![Penn State College of Nursing]

COLLEGE OF NURSING

Doctor of Nursing Practice (DNP)

STUDENT HANDBOOK

2018-2019

COLLEGE OF NURSING
GRADUATE PROGRAM
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GREETINGS FROM THE DEAN

Congratulations and welcome to the graduate program of the Penn State College of Nursing! We hope that your studies will be personally rewarding and professionally challenging. This handbook was created to assist with your transition to graduate studies and provides you with a quick source of useful information.

Choosing to seek graduate study is a significant commitment and we applaud you for embarking on a journey to further your learning. We hope that you will take advantage of all that the University has to offer. The potential for seeking and learning new knowledge surrounds you. It is our hope that you will seek learning from many sources including mentors, classmates, as well as those in other disciplines across the university. Your faculty advisor stands ready to assist you with academic planning and career advice; however, all of our faculty and staff are here to serve you.

We wish you a successful journey in your program of study in our College of Nursing. Let us know how we can best help you.

Be well,
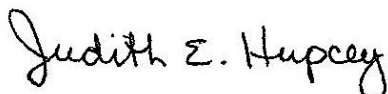
Laurie Badzek, LLM, JD, MS, RN, FNAP, FAAN
Dean and Professor, College of Nursing.

MESSAGE FROM THE ASSOCIATE DEAN FOR GRADUATE EDUCATION AND RESEARCH

Welcome to the DNP program of the Penn State College of Nursing! We are delighted you have chosen to attend our program. During the program, you will have the opportunity to interact with the PhD students and learn the vital roles that students in both degree programs contribute to nursing and healthcare. The College continues to have a strong MS/MSN to PhD program, an increasing number of BSN to PhD, and an exciting dual title PhD degree in Nursing and Bioethics and a dual title in Nursing and Clinical and Translational Science.

This handbook has been compiled to assist you as you progress through the DNP program. Please become familiar with its content, as it contains answers to frequently asked questions and provides information about policies and links to help you navigate our system of graduate education. The policies in this handbook are valid for the length of a full-time program of study, which is five semesters post-qualifying examination.

The graduate faculty are prepared to help you excel in your academic program. Please feel free to contact them or me if you have any questions or concerns.

Judith E. Hupcey, Ed.D., CRNP, CNE, FAAN
Associate Dean for Graduate Education and Research, College of Nursing
Professor of Nursing, Medicine, and Bioethics

COLLEGE OF NURSING GENERAL INFORMATION

The College of Nursing Graduate Program provides advanced study in human health and development throughout the life span and in nursing's role in providing health services to individuals, families, and communities. The program emphasizes the development of nursing knowledge and the translation of knowledge into practice.

COLLEGE OF NURSING MISSION

The mission of the College of Nursing is to improve the health for all people in the Commonwealth of Pennsylvania, the nation and the world through the development of qualified nurse leaders at all levels of practice, the development of nursing science related to health and health care and the provision of nursing care to individuals, families and communities. This mission will be accomplished through integrated programs of nursing education, research, scholarship and outreach.

Revised: June 2014

COLLEGE OF NURSING VISION

Create a dynamic and engaged community of scholars who integrate excellence in academics, nursing research and clinical scholarship, and outreach to the community with a commitment to improving the quality of life for all people.

Revised: June 2014

PHILOSOPHY OF THE COLLEGE OF NURSING

The College of Nursing is an integral part of The Pennsylvania State University (Penn State). The faculty at the College of Nursing believe that education for nursing is best achieved under the auspices of institutions of higher education and accept accountability for the academic functions of teaching, research, and service. Beliefs shared by the faculty emphasize and support the importance of diversity and human development throughout the life span. These beliefs serve as a basis to assist individuals, families, and communities to develop desirable health patterns.

Human Beings. Human beings are unique and unitary. They are constantly evolving in the direction of increasing complexity as the individual accumulates experiences. Important dimensions of human beings include: growth and development across the life span; communications and relationships that develop between individuals and within families, groups, and communities; and those characteristics identified with human consciousness such as values, creativity, feelings, choices, and will. The capacity for thought and emotion enables individuals to be introspective, purposeful, and self-directed. His/her learning behaviors are motivated in response to perceived needs.

Environment. Environment is viewed as the contextual systems in which the individual, the family, the group, and the community exist and interact. The environmental contexts include: the personal environment consisting of significant others and social support systems in the life of the individual; the group environment, consisting of characteristics which emerge and develop as he/she relates in a group situation; the supra-personal environment that represents the norm of the person's proximal environment; the social environment consisting of those societal forces impacting on the individual; and the physical environment, that portion of the person's environment that is reducible to matter. Human beings, as open systems, are in mutual, simultaneous process with the environment and continually change together during that process.

Health. Health, which fluctuates throughout the life span, is a gestalt of wellness and illness. Wellness and illness are coexisting and interacting phenomena. The unitary person interacts with the totality of the environment, and the unique quality of this interaction influences one's health. Health is a synthesis of dynamic patterns of energy within the individual and between the person and environment. Health patterns maintain themselves and manifest multiple configurations of individual and environmental relations. Health is self-perceived and relative to each person's or group's beliefs and values. Common approaches to the understanding of the phenomenon of health stem from theories of human development, stress, disease, adaptation, crisis, life style, change, and consciousness. Because health patterns are dynamic, the recognition, identification, and facilitation require periodic assessment.

Nursing. Nursing is a humanistic profession, which respects the human being's dignity, integrity, and right to self-determination. The focus of nursing is the health of the person throughout the life span. Based on the assumption that the person has a responsibility for his/her own health, the goals of nursing are to utilize the nursing process in assisting clients in the recognition of health patterns and, when necessary, in the identification and facilitation of desirable alternatives. Nursing assumes a responsibility to society to develop and translate knowledge and to provide service to individuals, families, groups, and communities as clients. Nursing educators, acting as an autonomous body, accept the responsibility for the development of professionals who are able to invest of self as therapeutic agents, who utilize critical thinking and decision-making skills to provide leadership in health care, and who have defined values and ethics relating to practice and research. The nature of nursing as a professional discipline includes its history, philosophy, science, and practice.

BELIEFS ABOUT LEARNING/NURSING EDUCATION

Learning. Learning is a continuous, life-long process of self-discovery, knowledge development, evaluation, and growth. It is individualistic and proceeds in a simple to complex manner from the level of development, interests, and motivations of the learner. The teaching-learning process is reciprocal and interactive with faculty and students sharing the cooperative enterprise of learning, inquiry, teaching, and evaluation. The learner is an active participant who assumes responsibility for his/her own learning, and independent learning is fostered by encouragement and support of the learner's self-directed inquiry. The role of the faculty is to support critical thinking, facilitate the learning process, and provide and foster opportunities for life-long learning.

Nursing Education. Nursing is primarily an intellectual endeavor and requires that its practitioners develop critical thinking, intellectual curiosity, and disciplined modes of inquiry that are used in the practice of nursing. Nurses and nursing students should develop an understanding of the humanities, learn the fundamentals of the natural and social sciences, and acquire skills and perspectives unique to the field of nursing. One of the faculty's major responsibilities is to develop and implement a nursing curriculum that draws from other disciplines; that organizes content around the fundamental concepts of health, humankind, and environment; and develops full appreciation of nursing's special obligation to teach. The faculty is equally aware of the responsibility to students and nurses to engage actively and continuously in opportunities that will enhance nursing competence and personal awareness. Furthermore, the faculty is sensitive to variations among students that may influence how rapidly and expertly they may be able to assume adequate nursing knowledge and related responsibilities. They encourage personal expressions of interest and preferences within the academic traditions of the University.

The faculty support the concept of educational mobility to provide opportunities for qualified students to enter new careers. The faculty recognize that students learn in many ways and their competencies may be validated by a variety of internal and external evaluative measures. Continuing education is a part of nursing education and supportive to the concept of lifelong learning.

The focus of baccalaureate education in nursing is to prepare an individual with general nursing skills, knowledge, and values, who can function as a nurse within the health care system to provide comprehensive

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service to individuals, families, groups, and communities. The graduate of the baccalaureate program is prepared to (1) be accountable for his/her own nursing practice, (2) accept responsibility for the provision of nursing care through others, (3) develop methods of working collaboratively with other health professionals, and (4) practice in a variety of health care settings.

The Baccalaureate Program in Nursing is characterized by a foundation in scientific and humanistic disciplines inherent in learning upon which is built the major in nursing. In addition to nursing courses, upper division studies include courses that complement the nursing component and increase the depth of general education. The structure of the Baccalaureate Program in nursing follows the same pattern as that of other baccalaureate programs at the University.

Differences may be found in practice settings and in the level of autonomy. However, the complexity of decision-making within the nursing process is a major component in the differentiation of roles and levels of nursing practice between the associate degree nurse and the baccalaureate-prepared nurse.

The focus of master's education in nursing is to prepare beginning nursing scholars and advanced practice nurses with a specialty focus in clinical nursing. The master's degree specialties include nurse educator, nurse administrator, clinical nurse specialists, and acute and primary care nurse practitioners who serve individuals, families, and aggregate groups within diverse populations and settings.

The focus of the practice doctoral degree in nursing is on the translation of research into practice, transformational leadership, and advanced nursing practice across health care settings.

The focus of research doctoral education in nursing is to develop nurse scientists who are expert research scholars who are able to provide leadership in nursing practice, policy, research, and education.

Graduate education in nursing is characterized by a philosophy of expanding ideas and emphasis on knowledge development in nursing and health care. The primary goal of graduate nursing education is the development, transmission, and organization of nursing knowledge and the translation of that knowledge into practice in order to promote the health of individuals, families, and communities throughout society. The graduate nursing programs are an integral part of the Graduate School and graduate education at Penn State.

Approved: 01/99
Revised: 3/09
Revised and Approved: 4/13/15

DIVERSITY STATEMENT

The faculty and staff of the College of Nursing value and are committed to fostering diversity in the classroom, the University, and the profession. By respecting differences in culture, age, gender, gender expression, race, ethnicity, national origin, differing abilities, sexual orientation, and religious affiliation, we enrich the learning environment; improve the practice and profession of Nursing; and enhance personal creativity and professional growth.

PURPOSE AND OBJECTIVES OF THE DNP PROGRAM

The purpose of the DNP degree program in nursing is to prepare nursing leaders for the highest level of clinical nursing practice. The core DNP essentials include translation of research into practice, transformational leadership, and advanced expert nursing practice. To support these essentials, coursework includes nursing/change theory, foundations of advanced practice, health policy, informatics, leadership, and population-based health. The pinnacle experience of the program is an evidence-based scholarly practice project. The goal of the project is to produce an actual, deliverable product that has originated from practice

experience. Students will identify a problem and use evidence-based research to develop a proposal to implement and evaluate a practice change initiative. Practice change projects include: pilot studies, program evaluations, quality improvement projects, evaluation of new practice models, or consulting projects. Projects may be clinical or systems in nature. The theme that links these forms of scholarly experiences is the use of evidence to improve either practice, patient or systems outcomes.

The DNP degree is for nurses with either a bachelor's degree with a major in nursing or a master's degree with a major in nursing who plan to continue in a practice role (versus an academic/research role). This degree aligns with national guidelines and organizations that pronounced this degree as the terminal practice degree for all nurse administrators and advanced practice nurses, including nurse practitioners, clinical nurse specialists, nurse midwives, and nurse anesthetists.

PURPOSE OF THE DNP PROGRAM

The purpose of the DNP program is to:

- Prepare transformational nursing leaders to improve health and healthcare outcomes;
- Prepare a cadre of highly qualified advanced practice nurses to lead the translation of research into practice and deliver expert nursing care; and
- Fulfill the practice mission of the College of Nursing as a unit within the University.

DNP PROGRAM OBJECTIVES

The program objectives for the DNP in nursing include the ability to:
- Design and evaluate new models of care based on integration of theoretical and empirical knowledge from nursing and related disciplines
- Translate evidence to guide practice and improve outcomes of care
- Analyze data which predicts and explains variations in practice
- Provide inter-professional leadership within an increasingly complex health care delivery system
- Prepare leaders to use information systems and technology to support and improve patient care and health care systems
- Prepare leaders to direct and deliver high quality, cost-effective care for diverse populations
- Shape health policy and systems of health care in the local, regional, state, national, and international forums
- Perform independently at the most advanced level of ethical specialty nursing practice

COLLEGE OF NURSING CENTERS

CENTER OF GERIATRIC NURSING EXCELLENCE

The CGNE at Penn State provides a strategic response to the national nursing shortage – *and* the national nursing *faculty* shortage. In partnership with our renowned College of Nursing research faculty and instructors, we are preparing the next generation of nurse educators with broad expertise in the care of our country's growing population of older adults. We accomplish these goals through:

We accomplish these goals through:

- Distance learning technologies
- Innovative nursing research
- Formal programs of study (PhD, DNP, MS, MSN, and Post-MSN)

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- Informal learning forums (journal clubs, seminars, CE programs)
- Interdisciplinary education
- Community partnerships

To learn more about the CGNE, visit: http://www.nursing.psu.edu/cgne/

PROGRAM FOR PERSON-CENTERED LIVING SYSTEMS OF CARE

The Program for Person-Centered Living Systems of Care is an academic initiative within the CGNE at Penn State that seeks to: develop an interprofessional theory and model for the new field of person-centered living systems of care; conduct research on topics related to person-centered care (PCC); infuse PCC health care service delivery across the spectrum of services (acute to post-acute to community based).

The goals are to:

- Develop a new integrative model of person-centered living systems of care
- Develop infrastructure and methodologies for conducting PCC research
- Conduct applied research on PCC topics
- Apply best practices to innovative health delivery systems
- Inform curriculum to educate an interprofessional workforce of future and current care providers
- Influence policy around delivery of health care services in rural/urban, acute, post-acute, and community-based care settings.

