

**WICHITA STATE UNIVERSITY**  
**School of Nursing Graduate Program**  
**APPLICATION FOR DOCTOR OF NURSING PRACTICE (DNP)**  
**Post-baccalaureate Entry**

**Introduction**

Wichita State University Nursing Programs have a responsibility to educate competent nurses to care for their patients (persons, families and/or communities) with critical judgment, broad-based knowledge, and well-honed technical skills. All individuals admitted to the Wichita State University Nursing Programs will be asked to verify that they can meet these standards **with or without accommodation(s)**.

Wichita State University Nursing Programs provide the following description/examples of technical standards to inform prospective and enrolled students of a sampling of technical standards required in completing their nursing science curriculum.

1. These technical standards reflect a sample of the performance abilities and characteristics that are necessary to successfully complete the requirements of the Nursing Programs. Please note: the standards are not requirements of admission into the Nursing Programs and the examples are not all-inclusive.
  
2. Individuals interested in applying for admission to the Nursing Programs should review these standards to develop a better understanding of the skills, abilities and behavioral characteristics required to successfully complete the Programs. Key areas for technical standards in nursing include certain: (a) sensory and motor coordination and function; (b) communication skills; (c) observational skills; (d) cognitive skills; and (e) behavioral and social attributes.

**Reasonable Accommodation(s)**

Wichita State University is committed to providing equal access to employment, educational programs, and activities for students with disabilities. The University recognizes that students with disabilities may need accommodations to have equally effective opportunities to participate in or benefit from University educational programs, services and activities and will make reasonable modifications to the environment, policy and practice and/or provide auxiliary aids and services when the Office of Disability Services determines such modifications are needed for equal access.

Students who believe they are eligible for an accommodation must contact the Office of Disability Services.

### Sensory & Motor Coordination & Functions

<b>Sensory &amp; Motor Coordination &amp; Functions</b>	<b>Standard</b>	<b>Rationale</b>
<p>Students must be able to execute gross and fine motor movements required to provide assessment, general care, and emergency treatment of patients.</p>	<ol style="list-style-type: none"> <li>1. Perform and /or assist appropriately to administer cardiopulmonary resuscitation (CPR).</li> <li>2. Obtain accurate information from patients using gross and fine motor skills appropriate to the technique required.</li> <li>3. Strength sufficient to move, transfer, and/or position patients or equipment safely under a variety of circumstances. Ability to lift independently or with assistance of a lift team/device for the delivery of general nursing care or in emergency situations.</li> <li>4. Perform and/or assist appropriately with expected procedures, using sterile or clean techniques appropriate to the type of procedure or treatment.</li> <li>5. Ability to perform nursing skills requiring the use of gross and fine motor skills (e.g. IV insertion, venous blood draw, urinary catheter insertion, etc.). A candidate should be able to execute motor movements reasonably required to provide nursing care and emergency response to patients.</li> <li>6. Obtain accurate information from patient assessment using tactile sensory functions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Must be able to administer CPR.</li> <li>2. Use the assessment skills of palpation, auscultation, inspection, and percussion.</li> <li>3. Ability to move and/or lift patients using proper body mechanics.</li> <li>4. Demonstrates the ability to perform clinical skills required in the clinical setting.</li> <li>5. Determine changes in skin temperature.</li> </ol>

## Observation

Observation	Standard	Rationale
<p>Students must be able to perform observational skills necessary to assess the health needs of clients/patients through auditory, visual, and tactile abilities.</p>	<ol style="list-style-type: none"> <li>1. Ability to observe patient conditions and responses to health and illness.</li> <li>2. Ability to assess and monitor health needs.</li> <li>3. Computational thinking.</li> <li>4. Cognitive load management.</li> </ol>	<ol style="list-style-type: none"> <li>1. Nursing student competencies include the knowledge, attitude, and skills necessary to provide quality and safe patient care to patients across the continuum.</li> <li>2. Use and interpret information obtained from digital, analog, and waveform diagnostic tools (e.g., sphygmomanometer, otoscope, stethoscope, ophthalmoscope, EKG, IVs) and other diagnostic tools.</li> <li>3. Observe a patient during the course of comprehensive or focused assessments.</li> <li>4. Translate data into abstract concepts and understand data-based reasoning.</li> <li>5. Obtain and interpret information for evaluation of responses to nursing actions.</li> </ol>

