Graduate Student Handbook: 2016–2017

DEPARTMENT OF NURSING
ANDREWS UNIVERSITY
SCHOOL OF HEALTH
PROFESSIONS

APRIL 30, 2016

Andrews University

Graduate Student Handbook: 2016–2017

As an Andrews University nursing student, I understand that I must follow the procedures and policies that are included in this handbook, as well as the Andrews University Bulletin.

I acknowledge that I am responsible for this material.

Student's Name *(please print)* _____

Student's Signature _____

Date: _____

This page is the property of the Andrews University Department of Nursing, and shall remain in the department files online.

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WELCOME

Welcome to the Andrews University Department of Nursing. This nursing program is approved by the Michigan Board of Nursing and holds accreditation at the undergraduate level from the Accreditation Commission for Education in Nursing (ACEN).

This handbook is designed to orient you to policies and procedures used throughout your matriculation in the DNP program. The Department of Nursing will review the policies and procedures every year and provide you with updates based on current evidence in nursing practice, accreditation requirements, University policies and academia in general.

DEPARTMENT OF NURSING VISION AND MISSION STATEMENT

Vision—To prepare professional nurses to reflect Christian spirituality, caring attitudes, clinical excellence and clinical cultural competence for service and practice in concert with the four main initiatives from the Institute of Medicine and the Robert Wood Johnson Foundation's report on "The Future of Nursing" (2010):

- Nurses should practice to the full extent of their education and training
- Nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression
- Nurses should be full partners, with physicians and other healthcare professionals, in redesigning healthcare in the United States
- Effective workforce planning and policy making require better data collection and information infrastructure

Mission Statement—The Andrews University Department of Nursing, a program based on Seventh-day Adventist precepts and Restoration to the Image of God, provides transformational nursing education which equips students to function as professional nurses in direct care, advanced practice, research and education. Through the following activities, the Department of Nursing encourages students to Seek Knowledge, Affirm Faith, and provide Changes that impact the World of healthcare.

SEEK KNOWLEDGE	AFFIRM FAITH	CHANGE THE WORLD
1. Prepare nurses that provide culturally competent, high quality, evidence based, patient-centered care 2. Prepare nurses for first-time licensing and certification success 3. Encourage lifelong learning	1. Prepare nurses to practice within the Christian context of Restoration to the Image of God 2. Promote personal spiritual growth 3. Teach theoretical underpinning of wellness, illness and disease within the context of the Great Controversy	1. Teach with service/mission focus, medical evangelism 2. Teach current whole-person nursing care across the lifespan, which addresses wellness and illness 3. Prepare nurse leaders with a mindset for professional and ethical practice, which incorporates communication (all venues), teamwork and collaboration

DEPARTMENT OF NURSING PHILOSOPHY

The Department of Nursing believes in the great controversy between good and evil. We believe that in the beginning, God created the heavens and the earth; the crowning act of creation was man and woman in His image. When Adam and Eve sinned, they began a process of total degeneration in spiritual, mental, physical, social and emotional health that continues today. In order to interrupt this degeneration, Jesus came to this earth to live a perfect life and die for the sins of humanity, thus providing for perfect Restoration to the Image of God and consequent eternal life. This will be actualized at the second coming of Jesus. For the individual, this is possible only through accepting Jesus Christ as Savior, and maintaining an ongoing relationship with Him.

The student who enters this nursing program accepts the educational environment in which they will be prepared to deliver nursing care that demonstrates the goodness, grace and forgiveness of God. They will also be able to express how the presence and saving power of Jesus Christ has positively affected their personal and professional life.

This philosophy will influence education and learning, curricular development and teaching strategies. In addition, it is anticipated that this philosophy will influence the personal health, character, professional performance, ethical judgments and moral integrity of faculty, staff and students.

DEPARTMENT OF NURSING CONCEPTUAL FRAMEWORK

Key Concept: Restoration
Restoration to the Image of God is the ultimate goal of Christian nursing practice. Christian nurses believe that any improvement in spiritual, mental, physical, social or emotional health is a part of Restoration to the Image of God. Christian nurses acknowledge that in spite of effort, perfect restoration will not be complete on this earth, and illness and degeneration will continue to occur until the second coming Jesus Christ. Despite this, God has given a biblically based formula for health and a degree of restoration as allowed on earth. The goal of Christian nursing is to utilize this formula in all nursing activities to promote and maintain health, prevent disease, and treat acute and chronic illness.

This formula is based on the original eight natural remedies/laws of health (White, 1905): pure air, sunlight, abstemiousness, rest, exercise, proper diet, the use of water and trust in Divine Power. This formula has been a springboard for other representations such as NEWSTART (Weimar, 1978)

- N—Nutrition
- E—Exercise
- W—Water
- S—Sunshine
- T—Temperance
- A—Air
- R—Rest
- T—Trust in Divine Power (Weimar, 1978):

And CREATION Health (REED, 2007), which includes:

- C—Choice
- R—Rest
- E—Environment

- A—Activity
- T—Trust in Divine Power
- I—Interpersonal Relationships

- O—Outlook
- N—Nutrition

CONCEPTUAL DEFINITIONS

Restoration
- Returning to an ideal state
- Returning to a previous state of wellbeing, or achieving a state better than what is currently experienced

Image of God
- A multi-dimensional concept related to all aspects of human existence
- The ultimate goal is enhancing the divine image in persons, families, communities, institutions and systems in ways that promote health and prevent disease
- Restoration may be related to physical, mental, social or spiritual health. While ideally nurses strive to restore clients in all dimensions, improvement in any area helps move a client toward restoration. Therefore, even an individual with a terminal illness may be "restored" toward the image of God through other dimensions of health. The same holds true with any deficit that is keeping an individual from being in complete health.

Disease
- An interruption, cessation or disorder of body functions, systems or organs. Source: "Stedman's Medical Dictionary for the Health Professions and Nursing," 7th ed. (2011). Baltimore, MD: Lippincott Williams and Wilkins.

Illness
- Illness is a state in which a person's physical, emotional, intellectual, social, developmental or spiritual functioning is diminished or impaired compared with previous experience. Source: Potter, P.A., & Perry, A.G., "Fundamentals of Nursing," 9th ed. (2016). St. Louis, MO: Mosby, Inc.

Degeneration
- Deterioration; passing from a higher to a lower level or type;
- A worsening of mental, physical, or moral qualities;
- A retrogressive pathologic change in cells or tissues, in consequence of which their functions are often impaired or destroyed; sometimes reversible; in the early stages, necrosis results. Source: "Stedman's Medical Dictionary for the Health Professions and Nursing," 7th ed. (2011). Baltimore, MD: Lippincott Williams & Wilkins

Promote and Maintain Health
- Involves individuals or aggregates in a process of self-determination of practices and choices enhancing global wellness

- Health promotion is based on knowledge and understanding of laws of health and the active choice of improvement of personal health habits
- Resources and skills must be developed so that current health is maintained, or a higher level of health can be achieved

Prevent Disease
- Associated with behaviors that assist at-risk individuals or aggregates in avoiding development of, or complications related to specific conditions
- Primary prevention relates to protection against specific health problems, with the focus on increasing a person's resistance to specific illness
- Secondary prevention involves early identification of, and prompt intervention for health problems

Treat Acute and Chronic Illness
- Tertiary prevention/disease management is concerned with restoration and rehabilitation within limits imposed by a health problem, once a condition is already present

The purpose of the Doctor of Nursing Practice (DNP) Student Handbook is to provide students with the information needed to progress through the DNP program. Students should also be familiar with all policies and procedures in the Andrews University Graduate Handbook, as well as the Andrews University Bulletin. If there are questions about the information in the DNP Student Handbook, students should contact their advisor, the director of the DNP program, or the Andrews University Department of Nursing chair.

PROGRAM DESCRIPTION

Mission: The Andrews University Department of Nursing, a program based on Seventh-day Adventist precepts and Restoration to the Image of God, provides transformational nursing education, which equips nurses to function as Advanced Practice Healthcare Providers.

Goal: The goal is for students to seek knowledge within a scholarly context, transform and grow professionally while simultaneously affirming their faith; and complete the program with an aim toward changing their local, national and global world.

The DNP program is designed to prepare experts in specialized advanced practice nursing. The DNP degree encompasses advanced practice nursing that influences healthcare outcomes for individuals, families and populations, including the direct care of individual patients, application of evidence-based practice models into care of patients; management of care for individuals and populations; administration of nursing and healthcare organizations; and the development and implementation of health policy.

Graduates of DNP programs are prepared for direct care roles (i.e., nurse practitioners, clinical nurse specialists, nurse midwives) and indirect care or systems-focused roles (i.e., administrative, public health and policy) or a blend of these roles.

The DNP curriculum consists of three domains of knowledge to be acquired by the students: 1) Core knowledge, 2) APN competencies and 3) FNP role competencies. The curriculum was developed utilizing the following as a foundation and a guide: The American Association of Colleges of Nursing's "The Essentials of Doctoral Education for Advance Practice" (2006); The National Council of State Boards of Nursing and APRN Consensus Work Group's "Consensus Model for APRN Regulation, Licensure, Accreditation, Certification and Education" (2008); and published articles on DNP curriculum.

Uniqueness/Distinctiveness: The uniqueness and distinctiveness of this DNP program is its online access, which provides greater access to nurses in the world church who want their doctoral education to be from a Seventh-day Adventist institution.

PROGRAM OUTCOMES

The DNP program prepares advanced practice nurse leaders to function on many levels in complex healthcare systems, upon completion of the DNP program, graduates will be able to:

1. Have completed the DNP degree within five years
2. If seeking the FNP, successfully complete Family Nurse Practitioner certification exam at first sitting
3. Express satisfaction with the DNP program
4. Graduates seeking employment will secure employment in role-specific disciplines within six months post-graduation.

STUDENT LEARNING OUTCOMES

1. Meets the standard to practice as a doctorally prepared, certified, Advanced Practice Family Nurse Practitioner in the current healthcare environment and achieve employment in the role of doctorally prepared APN.
2. Integrate knowledge from nursing, biophysical, social, analytical and organizational sciences into practicing, developing and transforming advanced practice nursing within a spiritual context.
3. Integrate organizational and system thinking as well as leadership knowledge in designing, implementing and/or evaluating approaches to quality in care delivery.
4. Use clinical scholarship and analytical methods to critically appraise the literature, and develop, implement and evaluate strategies and best practices in providing healthcare.
5. Develop leadership in critical analysis, information management, advocacy and education, in shaping healthcare policy at the local, state and national levels.
6. Employ consultative, collaborative and leadership skills with intra-professional and inter-professional teams to foster effective communication, enhance health outcomes, and create positive change in complex healthcare delivery systems, and across diverse populations in order to address health disparities.