To learn more about the program, visit: http://www.nursing.psu.edu/cgne/programs/

CENTER FOR NURSING RESEARCH

The Center for Nursing Research (CNR) provides support in developing and conducting externally funded research projects including but not limited to funding sources, proposal preparation, and managing research awards particularly National Research Service Awards (NRSA). Please contact Jen Hoffman (qzh2@psu.edu or 814-865-9337), Director, CNR for further information.

SEMINARS

Attendance at seminars and workshops offered through the College of Nursing provides relevant information for graduate nursing students and valuable networking contacts with professional colleagues. In collaboration with the Penn State Center of Geriatric Nursing Excellence, the College of Nursing facilitates a seminar at University Park and at Hershey Medical Center, other campuses, or Zoom, as requested. Seminars are archived for later viewing. Announcements for seminars are advertised throughout the College of Nursing and emailed to you through the student list serv.

CONFERENCES

The CNR provides supplemental support for registration and travel costs as well as poster and presentation preparation for graduate students attending conferences. A Student Research Travel Request should be completed (including mentor approval) and submitted to the Center for Nursing Research at least thirty (30) days before the travel date. Students, whose travel is sponsored by the Center for Nursing Research, are required to submit a one page Student Conference Summary before requesting travel reimbursement. The report should reflect on what you learned at the conference, talk about your presentation, your impressions, etc.

ACCREDITATION

The College of Nursing Graduate Degree Programs (M.S.N., M.S., D.N.P.) are accredited by the:

Commission on Collegiate Nursing Education (CCNE)
655 K Street, NW,
Suite 750,
Washington, D.C. 20001
202-887-6791

The Nurse Practitioner options also are approved by the Pennsylvania State Board of Nursing.

UNIVERSITY ACCREDITATION

The Pennsylvania State University is accredited by the Middle States Commission on Higher Education, 3624 Market Street, Philadelphia, PA 19104. The Middle States Commission on Higher Education (MSCHE) is a regional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation

STATE AUTHORIZATION AND RECIPROCITY AGREEMENT (SARA)

The State Authorization Reciprocity Agreement (SARA) is an agreement among member states, districts, and territories in the United States, which establishes comparable national standards for interstate offering of postsecondary distance education courses and programs. It is intended to simplify the process of taking online courses for credit offered by post-secondary institutions based in another state. SARA is overseen by a national council (NC-SARA) and administered by four regional education compacts. Penn State has been approved by the Commonwealth of Pennsylvania to participate in NC-SARA and was accepted as a SARA institution on January 25, 2017.

For more information on SARA, please visit http://www.worldcampus.psu.edu/state-authorization

State Authorization Complaint Resolution:

During your education, you may encounter situations that require the assistance of others to resolve. As a Penn State World Campus student, you have access to experienced representatives who can help.

The action you take will depend on the nature of the issue you are experiencing. Please view the following link to determine which method of reporting is right for you. http://www.worldcampus.psu.edu/complaint-resolution.

State Authorization Disclosures:

The following information is provided to distance learning (on-line) students regarding State Authorization Disclosures. Students are responsible for ensuring awareness and understanding of any specific additional requirements for within the State that the student holds a professional nursing license and intends to complete clinical/practicum hours. http://www.worldcampus.psu.edu/state-authorization/disclosures

UNIVERSITY GENERAL POLICIES

DISABILITY STATEMENT

Penn State University welcomes students with disabilities into the University's educational programs. Students with a disability may contact the Office for Disability Services located in room 116 Boucke Building or call at 863-1807(V/TTY). If you have further questions regarding this announcement, please make an appointment with our office.

The Pennsylvania State University encourages academically qualified students with disabilities to achieve full participation and integration to its educational programs. It is Penn State's policy not to discriminate against qualified persons with disabilities in its admissions policies and procedures or its educational programs, services, and activities.

University Policy
Confirmed by faculty 06/09; Modified October 9, 2006

Copyright 2009-2010 ODS For further information regarding ODS please visit their website at http://equity.psu.edu/ods. Instructors should be notified as early in the semester as possible regarding the need for modification or reasonable accommodations.

GRADUATE DEGREE PROGRAMS BULLETIN

The Graduate Degree Programs Bulletin contains a wealth of information about University rules, regulations, and policies. **Liberal use of this invaluable resource will save many phone calls for information**. It is also considered your **contract** with the University. The Graduate Bulletin can be found on the following web site: http://www.psu.edu/bulletins/whitebook

ACADEMIC CALENDAR

The University academic calendar can be found at http://student.worldcampus.psu.edu/your-courses-how-to-guide/academic-calendar. Please refer to this calendar for important course deadlines. The registration timetable can be found at: https://www.registrar.psu.edu/Reg_Timetable/fall17.cfm.

LIONPATH

LionPath is the system for student information that is used to register for classes and pay bills. For complete information and directions, go to the registrar's website http://registrar.psu.edu/lionpath/knowledge-center.cfm.

Here are some general training videos to help you navigate the new LionPATH system for graduate students: http://lionpathsupport.psu.edu/student-help/.

You should be able to schedule all your courses using LionPath. If you have any trouble scheduling World Campus courses, please contact World Campus Registration at registration@outreach.psu.edu, 814-863-5256 or (800) 252-3592. Students can search for classes within the LionPATH Student Center via the Class Search or by using Schedule Builder.

First time students logging in to LionPATH, must sign the Consent to Do Business Electronically agreement in order to use the system. While not technically a part of enrollment, this screen will prevent all other actions until students have clicked the box to indicate their agreement. If they do not agree, students will have to conduct LionPATH business outside of the system.

Students will not be eligible to enroll in classes until they have completed their Fall 2018 Pre-Registration Activity Guide, which includes verification of emergency contact information and the new Financial Responsibility Agreement (FRA). A graduate student who is in residence at the University is expected to be properly registered. In residence means that the student (whether full- or part-time, whether commuting to campus or other instructional site or living nearby or on campus) is pursuing graduate credits and/or an advanced degree by (a) attending classes or seminars for credit or audit; (b) doing a term project, independent study, or similar research or scholarly work in a University laboratory or other research facility; (c) consulting in person or by other means of communication with one or more faculty members on scholarly matters, or projects (d) using the library, Computer Center, or other University information resources; or (e) using other

University facilities provided for graduate study. The responsibility for being properly registered rests first with the student and secondarily with the student's adviser. A student may register for course work or research or a combination of the two. In the later stages of the program, the situation will determine the requirements for the student's registration.

REGISTRATION STATUS

A graduate student who is in residence at the University is expected to be properly registered. In residence means that the student (whether full- or part-time, whether commuting to campus or other instructional site or living nearby or on campus) is pursuing graduate credits and/or an advanced degree by (a) attending classes or seminars for credit or audit; (b) doing a term project, independent study, or similar research or scholarly work in a University laboratory or other research facility; (c) consulting in person or by other means of communication with one or more faculty members on scholarly matters, or projects (d) using the library, Computer Center, or other University information resources; or (e) using other University facilities provided for graduate study. The responsibility for being properly registered rests first with the student and secondarily with the student's adviser. A student may register for course work or research or a combination of the two. In the later stages of the program, the situation will determine the requirements for the student's registration.

COMPLETING YOUR REGISTRATION

http://www.registrar.psu.edu/registration/completing_registration.cfm

The Penn State registration process is not complete until tuition and fees are paid. After students schedule their courses, the Bursar's office will send an e-mail message to the student's official University e-mail account announcing that the eBill is available. Regardless of the amount due, action is required to complete the registration process. For detailed information concerning your tuition bill please contact the Bursar's office.

Consequences of Incomplete Registration
• Students will not receive grades for courses attended.
• Once classes begin, students cannot add, late add, or late drop courses for the current semester.
• Students are ineligible to register for future semesters.
• If receiving student loans, the student may enter a repayment status with lender.
• If receiving student aid, some aid sources may be cancelled and unable to be reinstated at a later date.
• If receiving a Federal Work Study award, the student cannot be hired.
• The University reserves the right to cancel an incomplete registration for failure to pay tuition and fees.

TUITION SCHEDULES/BILLS

Students can get information about pay their Tuition Bill from the Bursar's website.
To view current Tuition Rates and schedules please visit Penn State's Tuition website

CONTINUOUS ENROLLMENT

It is expected that all graduate students will be properly registered at a credit level appropriate to their degree of activity. **After a D.N.P candidate has passed the comprehensive examination the student must register continuously for each fall and spring semester until the project is accepted and approved by the doctoral committee.** Students must register for 2 credits of NURS 835, the DNP Project Course, each semester until the project is complete.

If a DNP student will not be in residence for an extended period for compelling reasons, the Dean of the Graduate School will consider a petition for a waiver of the continuous registration requirement. The petition must come from the doctoral committee chair and carry the endorsement of the Associate Dean for Graduate Education and Research.

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DEFINITION OF ACADEMIC STATUS

FULL-TIME
Full-time status is defined as being registered for 9 or more credits during the fall or spring semester. Students carrying 5 credits in summer session also are considered full-time.

PART-TIME
A student who in any semester or summer session is registered for study but who does not meet the criteria for full-time status is considered to be engaged in part-time academic work for that semester.

GRADING SYSTEM

A grade is given solely on the basis of the instructor's judgment as to the student's scholarly attainment. The following grading system applies to graduate students:

A   (EXCELLENT) indicates exceptional achievement
B   (GOOD) indicates substantial achievement
C   (SATISFACTORY) indicates acceptable but substandard achievement and is a failing grade for the student
D   (POOR) indicates inadequate achievement and is a failing grade for a graduate student – a required course in which a D has been obtained cannot be used to meet degree requirements; and
F   (FAILURE) indicates work unworthy of any credit, and suggests that the student may not be capable of succeeding in graduate study. http://www.registrar.psu.edu/grades/grading_system.cfm

In addition to the quality grades listed above, three additional grade designations, DF (deferred), NG (no grade), and R (research), may appear on a student's transcript. If work is incomplete at the end of a semester because of extenuating circumstances, the instructor may report DF in place of a grade, which will appear temporarily on the student's record. It is not appropriate to use the DF either casually or routinely to extend a course beyond the end of the semester or to extend a course for a student who has failed.

Required work should be completed and the deferred status (DF) resolved as soon as possible. All students should resolve their deferred status within 12 weeks after the course end date (see Academic Calendar). Extensions beyond 12 weeks must be approved by the Graduate School.

To request an extension, a memo with a justifying statement and the agreed-upon date must be submitted by the instructor to the Office of Graduate Enrollment Services. A deferred grade that is not resolved before the end of this period automatically converts to an F and cannot be changed without approval by the Graduate School. A memo with a justifying statement for changing the F grade must be submitted by the instructor to the Office of Graduate Enrollment Services in order to request a DF that has defaulted to an F grade be changed.

If an instructor does not submit a grade (including a quality grade, DF, or R) for a graduate student by the grade-reporting deadline, the designation NG (no grade) appears on the transcript. A NG that is not reconciled within 12 weeks following the posting of the NG automatically becomes an F.

A (DF) or (NG) that has converted to an F may not be changed without approval from the Graduate School. Requests for approval must be submitted by the instructor to the Office of Graduate Enrollment Services and include a justification for the change.

It is to be emphasized that no deferred (DF) or missing (NG) grades may remain on the record at those times when a student reaches an academic benchmark. Benchmarks include completion of a degree program the doctoral qualifying examination and comprehensive examinations, and final oral presentation/final performance. Graduate programs may add additional benchmarks.

Revised by Graduate Council, April 2011 Revised by Graduate Council, March 2014; Effective Fall 2014

DEFINITION OF GRADES

University Faculty Senate Policy 47-60 applies to all grading in the College of Nursing Graduate Program as follows:

Grade	Grade-Point Equivalent	Percentage Equivalent
A	4.0	94—100
A-	3.67	90—93
B+	3.33	87—89
B	3.00	83—86
B-	2.67	80—82
C+	2.33	77—79
C	2.00	75—76
D	1.00	68—74
F	0	Below 68

Alternatives to letter grades are applied as defined in University Faculty Senate Policies 49-60; 42-50.2; 48-40; 48-80 and 49-40. Students are responsible for following course requirements and notifying faculty and the Graduate School Office when there is some reason they will not be able to complete a course. Grade changes and corrections are more difficult to accomplish after the course has been completed and the semester has ended.

A graduate student who fails to maintain satisfactory scholarship or to make acceptable progress in a degree program will be dropped from the University. One or more failing grades or a cumulative grade-point average below 3.00 for any semester or session or combination of semesters and/or sessions may be considered as evidence of failure to maintain satisfactory scholarship. Action may be initiated by the department or committee in charge of the graduate major or by the chair of the student's doctoral committee (See graduate degree bulletin: http://bulletins.psu.edu/bulletins/whitebook/appendices.cfm?section=appendix3).

No deferred or missing grade may remain on the record at those times when a student reaches an academic benchmark. **Benchmarks include completion of the doctoral qualifying examination, comprehensive examination, and final oral presentation.**

There are only three circumstances under which a course grade, once assigned, can be changed:

1. If there was a calculation or recording error on the instructor's part in the original grade assignment.
2. If it is a course for which an R grade has been approved and in which an initial R can be assigned and changed within one semester to a quality grade.
3. If, as discussed above, a DF was assigned and the deadline for course completion has not yet passed.

In the case of certain courses (e.g., N590, N594, N595, N596, N597, N598, N599 and a few others) approved by the Graduate Council, the instructor may report the symbol R in place of a grade. An R does not influence the grade-point average. It indicates that the student has devoted adequate effort to the work scheduled but gives no indication of its quality. The symbol may be used, for instance, in courses that are officially designed to extend over more than one semester or in courses for which a quality grade is not appropriate. An R in an approved course need not be changed later to a quality grade, but may be changed if the instructor deems it appropriate when the course work has been completed. A quality grade must be reported no later than the end of the following semester.