## Communication

Communication	Standard	Rationale
<p>Students must be able to complete accurate assessments of client status. Communication includes verbal, reading, writing, non-verbal, and electronic behaviors with patients and the healthcare team that reflect sensitivity, clarity, and mutual comprehension.</p>	<ol style="list-style-type: none"> <li>1. Communication abilities for sensitive and effective interactions with patients/clients (persons, families, and/or communities).</li> <li>2. Communication abilities for effective interdisciplinary collaboration with the healthcare team (patients, their supports, other professional and non-professional team members).</li> <li>3. Sense-making of information gathered from communication.</li> <li>4. Social intelligence.</li> </ol>	<ol style="list-style-type: none"> <li>1. Must be able to initiate and maintain nurse-patient relationships.</li> <li>2. Must be able to give professional (using standard nursing and medical terminology) verbal and/or written reports to other healthcare team members with clarity.</li> <li>3. Must be able to document accurately and clearly in written and/or electronic format.</li> <li>4. Must be able to accurately convey information and interpretation of information using one or more means of communication (verbal, written, assisted (e.g., TTY) and/or electronic) to patients/clients/the healthcare team.</li> <li>5. Must be able to determine a deeper meaning or significance in what is being expressed.</li> </ol>

## Cognitive

Cognitive	Standard	Rationale
<p>Students must have sufficient critical thinking skills in the practice of nursing. The student will need to problem solve clinical issues and situations by synthesizing information in an analytical, deliberative, evaluative, and decisive manner. Students must demonstrate the knowledge, skills, and attitude necessary to provide quality and safe patient care in all health care settings.</p>	<ol style="list-style-type: none"> <li>1. Accurately measure, calculate, reason, analyze, and synthesize subjective and objective data to carry out the nursing process in relation to patient assessment, diagnosis, goals, plan of care/interventions, and evaluation.</li> <li>2. Analyze data to prioritize all aspects of the client's health care needs and nursing diagnoses.</li> <li>3. Use synthesized data to develop a plan and implement nursing interventions relevant to client's needs which integrates client preferences to deliver appropriate, evidenced-based, quality and safe patient care.</li> <li>4. Demonstrate intellectual and conceptual abilities to accomplish the essentials of the nursing program (for example, baccalaureate essentials).</li> <li>5. Demonstrate cognitive abilities related to course and program outcomes, which include intellectual, conceptual, integrative, quantitative, critical thinking, and comprehension skills that indicate that the student is able to carry out the nursing process in the care of patients.</li> <li>6. Comprehend extensive information from written documents, visual and/or oral presentations, and patient computer information.</li> <li>7. Accurately follow course syllabi, assignment directions, patient protocols, and any action plan(s) developed by deans, faculty, administrators, or health care agency staff.</li> <li>8. Media literacy</li> </ol>	<ol style="list-style-type: none"> <li>1. Accomplish, direct or interpret assessment of persons, families and/or communities and develop, implement and evaluate plans of care or direct the development, implementation and evaluation of care.</li> <li>2. Make proper judgments regarding safe and quality care.</li> <li>3. Critically assess and develop content that uses new media forms, and to leverage these media for persuasive communication.</li> <li>4. Literacy in and ability to understand concepts across disciplines.</li> <li>5. Represent and develop tasks and work processes for desired outcomes.</li> </ol>