ADMISSION REQUIREMENTS

DNP Application Deadline and Process:

The application deadline for each cohort is April 15. Cohort starts in the summer session.

Faculty reserve the right to interview applicants based on information coming in during the application process.

With each new cohort an orientation is provided online before courses begin.

Admission Requirements:

- Must meet standard admission requirements for graduate admission at Andrews University
- **GRE**—Required
- **GPA**—3.25 at admission; with matriculation to 3.5 at graduation
- **Experience**—BS to DNP—must be working while in school to gain nursing experience
    MS to DNP—must have work experience, and may be certified as advanced practice nurse, or working as a nurse educator or nurse administrator
- **Letters of Recommendation (three required):**
    1) Supervisor from current employment setting, who can address clinical competence
    2) Doctorally prepared faculty member, who can address academic competence and scholarly potential
    3) Professional colleague who holds at least a master's degree in nursing

- **Portfolio to include:**
    1) Resume/CV
    2) Three-page essay on how they have promoted or advanced the profession of nursing in the past, and goals and objectives for the future, utilizing their advanced education
    3) A statement regarding the type of Capstone scholarly project they would be interested in conducting

- **Language**—Must be able to speak English and present work in English
- **Nursing Degrees**—Must have degrees that are from schools accredited by ACEN, CCNE, NLNAC in the U.S. or whatever accrediting organization that exists within their country
- **Prerequisites for BS-DNP**—Must have undergraduate statistics, research, health assessment and pathophysiology
- **Prerequisites for MS-DNP**—Must have graduate level statistics and research
- **Credentials**—Must have RN License and APRN-DNP applicants must have Certifications of Advanced Practice (if applicable)
- **Criminal background check**—Must have national background check
- **Health Status**—Immunization and Physical Exam health records required
- **Drug Screen**—Must submit drug screen for admission, and repeat before beginning clinical practicum
- **CPR Certification**—Required
- **Faculty reserve the right to require an interview of applicants based on reasons they identify.**

On-campus Required Time

Students will be required to spend approximately a week on campus to complete comprehensive exams and an additional week at the end of the program to review for FNP board examinations and present scholarly project. However, the rest of the degree is done through online methods.

AMERICAN DISABILITIES ACT (ADA) ACCOMMODATIONS

Andrews University accepts and appreciates diversity in its students, including students with learning and other disabilities.

If you feel that you have a learning, psychological and/or emotional disability, it is mandatory that it be formally documented by an appropriate and credentialed counseling and testing center in the area that the student lives in. Without this documentation, no accommodation will be granted.

If you qualify for accommodations under the American Disabilities Act, please see your instructor and advisor as soon as possible for referral and assistance in arranging such accommodations.

Academic Accommodations
Students who require accommodations may request an academic adjustment as follows:

1. Read the Andrews University Disability Accommodation information at https://www.andrews.edu/services/sscenter/disability/

2. Download and fill in the disability form at http://www.andrews.edu/services/sscenter/disability/accommodationsreqform.pdf

   Preferably type answers. To save a digital copy, 1) print to file and save, or 2) print and scan. Email the completed form and disability documentation (if any) to success@andrews.edu or fax it to 269- 471-8407.

3. Email sdestudents@andrews.edu to inform the School of Distance Education & International Partnerships that a disability has been reported to Student Success.

POLICY STATEMENTS

Notice Regarding Policies and Procedures
All nursing majors are expected to be familiar with and observe the policies and procedures of Andrews University and the Department of Nursing. These policies and procedures can be found in:
1. Andrews University Bulletin
2. Andrews University Department of Nursing Graduate Student Handbook
3. Andrews University Student Handbook

The Andrews University Department of Nursing Graduate Student Handbook is available online year round, with updates made at the beginning of each academic year. New policies and procedures to be implemented during the school year will be communicated via email and on the website.

Restrictive Policies

Policies which may have a restrictive impact upon a students' progress into and through the nursing program shall be implemented according to the following schedule:

- Approved policies shall take effect at the beginning of the academic year when they are published; unless it has to do with curriculum/program changes that affect the integrity of the program
- Policies will be posted on student emails following approval by the appropriate council, with the expected date of implementation

Academic Integrity

In harmony with its mission statement in the Andrews University Bulletin, students are expected to demonstrate the ability to think clearly for themselves and exhibit personal and moral integrity in every sphere of life. Thus, students are expected to display honesty in all academic matters.

Academic dishonesty includes (but is not limited to) the following acts:
- Falsifying official documents
- Plagiarizing, which includes copying others' published work and/or failing to give credit properly to other authors and creators
- Missing copyrighted material and/or violating licensing agreements (actions that may result in legal action in addition to disciplinary action taken by the University
- Using media from any source or medium, including the Internet (i.e., print, visual images, music) with the intent to mislead, deceive or defraud
- Presenting another's work as one's own
- Using materials during a quiz or examination other than those specifically allowed by the teacher or program
- Stealing, accepting or studying from stolen quizzes or examination materials
- Copying from another student during a regular or take-home test or quiz; assisting another in acts of academic dishonesty

Andrews University takes seriously all acts of academic dishonesty. Such acts as described above are subject to incremental discipline for multiple offenses and severe penalties for some offenses. These acts are tracked in the Office of the Provost. Repeated and/or flagrant offenses will be referred to the Committee on Academic Integrity for recommendations on further penalties.

Consequences may include denial of admission, revocation of admission, warning from a teacher with or without formal documentation, warning from a chair or academic dean with formal documentation, receipt of a reduced or failing grade with or without notation of the reason on the transcript, suspension or dismissal from the course, suspension or dismissal from the program, expulsion from the University, or degree cancellation. Disciplinary action may be retroactive if academic dishonesty becomes apparent after the student leaves the course, program or University.

Departments and faculty members may publish additional, perhaps more stringent, penalties for academic dishonesty in specific programs or courses.

ACADEMIC INFORMATION AND POLICIES

Online Course Week—Start and End Dates
Online courses last for a duration of six weeks or as otherwise stated in the course schedule.
- Courses start on Monday of Week 1 at 12:01 a.m. EST
- Courses end on Friday of the last week of a course at 15:00 EST

The Course Week: The course week consists of five days: Day 1, Day 2, Day 3, etc. Day 1 is the first day the course begins and Day 5 is considered the last day of the week.

Submission Times
- A day is comprised of the time frame between 12 a.m. to 11:59 p.m.
- Any course work due on a specific day must be submitted during these times in order to accepted
- No course work will be accepted after Day 5 of the last week of the course, unless permission is received from faculty teaching the course. Be sure to submit assignments to "Turnitin" and check the results, to make sure you have not plagiarized inadvertently

Student Participation
- Courses are not to be considered independent study courses, but essential shared learning communities. Therefore, it is imperative that students participate with substantive and timely postings to the online discussion board as outlined in the course syllabus.
- Failure to post the expected frequency and quality will result in grade reduction for the discussion
- Students are not allowed to post ahead in any week
- Students are required to check and utilize their andrews.edu email address when communicating with faculty, administration or staff

Faculty Participation
- Faculty members are expected to facilitate student personal, professional and spiritual growth through guided responses on the discussion board which provide critical insight, stimulate new ideas or raise awareness
- Faculty members are required to be accessible to the student, which is demonstrated through visibility and quality feedback on discussions and assignments
- It is reasonable for students to expect the faculty will be online at least three times per week, except as communicated by the faculty (for example, not online on Saturday or Sunday) and be reasonably accessible to students by providing contact information in their biography link
- Faculty members are also encouraged to use andrews.edu email addresses when communicating with students
- Faculty members are to respond to and/or grade student assignments within seven days of due date
- The returned assignment should reflect appropriate comments using the course-grading rubric; and the student can expect that faculty members will provide comments that facilitate personal and professional development in the academic setting. Faculty members are expected to respond to questioning and student emails **within 48 hours** except on holidays and weekends.
- If the response requires additional time, the faculty should communicate this to the student

Students may receive credit for work completed in the following ways:

- Essays
- Internet videos, assignments, etc.
- Clinical logs
- PowerPoints
- Discussion posts
  1. The grading for discussion activities is outlined in the course-grading rubric
  2. Students are required to:
     a. Support their discussions with citations
     b. Write in APA style and provide a reference list at the bottom of their posting
  3. Participation points are based on the Discussion Postings
  4. Make sure that you allow enough time for computer problems to ensure that you post on time
- Various assignments
  1. Points will be awarded for assignments guided by a grading rubric in each course
  2. The course syllabi are available for accessing the grading rubric in every course
  3. Students should use the rubric as a method of ensuring the objectives of the assignment are met
  4. If the student has significant life issues (this does not include vacations/ honeymoons/work schedules, etc.) that impede completion of assignments in a timely manner, they must contact the Instructor for that course 24 hours prior to the due date to make other arrangements.

Course Policies

Withdrawal Policy: The current withdrawal policy can be found online at https://www.andrews.edu/distance/students/gradplus/withdrawal.html. Students are expected to submit assignments by the due dates noted in the course. In extenuating circumstances, such as illness, the student must contact the instructor as soon as possible to discuss the situation. In those circumstances, faculty will determine the appropriate course of action for the student.

Depending on the situation, these actions may include recommendations to drop the course (if within the University drop/withdrawal period), acceptance of some or all of the overdue assignments with or without penalties, or failure to accept assignments.

Incomplete Policy: Students for whom an extension has been authorized receive the grade I, which stands until the work has been made up. The course coordinator or instructor who authorizes the extension confers with the student to establish a final time limit for completion of the missing work. Copies of the agreement are given to the student, the instructor and the registrar at Andrews University. The grade I must be removed in the next enrolled semester or the grade automatically will be converted to an F.

Late Assignments: Assignments submitted late without prior agreement of the instructor, outside of an emergency absence, or in violation of agreements for late submission, will receive a grade reduction for the assignment amounting to a **5 percent point loss per day. After five days, the assignment will not be graded and the student will receive a grade of 0 for the assignment.**

Students should be aware that late assignments may not receive the same level of written feedback as do assignments submitted on time. Late postings impact the quality and quantity of class discussions and often forfeit the opportunity for valuable peer feedback.

Please remember that your timely participation is necessary and vital to your understanding of the course material and makes the course run much more smoothly.

Withdrawing from a Course: Students may withdraw from courses and receive the grade W (withdrawal) according to the date published in the University course schedule for each semester. The student will receive the grade W (withdrawal) if less than half of the course has elapsed. Students may not withdraw from a course after the published date selected by the University, or after the course is half completed, except in extenuating circumstances.