SENATE POLICY 34-89 (COURSE DROP)

A student may drop a course without academic penalty during the Course Drop period. If the duration of the course is equal to the duration of the semester, this period is the first six (6) calendar days of either the fall or spring semester, beginning midnight on the first day of class. For all other courses (those not equal in duration to a semester of which they are part and all courses offered in the summer), the duration of the Drop Period is calculated by multiplying six (6) days by the duration of the course (in weeks) divided by fifteen (15) weeks, and then rounding up to the next higher whole number of days. For example, a 6-week course would have a drop period of 3 calendar days (6 days * 6 weeks / 15 weeks equals 2.4 days, rounded up to 3 days).

There is no limit to the number of courses/credits that can be dropped during this period and courses dropped during this period do not show up on the student's academic record.

The Late Drop period for a course begins with the first calendar day after the Course Drop period and ends on the day when 80 percent of the duration of the course is attained. During the Late Drop period, the student may drop a course (Late Drop), and a notation (Policy 48-20) will be entered on the student's academic record.

SENATE POLICY 48-20 FAILURE TO COMPLETE A COURSE

1. When a student officially drops a course within the course drop period, no symbol or grade of any kind is to be reported.
2. When a student officially drops a course after the course drop period, a symbol of LD, according to the policies of Sections 34-89, is to be reported.
3. When a student registers for a course but ceases to attend class without officially dropping the course, the student is to be given a grade of F in the course.
4. When a student officially withdraws from the University in accordance with Section 56-30, the symbol W shall be reported for each course, unless an accusation of academic dishonesty has been made against the withdrawing student. In such a case, Section 49-20 supersedes the assignment of the symbol W in that course.
5. A symbol of AUU shall be recorded for unsatisfactory attendance in an audited course in accordance with Section 48-80.

SENATE POLICY 48-50 NO GRADE (NG)

If an instructor does not submit a grade (including a quality grade, DF, or R) for a graduate student by the grade-reporting deadline, the designation NG (no grade) appears on the transcript. An NG that is not reconciled within 12 weeks following the posting of the NG automatically becomes an F. An NG grade may not remain on the record at those times when a student reaches an academic benchmark. **Benchmarks include completion of the doctoral qualifying examination, comprehensive examination, and final oral examinations and acceptance of the project.**

SENATE POLICY 48-80 COURSE AUDIT

When a student is registered in a course as an auditor, no final grade is to be given, but the symbol AU shall be used if attendance has been regular, the symbol W if attendance has been unsatisfactory.

ACADEMIC INTEGRITY STATEMENT

The College of Nursing Graduate Program (http://www.nursing.psu.edu/undergraduate/academic-integrity) follows the guidelines and procedures stated in Faculty Senate Policy 49-20, http://senate.psu.edu/policies-and-rules-for-undergraduate-students/47-00-48-00-and-49-00-grades/#49-20 as follows:

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts. Academic integrity includes a commitment by all members of the University community not to engage in or tolerate acts of falsification, misrepresentation or deception. Such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others. To protect the rights and maintain the trust of honest students and support appropriate behavior, faculty and administrators should regularly communicate high standards of integrity and reinforce them by taking reasonable steps to anticipate and deter acts of dishonesty in all assignments (Senate Policy 44-40: Proctoring of Examinations). At the beginning of each course, it is the responsibility of the instructor to provide students with a statement clarifying the application of University and College academic integrity policies to that course.

PLAGIARISM

Talking over your ideas and/or soliciting comments on your papers from faculty and students are not examples of plagiarism. Taking someone's published or unpublished work or ideas and using them or calling them your own is plagiarism (this includes work done by individuals who have previously completed a course in which you are enrolled.)

Referencing others' works is extremely important. Direct quotes need to be placed in quotation marks and the page from where the quote was taken documented. All other works used in the development of the paper need to be cited in the reference list. It is considered plagiarism if these procedures are not followed.

CODE OF CONDUCT

All graduate students are expected to adhere to the Code of Conduct and Academic Standards as clarified by Graduate Council in the Graduate Degree Bulletin, at the Graduate School web site: http://bulletins.psu.edu/bulletins/whitebook/appendices.cfm?section=appendix1.

PROCEDURE FOR RESOLUTION OF PROBLEMS

Formal mechanisms are in place to resolve student problems in the classroom, outside the classroom, and regarding grade disputes. Concerns about course grades and grading should be handled between the student and his or her instructor as outlined in the University Faculty Senate Policies 47-00, 48-00, and 49-00. To view the policies, visit the University Faculty Senate home page at http://senate.psu.edu/. Procedures for resolution of problems can be found in the Graduate Degree Programs Bulletin http://bulletins.psu.edu/bulletins/whitebook/appendices.cfm?section=appendix2

TRANSFER OF CREDIT

Subject to the limitations given below, a maximum of 10 credits of high-quality graduate work done at an accredited institution may be applied toward the requirements for the DNP degree. However, credits earned to

complete a previous graduate degree, whether at Penn State or elsewhere, may not be applied to a second graduate degree program at Penn State.

The student should distinguish carefully between the transferability of credit and its applicability in a particular degree program. Approval to apply any transferred credits toward a degree program must be granted by the student's academic adviser or Director of the DNP program in conjunction with the Associate Dean for Graduate Education and Research, and the Graduate School. Transferred academic work must have been completed within five years prior to the date of first degree registration at the Graduate School of Penn State, must be of at least B quality (grades of B- are not transferable), and must appear on an official graduate transcript of an accredited university.

Pass-fail grades are not transferable to an advanced degree program unless the "Pass" can be substantiated by the former institution as having at least B quality.

Forms for transfer of credit can be obtained from the Office of Graduate Enrollment Services, 114 Kern Building. http://bulletins.psu.edu/bulletins/whitebook/general_information.cfm?section=admission3

GRADUATE STUDENT POLICY FOR SAFE TRAVEL

For information regarding international travel please see http://www.gradschool.psu.edu/current-students/student/travel/travelpolicy/.

RECOMMENDED PRACTICES IN GRADUATE EDUCATION

Fostering successful interactions among faculty, administrators, and graduate students

This document presents the recommended practices in each of three core areas for all of the key participants in graduate student education More information can be found on: http://gradschool.psu.edu/faculty-and-staff/faculty/recommended-practices/

SCHOLARSHIP AND RESEARCH INTEGRITY (SARI)

The SARI program at Penn State is designed to offer graduate students comprehensive, multilevel training in the responsible conduct of research, in a way that is tailored to address the issues faced by individual disciplines. The program is implemented by PSU colleges and graduate programs in a way that meets the particular needs of students in each unit. The SARI program has two parts; both of which must be met in order for a student to graduate: All graduate students are required to complete an online IRB training program provided by the Collaborative Institutional Training Initiative (CITI).

Graduate students will also be required to engage in an additional 5 hours of discussion-based RCR education prior to degree completion. These discussions will encompass both universal and discipline-specific material.

The College of Nursing incorporates the additional 5 hours of RCR education within NUR 587, Ethics in Nursing Research. Students will not be allowed to graduate if this requirement is not met. If a student does not complete one of these courses, alternative RCR education must be arranged.

ACCESS THE CITI PORTAL
To access the CITI courses go to: http://citi.psu.edu.

Students who are or will be doing research at Hershey should choose the "Hershey Medical Center and College of Medicine" log in button. All other students (including Hershey campus students who will not be doing research) will choose "University Park, Commonwealth, and other non-Hershey personnel" log in button.

Log in with your Penn State credentials.

CHOOSING THE APPROPRIATE CURRICULUM/TRAINING MODULES

Click "Add a Course".

From the list of choices, ALL STUDENTS select "I conduct, or plan to conduct, research with humans, including samples derived from humans or data gathered from human respondents and need to satisfy IRB training requirements. NOTE that this course will also satisfy the SARI@PSU.EDU training requirement."

Then click the Next button.

Select "NO, I have Not completed the Human Subjects Research (IRB)...." Click Next.

Hershey students should choose "Biomedical Research" while non-Hershey students should choose "Social Science Research". Click Next.

A list of several topics will appear; these are your elective choices. Choose the course of most interest to you. Click Next.

You should then see a list of 2 courses: 1) your IRB Course (Biomedical or Social Science) and 2) your elective course. Each title is a link. Click on that link to get started!

You must complete all required modules AND 1 elective (of your choice).

Once you have registered, you may enter and leave the course at any time, completing modules as time permits.

Once the CITI course is complete, it is the student's responsibility to upload a copy of the completion certificate to CastleBranch for review. **All Graduate students are required to complete the online training within their first academic year and may not graduate if these courses are not completed.**

COLLEGE OF NURSING GENERAL POLICIES

CREDENTIALS

Required Credentials for All World Campus Students Upon Admission

1. Evidence of current State RN licensure
2. Information Release Form
3. CITI Training Verification Certificate (Social and Behavioral Human Subjects Research (IRB) Course)

Required Credentials/Background Checks for *non-Pennsylvania WC Students* in Clinical/Practicum

Summer semester prior to enrolling in NURS 832; NURS 833; NURS 834; or NURS 835
(other credentials may be required by the state and clinical agency; the student must check requirements)

Immunizations
- Measles, Mumps & Rubella (MMR)
- Varicella (Chicken Pox)
- Hepatitis B
- Tdap (tetanus, diphtheria, and pertussis)

The following credentials must be renewed yearly (if needed)
1. Influenza Shot
2. Evidence of current Tuberculin Status

3. Drug Panel Screening
4. Current CPR Certification
5. Malpractice Insurance
6. Nationwide Database and Sex Offender Search
7. State and County Criminal Searches
8. Healthcare Fraud and Abuse Check

Required Credentials/Background Checks for *Pennsylvania WC Students* in Clinical/Practicum

*S*ummer semester prior to enrolling in NURS 832; NURS 833; NURS 834; or NURS 835
(other credentials may be required by the state and clinical agency; the student must check requirements)

Immunizations
- Measles, Mumps & Rubella (MMR)
- Varicella (Chicken Pox)
- Hepatitis B
- Tdap (tetanus, diphtheria, and pertussis)

The following must be renewed yearly (if needed)
1. Influenza Shot
2. Evidence of current Tuberculin Status
3. Drug Panel Screening
4. Current CPR Certification
5. Malpractice Insurance
6. Child Abuse Clearance
7. PA/State Police Criminal Background Check
8. Federal Criminal History Fingerprint based Criminal Record Check
9. Healthcare Fraud and Abuse Check

COMPLIANCE DUE DATES

Compliances are due on **August 1st** each calendar year. This ensures that the student is compliant throughout the entire academic year with no interruption in their clinical rotation time.

EVIDENCE OF CURRENT NURSING LICENSE

All students are required to present a valid nursing license. Students enrolled in World Campus programs (Nurse Educator, Nurse Administrator) must present a valid RN license in their home state or country.

INFORMATION RELEASE FORM

All incoming students are required to complete and sign the Information Release Form. The Information Release Form can be downloaded from CastleBranch.

CITI TRAINING VERIFICATION

All M.S.N. students are required to complete an online RCR training program provided by the Collaborative Institutional Training Initiative (CITI) and upload their training certificate to CastleBranch as proof of completion. For more information, please refer to *Scholarship and Research Integrity (SARI)* in this handbook. *Post-graduate students must contact the College of Nursing to have this requirement waived.*
Scholarship_and_Research

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

The Pennsylvania State University requires the following immunizations and health screenings for all incoming full-time M.S.N. students enrolled in the NP Program (Family, Adult Gerontology Primary Care, Adult Gerontology Acute Care) and also World Campus students (Nurse Administrator and Nurse Educator) enrolled in clinical practicum courses for the current academic year. The immunization requirements must be documented on the Entrance Health Examination Form and subsequently uploaded to CastleBranch. The Entrance Health Examination Form must be signed by a licensed health care provider. Students are permitted to upload the Entrance Health Examination Form along with lab testing results as proof of verification of the following:

MEASLES, MUMPS AND RUBELLA (MMR)
Documentation of one of the following is required:

- 2 vaccinations
- Positive Antibody Titer (lab report required) If titer is negative or equivocal a booster shot will be required.
- Medically documented history of disease

VARICELLA
Documentation of one of the following is required:

- 2 vaccinations
- Positive Antibody Titer (lab report required) If titer is negative or equivocal a booster shot will be required.
- Medically documented history of disease

HEPATITIS B
Documentation of one of the following is required:

- 3 vaccinations
- Positive Antibody Titer (lab report required) If titer is negative or equivocal a booster shot will be required.

EVIDENCE OF TUBERCULIN STATUS (TB SKIN TEST)
Documentation of one of the following is required:

- 1 step TB Skin test
- QuantiFERON Blood test
- T-SPOT Blood test

TETANUS, DIPHTHERIA & PERTUSSIS (TDAP)
Documentation of a Tdap booster within the past 10 years is required.

INFLUENZA
Documentation of one of the following is required:

- Flu shot administered during the current flu season
- Signed declination waiver (waiver is available for download from CastleBranch)
- Students must renew their vaccination on a yearly basis (or submit declination waiver)

DRUG PANEL SCREENING
CastleBranch has partnered with Quest diagnostic testing centers to conduct drug panel testing for the College of Nursing. Students will receive a Drug Testing Authorization Form within 24 hours after they have registered

with CastleBranch. The Drug Testing Authorization Form will provide a direct link to Quest Diagnostic testing centers so that the student may find a location convenient to their geographic location.

It is recommended that all students schedule an appointment at Quest Diagnostics Patient Service Centers. To make an appointment, the student must log into http://www.questdiagnostics.com/hcp/psc/jsp/hcp_psc_index.jsp and follow the instructions.

