center in Boston, MA, is a founding member of the Partners HealthCare System and is associated with Harvard Medical School and Dana Farber Cancer Institute. This truly unique volume chronicles the systemic efforts of the nursing department to make an already outstanding system even better. It provides access to a compelling story of institute-wide nursing practice today and how the opportunity for major change was embraced and successfully accomplished. Told from the perspective of ninety administrative and staff nurses, it serves as a model for change in similar institutions everywhere.

9780826108371 | August 2011 | 400 pp | paperback | $75.00

Team Leadership and Partnering in Nursing and Health Care

Cynthia Armstrong Persily, PhD, RN, FAAN

Teamwork is an undisputed asset for reducing nursing and medical errors, improving quality of patient care, resolving workload issues, and avoiding burnout. This text helps to foster the leadership expertise and partnerships that will facilitate the delivery of the highest-quality care. It is the only text available to focus in depth on building and maintaining effective partnerships, motivating and developing others in the team, organizational analysis, strategizing, communicating, planning and managing change, measuring team and partnership effectiveness through metrics, and leveraging results within and outside of the organization.

9780826199881 | June 2013 | 272 pp | Paperback | $65.00

Nursing Leadership from the Outside In

Greer Glazer, PhD, FAAN, RN, CNP, Joyce J. Fitzpatrick, PhD, MBA, RN, FAAN

With the goal of advancing quality health care, this innovative text moves beyond the often insular world of nurse leadership values to offer the perspectives of leaders in other health care disciplines that interface with nurses. These professionals describe and analyze their interactions with nurse leaders regarding their role in quality health care delivery, patient safety, health care reform, and partnering outside the profession, along with suggested improvements.

9780826108661 | April 2013 | 302 pp | Paperback | $59.00

The Business of Nurse Management
A Toolkit for Success

Nancy Bateman, RN, BSN

Nurse managers often assume their positions without sufficient knowledge of the nuts and bolts of managing staff and supplies. This volume provides time-tested tools, templates, and guidance that new nurse managers, administrators, and educators can use immediately to effectively manage staff and supplies while promoting quality patient care. It provides strategies for resolving common issues that can be easily adapted to individual situations and it illustrates how specific departmental needs fit into an overall operational picture.

9780826155726 | January 2012 | 264 pp | Paperback | $60.00
Population-Based Nursing, Second Edition
Concepts and Competencies for Advanced Practice

Ann L. Curley, PhD, RN, Patty A. Vitale MD, MPH, FAAP

Now in its second edition, this continues to be the only advanced practice nursing text to focus on core competencies in both epidemiology and population health. The new edition delivers essential content for Doctoral Nursing Programs (DNP) as outlined by the AACN, and encompasses the many changes in healthcare that affect population-based nursing, including the latest requirements set forth by the enactment of the ACA. Featuring the contributions of several esteemed new authors, the second edition includes a timely new chapter on global health in population-based nursing and vital information about how new technology and social media can be used to improve population outcomes and to develop innovative solutions.

9780826196132 | October 2015 | 332 pp | Paperback | $75.00
Health Promotion/Disease Prevention/Cultural Diversity

**Health Literacy in Nursing**  
*Providing Person-Centered Care*  
**Terri Ann Parnell, MA, DNP, RN**

Promoting the health literacy of patients across all settings is an essential component of prevention, wellness, and effective medical treatment. This health literacy textbook provides an overview of health literacy, discusses the magnitude of the issue, and explains implications of low health literacy. It details strategies to enhance effective communication between patients and nursing practitioners. Through case-based examples, this textbook and clinical guide assists nurses in developing the requisite skills needed to communicate effectively so that patients can truly make informed health decisions and enhance health outcomes.

9780826161727 | August 2014 | 320 pp | Paperback | $70.00

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**Kristin A. Riekert, PhD, Judith K. Ockene, PhD, Lori Pbert, PhD**

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Kim Scott, MSN, FNP, AE-C. Edited by Richard Debo, MD, FACS, David W. Leonard, MD, FACS, FAAOHN, Alan Keyes, MD, FACS

The only text of its kind for practicing clinicians, this is a comprehensive, quick-access reference written specifically for nurses, physician's assistants, and medical students. Not only is it useful as a pithy reference guide for clinicians, it is a learning system designed to foster retention and comprehension, and an in-depth review for written boards and ENT certification. The book is authored by a nurse practitioner with two practicing otolaryngologists, who are among the most highly respected professionals in their fields, as consultants.

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