Students should note that the course schedule in the DNP program does not perfectly match the University schedule therefore course drop and withdrawal are relative to the DNP course schedule.

Changing/Dropping a Course: The first two weeks of the course are allocated for necessary changes related to the course. Courses may be dropped without entry in the final record within two weeks of the first day of classes. Courses may be dropped only after consultation with the student's adviser and the course instructor.

Dropping a course may affect the sequencing of the program of study and may change the student's expected date of completion of the course work.

Repeating Courses: Students enrolled in the DNP program may repeat a course only with the permission of the Department of Nursing Admission Progression Retention & Grievance Committee, following recommendation of the instructor and the DNP director.

DNP students are required to earn at least a B- in all required courses.

A course taken in the Department of Nursing may not be repeated outside the school for credit toward the degree. Nursing courses may be repeated only once.

Attendance Policy
At the beginning of the semester the instructor will explain expectations for attendance and participation for a course and their influence on the evaluation process. It is expected that students will attend all synchronous and asynchronous DNP classes and practice experiences. Attendance is mandatory for on-campus intensives.

Students are expected to attend/participate in all courses regardless of educational format. The instructor is under no obligation to accommodate students who are absent or who miss work without prior notification and makeup arrangements.

It is the responsibility of the student to attend all scheduled online classes. In emergency circumstances, a student may be permitted to miss a class session under the following terms:

- The student must seek approval from the instructor prior to the missed class. Failure to contact the instructor prior to the missed class will result in zero points for all assignments due that week.
- The student must make arrangements with the instructor to complete all assignments and make up work if assigned by instructor.
- Failure to follow this policy may result in an F for the course.
- To be considered present in online classes, the student must log in and post at least one substantive forum post or assignment per week.

Maintaining Professional Conduct Online

The classroom is a professional environment where academic debate and learning take place. Your instructor will make every effort to make this environment safe for you to share your opinions, ideas and beliefs. In return, you are expected to respect the opinions, ideas and beliefs of other students—both in face-to-face Zoom and online communication. Students have the right and privilege to learn in the class, free from harassment and disruption.

Netiquette

In courses you will communicate with your classmates and instructor primarily in writing through the discussion forum and email. "Online manners" are generally known as "netiquette." As a general rule, you should adhere to the same classroom conduct that you would "off-line" in a face-to-face course. Some examples of proper netiquette are:

1. Avoid writing messages in all capital letters. THIS IS GENERALLY UNDERSTOOD AS SHOUTING.
2. Be careful what you put in writing. Even if you are writing an email message to one person, assume that anyone could read it. Though you may send an email to a single person, it is very easy to forward your message to hundreds or thousands of people.
3. Grammar and spelling matter. Online courses demand the same standard of academic communication and use of grammar as face-to-face courses.
4. Never use profanity in any area of an online course. The transcripts of online course discussion forums, email, and chat sessions can be saved.
5. When responding to messages, only use "Reply to All" when you really intend to reply to all.
6. Avoid unkindly public criticism of others. Publicly criticizing others in an inappropriate way is known as "flaming." Consider this course a practice forum for selecting your verbiage thoughtfully and professionally.
7. Use sarcasm cautiously. In the absence of nonverbal cues such as facial expressions and voice inflections, the context for your sarcasm may be lost, and your message may thus be misinterpreted.
8. In a face-to-face setting, our tone of voice and facial expressions may convey as much of our meaning as the words we use. In a written message, the subtext of your meaning may be confused or misinterpreted. Write clearly. Use active verbs.

Commitment to Integrity

As a student in this course (and at this University) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Commitment to Excellence

You deserve a standing ovation based on your decision to enroll in and effectively complete this course. Along with your pledge of "commitment to Integrity" you are expected to adhere to a "commitment to excellence." Andrews University has established high academic standards that will truly enhance your writing and communication skills across the disciplines and in diverse milieu with many discourse communities in the workplace.

Commitment to Honesty

Using the work of another student or allowing work to be used by another student jeopardizes not only the teacher-student relationship but also the student's academic standing. Lessons may be discussed with other students, tutors may help to guide a student's work, and textbooks, encyclopedias and other resource materials may be used for additional assistance, but the actual response must be the student's own work. A student who gives information to another student to be used in a dishonest way is equally guilty of dishonesty. Any violation of this policy will be taken before the Admission, Progression, Retention & Grievance Committee for appropriate punitive action.

Grading

Percentage grade ranges for all DNP courses are as follows:
Letter Grade Assignment and Grade Percentages

A	94–100%	B-	80–82%	D	60–69%
A-	90–93%	C+	78–79%	F	0–60%
B+	88–89%	C	73–77%	DG	Deferred Grade
B	83–87%	C-	70–72%	I	Incomplete

All F grades are counted in the computation of grade point ratios, unless the student repeats the course and earns a passing grade.

Good Academic Standing

Good academic standing is defined as both a semester GPA of 3.25 or higher, a cumulative GPA of 3.5 or higher, and no grade below B- in any course.

Completion of Program

Students admitted to the DNP program must complete all courses within time frame required by the School of Graduate Studies & Research. Students are recommended to stay with their cohorts so that all classes are taken sequentially. Leaves of absence are counted in this time frame.

C Grade Policy

A student may repeat one course, one time, due to a C grade. If after repeating a course for a C grade, the student receives another C grade in the same level, the student will be dismissed. The current policies for maintaining a 3.5 GPA still apply.

Probation

- Students are expected to maintain a 3.25 grade point average each semester
- The academic performance of students is reviewed by DNP Admission Progression Retention & Grievance Committee at the end of each semester
- Students are placed on academic probation unless they earn a 3.25 average each semester
- A student who is not making satisfactory progress toward the degree will be advised to go on a leave of absence, or dismissed if improvement is judged to be unlikely
- A student may be placed on probation only once during the entire program of study
- If a student's record in another semester warrants probation, the student will be dismissed
- A student making a grade of less than B- in two courses will be dismissed
- If a student cannot improve his or her grade point average because the needed course cannot be repeated in the following semester, the student will be continued on probation if satisfactory completion of the course will give the student a 3.25 grade point average
- Because the Department of Nursing is a professional school, the faculty may, for the purposes of evaluation, render opinion on the student's total ability
- A student's promotion in the program is determined by the Admission Progression Retention & Grievance (APRG) Committee at the end of each semester
- The APRG committee, on the recommendation of the student's instructors, program level director, and/or academic adviser, promotes only those students who have demonstrated personal, professional and intellectual achievement consistent with faculty expectations at the student's particular stage of professional development
- Students who are deficient in a major area or areas will be required to repeat course work or to complete additional efforts satisfactorily in order to remedy deficiencies
- Students deficient in a major undertaking or who demonstrate marginal performance in a major portion of their work will be dismissed

Readmission

A student who has been dismissed or has withdrawn from the program may apply to the APRG Committee for readmission after an intervening period of not less than one semester. The committee will consider such cases on presentation of substantial evidence of a responsible and successful period of work or study during the intervening period.

A former student having successfully completed a tour of duty in the Armed Forces will be classified in this category. There is no guarantee, however, that a student will be readmitted. This will depend on (a) the faculty's evaluation of the likelihood of the applicant's successful performance in succeeding work; (b) the competition of other applicants; and (c) class space available.

A student readmitted after having been advised to withdraw or after having been suspended or dropped, is on probation during the first semester back in the program.

Any student who has a break in enrollment, including a deferral or leave of absence, must submit information for a new background check and drug screen.

Progression

Most required DNP courses are sequential, and a student who fails to pass such a course cannot progress in the nursing curriculum until the course has been successfully repeated. A student seeking a waiver of this policy must submit a written request to the Admission Progression Retention & Grievance Committee for an exception to the rule.

Student Complaint and Grievance Procedure

Faculty members welcome the opportunity to work closely with students to facilitate learning and assist in meeting course objectives. The student should first discuss any concerns regarding an instructor or a course with the instructor involved. If further discussion is needed, the student should speak with their advisor. If the issue is not resolved, the student should then contact the DNP program director. If the problem still persists, the student should make an appointment with the Department of Nursing chair. If the result is not satisfactory after this, the student should meet with the dean of the School of Health Professions.

Withdrawal from the University

Students planning to withdraw from the University should work with their advisor and contact the registrar's office to initiate proper procedures.

Leave of Absence:

Leaves of absence are granted for a minimum of one semester or a maximum of one year. For a leave of absence, students should write a formal request to the Department of Nursing Admission Progression Retention & Grievance Committee.

Leaves of absence must be approved by the academic advisor and the DNP program director as well as the Admission Progression Retention & Grievance Committee. Time spent on leave of absence is not included in the total time taken to complete the degree.

Since the program runs year round, students must take a leave of absence for any semester they are not in attendance. At the end of the leave of absence, the student must notify the Department of Nursing Admission Progression Retention & Grievance Committee of their intent to return or not to return. A student failing to register at the conclusion of the stated leave period is withdrawn from the program and the University, and must reapply for admission unless the leave is extended by the Department of Nursing Admission Progression Retention & Grievance Committee.

Those without authorized leave who do not register are dropped from the program, and are not considered current students. If they wish to resume study in the Department of Nursing, they must reapply for admission.

COURSE METHODS AND DELIVERY

Methods of Instruction
Methods of instruction include assigned readings from the textbook and the course material, online inter-actions with the instructor and other students via discussion posts, Internet Zoom meetings, chat rooms, teleconferences, or more. Regular participation in the course is essential to good performance.

Technical Requirements
Internet connection (DSL, LAN or cable connection desirable).

Learning Hub Access
Courses are delivered online through Learning Hub at http://learninghub.andrews.edu

Your username and password that provides you with access will be your Andrews University username and password. You need to activate your username and password to access LearningHub.

Please do this online at https://vault.andrews.edu/vault/pages/activation/information.jsp, if you haven't done so already. Call 269-471-6016 or email helpdesk@andrews.edu if you need assistance.

If you need technical assistance at any time during the course, or to report a problem with LearningHub, please email dlit@andrews.edu or call 269-471-3960.

Intensive Sessions
All students are required to attend two on-campus intensive sessions—one session for comprehensive exami-nation and one for FNP exam preparation review & scholarly project presentation. Time on campus may vary slightly depending on individual programs of study. Attendance is mandatory for successful completion of the DNP program.