The student must present the Drug Testing Authorization Form along with photo identification at the time of testing. Testing results will be uploaded to CastleBranch on behalf of the student.

CPR CERTIFICATION
All Nurse Practitioner, Nurse Administrator, and Nurse Educator students must present their BLS (Basic Life Support) certification. Adult Gerontology Acute Care Nurse Practitioner Students must submit their ACLS (Advanced Cardiac Life Support) in addition to their BLS Certification. Students must upload BOTH sides of their signed card to CastleBranch.

To locate a Certification Course in your area, please call the American Heart Association (877-AHA-4CPR) or search for classes online.

MALPRACTICE INSURANCE
Liability Malpractice Insurance is required for all students enrolled in clinical practicum courses, and students may not participate in clinical courses without evidence of current professional liability malpractice insurance.

DNP students can present their RN coverage policy to fulfill this requirement if it meets the minimum coverage guidelines as stated below. Students may select their own insurance carrier or one of the suggested carriers as listed:

1. A minimum of $1,000,000 individual/$6,000,000 aggregate is required
2. Students must upload their policy to CastleBranch
3. Suggested sources are CM&F, NSO, and Proliability.

UNSUCCESSFUL CLEARANCE PROCEDURES

CHILD ABUSE
Procedure for Unsuccessful "Child Abuse Clearance"

If the student clearance returns "Indicated"

1. A meeting between the student and Program Director will be arranged.
2. At the meeting, the policy will be reviewed and a plan will be developed which may include obtaining clinical agency permission for the student to practice in their facility.
3. Documentation of the meeting will be placed in the student's file.

If the student clearance returns "Founded":

1. A meeting between the student, Program Director, Associate Dean for Graduate Education & Research, and the Dean of the College of Nursing will be arranged.
2. Meeting will include discussion of policy and development of a plan, which may include obtaining clinical agency permission for the student to practice in their facility.
3. Documentation of the meeting will be placed in the student's file.

CRIMINAL
Procedure for Unsuccessful "Criminal Clearance"

If the student clearance returns as "Summary":

1. A meeting between the student and Program Director will be arranged.
2. Meeting will include discussion of policy.
3. Documentation of the meeting will be placed in the student's file.

If the student clearance returns as "Misdemeanor":

1. A meeting between the student and Program Director will be arranged.
2. Meeting will include discussion of policy and development of a plan, which may include obtaining clinical agency permission for the student to practice in their facility. The plan may include referral for career counseling if the student cannot meet all clinical program requirements.
3. Documentation of the meeting will be placed in the student's file.

If the student clearance returns as "Felony":

1. A meeting between the student, Program Director, Associate Dean for Graduate Education & Research, and the Dean of the College of Nursing will be arranged.
2. Meeting will include discussion of policy and development of a plan, which may include obtaining clinical agency permission for the student to practice in their facility.
3. Documentation of the meeting will be placed in the student's file.

DRUG-PANEL SCREENING

In the event of a positive drug screening, the following steps will be taken:

1. A meeting between the student, Program Director and the Associate Dean for Graduate Education & Research, will be arranged.
2. For a prescription medication, the student may bring documentation from the prescribing healthcare provider.
3. For illicit drugs or prescription medications without documentation, the meeting will include obtaining clinical agency permission for the student to practice in their facility and a formal report to the State Board of Nursing.
4. Documentation of the meeting will be placed in the student's file.

POLICY FOR NON-COMPLIANT STUDENTS

All students are expected to meet credentialing requirements by their assigned due date. Students who fail to complete their compliances by their assigned due date will not be permitted to begin or resume their clinical/practicum rotation(s). Starting or continuing in a clinical/practicum rotation when non-complaint, is a *violation of academic integrity*. **The student may be dismissed from the program as a result of this violation.**

The student is responsible for uploading their compliance records to CastleBranch in a timely manner. CastleBranch will send weekly reminders to students notifying them of any past-due compliances and also any compliances that are nearing expiration.

It is the student's responsibility to monitor and upload any compliances before they expire so that no interruption in their clinical rotation occurs.

The College of Nursing routinely reviews student compliance records and will notify any student via email that is non-compliant. It is the student's responsibility to notify the College of Nursing when circumstances prevent the timely upload of compliance documentation to the CastleBranch website.

If the student fails to meet compliance guidelines within two weeks of the first notification and has not made any attempt to contact the College of Nursing or has not made a reasonable attempt to resolve their

compliance issues, an email will be sent to the student and their instructor. The student will not be permitted to continue their clinical rotation.

IMPAIRED STUDENT NURSE POLICY

The intent of this Policy is to offer assistance to those who are in need, while sending a clear message that all students enrolled in the College of Nursing ("CON") at The Pennsylvania State University ("The University") are strictly prohibited from possessing or being under the influence of alcohol or drugs while engaged in any Clinical Activities.

STATEMENT OF PURPOSE AND INTENTION

A. Students enrolled in the CON at the undergraduate and graduate level engage in clinical rotations and training on the campus of The University and at various types of health care facilities, including, but not limited to, University skills or simulation laboratories, hospitals, private practice offices, long-term care facilities, clinics, schools and community agencies.

B. Drug and alcohol use may adversely affect the educational process and the quality of care provided by students in the clinical setting. Drug and alcohol use may also pose serious safety and health risks to the student, patients and others.

C. The University and the CON require all nursing students engaged in Clinical Activities be free from the influence of drugs and alcohol.

D. This Policy is enacted in accordance with a position statement on the subject of substance abuse in nursing education published by the American Association of Colleges of Nursing, and the standards set forth in Pennsylvania's Professional Nursing Law (63 P.S. § 224, et. seq.).

E. This policy is not intended to apply to the use or possession of prescribed or over-the-counter drugs and/or drug paraphernalia, if legally obtained, used for the purpose for which it was prescribed or manufactured, and if taken at the prescribed or authorized dosage; <u>provided that use of the drug and/or drug paraphernalia does not interfere with the safe and efficient performance of the Student's Clinical Activities.</u>

DEFINITIONS

A. "Alcohol" means beer, wine and all forms of distilled liquor containing ethyl alcohol.

B. "Clinical Activities" shall refer to those duties or activities required of CON students, whether on the campus of The Pennsylvania State University or at an outside Host Facility, which involve direct patient care or interaction with a patient or research subject for purposes of medical care, treatment, or testing, and/or as part of a Clinical Program.

C. "Clinical Program" shall refer to the assignment of CON students to health care facilities, University skills or simulation laboratories, etc., for the purpose of gaining practical experience and/or engaging in patient care, in fulfillment of degree or course requirements.

D. "Drug" means hallucinogenic or narcotic drugs or other drugs/substances which tend to impair judgment or coordination including, but not limited to, substances controlled by State or Federal laws.

E. "Drug Paraphernalia" means all equipment, products, and materials of any kind, which are used for injecting, ingesting, inhaling or otherwise introducing a drug into the human body. This includes, but is not limited to, all equipment, products and materials prohibited or controlled by State or Federal laws.

F. "Host Facility" shall mean any place other than a campus of The Pennsylvania State University where a student is engaged in Clinical Activities in fulfillment of degree or course requirements, including but not limited to health care facilities, hospitals, physician offices, long-term care facilities, clinics, schools and community agencies.

G. "Student" is an undergraduate or graduate student enrolled in the CON.

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H. "Clinical Instructor/Supervisor" is the person the CON assigned to oversee a student while engaged in performance of a Clinical Program and/or while engaged in Clinical Activities. Clinical Instructors are faculty employed by Penn State CON. Supervisors are employees of the facility at which a Clinical Program takes place.

Note: Defined terms are capitalized herein.

DRUG AND ALCOHOL POSSESSION AND USE

A. Prohibitions. Except as provided in paragraph C below:
1. No Student engaged in Clinical Activities shall use, consume, transport, possess or sell Alcohol, Drugs or Drug Paraphernalia while on the site of a Clinical Program, or while engaged in Clinical Activities.
2. No Student may report to the premises of a Clinical Program or remain on duty, or engage in any Clinical Activities, while under the influence of or impaired by Alcohol or Drugs, to any degree. This is a zero tolerance policy.
3. This policy is not directly applicable to Students who are in traditional classroom/ lecture situation; however, all Students of The University are prohibited from being under the influence of Alcohol or Drugs while taking part in on-campus activities and violations of this nature may be subject to sanctions under the Student Code of Conduct and/or other University or CON rules and regulations.

B. Exceptions. The following circumstances may constitute exceptions to this Policy:
1. Prescribed and over-the-counter drugs. The use or possession of prescribed or over-the-counter drugs and/or drug paraphernalia is not prohibited by this Policy, if legally obtained, used for the purpose for which it was prescribed or manufactured, and if taken at the prescribed or authorized dosage; provided that use of the drug and/or drug paraphernalia does not interfere with the safe and efficient performance of the Student's Clinical Activities.
2. Legitimate distribution of medications. The prohibitions set forth in this Policy do not apply to legitimate distribution of medication as may be an assigned duty in a clinical program.

C. Students who participate in Clinical Programs at outside facilities are subject to the rules and regulations of the Host Facility and Penn State College of Nursing. This may include drug and/or alcohol testing. Testing for illegal drugs or alcohol may be required by the Host Facility prior to commencement of a clinical program, on a random basis, following an accident, or upon observation of conduct which may be indicative of drug or alcohol use. Neither the University nor the CON has control over the manner in which testing is carried out by a Host Facility. If a test indicates the presence of illegal drugs or alcohol, and if the test results are provided to the CON, this information will be utilized in the manner set forth herein.

PROCEDURES

A. Failure to cooperate with the procedures set forth herein may result in termination of a Student's clinical program, which will carry with it serious consequences for the Student's ability to complete his or her course of study in the CON.

B. In order to assure compliance with this Policy and as a condition of continuing to participate in Clinical Activities and/or a Clinical Program, Students are required to cooperate with the procedures outlined herein, including Drug and Alcohol testing. Such tests may be administered upon a finding of reasonable suspicion that a Student has used Drugs or Alcohol while engaged in Clinical Activities. Reasonable suspicion shall be determined by the Clinical Instructor/Supervisor, based upon various factors, including but not limited to observation of signs or symptoms commonly associated with intoxication, such as: impaired mental ability, inability to maintain balance, odor of alcohol, boisterous or slurred speech, drowsiness, dilated pupils, staggering, awkward movements or erratic behavior. In making a determination of reasonable suspicion, the Clinical Instructor/Supervisor may take into account observations of lay persons, other staff or faculty of the CON and/or health care professionals.

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C. When finding of reasonable suspicion is made, the following steps will be implemented by the CON.

1. If the student appears to be medically unstable (i.e. is obtunded, falling down, lashing out at people, etc.), the student will be sent to the nearest emergency room. If no emergency room is in the clinical site, an ambulance will be called.
2. If the student appears medically stable, the Clinical Instructor/Supervisor shall instruct the student to leave the clinical area and will address the student in private to discuss the behavior(s) observed. If the supervisor is a non-PSU preceptor or supervisor, contact the course or clinical instructor assigned to the student.
3. If at any time during this process, the Clinical Instructor is not able to adequately manage other students in the clinical group, they should be sent home, citing an emergency situation that requires the Clinical Instructor attention.
4. The Clinical Instructor will specifically inquire about whether the student has used drugs or alcohol and if so, the details of such use.
5. The Clinical Instructor shall consult with the Campus Nursing Program Coordinator for undergraduate students or the Graduate Option Coordinator, for graduate students, as practicable, and shall make a determination as to whether to refer the Student for Drug and Alcohol testing. If the program coordinator is not available, the Clinical Instructor will consult with another nursing administrative person or faculty member at the CON or campus. The decision to send the student for testing will preferably be made with consultation of at least one other administrative person who has assessed the student face to face or has consulted via phone. In the event that another person is not available, the clinical instructor will make the decision independently.
6. If the decision is made to send the Student for testing, the Student shall be notified that he or she will be tested for the presence of Drugs and/or Alcohol. The CON will incur costs associated with the initial testing only. A student who refuses to undergo testing shall be presumed to have violated this policy. Transportation for both the student and the faculty person to and from the location for testing (see Urine Drug Screen Clinic Sites) will be arranged and paid for by the CON. The Student will be accompanied by a CON representative and one other person at all times during transportation to the testing site.
7. Each location will determine appropriate safe travel arrangements keeping in mind that two responsible adults must be in the vehicle with the student.
8. After testing is completed, the CON will arrange for the student to be transported home or to the home of a family member or friend. The student will be counseled against driving and encouraged to arrange to be accompanied by a family member or friend. If the student is unable or unwilling to call a family member or friend to transport them home, transportation will be arranged and paid by the CON. The PSU representative will remain with the student until transportation is obtained.
9. Tests shall be accomplished via urine sample, or other reliable method. The testing process will be carried out pursuant to the testing protocols of the clinical agency or the University's Office of Occupational Medicine. Samples shall be collected by the clinical agency or the designated screening clinic of the University's Office of Occupational Medicine. A split sample shall be collected. Test results will be interpreted by the University's Medical Review Officer, who shall verify documentation of appropriate chain of custody and shall make the determination of whether a test is positive for the presence of Drugs or Alcohol. A negative result on a test will not necessitate further testing and no further action shall be taken. In the case of a positive test, the Student shall be contacted by the Medical Review Officer, who shall determine whether there is any legitimate explanation for the positive test. If no legitimate explanation can be verified by the Medical Review Officer, the Student shall be given the option of having the second sample tested, at the expense of the Student. If testing of the second sample yields a negative result, no further action shall be taken. The Medical Review Officer shall advise the appropriate Associate Dean of the CON of testing results. NOTE: If testing is necessary during a time that the screening clinic is closed, testing will be done at the Clinical agency, if possible, and results will be obtained by the University's Office of Occupational Medicine.