### Behavioral and Social Attributes

<b>Behavioral and social attributes</b>	<b>Standard</b>	<b>Rationale</b>
<p>Students must possess the emotional stability to enable them to develop therapeutic relationships and successfully communicate with individuals and aggregates from a variety of social, emotional, cultural, and intellectual backgrounds. Students should possess the qualities of self-awareness, emotional maturity, objectivity, flexibility, empathy, and integrity. Students should be emotionally able to handle demanding workloads and to function effectively under stress.</p>	<ol style="list-style-type: none"> <li>1. Concern for others, integrity, ethical conduct, accountability, interest and motivation.</li> <li>2. Acquire interpersonal skills for professional interactions with a diverse population of individuals, families and communities.</li> <li>3. Acquire interpersonal skills for professional interactions with members of the health care team including patients, their supports, other health care professionals and team members.</li> <li>4. Acquire the skills necessary for promoting change for necessary quality health care.</li> <li>5. Cross-cultural competency.</li> </ol>	<ol style="list-style-type: none"> <li>1. Maintain effective, mature, and sensitive relationships with clients/patients, students, faculty, staff and other professionals under all circumstances.</li> <li>2. Function effectively under stress and adapt to changing environments inherent in clinical practice.</li> <li>3. Demonstrate professional role in interactions with patients, intra and inter professional teams.</li> <li>4. Operate in different cultural settings (including disability culture).</li> </ol>

*Please complete the following information:*

Name: \_\_\_\_\_

Email: \_\_\_\_\_

**REQUESTED FOCUS (SPECIALIZATION) - INDIVIDUAL/FAMILY FOCUS**

(please check one):

Adult/Gero Acute Care NP       Family NP       Psychiatric/Mental Health NP

**EXPERIENCE:**

How many years of experience do you have as an RN? \_\_\_\_\_ Time Period: \_\_\_\_\_

Have you ever worked in the option/specialty for which you are applying?  YES  NO

If yes, for how many years? \_\_\_\_\_ Time Period: \_\_\_\_\_

Where? \_\_\_\_\_

In what capacity? \_\_\_\_\_

**General Statements (Circle appropriate response):**

- I understand that I must maintain a 3.00 GPA to remain qualified for specialization.  
 YES  NO
- Do you intend to take all required courses, attending continuously until they are completed?  
 YES  NO
- Do you understand the sequencing of the courses and the time commitment required?  
 YES  NO
- Has your license ever been suspended, revoked, limited or denied?  
If yes, please explain on a separate sheet of paper.  
 YES  NO
- As a Registered Nurse, have you ever had any disciplinary action brought against you?  
If yes, please explain on a separate sheet of paper.  
 YES  NO
- Upon completion of the degree, do you anticipate returning to the community where you now reside to practice?  
 YES  NO  
If no, where do you anticipate practicing? \_\_\_\_\_  
In what city and county do you currently work? \_\_\_\_\_

***General Statements (Signature when appropriate):***

- It is my desire and intention to work for one or more years in a rural or urban underserved community/population following graduation.  
 YES  NO
- I have signed the statement above and further desire and intend to complete my service in the state of Kansas.  
 YES  NO
- I am the first person in my family to attend college.  
 YES  NO
- I am including documentation (transcripts are not acceptable) that I am fluent in a foreign language to facilitate work in an underserved community with a documented need (e.g. Spanish, Vietnamese) (If Applicable).
- I am including documentation that I have provided cross cultural RN service, such as in a culturally diverse community, underdeveloped or developing world country, etc. (If Applicable).
- I am including documentation that I have provided underserved community/population RN service, such as in a community health center, service to the uninsured, etc. (If Applicable).

***In addition, please upload the following to the CollegeNet application with the WSU Graduate School:***

- **Current Resume for Curriculum Vitae**
- **Personal Goals Essay** A maximum of 1000 words (double space; 12 font; Times New Roman; 1 inch margin) in the form of a typed essay which addresses your:
  - Reasons for pursuing the DNP including your professional goals and how the program will enhance your future roles/activities as an advanced practice nurse,
  - Focused area of interest in pursuing DNP (e.g., practice area of interest in which you may be interested in developing the final project), and
  - Most difficult issues that you anticipate while in the DNP program and your plans to handle them.
  - Your essay will be evaluated on content and writing abilities. If admitted, this essay will also be used to help tailor the learning experience toward the individual's area of interest.