COURSE REQUIREMENTS

There are three degree tracks students may choose from: Post-baccalaureate, Post-master's seeking the FNP advanced practice preparation and Post-APRN. Course requirements vary depending on the track chosen by the students. Students entering the Post-baccalaureate complete 65 semester credit hours; students entering the Post-master's complete 56 semester credit hours; students entering the Post-APRN complete 40 semester credit hours. The degree requirements include the completion of a comprehensive exam, a scholarly project, and DNP practicum experience. Degree requirements for each DNP track:

Post-baccalaureate Degree Requirements (BS-DNP)

- 65 semester credits (10 semesters)
- 95% online with two mandatory face-to-face experiences
- Part-time
- Approximately 3.5 years in length (including summers)
- Per credit cost—online with 50 percent discount (i.e., if tuition is $1,000/credit hour, with the 50 percent discount, the actual tuition for the class would be $500/credit hr.)

Course Number	Course Title	Credit Hours
NRSG 616	Biostatistics for Clinical Data Management	3
NRSG 644	Research Methods for Evaluation and Outcomes of Advanced Clinical Practice	3
NRSG 685	DNP Advanced Practice Role	2
NRSG 700	Theoretical Foundations for Scholarship in Advanced Practice Nursing	2
NRSG 705	Christian Ethics and Advanced Practice Nursing	2
NRSG 710	Principles of Epidemiology	3
NRSG 726	Interpersonal Dynamics and Cultural Practices in Advanced Practice Nursing	2
NRSG 715	Organizational Leadership in Health Care Systems	2
NRSG 720	Information Systems and Patient Care Technology for Healthcare	2
NRSG 730	Health Care Policy for Advanced Practice Nursing	2
NRSG 727	Clinical Health Promotion and Disease Prevention of Populations	2
NRSG 748	Advanced Pathophysiology Across the Lifespan	3
NRSG 755	Advanced Health Assessment Across the Lifespan	3
NRSG 756	Advanced Health Assessment Practicum	2
NRSG 760	Advanced Pharmacology Across the Lifespan	3
NRSG 763	Primary Care Management of Adults	3
NRSG 764	Primary Care Management of Adults Practicum	2
NRSG 765	Primary Care Management of Maternal/Child Health	4
NRSG 766	Primary Care Management of Maternal/Child Health Practicum	3
NRSG 801	Capstone Scholarly Project I	2
NRSG 767	Evidence-based Family Nurse Practitioner Primary Care Management	3
NRSG 768	Evidence-based Family Nurse Practitioner Primary Care Management	6
NRSG 802	Capstone Scholarly Project II	1
NRSG 770	Teaching Strategies	3
NRSG 775	Learning Theories and Health Teaching	2

TOTAL POST-BACCALAUREATE DNP DEGREE CREDIT HOURS—65

Post-master's Degree Requirements (MS-DNP)

56 semester credits (9 semesters)
95% online with two mandatory face-to-face experiences
Part-time
Approximately 3 years in length (including summers)
Per credit cost—online with 50 percent discount (i.e., if tuition is $1,000/credit hour, with the 50 percent discount, the actual tuition for the class would be $500/credit hr.)

Course Number	Course Title	Credits Hours
NRSG 616	Biostatistics for Clinical Data Management	3
NRSG 644	Research Methods for Evaluation and Outcomes of Advanced Clinical Practice	3
NRSG 685	DNP Advanced Practice Role	2
NRSG 700	Theoretical Foundations for Scholarship in Advanced Practice Nursing	2
NRSG 705	Christian Ethics and Advanced Practice Nursing	2
NRSG 710	Principles of Epidemiology	3
NRSG 715	Organizational Leadership in Health Care Systems	2

NRSG 720	Information Systems and Patient Care Technology for Health Care	2
NRSG 730	Health Care Policy for Advanced Practice Nursing	2
NRSG 748	Advanced Pathophysiology Across the Lifespan	3
NRSG 755	Advanced Health Assessment Across the Lifespan	3
NRSG 756	Advanced Health Assessment Practicum	2
NRSG 760	Advanced Pharmacology Across the Lifespan	3
NRSG 763	Primary Care Management of Adults	3
NRSG 764	Primary Care Management of Adults Practicum	2
NRSG 765	Primary Care Management of Maternal/Child Health	4
NRSG 766	Primary Care Management of Maternal/Child Health Practicum	3
NRSG 801	Capstone Scholarly Project 1	2
NRSG 767	Evidence-based Family Nurse Practitioner Primary Care Management	3
NRSG 768	Evidence-based Family Nurse Practitioner Primary Care Management Practicum	6
NRSG 802	Capstone Scholarly Project II	1
TOTAL POST-BACCALAUREATE DNP DEGREE CREDIT HOURS—56		

Post–APRN Degree Requirements (APRN-DNP)		
• 40 semester credits (7 semesters)		
• 95% online with two mandatory face-to-face experiences		
• Part-time		
• Approximately 2.5 years in length (including summers)		
• Per credit cost—online with 50 percent discount (i.e., if tuition is $1,000/credit hour, with the 50 percent discount, the actual tuition for the class would be $500/credit hr.)		
Course Number	**Course Title**	**Course Credits**
NRSG 616	Biostatistics for Clinical Data Management	3
NRSG 644	Research Methods for Evaluation and Outcomes of Advanced Clinical Practice	3
NRSG 685	DNP Advanced Practice Role	2
NRSG 700	Theoretical Foundations for Scholarship in Advanced Practice Nursing	2
NRSG 705	Christian Ethics and Advanced Practice Nursing	2
NRSG 710	Principles of Epidemiology	3
NRSG 715	Organizational Leadership in Health Care Systems	2
NRSG 720	Information Systems and Patient Care Technology for Health Care	2
NRSG 730	Health Care Policy for Advanced Practice Nursing	2
NRSG 801	Capstone Scholarly Project I	2
NRSG 770	Teaching Strategies	3
NRSG 775	Learning Theories and Health Teaching	2
NRSG 780	Nursing Education Outcomes	3
NRSG 785	Curricular Development	2
NRSG 790	Nursing Education Practicum	6
NRSG 802	Capstone Scholarly Project II	1
TOTAL POST-BACCALAUREATE DNP DEGREE CREDIT HOURS—40		

Post-Master's Certificate Program: This program is for those master's-prepared advanced practice nurses who wish to obtain the coursework needed to sit for certification as a nurse educator. The focus of the Post-Master's Certificate program is nursing education.

The Post-Master's Certificate consists of 16 credit hours, which includes a minimum of 450 education practicum hours. Please note that the practicums are "required" and cannot be waived or negotiated.

COURSE DESCRIPTIONS

NRSG 616   **Biostatistics for Clinical Data Management**
Introduces statistical concepts and analytical methods as applied to data encountered in biomedical sciences. It emphasizes the basic concepts of experimental design, quantitative analysis of data and statistical references.

NRSG 644   **Research Methods for Evaluation and Outcomes of Advanced Clinical Practice**
The focus of this course is to provide the knowledge and skills to generate evidence-based knowledge using scientific inquiry to improve outcomes in patient care. The components of research and evaluation processes are explored, culminating in the dissemination of research, evaluation and other evidence-based materials to healthcare professionals.

NRSG 685   **DNP Advanced Practice Role**
This course explores the various roles of the Doctor of Nursing Practice Family Nurse Practitioner. Areas discussed include patient care, health professional education, health policy, research, leadership and more. Special focus is on advanced practice.

NRSG 700   **Theoretical Foundations for Scholarship in Advanced Practice Nursing**
Students examine theories from fields of nursing, philosophy, biology, theology, humanities, psychology, sociology, behavior and health beliefs, along with the Conceptual Framework of the Department of Nursing to build the underpinnings and foundational basis for their advanced practice. In addition, conceptualizations of person, environment and health are explored as theories are examined.

NRSG 705   **Christian Ethics and Advanced Practice Nursing**
A study and exploration of ethical problems and dilemmas faced by Advanced Practice nurses in diagnosing, treating, billing and communicating about care to clients, families, healthcare systems, community, and society as a whole. In addition, it provides strategies for addressing ethical dilemmas based within a Christian context.

NRSG 710   **Principles of Epidemiology**
Introduces the basic principles and applications of epidemiology. It describes the distribution and determinants of disease in human population; and introduces students to the theory, methods and body of knowledge of epidemiology.

NRSG 715   **Organizational Leadership in Health Care Systems**
This course introduces the student to the science of complex organizational structures and designs, with an emphasis on leadership within complex healthcare systems. It focuses on healthcare environments in various venues, such as professional, organizational, political, governmental and more.

NRSG 720   Information Systems and Patient Care Technology for Health Care
This course focuses on information technology and its application in healthcare settings. Content covered includes theoretical models of nursing informatics and database management, in the context of healthcare systems.

NRSG 726   Interpersonal Dynamics and Cultural Issues in Advanced Nursing Practice
Provides advanced knowledge related to underlying interpersonal concepts, skills and practical approaches, specifically for relationship building across various cultures as an advanced practice nurse. It is also important for effective communication in regards to all areas of healthcare cross culturally.

NRSG 727   Clinical Health Promotion and Disease Prevention of Populations
Explores theories of health promotion and disease prevention at the advanced practice level, with emphasis on patient education, epidemiology, health beliefs, and the eight natural laws of health. The health care provider is provided with tools for directing and managing preventive care of various populations across the lifespan.

NRSG 730   Health Care Policy for Advanced Practice Nursing
This course examines concepts of healthcare policy and political behavior, and generates strategies for exercising professional leadership in effecting change in health disciplines. The role of the DNP FNP in health politics for the workplace, organization, government and community will be presented.

NRSG 748   Advanced Pathophysiology Across the Lifespan
The focus of this course is the application of advanced pathophysiologic concepts for frequently encountered conditions in clinical practice. It provides an in-depth analysis of epidemiology, risk factors, etiology, pathophysiology, clinical manifestations and laboratory tests for selected acute and chronic illnesses across the lifespan. This is not an introductory course. It is expected that students already have a basic understanding of anatomy, physiology, pathophysiology, physical assessment, laboratory testing and pharmacology.

NRSG 755   Advanced Health Assessment Across the Lifespan
The focus of this course is the development of advanced health history and physical examination skills across the lifespan. Emphasis is on interview, communication and psychomotor skill development, with an end goal of facilitating diagnoses of illness and disease. It also includes concepts related to health assessment, which supports the basic tenets of health promotion and disease prevention.

NRSG 756   Advanced Health Assessment Practicum
The course requires 150 literal hours of practicum in a primary care setting in which the student solidifies and strengthens their assessment skills and abilities on well and ill patients across the lifespan.