10. The University will make reasonable efforts to maintain confidentiality in the administrative handling of matters relating to Student Drug and Alcohol testing.
11. The Clinical Instructor/Supervisor will prepare a written report documenting the observed Student behaviors and submit same to the Campus Nursing Program Coordinator for undergraduate students or the Graduate Option Coordinator, for graduate students, and the appropriate Associate Dean of the CON.

D. A Student who has been sent for a Drug and Alcohol test shall be suspended from participation in Clinical Activities until the results are returned. Test results shall be provided by the Medical Review Officer to the appropriate Associate Dean of the CON. If the results are negative, the Student shall be permitted to resume his or her regular Clinical Activities immediately. If the test results are positive for the presence of Drugs or Alcohol, or if the Student refused to submit to testing, the following steps shall be followed.

1. A meeting will be held, within a reasonable period of time, with the Student, the Clinical Instructor involved and the Campus Nursing Program Coordinator for undergraduate students or the Graduate Option Coordinator, for graduate students to discuss the incident, allow all parties to provide any relevant information, and to discuss sanctions and/or academic consequences related to the alleged violation. Sanctions may include suspension from all Clinical Programs, a failing grade for a given course, or for repeat offenders, dismissal from the CON.

2. The Student will execute a written agreement to seek an initial drug and alcohol consultation at Counseling and Psychological Services (CAPS) and/or a drug and alcohol evaluation with a certified or licensed professional capable of providing this service. The Student must sign an informed consent form to allow release of the evaluation results to be provided to the appropriate Associate Dean of the CON. The Student shall be required to follow any treatment plan which may be recommended as a result of the substance abuse evaluation. Refusal to undergo substance abuse evaluation or failure to comply with any recommended treatment may result in the Student's dismissal from the CON. Following successful completion of any such treatment plan and/or upon certification by an appropriate substance abuse counselor that the Student is fit to return to Clinical Activities, the Student shall be permitted to resume full participation in the CON curriculum.

3. The fact of a positive test result shall be conveyed by the CON to the Office of Student Conduct for evaluation of whether the behavior has violated the Student Code of Conduct. The Office of Student Conduct will investigate and process the matter in accordance with standard University procedures and the Student Code of Conduct. The Designee or staff from the Office of Student Conduct will investigate the allegation and when it appears that a violation may have occurred, the Student will be subject to the University's disciplinary process. The CON will be notified of the outcome of this process.

4. Any student who has a positive drug screen confirmed must contact the Pennsylvania Nurse Peer Assistance Program (PNAP) as part of the evaluation process. If the student is diagnosed with abuse or dependence of a substance, the student must enroll with PNAP monitoring.

APPEALS

A. A Student may appeal sanctions by sending a written statement of the basis for the appeal to the appropriate Associate Dean of the CON, within ten (10) days after the action which is being appealed. The Student's written appeal shall succinctly set forth the basis for the appeal, with supporting documentation, as appropriate.

B. Within a reasonable period of time after the filing of an appeal, the appropriate Associate Dean of the CON shall convene a meeting with the Student in an attempt to amicably resolve the matter. If no resolution can be reached, the appropriate Associate Dean of the CON shall convene a hearing committee, consisting of three (3) faculty members from the CON, one of whom shall serve as

committee chair. The hearing shall be convened as soon as practicable. The following rules shall apply to the hearing:

1. The purpose of the hearing is one of fact finding.
2. The committee shall have full authority to conduct the hearing in a manner that is fair, efficient, and respectful.
3. Formal rules of evidence do not apply, but irrelevant, immaterial or unduly repetitious evidence may be excluded at the discretion of the committee.
4. In light of the nature and spirit of the proceeding, representation by legal counsel is prohibited.
5. The hearing shall be closed, meaning that no one beyond the persons involved in the hearing will be admitted.
6. Participants shall include the Student and the Clinical Instructor who observed or was involved in the incident in question. Others with knowledge of the circumstances in question may be permitted to participate, with the permission of the chair of the committee.
7. The Clinical Instructor will address the committee first, followed by the Student. The committee may ask questions of the Clinical Instructor and the Student. The Clinical Instructor or faculty member and the Student may also ask questions of each other, in a polite and respectful manner.
8. Requests for additional information may be made by the committee to the faculty member and the Student.
9. At the conclusion of the hearing, the committee shall dismiss the participants and deliberate in private. The committee members shall then vote on the outcome of the hearing, with each member having one vote. The chair of the committee will inform the Student of committee's decision within one business day after the hearing.
10. The decision of the committee shall be final.

REINSTATEMENT TO CLINICAL PROGRAM/ACTIVITIES

A. As a condition for being considered for reinstatement to a Clinical Program and/or participation in Clinical Activities, Students must consent to release to the CON the findings, reports and/or recommendations of any drug and alcohol counselors, physicians, psychiatrists, psychologist, etc. as well as the outcome of any actions undertaken by the Office of Student Conduct.

B. A Student who has been removed from a Clinical Program for a violation of this Policy shall be permitted to return to the Clinical Program upon fulfillment of the following conditions:
1. Expiration of any academic suspension or disciplinary suspension.
2. Written documentation of successful completion of all drug and alcohol services recommended or any recommendations by the Office of Student Conduct.
3. Agreement to voluntarily participate in random Drug or Alcohol screening, the cost of which must be paid by the Student.

C. A Student's return to any Clinical Program at a non-Penn State Host Facility will be contingent upon re-acceptance by the Host Facility.

ASSISTANCE TO STUDENTS WITH DRUG OR ALCOHOL PROBLEMS

Students with drug or alcohol problems, whether or not engaged in Clinical Activities, are encouraged to voluntarily seek assistance through University's Center for Counseling & Psychological Services. Professors, instructors and advisers in the CON will assist Students with referrals, as requested.

NOTE: Any situation that may arise that does not fall within the policy guidelines will be addressed on a case by case basis, in consultation with the College of Nursing, University Occupational Medicine and University Risk Management.

Approved Fall 2005; Revised Fall 2009; Revised Spring 2013; Revised Spring 2018

SOCIAL MEDIA POLICY

The Social Media policy provides Penn State College of Nursing (CON) students with rules to participate in social media, including Penn State College of Nursing social media and in non-Penn State CON social media.

Definition: Social Media is a conventional term of electronic communication through which users create online communities to share information, ideas, personal messages, email, or video hosting sites.

First and foremost, all nursing students must recognize their ethical and legal obligation to maintain patient privacy and confidentiality at all times. As a nursing student, it is important to represent Penn State College of Nursing in a fair, accurate and legal manner while protecting the College's reputation.

1. Students may be held personally liable for proprietary, defamatory or libelous material posted on any form of social media.
2. Students will face sanctions for posting of materials that is defamatory, profane, threatening, harassing, hateful or humiliating to patient, students, hospital staff, mentors, nurses, Penn State faculty and staff, employers and co-workers included. Sanction will be determined by the University Office of Student Conduct, the College of Nursing Academic Integrity Committee, or the appropriate College of Nursing Academic Administrator.
3. Improper use of social media may result in being sued for defamation, invasion of privacy or harassment.
4. Occurrences of inappropriate use of social and electronic media may be submitted to the State Board of Nursing, which may affect licensure or eligibility for licensure.
5. The use of pseudonymous email addresses or online identities can be investigated and traced, so their use does not protect the student from responsibility and any liabilities related to posting online materials and or social media.
6. Students must promptly report any identifiable breach of confidentiality of privacy in regard to self, other nurses and /or other nursing students.
7. Students must be knowledgeable of hospital and health care institution policies, relevant state and federal laws and professional standards regarding patient privacy and confidentiality and their application to social and electronic media.
8. The College of Nursing may take action to dismiss any student from the Nursing program who violates the Social Media Policy.
9. Students may not transmit any electronic media of any patient-related information or image that violates patient rights to confidentiality or privacy or to otherwise degrade or embarrass the patient and/or families.
10. Students must not share, post or otherwise disseminate any information (including images) about a patient or information gained in the nurse-patient relationship with anyone, unless there is care-related need to disclose the information or other legal obligation to do so.
11. Students must not use social media during clinical hours or at any time on the clinical agency's equipment or property.

University Policy; Approved by Administration 06/13

References
ANA, (2011). Principles for social networking and the nurse.
ANA (2011). Six tips for nurses using social media.
Carlow University College of Nursing, Social Media Policy (with permission)
National Council State Board of Nursing (2011). White paper: A nurse's guide to the use of social media.

INFECTIOUS DISEASE POLICY

CLINICAL AGENCIES

A. Clinical agencies utilized by the College of Nursing for clinical practice experiences are to have written infection control plans designed to minimize or eliminate exposure to infectious disease.

B. The clinical agency's infection control plan shall include:

1. A schedule and method of implementing the infection control plan.
2. A schedule for reviewing and updating the plan to reflect significant changes in tasks, policies, and procedures.
3. A method of dealing with and documenting occupational exposure.

C. Clinical agencies are required to make the infection control plan available to the College of Nursing administration for examination and copying.

STANDARD PRECAUTIONS AND ISOLATION PRACTICES

All students will follow standard precautions and second tier isolation practices as defined by the Centers for Disease Control (CDC) and the agency policy and procedures to minimize exposure to infectious disease.

ACCIDENTAL EXPOSURE, POST EXPOSURE, AND FOLLOW-UP

A. Clinical agencies utilized by the College of Nursing for clinical practice experiences are to have written post-exposure plans including follow-up of the exposed faculty or student including antibody or antigen testing, testing of the source patient, counseling, illness reporting, and safe and effective post-exposure prophylaxis according to standard CDC recommendations and Pennsylvania State Law.

B. In the event of significant exposure to blood or body fluid, defined by the CDC as: "a percutaneous injury (e.g., needle stick or cut with a sharp object) or contact of mucous membrane or non-intact skin (e.g., exposed skin that is chapped, abraded, or with dermatitis) with blood, saliva, tissue, or other body fluids that are potentially infectious."

The nursing student will:

1. Immediately and thoroughly wash or rinse (if mucous membrane) the exposed area
2. Report the incident to the clinical instructor

The clinical instructor will:

1. Report the incident immediately to the appropriate representative at the clinical facility
2. Facilitate completion of the steps for follow up as outlined by the policies and procedures at the clinical facility.

Note: All testing and/or treatment after exposure will be at the student's expense.
Revised: 11/06

COLLEGE OF NURSING LOGO

Use of the official Penn State (University Mark) and/or College of Nursing logo is restricted to College of Nursing faculty and students. All students who use official logos for posters and oral presentations must have their presentation approved by their academic adviser. Once a student has graduated, official Penn State logos may only be used when a Penn State faculty person is listed as a co-presenter and has approved the presentation.

COLLEGE OF NURSING BUSINESS CARDS

A DNP student wishing to purchase business cards will do so at their own financial responsibility. Business cards can be ordered by contacting Kori Johnsonbaugh at 814-863-0245 or kkj10@psu.edu. The University offers a variety of styles; however, the following example is the information that is required by the College of Nursing.

Student Name, Credentials

203 Nursing Sciences Building   Cell Number:

The Pennsylvania State University

University Park, PA 16802-6509   Email Address:

www.nursing.psu.edu

Official PSU logo to appear here

ACADEMIC PROGRESSION GUIDELINES

Progression in the doctoral program is based on satisfactory scholarship in required and support courses and adequate progress in the project. The policy related to academic progression in the doctoral program in nursing is based on the Graduate School's policy stating that one or more failing grades or a cumulative grade point average below 3.0 for any semester or combination of semesters may be considered as evidence of failure to maintain satisfactory scholarship and may result in the student being dropped from the University. Beyond a failing grade and/or the cumulative/semester GPA, the College of Nursing considers all quality grades (including grades in required core courses and other courses) as indicators of satisfactory academic progress in the DNP program in Nursing. When a student drops a course after the regular drop/add period, it is considered a late drop. This action will be reflected on his/her record with the symbol WN.

REQUIRED CORE COURSES:

Required core courses include prescribed courses in the Nursing core (as defined by the DNP Program Curriculum). The academic standards adopted by the College of Nursing for all students apply to students enrolled in the doctoral program:

1. Successful completion of prerequisite courses is defined as a grade of "B" (83%) or better according to the University grading scale.

2. Successful completion of required nursing courses is defined as a grade of "B" (83%) or better according to the College of Nursing grading scale.

3. All prerequisite courses and required Nursing courses may only be repeated one time.

4. A student who earns a "B-" or lower in any two required nursing courses will be dismissed from the nursing program.

5. D.N.P. degree candidates are limited throughout their degree program to 6 credits of late drop that occur while the student is in academic jeopardy and/or after 50% of the semester has been completed.

6. A combination of 6 credits of late drop that occur while the student is in academic jeopardy and/or after 50% of the semester has been completed and one "B-" will result in dismissal from the nursing program.

7. Students who wish to return to the University after a leave of absence or to re-enroll after withdrawing will apply to resume study, and if accepted, re-enter under the curricular requirements at the time of re-enrollment. If a significant amount of time has lapsed, additional coursework may be required. Scheduling of both didactic and clinical courses may depend on availability of space.

8. Students enrolled in courses with a practicum are required to complete at least half of their practicum hours by the semester mid-point or be deemed in academic jeopardy.

(Approved by Graduate Affairs Committee, 09/26/2016)

OTHER COURSES:

All other courses included in a doctoral student's program of study contribute evidence of successful academic progression. The designation of "other courses" includes statistics courses that are allocated to the core requirements; support courses; and any other course in the program of study (typically designated as electives). Evidence of successful progression in these courses is evidenced by a quality grade of B or higher. Achievement of a B- or lower in any course is considered unsatisfactory and results in a formal review of academic progress (regardless of cumulative/semester GPA).

REVIEW OF ACADEMIC PROGRESS:

Graduate faculty perform a formal review of academic progress annually. Students are required to complete the update the DNP student Individual Development Plan (IDP) in conjunction with the DNP Advising Team. The academic adviser then presents a summary of the evaluation to the graduate faculty, who determine whether adequate progress has been made and makes recommendations to the Associate Dean for Graduate Education and Research. A student who fails to make satisfactory progress toward program completion will receive a letter from the Associate Dean of Graduate Programs and Research incorporating the recommendations from the graduate faculty. If the student does not follow the recommendations, the student may be dismissed from the program.

A formal review is also initiated when a student fails to meet The Graduate School's GPA requirements; achieves a quality grade of B- or lower in any required core course; or achieves a quality grade of B- or lower in any other course. In these cases, the DNP Advising Team or the Associate Dean for Graduate Education and Research counsels the student and a remediation plan is developed with guidance of the Graduate Admissions and Standards Committee, if needed. The remediation plan will be addressed in subsequent annual evaluations to describe the student's progress until the remediation has been successfully resolved.

DEFERRAL OF ADMISSION

Students may defer enrollment (admission) into the Graduate DNP program for up to three continuous semesters (which includes the summer) after the semester of admission. Any student wishing to defer enrollment should contact the Graduate Advisor as soon as possible with their intent to defer and their proposed semester of return. If two continuous semesters have passed from the initial semester of admission, the student must submit a new application by the prescribed application deadline of February 15th for Fall re-admission.

WITHDRAWAL POLICY

Withdrawal from the University is defined as dropping all registered courses for the current semester or session or non-registration for one or more semesters. Officially withdrawing from the University will also cause a cancellation of scheduled and registered courses for any future semester. In the case of a "summer-only" withdrawal, fall registration will be maintained and re-enrollment/readmission is not necessary. Anyone who has withdrawn from the University and now plans to register for coursework is required to apply for re-

enrollment (see resume study information: http://www.gradschool.psu.edu/current-students/changing-academic-status.)

Matriculated students who need to drop all courses and wish to register in future semesters or who plan to take a semester off from graduate studies, are required to discuss their plans for withdrawal with their DNP Advising Team at least four weeks prior to the semester in which they intend to withdraw. Following this discussion, the Associate Dean for Graduate Education will be notified and a letter placed into the student's academic file.

RE-ENROLLMENT POLICY

The process of re-enrollment is required of all students who have withdrawn from the University. Withdrawn status is defined as a graduate student dropping all registered courses during the fall or spring semester or not registering for more than one semester with plans to enroll in a subsequent semester. If space is available, approval for re-enrollment will normally be given to students who were in good academic standing in the College of Nursing prior to their withdrawal. Students initiate this procedure by completing the graduate resume study form (http://gradschool.psu.edu/prospective-students/how-to-apply/current-students/) and submitting it to Office of Graduate Enrollment Services; The Pennsylvania State University; 114 Kern Building, University Park, PA 16802-3396.

Only students in degree status and in good academic standing are eligible for re-enrollment in the College of Nursing. Re-enrollment is a two-step process in which the student submits a formal request to the Associate Dean for Graduate Education and Research in the College of Nursing and completes the Graduate School's resume study form. The Associate Dean for Graduate Education and Research must approve the resume study prior to re-enrolling.

The Graduate Program in the College of Nursing requires the student to have had a 3.0 GPA when last enrolled. Students who resume study in the Graduate Program must meet with their DNP Advising Team to determine the plan of study. Additional coursework may be required for students who have withdrawn from graduate studies. This will be determined based on the period of time the student has been away from the University and prior course work completed. The plan of study may include a requirement of demonstrating continued competence.

GRADUATION DEADLINES

It is the responsibility of students to notify the University of their intention to graduate. Students will be able to apply for graduation in the LionPATH system. Once application is completed within LionPATH, students should confirm with the College of Nursing Graduate Program office that they are appropriately scheduled for graduation within the system.

After the activation period expires, graduate students must contact the College of Nursing Graduate Program Office if they wish to activate or remove their intent to graduate.

Graduating students must then fill out the necessary forms for attending commencement. DNP students will attend commencement at the University Park Campus.

GRADUATE PROGRAM FORMS

Here is a summary of available forms. For a complete listing, please visit the Forms page at the College of Nursing website: http://www.nursing.psu.edu/graduate/forms. You will need the free Adobe Acrobat Reader program to view these forms. Submit completed forms to the Graduate Program Office at 203 Nursing Sciences Building.

DROP/ADD FORM

RESUME STUDY FORM
Submit one month prior to the start of the semester

WITHDRAWAL FORM
Consult your adviser prior to withdrawing

ADDRESS/CORRECTION FORM

NAME CHANGE FORM
Completed Forms must be submitted (along with two forms of identification) directly to the Graduate School
112 Shields Building University Park, PA 16802

CHANGE OF ADVISER FORM
Requests to change adviser must be made in writing to the Associate Dean for Graduate Education & Research

N596 INDEPENDENT STUDY FORM
A Variable Credit Form must accompany this form

VARIABLE CREDIT FORM
Submit when registered for NURS 596

INDIVIDUAL DEVELOPMENT PLAN FORM
Complete yearly

PLAN OF STUDY
Update yearly with adviser and submit a signed copy to the graduate office

DNP PROGRAM IN NURSING

The DNP program of study is built on the DNP essentials that were developed by the American Association of Colleges of Nursing and used as a basis for program accreditation. This new program underwent accreditation by the Commission on Collegiate Nursing Education. This agency currently accredits the College of Nursing's BS, MS, and MSN programs.

MSN to DNP

The Post-MSN to DNP is a practice doctoral degree for advanced practice nurses and nurses who plan to function in a leadership position. The post-MSN entry to the DNP program will be flexible, allowing students to apply up to 550 practicum hours from their MSN program to count towards the 1000 hours Post-BSN of practicum time that are required by the national accrediting agencies. Other courses that meet the requirements for this degree will be accepted. The post-MSN student will complete between 38 credits and 46 credits depending on the number of practicum hours needed to be meet the 1000-hour requirement. A minimum of 30 credits at Penn State for the post-MSN entry are required.

The MSN to DNP curriculum will be composed of five components: 38-46 Credits

1. **DNP Core Courses: 12 credits**
   NURS 830: Evidence Based-Practice I: Theory and Research Methods (3 credits)
   NURS 831: Evidence Based-Practice II: Translation of Research (3 credits)
   NURS 832: Doctor of Nursing Practice Leadership I (3 credits)
   NURS 833: Doctor of Nursing Practice Leadership II (3 credits)

2. **Other Required Courses: 20 credits**

NURS 510: Theoretical and Scientific Foundations of Advanced Nursing Practice (3 credits) or (if **NURS 510** completed prior to Spring 2014, must repeat the course)
NURS 590: Colloquium (1 credit) (first year doctoral student research colloquium; PhD & DNP students)
NURS 587: Ethics in Nursing Research (1 credit) (Ph.D. & DNP students; SARI requirement met)
NURS 808: Population Health Perspectives (3 credits)
NURS 836: Informatics: 3 credits
NURS 845: Healthcare Economics and Policy for Nurse Administrators (3 credits)
STAT 800: Applied Research Methods (3 credits) or **STAT 500**: Applied Statistics (3 credits)
STAT 507: Epidemiological Research Methods (3 credits)

3. **Advanced Practice Clinical: 0-8 credits** (depending on the number of practicum hours in the MSN program)
NURS 834: Doctor of Nursing Practice Clinical Practice: (0-8 Credits: number of credits depend on the number of hours completed in the student's MSN program, if 550 hours were completed, additional clinical practice hours are not required) (variable 1-4; repeatable)

4. **Project Requirement**: project: minimum - **6 credits**
NURS 835: Project: (2-3 Credits) (repeatable)

BSN TO DNP (NURSE ADMINISTRATOR)

The BSN to DNP is for those individuals who plan to be nurse administrators. The BS to DNP program will include a minimum of 1000 hours of practicum and a minimum of 61 credits. Practicum hours are on a 1 to 5 ratio: 1 didactic credit is equivalent to each 75 hours of practicum time.

The curriculum will be composed of seven components: 61 Credits

1. **Master's Core: 9 credits**
   - **NURS 501**: Issues in Nursing and Health Care (3 credits)
   - **NURS 510**: Theoretical and Scientific Foundations of Advanced Nursing Practice (3 credits)
   - **NURS 512**: Nursing Research (3 credits)

2. **Nurse Administrator Option Courses: 13 credits**
   - **NURS 845**: Healthcare Economics and Policy for Nurse Administrators (3 credits)
   - **NURS 846**: Leadership Concepts and Theories for Nurse Administrators (3 credits)
   - **NURS 847**: Human Resource and Workforce Issues for Nurse Administrators (3 credits)
   - **NURS 848**: Synthesis and Application of the Nurse Administrator Role (4 credits)

3. **DNP Core Courses: 12 credits**
   - **NURS 830**: Evidence Based-Practice I: Theory and Research Methods (3 credits)
   - **NURS 831**: Evidence Based-Practice II: Translation of Research (3 credits)
   - **NURS 832**: Doctor of Nursing Practice Leadership I (3 credits)
   - **NURS 833**: Doctor of Nursing Practice Leadership II (3 credits)

4. **Other Required Courses: 11 credits**
   - **NURS 590**: Colloquium (1 credit) (first year doctoral student research colloquium; Ph.D. & DNP)
   - **NURS 587**: Ethics in Nursing Research (1 credit) (Ph.D. & DNP students; SARI requirement met)
   - **NURS 836**: Healthcare Informatics (3 credits)
   - **NURS 808:** Population Health Perspectives (3 credits)
   - **STAT 800**: Applied Statistics (3 credits) or STAT 800: Applied Research Methods (3 credits)
   - **STAT 507**: Epidemiological Research Methods (3 credits)

5. **Advanced Practice Clinical: 4 credits** (needed to meet the 1000 hour requirement)
   - **NURS 834:** Doctor of Nursing Practice Clinical Practice (4 credits) (variable 1-4; repeatable)

6. **Project Requirement**: project: minimum - 6 credits
   - **NURS 835:** Project (2-3 credits) (repeatable)

7. **Electives: 3 credits**

ELECTIVES MAY INCLUDE:

1. **NURS 522**: Comprehensive Assessment of the Older Adult (3 credits)
2. **NURS 523**: Interventions for Common Health Issues in Older Adults (3 credits)
3. **HRER 501**: Labor and Employment Law Legal Context of Employment in the United States (3 credits)
4. **HRER 802**: Organizations in the Workplace (3 credits)
5. **HRER 836**: Diversity in the Workplace (3 credits)
6. **PHP 527**: Public Health Evaluation of Disasters and Bioterrorism (3 credits)
7. **PHP 530**: Critical Infrastructure Protection of Health Care Delivery Systems (3 credits)
8. **PSY 532**: Psychological Foundations of Leadership (3 credits)
9. **PSY 539**: Foundations of Behavior, Motivation, and Attitudes at Work (3 credits)
10. **STAT 501**: Regression Methods (3 credits)
11. **STAT 509**: Design and Analysis of Clinical Trials (3 credits)

DNP ESSENTIALS: THE FOUNDATION FOR THE DNP PROGRAM

The goal for the DNP graduate is to encompass all eight of the *DNP Essentials* (2006) into routine practice. Practicum hours and the DNP project should align with these elements and competencies:

1. Essential I: *Scientific Underpinnings for Practice*

2. Essential II: *Organizational and Systems Leadership for Quality Improvement and Systems Thinking*

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

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

5. Essential V: *Health Care Policy for Advocacy in Health Care*

6. Essential VI: *Inter-professional Collaboration for Improving Patient and Population Health Outcome*

7. Essential VII: *Clinical Prevention and Population Health for Improving the Nation's Health*

8. Essential VIII: *Advanced Nursing Practice*

All students are required to download and read the full AACN's *The Essentials of Doctoral Education for Advanced Nursing* Practice (2006): http://www.aacnnursing.org/Portals/42/Publications/DNPEssentials.pdf

PRACTICUM HOURS OPTIONS

Professional development includes experiences the student pursues to develop oneself as a DNP leader. Each student is required to have 1000 practicum hours to graduate with a DNP. The practicum hours must align with the *DNP Essentials*. Practicum hours include everything formal or informal in which a DNP student is further developing themselves towards a DNP. This does not include completing a literature review or writing/editing. Practicum hours do include planning and implementing your DNP project. 450 hours are built into the program. A total of 1000 hours of practicum are required in the DNP program. 550 hours of practicum (if applicable) may be transferred from the Master's program. The Project course (NURS 835) includes a total of 225 hours related to the project. Leadership courses (NURS 832 and NURS 833) include a total of 150 hours of prescribed practicum experiences. In addition, the project development course, NURS 831 (Spring 2019) or NURS 837 (Spring 2020, based on your plan of study), includes 75 practicum hours. The remaining practicum hours will be fulfilled within an individualized plan based on the student's area of interest and are scheduled in NURS 834. The plan will be developed by the student in consultation with the NURS 834 faculty member and with the approval of the DNP project adviser. Development of the plan for practicum experiences begins with admission to the program and should be completed at the first Intensive meeting.

Below are examples beyond the core project objectives. Please note that each of the items below must align with: 1) a *DNP Essential* and 2) a current DNP class which has allotted practicum hours.