NRSG 760   Advanced Pharmacology Across the Lifespan
This course is designed to provide students with the knowledge and skills to select drug therapy for patients throughout the lifespan based on efficacy, safety and cost for the management of select illnesses. The course also provides information about state and federal legal requirements for advanced practice nurse prescriptive authority.

NRSG 763   Primary Care Management of Adults

The focus of this course is the clinical primary care assessment, diagnosis and management of acute illness of adults at the advanced practice level.

NRSG 764   Primary Care Management of Adults Practicum

This course requires 150 literal hours of practicum in a primary care setting specific to adults. The focus is for students to integrate assessment data, and apply strategies for diagnosing and managing acute and chronic illnesses of adult patients. Students are expected to apply theoretical knowledge gained from the primary care management of adults' course. Students will be expected to pay attention to role development issues, collaborative and independent practice issues, as well as problem solving.

NRSG 765   Primary Care Management of Maternal/Child Health

The focus of this course is the clinical primary care assessment, diagnosis and management of women who are pregnant and require prenatal, delivery and postnatal care related to health promotion and disease prevention, ending in a normal and safe delivery. By virtue of the pregnancy it also incorporates safe primary care of the fetus during pregnancy as well. This class also provides theoretical knowledge in the primary care of pediatrics, with special emphasis on integrating assessment, diagnosis and management of acute and chronic illness of children, at the advanced practice level.

NRSG 766   Primary Care Management of Maternal/Child Practicum

This course requires 225 literal hours of practicum. Half are to be completed in a primary care, prenatal care or women's health clinic, and the other half in a primary care pediatric clinic. The focus is for students to integrate assessment data, and apply strategies for diagnosing and managing the well pregnant patient and her fetus, as well as children. Students are expected to apply theoretical knowledge gained from the primary care management of maternal/child health class. Students will be expected to pay attention to role development issues, collaborative and independent practice issues, as well as problem solving.

NRSG 767   Evidence-based Family Nurse Practitioner Primary Care Management

This course provides a theoretical approach to advanced practice nursing as an FNP. Students are given knowledge, skills, and abilities related to primary care assessment, diagnosis and management of acute and chronic illness and disease, as well as health promotion and disease prevention strategies of patient care across the lifespan. Students will examine the limits and boundaries of primary care in this role, juggling all roles and areas. Further, it includes issues related to scope of practice, billing and more specific to Family Nurse Practitioners.

NRSG 768   Evidence-based Family Nurse Practitioner Primary Care Management Practicum

This course requires 450 literal hours of practicum all as a family nurse practitioner under the preceptorship of a family nurse practitioner. In this practicum, students are to provide comprehensive care to patients across the lifespan that includes: assessment, diagnosis, prevention and management of care for acute and chronic illness and disease.

NRSG 770   Teaching Strategies

This course explores the knowledge and competencies needed to develop and apply evidence- based innovative teaching strategies in the classroom and clinical settings. Strategies for distance and web-based learning are also included.

NRSG 775   Learning Theories and Health Teaching

Provides advanced practice nurses with evidence-based knowledge regarding educational theories and their application in academic and clinical settings for successful instruction and teaching of clients, families and populations.

NRSG 780   Nursing Education Outcomes

Students are provided information on methods for assessing overall educational outcomes, such as the individual patient education, classroom instruction, and in providing continuing education units for professional nurses.

NRSG 785   Curricular Development

Provides students with knowledge related analysis, development or design, and redesign or improvement, and evaluation of client, student or professional nursing curricula. Instruction on principles and procedures for curricular development will be addressed.

NRSG 790   Nursing Education Practicum

This course requires 450 literal hours of practicum, which would provide students with the opportunity to utilize knowledge gained in the nursing education courses in a nursing focused educational experience of their choosing.

NRSG 801   Capstone Scholarly Project I

The purpose of this project is to synthesize knowledge and skills attained in the doctorate program of nursing, in an activity that directly moves research into clinical practice and positively influences patient care. The project culminates with a written scholarly paper and the development, implementation and evaluation of a protocol for a specific healthcare organization.

NRSG 802   Capstone Scholarly Project II

The completion of work begun in capstone scholarly project I.

TRANSFER CREDIT

Transfer credit is considered for courses taken elsewhere within five calendar years of admission. Work presented for transfer credit must be from an accredited college and is subject to evaluation in light of the degree requirements of the University.

To have a course considered for transfer credit, applicants **must make the request at least six (6) weeks before the course begins**, and submit a letter of request to the Andrews University School of Graduate Studies & Research and the Department of Nursing Admission Progression Retention & Grievance Committee for approval of the transfer courses. Along with this letter, the student must submit **the course syllabus for the class** and an **official transcript** showing the final grade for the course. The grade earned in each course accepted for transfer is at least a B (3.00). A maximum of **six (6) credits can be transferred.** No credit is awarded toward the degree for courses designated as prerequisite for admission. If transfer credit is approved, a grade of P will appear on the student's official transcript and the hours earned will count toward the DNP.

GRADUATION REQUIREMENTS

Number of Credits:
The total number of credits required for the degree of BSN-DNP is 65.

Twenty-four (24) credits are DNP Nursing Core courses and 32 credits are DNP/FNP degree specific. Of those 32, 13 credits are practicum or internship courses. In addition, nine credits are a special focus in education. There is no dissertation, but there is a scholarly project that students will complete.

For those students who are not already FNPs and will be completing the MS to DNP curriculum, the total number of credits required for the degree is 56. Twenty-four (24) credits are DNP core courses and 32 credits are DNP/FNP-specific. Of those 32, 13 credits are practicum or internship courses. There is no dissertation, but there is a scholarly project that students will complete.

For those students who are already FNPs and wish to complete their DNP degree, the total number of credits required for the degree is 40. Twenty-four (24) credits are DNP core courses and 16 credits are DNP education specialty courses. Of those 16, six credits are for practicum. There is no dissertation, but there is a scholarly project that students will complete.

Grade Point Average:
In order to graduate, students must have a Grade Point Average (GPA) not lower than 3.5. During the program, students are allowed to receive a B- in one course only, but the GPA must be at least 3.0 when this occurs. Two courses below 3.0 will cause termination of the degree process.

Progress towards Degree:
Students will be enrolled in a cohort as part-time students per semester taking 5–10 credits per semester for

a total of seven to ten semesters, depending on the degree option and course they are enrolled in. Cohorts with differing degree options have anticipated completion at differing times within three to five years. Any student dropping out of a cohort may resume with a subsequent cohort but must complete the degree in no more than seven years.

MENTORING AND ACADEMIC ADVISING OF STUDENTS

Students enrolled in the DNP program will be advised by faculty in the Department of Nursing. The DNP is not a research degree, however there is a scholarly project that students are required to complete under the direction of a faculty member of their choice. Times for meeting between students and faculty will be arranged at suitable dates and hours for both parties.

Role of the Faculty Advisor:
The faculty advisor provides an important link between the student and the DNP program. The advisor plays a necessary role in making sure the student is oriented to the program, providing appropriate guidance regarding course selection and sequence, providing mentorship in completing the program curriculum, and planning career trajectory.

The faculty advisor will:
▪ Interpret the DNP program requirements and policies
▪ Assist the student in developing goals for DNP program study and future career planning
▪ Make sure the student follows correct course selection and sequencing
▪ Be aware of course content and prerequisites
▪ Review student program plans to make sure everything is on track and no modifications are needed
▪ Assist students with registration procedures if needed
▪ Monitor the student's academic progress through discussions with the student, other DNP faculty members and review of grades

Student Advisement Responsibilities:
The student bears responsibility to assure that advisement occurs in a timely and appropriate manner. The student is responsible for:
▪ Meeting on a regular basis with his/her faculty advisor regarding progress, plans, goals and any problems that are current or anticipated
▪ Initiating and maintaining contact with advisor
▪ Maintaining awareness of Department of Nursing policies and requirements
▪ Following the plan agreed upon with the advisor
▪ Reporting any problems that might delay the completion of coursework, DNP scholarly project or practicum experiences
▪ Requesting and completing all appropriate approval documents pursuant to the completion of the doctoral degree

- Choosing a DNP scholarly project chair and participating in selecting team members for the DNP scholarly project

Changing Advisors:

If a change in advisor is necessary, the student and faculty advisor should first discuss this matter. A change in advisor may be warranted if the relationship with the student is not satisfactory for the student being successful and meeting their program goals. A "Change of Advisor" request is given to the Student Success Center once a decision is made so that appropriate documents are changed.

PRACTICUM

Practicum Hour Requirements for the DNP Degree:

To qualify for the DNP degree, all students must document a minimum of 1,000 hours of practicum work completed as part of an education program between the BSN and the DNP. All **Post-master's and Post-APRN DNP students must submit verification of the number of supervised clinical practicum hours in their advanced practice educational programs**. Students are responsible for obtaining this documentation from the school in which the program was completed, and submitting it during the first semester of the DNP program.

Faculty advisors and program directors use this documentation to determine how many hours of practicum the student will need in the plan of study for the Post-master's and Post-APRN DNP students.

DNP practicum hours are arranged between the clinical faculty member and the DNP student. In addition, they are individualized so that students can meet their DNP competencies. The practicum experiences of a student earning a practice doctorate may include learning activities beyond the clinical hours required for direct patient care.

It is important for students to realize the nurses with a practice doctorate must be able to provide leadership to foster intra-professional and inter-professional collaboration, demonstrate skills in promoting a culture of evidence, apply clinical investigative skills to evaluate health outcomes, and be able to influence health policy.

As a result, students are to look for and expect experiences with a broad range of learning activities in order to meet the DNP competencies. Examples of these learning activities include, but are not limited to, participation in:

- A healthcare agency's committee work to evaluate a practice protocol
- A health initiative in the state's health department
- Components of program evaluation within a clinical unit

Practicum documentation and evaluation forms are in Appendices F & G.

Ratio of Credit Hours to Clock Hours:

Didactic—Courses offered in a blended format with one or more required face-to-face Zoom class sessions, and everything else online. These activities are documented through the class schedule or syllabus assuring

that DNP students are meeting the minimum semester hour credit hour requirement for the credit awarded. One credit hour for one hour of activity per week—1:1.

Independent Study—Independent learning or experience involving self-directed learning under indirect supervision by course or clinical faculty (credit varies according to type of activity).

Practicum—Practica are designed to demonstrate synthesis of expanded knowledge acquired within the DNP curriculum. Practicum hours are not substantiated by the students' expertise in the healthcare system demonstrated prior to the DNP program nor by time spent working on classroom assignments. Practicum hours to be completed are 75 literal hours for every one credit hour of practicum.

The practicum hours signify the capability of the student to meet the AACN Essentials for DNP education. A minimum of 1,000 hours post BSN or 500 hours post MSN is required. The hours can be demonstrated through a variety of methods.

Most students complete practice hours at their site of employment as an advanced practice nurse. Students are required to submit a signed "Letter of Understanding" between Andrews University and their employer or practice site. The letter, though not a formal contract, is a signed memorandum of understanding that the student's employer is aware of the student's enrollment in the DNP program at Andrews and will be able to work on the identified project topic within this professional practice setting under the supervision of the student's identified faculty adviser and in association with the agency facilitator.

Practicum course instructors will review all practice sites for appropriateness and sign the Memorandum/ Letter of Understanding. For students not employed in a setting appropriate to their area of study in the DNP program, Andrews will execute affiliation agreements with a specified agency and preceptor for the student's practica course work (Appendices D & E).

All requirements for practica should be completed and on file at the time of enrollment. DNP students may be asked to complete the immunization/certification requirements depending on the nature of their clinical situation. Clinical mentors and/or agencies may require a drug screening, fingerprinting or additional criminal background check. Costs associated with these processes will be the responsibility of the student.

SCHOLARLY PROJECT PROCESS GUIDELINES

Overview:
A hallmark of the practice doctorate is the successful completion of a scholarly project demonstrating the synthesis of the student's experiences. The scholarly project embraces the synthesis of both coursework and practice application. The final outcome is a deliverable product reviewed, evaluated and approved by a faculty team chair/advisor and scholarly project team.

Dissemination modes include the final scholarly paper or journal article and a scholarly poster or slide presentation. The nature of the scholarly projects will vary. Projects are related to advanced practice in each student's nursing specialty, and the project must demonstrate potential benefit for a group, population or community rather than an individual patient.

Projects most often evolve from practice and may be done in partnership with another entity, such as a clinical agency, health department, government agency or community group. Examples of overall types of scholarly projects include:
1. Quality improvement initiatives
2. Implementation and evaluation of evidence-based practice guidelines
3. Policy analysis
4. Design and use of databases to retrieve information for decision-making, planning, evaluation
5. Design and evaluation of new models of care
6. Design and evaluation of healthcare programs

DNP students identify an inquiry within their practice area or their area of interest at the time of their application or admission to the DNP program. During the NRSG 801 Capstone course, student works with faculty to begin exploring concepts related to their inquiries while evaluating sources of evidence related to the problem/need. The inquiry is further defined, a site to work with is chosen, and team members along with the chair are selected.

A design appropriate to the purpose of the inquiry will be developed based on the evaluation of the evidence, needs assessment and overall project goals. During the final Capstone course, NRSG 802, the project is to be implemented and evaluated, with results being written down for the final paper.

Students work closely with their scholarly project team chair and members to complete this project. The team chair is engaged in all aspects of the process.

Students are required to present their scholarly project on completion during their final on-campus intensive.

Scholarly Project Team:
The DNP project team shall consist of at least two members including the chair. One of the two members, the chair, shall be selected from among the current Andrews graduate faculty, and the graduate faculty in Department of Nursing, including nursing graduate contract/adjunct faculty. This member must have a PhD or DNP degree.

The second member is a person outside the University and is the practice mentor. The practice mentor must have a DNP, NP, APRN, MS, MD or PhD (if the chair has a DNP). If the chair has a PhD, a DNP is preferred but not required. If additional expertise in a specific area to complete the team is missing, another team member may be added. The chair of the project team, and other members of the team are chosen by the student in consultation with the student's project course professor, and the department chair/program director. Immediate family members shall not serve on a project team.

The DNP project examining team for the project presentation shall consist of a minimum of three members; consisting of the project team and an additional member from a field and/or department outside the candidate's major field of study, or outside of the University to ensure rigor. This team member is referred to as the "external member" and is added with the approval of the project team.

A copy of the DNP project team approval form is filed with the Andrews University School of Graduate Studies & Research.

Scholarly Project Team Chair:
The chair is selected to match the scholarly interest and/or method of inquiry identified by the student. Students will identify their team chair and members by the end of NRSG 801.

DNP Project Chair Responsibilities:
The chair is first and foremost the Doctor of Nursing Practice (DNP) student's advocate. The chair of the project team carries the primary responsibility for directing the project and overseeing the writing of the project. The chair works hand-in-hand with the student and assists them in navigating through the intellectual process of writing and with the institutional requirements for successful completion of their DNP program.

A fee is provided to the adjunct team chair at the time of successful completion of the student's project.

It is the chair's responsibility to determine whether or not and how much of the changes recommended by team members the student should actually make.

To this end, the project chair has the following responsibilities that include, but are not limited to:
1. Communicate and discuss with the student the parameters of their working style and relationship. Create a project contract (timeline for completion—may use the DNP project proposal checklist) to be signed by the student and project team.
2. Assist the student in selecting a practice mentor to serve on their project team.
3. Guide the student in carrying out the approved project and oversee the writing of the project.
4. Read the student's work thoroughly and provide meaningful feedback. The project chair is to be specific and exact, giving details on how the project can be improved and highlighting, discussing and providing suggestions on how to strengthen areas of weakness in the student's project.
5. Respond to the student's work in a timely manner—no more than two weeks or ten business days should lapse before feedback is provided. In the unlikely event that the chair needs more time, the chair is expected to respond to the student within this timeframe and provide the student a reasonable time on when to expect the feedback.
6. Help ensure that student's work is properly documented and not plagiarized.
7. Work in conjunction with the student to schedule and plan team meetings.
8. Maintain their Human Subjects' Research Certification, where applicable.
9. Be aware of various resources available for students and provide this information to the student, in the event of their need. Such resources could include, but are not limited to: writing assistance, compliance with writing guidance, personal matters, etc.
10. Be prepared to intervene on behalf of the student in the event that a member is not responding to student communication or failing to review their work.

The project chair is also responsible for dealing with any conflicts that could stall a student's progress through their DNP project process.

When the team members are identified, the student must complete the Scholarly DNP Project Team Member Request form (Appendix B) and obtain appropriate signatures. The original form is forwarded to the instructor of NRSG 801 course, who works to obtain remaining needed signatures.

Once a team is selected and signed on, changes in the team must be submitted in writing to the DNP program director and a new form completed.

The Scholarly Project Team is responsible for the following activities:
- Guiding the student in the development of the scholarly project proposal
- Critiquing the readiness of the project proposal for presentation
- Mentoring the student during the implementation and evaluation phases of the project
- Evaluating the student's performance on the proposal paper, proposal presentation, project paper or journal article and the project poster or slide presentation

Team Meetings:

The progression of the DNP student throughout the project process is monitored by the team during scheduled meetings at least once each semester, during the on-campus intensives, via Zoom or other distance formats as agreed upon by the chair and the student. The student is responsible for scheduling these meetings with advice from the project chair. The student will document the agenda, actions, and target dates and share the information with project team members.

Students and team chairs agree upon a project timeline to reflect agreed upon expectations and due dates. The timeline takes into consideration individual student objectives for the integrative application courses.

The Scholarly Project Practice Mentor Responsibilities:

The scholarly project practice mentor responsibilities are to guide and support the student in planning, implementing and evaluating the project. To this end, the responsibilities include, but are not limited to:

1. Consult with student's project chair about the student's progress with the project.
2. Read the student's work thoroughly and provide meaningful feedback, being specific and exact, giving details on how the project can be improved and highlighting, discussing and providing suggestions for improvement of the student's project.
3. Respond to the student's work in a timely manner—no more than two weeks or ten business days should lapse before feedback is provided.
4. Maintain communication with the student and the student's project chair so as to prevent misunderstandings and to develop a respectful relationship with the team.
5. Examine the student in the oral presentation of the project.
6. Orient the student to the facility where project will be implemented if it is applicable.
7. Aid in procuring approval from the facility where the project will be implemented.
8. Assist with planning a project that impacts healthcare outcomes either through direct or indirect care.
9. Help in identifying appropriate population/sample and with the inclusion and exclusion criteria for the project.

10. Guide, advise and supervise the student through the project process at the clinical site.
11. Assist with project planning, implementation of evidence-based interventions, data collection and evaluating the project outcomes.
12. Guide the student in developing practice guidelines or protocols to guide practice and/or policy.

Scholarly Project Grade:

The grade for the project paper and presentation will be based on the evaluation tools available in the NRSG 802 course syllabus. The evaluation tools will be completed by the course professor, after consultation with team members. The course professor will electronically calculate and record the grade and sign the evaluation tool.

The submission of the approved project paper to the DNP program must be completed no later than one month before the expected graduation date.

Format for Written Project Proposal:

The proposal should be written in APA format (6th edition) using size 12 font. The length of the proposal will vary, but usually is 20–30 pages, excluding reference pages. The title page must include the name of the scholarly project, the student's name and Andrews University Department of Nursing.

An electronic copy of the final proposal must be submitted to the team at least 14 business days before the scheduled presentation. The organization and content of the proposal will vary according to the project and recommendations of the chair and team members.

The following components of the proposal are required:

I. Introduction
- Introduction to problem
- Statement of the problem
- Purpose/specific aim(s)/objectives
- Background of problem of interest
- Significance of problem related to healthcare, nursing and advanced practice
- Impact of project on system or population

II. Synthesis/Concepts/Theory
- Synthesis of evidence appraisal related to problem (appraisal of literature, other sources of data...) including overall strengths, weaknesses, gaps and limitations
- Concepts and definitions used in project
- Theoretical or conceptual framework

III. Methodology (project design)
- Data collection tools, including validity and reliability
- Plan for data analysis
- Resources needed/budget justification

IV. Dissemination Plan
- Written dissemination options: choice of final scholarly paper or journal article
- If journal article selected, provide rationale for preferred journal
- Oral dissemination options: choice of PowerPoint slide presentation or poster presentation at professional conference

The DNP student must successfully complete the final scholarly project to be eligible for graduation.

All presentations must be scheduled ahead of time in coordination with the chair and team members.

The presentation will be facilitated by the team chair. The student will present his/her project lasting approximately 30 minutes, after which the chair will open the floor for questions/discussion from the team and audience. Following questions and discussion, the audience will be excused and the team may pose additional questions about the project to the student. The student is then excused while team members deliberate on the outcome of the presentation.

If a student fails to pass the final presentation, a plan for remediation will be developed by the team, DNP program director and student. Failure to pass the second presentation will result in dismissal from the DNP program. **The project must be successfully presented at least two weeks prior to the end of the semester for the student to be eligible for graduation.**

Once the team has agreed that the student has met all the requirements for graduation, the student will submit an electronic version of the final written paper/journal article to the Department of Nursing.