DNP program practice experiences are designed to provide (AACN, 2015):

1. Systematic opportunities for feedback and reflection.
2. In-depth work/mentorship with experts in nursing, as well as other disciplines.
3. Opportunities for meaningful student engagement within practice environments.
4. Opportunities for building and assimilating knowledge for advanced nursing practice at a high level of complexity.
5. Opportunities for further application, synthesis, and expansion of learning.
6. Experience in the context of advanced nursing practice within which the final DNP Project is completed.
7. Opportunities for integrating and synthesizing all of the *DNP Essentials* and role requirements necessary to demonstrate achievement of defined outcomes in an area of advanced nursing practice.

Topical areas for practicum may include:
1. Processes of care
2. Safety/Quality
3. Organizational leadership
4. Professional leadership
5. Health policy
6. Healthcare economics
7. Ethical issues
8. Population health
9. Interprofessional care

Examples of possible practicum mentors/collaborators include:
1. Mentor – nurse administrator
2. Mentor – organization administrator
3. Mentor – licensed Clinical Nurse Specialist, licensed Nurse Practitioner, Coordinator of Care
4. Mentor – licensed Physicians

Examples of practice locations
1. Health policy internship
2. State Nurses Association
3. American Nurses Association
4. State Coalition of Nurse Practitioners
5. American Association of Nurse Practitioners
6. Professional organization involvement
7. Department of Health
8. Ethics consultation/committee
9. Centers for Disease Control (CDC) epidemiology program
10. Institute for Healthcare Improvement online courses on systems safety and quality

Examples for practicum hours
1. Key Informant/Stakeholder Interviews
   - Executives, non-profit leaders, committee chairs, community leaders.

   This is a great way to network and determine problems within a practice setting.

2. Windshield Surveys
   - Complete a full analysis of a neighborhood, school, clinic, healthcare, legislative district

Helpful early on to understand a setting, population, needs, and problems.

3. Professional Conferences
   - Present, help organize, serve on the board, or attend

   Provide your advisor with objectives. If solely attending, please receive advisor permission to receive approval for practicum hours. Complete a reflection of your experience. Conferences are a great way to network, expand professional knowledge, and it's a gateway to future service.

4. Professional Leadership
   - Serve on a professional organization, health department, school or service board.
   - Complete an internship
   - Sit on a board of directors meeting
   - Serve on a committee
   - Start being a peer reviewer for a journal

5. Book Group/Journal Club
   - Start or participate in a professional reading/journal club and discuss evidence-based practice and research findings

6. Complete a Fellowship

7. Certification
   - Earn a specialty certification

8. Certification Boards
   - Write items/review test questions for a certification board
   - Serve on the board for a certification

9. Knowledge Translation in Healthcare
   - Quality improvement pilot/small projects: physical, communication, culture, safety, medications, infection control, etc.

PRACTICUM HOURS COMPLETION GUIDELINES

Students complete a minimum of 450 clinical practicum hours throughout the DNP program of study. (Specific to those students entering the program with maximum number of clinical hours of 550 hours transferred into the program.) Students who enter the program with fewer than 550 hours must meet the requirements set forth by the American Association of Colleges of Nursing in the *Essentials of Doctoral Education for Advanced Nursing Practice* which requires the completion of 1000 hours of practice post- baccalaureate). The additional clinical practicum hours are completed in NURS 834: DNP Clinical Practice course.

NOTE: The American Association of Colleges of Nursing in *The Essentials of Doctoral Education for Advanced Nursing Practice* (October 2006) state "in order to achieve the DNP competencies, programs should provide a minimum of 1,000 hours of practice post-baccalaureate as part of a supervised academic program". Therefore, the program requires students to complete additional practicum hours if, in their MSN program, they completed less than 550 clinical hours.

All ongoing practicum hours throughout the DNP program will be documented on an online portfolio platform where students will continue to build their hours to achieve the required 1000 post-baccalaureate practice hours. Reflections, practicum journal logs, and highlighted writing samples should be uploaded to the online portfolio platform as well.

NURS 834: DNP CLINICAL PRACTICE

NURS 834 is taken when a student enters the program with less than 550 hours from their graduate program. It may be taken for 1-4 credits and be repeated as needed, prior to or in conjunction with NURS 832, NURS

833, and/or NURS 835. If the student enrolls in NURS 834 prior to NURS 832, NURS 833, and NURS 835, the course may be repeated until the student achieves a total of 550 practicum hours (inclusive of the clinical hours that were accepted at the time of entry into the DNP program). For example, when a student entering the DNP program has 250 clinical hours accepted from their MSN program of study, NURS 834 may be taken for 300 clinical hours to meet the maximum number of hours that would typically be accepted into the program (550 hours). The student then obtains the remaining practicum hours (450 hours) through the Pennsylvania State University College of Nursing DNP program coursework in NURS 832, NURS 833, and NURS 835.

The student enrolled in NURS 834 typically uses the practicum hours to advance clinical practice, explore potential areas of project interest and/or gain practicum experience that supports coursework required in the DNP curriculum.

NURS 834 practicum experiences may include but are not limited to:

- Clinical practice experience
- Practice experience to determine where the project may be completed
- Practice experience internally within an organization for the purpose of networking (identifying key stakeholders) and planning a project
- Conference attendance (pre-approved by DNP course faculty or DNP adviser)
- Site visits
- Consultation with a national expert
- Participation on Boards, Professional Committees
- Participation in projects for professional organizations or other agencies

PRACTICUM HOURS COMPLETION PLAN AND JOURNAL

During the first two weeks of the NURS 834 course the student writes a practicum hour's completion plan and discusses the plan with course faculty. The plan includes practicum hour's goals, practicum objectives linking to the overall goal/s, the DNP Essentials, and proposed activities linking to the objectives. Form A (located under forms) provides an example of a structured format for the development of the plan. An electronic document format will be part of the course and made available each time the student enrolls in the course

The student is expected to collaborate with course faculty on the types of experiences acceptable for the plan. These practicum hours are conducted in collaboration with a mentor. Identifying a mentor will be helpful in obtaining a meaningful practicum experience. Moreover, developing a potentially long term, collaborative relationship may lead to the identification of a mentor who may meet the needs of the student in other DNP courses for which supervised practicum hours are required. The student develops a practicum plan that includes goals, objectives and proposed practicum activities. Throughout the course, the student maintains a practicum journal log which demonstrates the relationship between goals and objectives set by the student, and completed activities.

The journal log is inclusive of the proposed practicum goals and objectives, and a description of all practicum activities with an evaluation of how the activity met the goals and objectives set by the student, and the number of completed hours. The student must submit the journal to course faculty at several check points throughout the semester. Each time the journal is submitted, hours are totaled cumulatively on the form by the student. At course completion, the student submits the completed final journal and includes a self-evaluation that contains a summary of the lessons learned from the overall practicum experience, identified areas of strength, areas for improvement and a plan of action. In addition, the mentor evaluates the student; the student evaluates the mentor/site. Course faculty verify the number of hours completed by the student. The completed practicum plan, journal, student self-evaluation, mentor evaluation of student and student evaluation of the mentor/site will be submitted for placement into the student's file at the end of the course.

Form A (located under forms) is an example of a structured document to be used by students to record all components of the NURS 834 practicum hours requirements (plan, journal, and self-evaluation). A specific
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document will be part of the course and be made available to the student each time the student enrolls in the course. Form B and Form C (located under forms) will be used for mentor and student evaluations, and will be made available each time the student enrolls in the course.

NURS 832: DNP LEADERSHIP I AND NURS 833: DNP LEADERSHIP II

Two courses (NURS 832 and NURS 833) include a 75 hour practicum component for each course for a total of 150 practicum hours. The nature of the hours is mutually agreed upon by the student and course faculty, and will be further detailed in each of the course syllabi.

During the first two weeks of each course, students write a practicum hours completion plan and discuss the plan with the course faculty. The plan includes practicum hours goals, practicum objectives linking to the overall goal/s, DNP Essentials, and proposed activities linking to the objectives. Form A (located under forms) provides an example of a structured format for the development of the plan. A specific document will be part of the course and made available each time the student enrolls in the course.

Practicum hours in NURS 832 and NURS 833 are conducted independently and students do not need a mentor, although obtaining a mentor may be helpful in obtaining a meaningful practicum experience. Moreover, developing a potentially long term, collaborative relationship may lead to the identification of a mentor who may meet the needs of the student in other DNP courses for which supervised practicum hours are required. The student develops a practicum plan that includes goals, objectives and proposed practicum activities. Throughout the course, the student maintains a practicum journal log which demonstrates the relationship between goals and objectives set by the student, and completed activities.

The journal log is inclusive of the proposed practicum goals and objectives, and a description of all practicum activities with an evaluation of how the activity met the goals and objectives set by the student, and the number of completed hours. The student must submit the journal to course faculty at several check points throughout the semester. Each time the journal is submitted, hours are totaled cumulatively on the form by the student. At course completion the student submits the completed final journal and includes a self-evaluation that contains a summary of the lessons learned from the overall practicum experience, identified areas of strength, areas for improvement and a plan of action. Course faculty verify the number of hours completed by the student. The completed practicum plan, journal, and student self-evaluation will be submitted for placement into the student's file at the end of the course.

Form A (located under forms) is an example of a structured document to be used by students to record all components of the NURS 832 and NURS 833 practicum hours requirements (plan, journal, and self-evaluation). A specific document relevant to course/s content will be made available to the student upon enrollment into the courses.

NURS 835: DNP PROJECT

The NURS 835 course includes a 75-150 hour practicum component (the hours depend on the number of credits the student enrolls in for the course which may range between 2-3 credits). The practicum hours support the project and are directly related to the implementation of the student's unique area of project interest and completion of the project (implementation through dissemination). The course is repeated for a total of 6 credits [1 hour didactic; 2 hours clinical per semester, or a total of 300 practicum hours over two semesters], and may be repeated for a minimum of 2 credits per semester until the project is complete, clinical hours are met, and the program is satisfactorily completed. A maximum of 10 credits may be done to complete the project.

The practicum hours are conducted in collaboration with a mentor. The mentor is located within the agency in which the project is to be carried out. The mentor agrees to collaborate with the student so as to facilitate the identification, implementation, and completion of practicum hours that support the student's successful completion of practicum hours and the final project. The student obtains and submits the mentor's curriculum

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vitae to course faculty and/or the DNP adviser; the course faculty/DNP adviser approves the mentor. The nature of the hours is mutually agreed upon by the student, course faculty and the mentor/s within the agency in which the project is to be implemented.

NURS 835 practicum experiences may include but are not limited to:

1. Planning meetings internal and external to the organization where the project will be implemented
2. Meetings with the mentor
3. Implementation planning within the organization
4. Implementation of the project to include:
   - Collecting project data
   - Working directly with a biostatistician to interpret data
   - Performing independent and/or collaborative quantitative data analysis using statistical programs
   - Working directly with qualitative research experts to interpret data
   - Qualitative data analysis
   - Working directly with the IRB or leaders within the organization to achieve and/or maintain approvals to proceed with or carry out the project
   - Providing the organization's key stakeholders, administrators, IRB, etc. updates on project progress

During the first two weeks of the NURS 835 course, the student writes a practicum hours completion plan in collaboration with the student's mentor and course faculty. The plan includes practicum hours goals, practicum objectives linking to the overall goal/s, DNP Essentials, and proposed activities linking to the objectives. Form A provides an example of a structured format for the development of the plan. A specific document is part of the course and made available each time the student enrolls in the course. The documented plan is discussed with course faculty. Throughout the course, the student maintains a practicum journal log, which demonstrates the relationship between goals and objectives set by the student and the completed activities, and the number of completed hours. The student submits the journal to course faculty at several check points throughout the semester. Each time the journal is submitted, hours are totaled cumulatively on the form by the student. At course completion the student submits the completed final journal and includes a self-evaluation that contains a summary of the lessons learned from the overall practicum experience, identified areas of strength, areas for improvement and a plan of action. The completed practicum plan, journal, and student self-evaluation are submitted as an assignment at the end of the course AND for placement into the student's file. Course faculty verify the number of hours completed by the student.

Form B, Mentor Evaluation of Student, is to be used by the student's mentor in evaluation of the student. Form C, Student Practicum Site/Mentor Evaluation form, is used by the student to evaluate the practicum site and mentor. The practicum evaluations (student and mentor/site) incorporates identified behaviors outlined in the AACN's Essentials of Doctoral Education for Advanced Practice Nursing. Both forms, B and C, are completed each time the student enrolls in and completes NURS 835, and are submitted at the end of the course via the course drop box. The evaluations must be completed and submitted as an assignment to the course board each time the student is enrolled in NURS 835 in order for the student to complete course requirements and receive a final grade. The completed final evaluations are maintained in the student's record.

PRACTICUM MENTORS AND ACADEMIC AFFILIATION AGREEMENTS

Students are encouraged to seek mentors who will provide a mentoring opportunity and are appropriately prepared academically. Examples of possible practicum mentors may include nurse administrators, organization administrators, licensed Clinical Nurse Specialists, Nurse Practitioners, coordinators of care, and licensed Physicians. The mentor provides a curriculum vitae to the student and the mentor is approved by course faculty. Mentors who are educationally prepared at the doctoral level or hold an advanced degree in business such as a Master's in Business Administration (MBA) are preferred. *This mentor may not be a family member or close friend.*

Students will need to evaluate the preferred practicum site for the requirement for an Academic Affiliation. Some sites require that any student (and in some cases students who are also employed at the site) complete an Academic Affiliation Agreement (see attached). This is an agreement between the site and Penn State College of Nursing. Academic Affiliation Agreements may take up to 12 months to complete so identifying the site early in the academic plan of study is essential. **Students will submit an Academic Affiliation Request Form as soon as possible, often prior to starting the program in planning for NURS 833. If a student knows where he/she plans to implement their DNP Project, this should also be submitted as an Academic Affiliation Request Form (if different than submitted for NURS 833). Please note, these sites may be locations of employment, but the practicum hours may not be what a student does routinely as part of their job requirement. The Request Form will be submitted by email to Dr. Kelly A. Wolgast at kaw466@psu.edu.** Once the form is submitted, Penn State College of Nursing will initiate contact with the site to facilitate the Agreement process. Students will be advised when the Agreement is approved and signed. In some instances, a site may not agree to an Affiliation. In that case, the student will be required to select another option for the practicum/clinical site. It is important to have a primary site choice identified for the practicum courses and alternate sites in mind in case the first site agreement is not successful. Students may not register for any clinical/practicum course without completing the Academic Affiliation Request process.