Required Timeline for Scholarly Project Presentation and Paper:
- The student, team chair and members will collaborate to determine date and time for the final presentation. All team members must agree and be available on the presentation date.
- The student should submit the first draft of the project to the team chair **no later than six weeks before the presentation date.** Multiple revisions of the paper may be necessary.
- The student will then submit a revised draft of the project to team members following the team chair's approval **at least two weeks before scheduled final presentation.**

Format for Written Scholarly Project Paper:
The final paper should be written in APA format and in accordance with the format described under the guidelines for the written proposal. As noted in the proposal discussion, the organization and content of the final paper will vary according to the project and recommendations of the chair and team members.

The following components of the scholarly project paper are **required:**

I. Introduction
- Introduction to problem
- Statement of the problem
- Purpose/specific aim(s) and/or objectives

- Background of problem of interest
- Significance of problem related to healthcare, nursing and advanced practice nursing
- Impact of project on system or population

II. Synthesis/Concepts/Framework
- Synthesis of body of evidence related to problem (appraisal of literature, other sources of data...) including overall strengths, weaknesses, gaps and limitations
- Concepts and definitions used in project
- Theoretical or conceptual framework for project

III. Methodology
- Project design—organization and implementation
- Data collection tools

IV. Results
- Data analysis
- Description of data/results
- Tables, charts, bar graphs, etc. included, as appropriate

V. Discussion of Project Results
- Relationship of results to theoretical or conceptual framework, aims, objectives; discussion of whether the results support or not support the framework/aims /objectives
- Impact of results on practice
- Strengths and limitations of project
- Plan for dissemination of project
- Future implications for practice

VI. Appendices
- Tables, charts, graphs
- IRB approval
- Letters of support
- Data collection instruments

The Proposal and Final DNP Project: These are to conform to the accepted form and format of the student's discipline (Nursing) and School of Graduate Studies & Research and are approved by project team vote with acceptance indicated on the appropriate form signed by project team members, the department chair/program director, and the dean with a copy to the Office of the Registrar.

COMPREHENSIVE EXAM PROCEDURE

The DNP comprehensive examination is a written exam that offers the student an opportunity to synthesize the learning experiences of the graduate program and demonstrate mastery of the core DNP courses. The student must receive a grade of pass on the comprehensive examination to successfully complete the DNP degree. The comprehensive exam serves the following purposes:

- An intensive on-campus or face-to-face session to meet with the online students in the program
- Review of core course content in preparation for the comprehensive examination
- A proctored examination session to demonstrate students' mastery of core courses leading to the DNP degree

Process:

The following procedures are guidelines specific to the DNP comprehensive examination:

1. During the semester prior to the last semester of core course work, the DNP program coordinator ensures via transcript review that:
   a. Student's prior DNP core coursework as outlined on the Program of Study is completed at a satisfactory level; and
   b. No incomplete courses from prior semesters remain.
2. The DNP program coordinator then schedules the Comprehensive Exam during or after the last semester of core coursework completion.
3. All graduate faculty members teaching the core courses participate in the comprehensive exam.
4. The examination will cover all DNP core courses:
   a. Biostatistics
   b. Informatics
   c. Research Methods
   d. Nursing Theory
   e. DNP Advanced Practice Role
   f. Ethics
   g. Healthcare Policy
   h. Organization Leadership
   i. Epidemiology
5. The start date for the exam is set far enough in advance to give the coordinator and graduate faculty adequate time to prepare written exam questions.
6. Students may choose to prepare a set of three written questions of no more than 100 words each. These questions may be related to their projects with at least five bibliographies to support. The written questions serve several purposes: to demonstrate that the student has thought carefully and critically about significant issues or ideas raised by the bibliography he/she has selected and to help discuss ideas that may be applicable to his/her project proposal. The graduate faculty may choose to ask some of these questions during the written examination, if it wishes. Students who wish to do this must submit their questions to the program coordinator **no less than three weeks before the scheduled exam**.
7. Students will undergo two days of face-to-face review of core courses by the graduate faculty.

8. Students will be given practice examination questions to review in preparation for the examination. Study and discussion areas in the University or similar library will be allocated to foster preparation for the comprehensive examination.
9. The program coordinator assembles the exam questions from all graduate faculty into one document.
10. The graduate administrative assistant schedules rooms and computers for the examination.
11. All sections of the written comprehensive examination must be passed.
12. The student receives the exam questions on the exam day under proctored conditions. The student will be allocated time to finish the exam. All examinations must be completed on assigned examination date. Examination will be completed using word processor on the computer. Students will save completed examination on the desktop as "DNP Comprehensive Exam Name" in PDF format and also print out a copy for the proctor.
13. Graduate faculty teaching core courses will grade the examination papers not later than ten (10) business days after the exam is completed. They will submit their critiques and grades to DNP program coordinator within the same time frame. See Appendix A for grading rubrics.
14. Program coordinator collects critiques (provided electronically or hand-critiqued scanned into a PDF document), compiles critique into a single document, and sends to the student no later than fifteen (15) business days after the written exam is completed.
15. Students performing poorly in all or sections of the examination will be given opportunities to improve performance using one or a combination of the following:
    a. Oral Exam
    b. Scholarly paper
    c. Repeat comprehensive exam
16. The performance improvement activities need to occur within one semester of failed comprehensive exam. Students have only one opportunity to improve performance after a failed attempt. Failing any part of the retake examination may result in termination from the program. After further work students may petition to retake the exam.
17. Students' final comprehensive grades will be submitted to the Office of Academic Records.
18. Rubric for comprehensive examination is in the appendix.

APPENDICES

Comprehensive Examination Rubric

Items	Poor (≤50 points)	Marginal (51–65 points)	Competent (66–80 points)	Exemplary (81–90 points)	Student's Score
	Demonstrates unacceptable knowledge of the subject matter.	**Demonstrates minimal knowledge of the subject.**	**Demonstrates acceptable knowledge of the subject matter.**	**Demonstrates in-depth knowledge of the subject matter.**	
Original thinking	Shows lack of insight or original thinking ≥ 10 points	Shows minimal evidence of insight or original thinking 11–13 points	Shows some insight, creativity, and original thinking. 14–16 points	Shows highly original and creative responses. 17–18 points	
Interpretation of concepts	Exhibits numerous or substantial errors in interpreting concepts. ≥ 10 points	Exhibits some errors in **interpreting concepts** 11–13 points	Exhibits reasonable interpretation of concepts. 14–16 points	Exhibits reflective interpretation of concepts. 17–18 points	
Analysis or synthesis of central concepts	Fails to incorporate analysis or synthesis of central concepts of the subject. ≥ 10 points	Incorporates minimal analysis or synthesis of central concepts of the subject. 11–13 points	Incorporates some analysis and synthesis of central concepts of the subject. 14–16 points	Incorporates critical analysis and synthesis of central concepts of the subject. 17–18 points	
Supporting details or examples	Fails to provide supporting details or examples. ≥ 10 points	Provides few details and examples. 11–13 points	Provides some detailed and specific examples. 14–16 points	Provides detailed and numerous specific, vivid examples. 17–18 points	
Use of vague generalities or clichés	Relies on vague generalities and clichés ≥ 10 points	Relies mostly on vague generalities and clichés. 11–13 points	Few vague generalities and clichés. 14–16 points	Avoids vague generalities and clichés. 17–18 points	

Items	Poor (≤5 points)	Marginal (6–7 points)	Competent (8–9 points)	Exemplary (10 points)	Student's Score
	Demonstrates unacceptable organization and writing skills.	**Demonstrates minimal organization and writing skills.**	**Demonstrates acceptable organization and writing skills.**	**Demonstrates in-depth organization and writing skills.**	
Organization of written contents	Shows lack of organization of the written contents ≥ 1 points	Shows minimal organization of the written contents. 2 points	Shows some organization of the written contents. 2.5 points	Written contents shows professional quality. 3 points	
Expression of Ideas	Expression of ideas are unclear. ≥ 2 points	Expression of ideas are minimally clear. 3 points	Expression of ideas are reasonably clear. 4 points	Expression of ideas is very clear. 4 points	
Grammar and spelling	Sentences and paragraphs are difficult to read and understand due to poor grammar and spelling errors. ≥ 2 points	The essay contains numerous grammatical and spelling errors. 2 points	The essay contains minimal grammatical and spelling errors. 2.5 points	The essay contains no grammatical and spelling errors. 3 points	
TOTAL SCORE (100 POINTS)					

Andrews University
Department of Nursing

DNP PROJECT TEAM MEMBER REQUEST

Name of Student: _____

Proposed Scholarly Project Topic:_____

_____

_____

Team Membership Composition:

TEAM:_____

| **CHAIR** | Printed Name | Signature | Date |

(AU PhD/DNP Full-time or Adjunct Faculty Member)

TEAM:_____

| **MEMBER** | Printed Name | Signature | Date |

TEAM:_____

| **MEMBER** | Printed Name | Signature | Date |

APPROVAL:

DNP PROGRAM DIRECTOR/DEPARTMENT CHAIR

_____

| Printed Name | Signature | Date |

DEAN, SCHOOL OF HEALTH PROFESSIONS

_____

| Printed Name | Signature | Date |

Andrews ♦ University
Department of Nursing

DNP PROJECT PROPOSAL COMPLETION

Name of Student: _____

Date and Time: _____

Proposed Scholarly Project Title:_____

_____

EVALUATION: ☐ Approved   ☐ Approved (with minor recommendations)   ☐ Not approved

Remarks:_____

_____

STUDENT:_____
　　　　　　　　　Printed Name　　　　　Signature　　　　　　Date
Team:

TEAM:_____
CHAIR　　　　　Printed Name　　　　　Signature　　　　　　Date
(AU PhD/DNP Faculty Member)

TEAM:_____
MEMBER　　　　Printed Name　　　　　Signature　　　　　　Date

TEAM:_____
MEMBER　　　　Printed Name　　　　　Signature　　　　　　Date

DNP PROGRAM DIRECTOR/DEPARTMENT CHAIR

_____
Printed Name　　　　　　Signature　　　　　　Date

DEAN, SCHOOL OF HEALTH PROFESSIONS

_____
Printed Name　　　　　　Signature　　　　　　Date

Andrews ⬥ University
Department of Nursing

PRECEPTOR CURRICULUM VITAE

Name: _____

Mailing Address: _____

Work Tel. & Fax: _____

Email: _____

HIGHER EDUCATION

From	To	Degree and Date	Institution	Field/Specialty
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

CERTIFICATION AND LICENSURE

Date	Expiration Date	Agency
_____	_____	_____
_____	_____	_____
_____	_____	_____

ACADEMIC APPOINTMENTS DATES

From	To	Title	Status	Institution and Location
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

PROFESSIONAL PRACTICE

From	To	Title	Status	Institution and Location
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

PROFESSIONAL AND SCIENTIFIC MEMBERSHIPS

Dates of   Organization   Position   Membership

_____

_____

_____

ACADEMIC AND PROFESSIONAL HONORS

Date   Honor   Conferring Organization/Agency

_____

_____

_____

MOST RECENT PUBLICATIONS & CONTINUING EDUCATION

_____

_____

_____

Please circle the appropriate answer to the two questions below.
1) How many years have you been in clinical practice (as an NP/MD/DO/CNM/PA)?
    a) >15 years
    b) 11–15 years
    c) 6–10 years
    d) 3–5 years
    e) 0–2 years

2) How many years have you preceptored students (e.g. NP, MD)?
    a) >10 years
    b) 5–9 years
    c) 1–4 years
    d) < 1 year
    e) 0

_____   _____
Preceptor's Signature   **Date**

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Andrews ⬥ University
Department of Nursing

Agency/ Preceptor Contract

Dear Preceptor,

The Andrews University Department of Nursing appreciates your willingness to assist in the learning of
_____, as a Doctor of Nursing Practice (DNP) student. This
contract is to formalize the verbal agreement made with you by the above student. Please read the following and
sign that you are willing to accept this responsibility. One copy is for you to keep, one is for the student, and the
other copy will be returned to me by the student. As the course instructor, I will arrange a brief visit to meet you
and answer any additional questions you may have. We welcome any questions, feedback or concerns you may
wish to bring to our attention during this student's experience.

Andrews University agrees to ensure that:
1. The student is a registered nurse with a current license to practice.
2. The student has current certification in CPR.
3. The student meets current health requirements for tuberculin testing, rubella and hepatitis B immunity.
4. The student is covered by professional liability insurance.
5. Practicum course is monitored by Andrews University faculty member.

The student agrees to:
1. Communicate with preceptor his/her personal learning objectives based on student learning outcomes
   and course objectives.
2. Fulfill all obligations as arranged with the agency and/or preceptor.
3. Demonstrate initiative, responsibility, accountability and honesty throughout the practicum experience.
4. Carry out activities with adequate speed and autonomy in order to avoid requiring excessive time and
   effort on the part of the preceptor.
5. Maintain professional confidentiality regarding all concerns of patients as well as of the agency.

The preceptor is expected to:
1. Be willing to serve as a preceptor.
2. Complete a written evaluation of the student's progress and competence.
3. Allow the student to gain experience in varied aspects of the Doctor of Nursing Practice (DNP) role.
   (Course objectives are attached).
4. Communicate any problems to the faculty instructor or chair of the Department of Nursing.

_____   _____
Preceptor Address & Phone Number   Date

_____   _____
Faculty Address & Phone Number   Date

_____   _____
Student's Address & Phone Number   Date

NP Student Clinical Evaluation

Student's Name: _____

Preceptor's Name: _____

# of Hours Completed: _____

Course Title & #: _____

COMPETENCY AREA: Scientific Foundation

	CONSIDERABLE guidance needed	MODERATE guidance needed	Fairly CONSISTENT in meeting competency goals	CONSISTENT & self directed in meeting competency goals
1. Critically analyzes data and evidence for improving advanced nursing practice.				
2. Integrates knowledge from the humanities and sciences within the context of nursing science.				
3. Translates research and other forms of knowledge to improve practice processes and outcomes.				
4. Develops new practice approaches based on the integration of research, theory and practice knowledge.				

COMPETENCY AREA: Leadership

	CONSIDERABLE guidance needed	MODERATE guidance needed	Fairly CONSISTENT in meeting competency goals	CONSISTENT & self directed in meeting competency goals
1. Assumes complex and advanced leadership roles to initiate and guide change.				
2. Provides leadership to foster collaboration with multiple stakeholders (e.g., patients, community, integrated healthcare teams and policy makers) to improve healthcare.				
3. Demonstrates leadership that uses critical and reflective thinking.				
4. Advocates for improved access, quality and cost-effective healthcare.				
5. Advances practice through the development and implementation of innovations incorporating principles of change.				
6. Communicates practice knowledge effectively both orally and in writing.				
7. Participates in professional organizations and activities that influence advanced practice nursing and/or health outcomes of a population focus.				

COMPETENCY AREA: Quality

	CONSIDERABLE guidance needed	MODERATE guidance needed	Fairly CONSISTENT in meeting competency goals	CONSISTENT & self directed in meeting competency goals
1. Uses best available evidence to continuously improve quality of clinical practice.				
2. Evaluates the relationships among access, cost, quality and safety and their influence on healthcare.				
3. Evaluates how organizational structure, care processes, financing, marketing and policy decisions impact quality of healthcare.				
4. Applies skills in peer review to promote a culture of excellence.				
5. Anticipates variations in practice and is proactive in implementing interventions to ensure quality.				

COMPETENCY AREA: Practice Inquiry

	CONSIDERABLE guidance needed	MODERATE guidance needed	Fairly CONSISTENT in meeting competency goals	CONSISTENT & self directed in meeting competency goals
1. Provides leadership in the translation of new knowledge into practice.				
2. Generates knowledge from clinical practice to improve practice and patient outcomes.				
3. Applies clinical investigative skills to improve health outcomes.				
4. Leads practice inquiry, individually or in partnership with others.				
5. Disseminates evidence from inquiry to diverse audiences using multiple modalities.				
6. Analyzes clinical guidelines for individualized application into practice.				

COMPETENCY AREA: Technology and Information Literacy

	CONSIDERABLE guidance needed	MODERATE guidance needed	Fairly CONSISTENT in meeting competency goals	CONSISTENT & self directed in meeting competency goals
1. Integrates appropriate technologies for knowledge management to improve healthcare.				
2. Translates technical and scientific health information appropriate for various users' needs.				
2a. Assesses the patient's and caregiver's educational needs to provide effective, personalized healthcare.				
2b. Coaches the patient and caregiver for positive behavioral change.				
3. Demonstrates information literacy skills in complex decision-making.				
4. Contributes to the design of clinical information systems that promote safe, quality and cost-effective care.				
5. Uses technology systems that capture data on variables for the evaluation of nursing care.				

COMPETENCY AREA: Policy

	CONSIDERABLE guidance needed	MODERATE guidance needed	Fairly CONSISTENT in meeting competency goals	CONSISTENT & self directed in meeting competency goals
1. Demonstrates an understanding of the interdependence of policy and practice.				
2. Advocates for ethical policies that promote access, equity, quality and cost.				
3. Analyzes ethical, legal and social factors influencing policy development.				
4. Contributes in the development of health policy.				
5. Analyzes the implications of health policy across disciplines.				
6. Evaluates the impact of globalization on healthcare policy development.				

COMPETENCY AREA: Health Delivery Systems

	CONSIDERABLE guidance needed	MODERATE guidance needed	Fairly CONSISTENT in meeting competency goals	CONSISTENT & self directed in meeting competency goals
1. Applies knowledge of organizational practices and complex systems to improve healthcare delivery.				
2. Effects healthcare change using broad based skills including negotiating, consensus building and partnering.				
3. Minimizes risk to patient and providers at the individual and systems level.				
4. Facilitates the development of healthcare systems that address the needs of culturally diverse populations, providers and other stakeholders.				
5. Evaluates the impact of healthcare delivery on patients, providers, other stakeholders and the environment.				
6. Analyzes organizational structure, functions and resources to improve the delivery of care.				
7. Collaborates in planning for transitions across the continuum of care.				

COMPETENCY AREA: Ethics

	CONSIDERABLE guidance needed	MODERATE guidance needed	Fairly CONSISTENT in meeting competency goals	CONSISTENT & Self directed in meeting competency goals
1. Integrates ethical principles in decision-making.				
2. Evaluates the ethical consequences of decisions.				
3. Applies ethically sound solutions to complex issues related to individuals, populations and systems of care.				

COMPETENCY AREA: Independent Practice

	CONSIDERABLE guidance needed	MODERATE guidance needed	Fairly CONSISTENT in meeting competency goals	CONSISTENT & Self directed in meeting competency goals
1. Functions as a licensed independent practitioner.				
2. Demonstrates the highest level of accountability for professional practice/				
3. Practices independently managing previously diagnosed and undiagnosed patients.				
3a. Provides the full spectrum of healthcare services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative and end-of-life care.				

3b. Uses advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings.		
3c. Employs screening and diagnostic strategies in the development of diagnoses.		
3d. Prescribes medications within the scope of practice.		
3e. Manages the health/illness status of patients and families over time.		
4. Provides patient-centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making.		
4a. Works to establish a relationship with the patient characterized by mutual respect, empathy and collaboration.		
4b. Creates a climate of patient-centered care to include confidentiality, privacy, comfort, emotional support, mutual trust and respect.		
4c. Incorporates the patient's cultural and spiritual preferences, values and beliefs into healthcare.		
4d. Preserves the patient's control over decision making by negotiating a mutually acceptable plan of care.		

Student Strengths:	Areas for development/improvement:

Preceptor's Signature/Date: _____   Student's Signature/Date: _____

NP CLINICAL SKILLS & PROCEDURES CHECKLIST

NAME:

#	PROCEDURE (e.g. suturing)	SKILL LEVEL					PRECEPTOR' SIGNATURE & DATE (PROCEDURE AND SKILL LEVEL TO BE SIGNED OFF BY PRECEPTOR WHEN COMPLETED)
		CONFIDENT & INDEPENDENT	FAIRLY CONFIDENT MINIMAL SUPERVISION NEEDED	MODERATE SUPERVISION NEEDED	PERFORMED ONCE & WITH SUPERVISION	NEVER PERFORMED OR NOT APPLICABLE	
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

NAME:

#	PROCEDURE	SKILL LEVEL					PRECEPTOR' SIGNATURE & DATE
		CONFIDENT & INDEPENDENT	FAIRLY CONFIDENT MINIMAL SUPERVISION NEEDED	MODERATE SUPERVISION NEEDED	PERFORMED ONCE & WITH SUPERVISION	NEVER PERFORMED OR NOT APPLICABLE	(PROCEDURE AND SKILL LEVEL TO BE SIGNED OFF BY PRECEPTOR WHEN COMPLETED)
16.							
17.							
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30.							

NOTES

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