DNP PLANS OF STUDY

NOTE: The following charts represent plans of study. Each student will have an individual plan. Differences in plans and credit hours may be based on the number of practicum hours required to complete the DNP and/or number of graduate courses previously completed and transferred to Penn State. This varies with each student.

MSN to DNP Course Sequence Full-Time Study
39-47 Credits (450-1000 practicum hours)

Year I

Fall Semester (I)	Spring Semester (II)	Summer Semester
NURS 832: DNP Leadership I (3 credits). [2 credits didactic; 1 credit practicum:75 hours] NURS 830: EBP I: Theory and Methods (3 credits) NURS 590: Colloquium (1 credit) NURS 510: Theoretical and Scientific Foundations of Advanced Nursing Practice (3 credits) NURS 597: Special Topics: Writing for the DNP (1 credit)	NURS 587: Ethics in Nursing Research (1 credit) STAT 507: Epidemiological Research Methods (3 credits) NURS 833: DNP Leadership II (3 credits) [2 credits didactic; 1 credit practicum: 75 hours] NURS 831: EBP II: Translation of Research (3 credits, 1credit practicum) 75 practicum hours	NURS 835: DNP Project (2 credits) [1 credit didactic, 1 practicum: 75 hours] (Optional) NURS 834 DNP Clinical Practice (1 to 4 credits) 75 – 300 practicum hours
August Intensive: **Orientation and NURS 590** **Qualifying Examination**	**April Intensive/** **Comprehensive Examination**	
Total: 11 credits **75 Hours**	**Total: 10 credits** **150 Hours**	**Total: 2 to 6 credits** **75 to 375 practicum hours**

Year II

Fall Semester (III)	Spring Semester (IV)	
NURS 835: DNP Project (2 credits) [1 credit didactic, 1 credit practicum: 75 hours] NURS 808: Population Health Perspectives (3 Credits) STAT 800: Applied Research Methods (3 credits) or summer (Optional) NURS 834 DNP Clinical Practice (1 to 4 credits) 75 – 300 practicum hours	NURS 835: DNP Project (2 credits) [1 credit didactic, 1 credit practicum: 75 hours] NURS 845: Healthcare Economics and Policy for Nurse Administrators (3 credits) NURS 836: Healthcare Informatics (3 Credits)	
	Final Oral Presentation	
Total: 8 to 12 credits **75 to 375 practicum hours**	**Total: 8 to 12 credits** **75 to 375 practicum hours**	

NOTE: Full-time students are expected to have an initial idea regarding their DNP Project. This will evolve over the first two semesters.

MSN to DNP Course Sequence Part-Time Study
Minimum 38-46 Credits (450-1000 practicum hours)

Year I		
Fall Semester (I) NURS 832: DNP Leadership I (3 credits) [2 credits didactic; 1 credit practicum: 75 hours] NURS 590: Colloquium (1 credit) STAT 800: Applied Research Methods (3 credits) or summer	**Spring Semester (II)** NURS 833: DNP Leadership II (3 credits) [2 credits didactic; 1 credit practicum: 75 hours] STAT 507: Epidemiological Research Methods (3 credits)	**Summer Semester** (optional) **NURS 834 DNP Clinical Practice** (1 to 4 credits) 75 – 300 practicum hours
August Intensive: **Orientation and NURS 590**		
Total: 7 credits **75 Hours**	**Total: 6 credits** **75 Hours**	**Total: 1 to 4 credits** **75 to 300 Practicum Hours**
Year II		
Fall Semester (III) **NURS 830: EBP I: Theory and Methods** (3 credits) **NURS 831: EBP: Translation of Research** (3 credits)	**Spring Semester (IV)** NURS 837: EBP: Synthesis of Literature Review & Project Development (3 credits, [2 credits didactic; 1 credit practicum: 75 hours] NURS 845: Healthcare Economics and Policy for Nurse Administrators (3 credits) NURS 587: Ethics in Nursing Research (1 credit)	**Summer Semester** NURS 835: DNP Project (2 credits) [1 credit didactic, 1 practicum: 75 hours] **(Optional) NURS 834 DNP Clinical Practice** (1 to 4 credits) 75 – 300 practicum hours
Qualifying Examination	**August Intensive / Comprehensive Examination**	
Total: 6 credits	**Total: 7 credits** **75 Hours**	**Total: 2 to 6 credits** **75 to 450 Hours**
Year III		
Fall Semester (V) NURS 808: Population-Based Health (3 Credits) NURS 835: DNP Project (2 credits) [1 credit didactic, 1 practicum: 75 hours]	**Spring Semester (VI)** NURS 836: Healthcare Informatics (3 Credits) NURS 835: DNP Project (2 credits) [1 credit didactic, 1 practicum: 75 hours]	
	Final Oral Presentation	
Total: 5 credits **75 Hours**	**Total: 5 credits** **75 Hours**	

NOTE: Part-time students should have a general idea for their DNP Project in order to write the 3-page paper due during the DNP Orientation/Intensive. During the first year of study with exposure to new leadership opportunities and learning the DNP Essentials, this idea might change.

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BS (Nursing) to DNP Course Sequence
Minimum 61 Credits (1000 practicum hours)

Year I

Fall Semester (I)	Spring Semester (II)	Summer Semester (optional)
NURS 510: Theoretical and Scientific Foundations of Advanced Nursing Practice (3 credits) NURS 846: Leadership Concepts and Theories for Nurse Administrators (3 credits) NURS 832: DNP Leadership I (3 credits) [2 credits didactic; 1 credit practicum: 75 hours] NURS 590: Colloquium (1 credit)	NURS 845: Healthcare Economics and Policy for Nurse Administrators (3 credits) NURS 501: Issues in Nursing and Health Care (3 credits) NURS 833: DNP Leadership II (3 credits) [2 credits didactic; 1 credit practicum: 75 hours] NURS 587: Ethics in Nursing Research (1 credit)	NURS 834 DNP Clinical Practice (1 to 3 credits) 75 – 225 practicum hours STAT 800: Applied Research Methods (3 credits) or fall
August Intensive: Orientation and NURS 590		
Total: 11 credits **75 Hours**	**Total: 10 credits** **75 Hours**	**Total: 1 to 3 credits** **75 to 225 Practicum Hours**

Year II

Fall Semester (III)	Spring Semester (IV)	Summer Semester
NURS 830: EBP I: Theory and Methods (3 credits) **NURS 831: EBP: Translation of Research** (3 credits) NURS 847: Human Resource and Workforce Issues (3 credits)	STAT 507: Epidemiological Research Methods (3 credits) NURS 837: EBP: Synthesis of Literature Review & Project Development (3 credits, [2 credits didactic; 1 credit practicum: 75 hours] NURS 848A: Synthesis and Application of Nurse Administrator Role (4 credits) 300 practicum hours	NURS 835: DNP Project (2 credits) [1 credit didactic, 1 practicum: 75 hours] (Optional) NURS 834 DNP Clinical Practice (1 to 4 credits) 75 – 300 practicum hours
Qualifying Examination	**August Intensive / Comprehensive Examination**	
Total: 9 credits	**Total: 10 credits** **375 Hours**	**Total: 2 to 5 credits** **75 to 300 Hours**

Year III

Fall Semester (V)	Spring Semester (VI)	
Administration Elective (3 credits) NURS 835: DNP Project (2 credits) [1 credit didactic, 1 credit practicum: 75 hours] NURS 808: Population Health Perspectives (3 Credits) (Optional) NURS 834 DNP Clinical Practice (1 to 3 credits) 75 – 225 practicum hours	NURS 836: Healthcare Informatics (3 Credits) NURS 835: DNP Project (2 credits) [1 credit didactic, 1 practicum: 75 hours]	
	Final Oral Presentation	
Total: 5 credits **75 Hours**	**Total: 5 credits** **75 Hours**	

NOTE: BSN to DNP full-time students should have a general idea for their DNP Project in order to write the 3-page paper due during the DNP Orientation/Intensive. During the first year of study with exposure to new leadership opportunities and learning the DNP Essentials, this idea might change.

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NURSING COURSES LISTED BY SEMESTER

NOTE: Although the table below demonstrates when courses are offered, students must strictly adhere to their individual program of study. For alterations to occur, they must be discussed with their project advisor and approved by Dr. Altdoerffer, DNP Program Director.

Summer		Fall		Spring	
Course #	Course Title	Course #	Course Title	Course #	Course Title
NURS 510	Theoretical and Scientific Foundations of Advanced Nursing Practice	NURS 510	Theoretical and Scientific Foundations of Advanced Nursing Practice	NURS 510	Theoretical and Scientific Foundations of Advanced Nursing Practice
NURS 596	Individual Studies	NURS 590	Colloquium	NURS 587	Ethics
NURS 834	DNP Clinical Practice	NURS 596	Individual Studies	NURS 596	Individual Studies
NURS 835	DNP Project	NURS 830	EBP I: Theory and Methods	NURS 831	EBP II: Translation of Research
		NURS 832	DNP Leadership I	NURS 833	DNP Leadership II
		NURS 834	DNP Clinical Practice	NURS 834	DNP Clinical Practice
		NURS 835	DNP Project	NURS 835	DNP Project
		NURS 808	Population Health Perspectives	NURS 836	Healthcare Informatics
				NURS 845	Healthcare Economics and Policy for Nurse Administrators

GENERAL REQUIREMENTS OF DOCTORAL DEGREE

Requirements listed here below in addition to Graduate School requirements stated in the *Graduate Bulletin*. http://bulletins.psu.edu/bulletins/whitebook/

Students may enter the DNP program directly from a BS in nursing or following completion of a Master's degree in nursing. For the BS in nursing to the DNP for nurse administrators, a core of master's courses including nursing issues, theory, and research is required. A minimum of 61 credits, 1000 hours of practicum time, and a project is required. The master's in nursing to DNP program requires a minimum of 30 post-masters credits completed at Penn State. The curriculum is individualized based on previous coursework and number of practicum hours completed during the master's program. A maximum of 550 practicum hours from the previous master's program will be accepted to fulfill the 1000 hours of required practicum hours.

For both entry options, students are required to participate in three (3) intensives offered at the University Park or Hershey Medical Center campus. The first intensive is scheduled August, Semester I for both part time and full time MSN to DNP students, and semester III for BS to DNP students. Intensive 2 is the beginning of the subsequent semester. Intensive 3 is scheduled at the end of semester II for full time MSN to DNP students, semester IV for part time MSN to DNP students, and semester IV for BS to DNP students. In addition to coursework, all students are required to complete a series of three benchmarks, Qualifying Examination, Comprehensive Examination, and a Final Oral Presentation. Comprehensives occur during the third intensive.

MINIMUM CREDITS REQUIRED

The DNP degree requires a minimum of 38 semester credits beyond the master's degree, of which a minimum of 30 credits must be earned at Penn State, or a minimum of 61 credits beyond the BS degree in nursing. Graduate credits earned at other institutions may be offered in partial fulfillment of the requirements for the DNP degree. The Director of the DNP program will evaluate courses accepted for transfer credit individually relative to the program requirements and the student's plan of study.

ENGLISH COMPETENCE

A candidate for the degree of doctoral degree at Penn State is required to demonstrate high-level competence in the use of the English language. This includes reading, writing, and speaking, as part of the language and communication requirements for the doctoral degree. Programs are expected to establish mechanisms for assessing and improving competence of both domestic and international students. Assessments should include pieces of original writing. Programs and **advisers should identify any deficiencies before or at the time of the qualifying examination and direct students into appropriate remedial activities**. The program must formally attest competence before the doctoral comprehensive examination is scheduled. (International students should note that passage of the minimal TOEFL requirement does not demonstrate the level of competence expected of a doctoral degree from Penn State.)

TIME LIMITATIONS

The Graduate Faculty of the College of Nursing adopted a policy to ensure that doctoral studies are based on current science and are completed in a timely fashion (Graduate Affairs; March 31, 2014). Under this policy, a DNP student is required to complete the qualifying examination within <u>three</u> semesters of admission. The program must be completed, including acceptance of the project, within <u>five</u> semesters from the date of successful completion of passing the qualifying examination. All coursework must be completed within 5 years of admission to the DNP program. Students must carefully monitor progression in order to meet this limitation.

DNP PROJECT

All candidates for the DNP in Nursing are required to complete a project. Development of the project proposal is augmented by coursework; however, students should work closely with their Advising Team throughout the process. The final written project must be approved by the doctoral committee and the Associate Dean for Graduate Education and Research. The student's final paper must be uploaded to be made publically available through ScholarSphere: https://scholarsphere.psu.edu/.

PROJECT GUIDELINES

Students will design and complete a project derived from their clinical specialty. It is expected that the student will provide an insightful approach to a clinical or practice project, which demonstrates critical thinking and analysis along with creative expression.

All DNP Projects should (AACN, 2015):
1. Focus on a change that impacts healthcare outcomes either through direct or indirect care.
2. Have a systems (micro-, meso-, or macro- level) or population/aggregate focus.
3. Demonstrate implementation in the appropriate arena or area of practice.
4. Include a plan for sustainability (e.g. financial, systems or political realities, not only theoretical abstractions).

5. Include an evaluation of processes and/or outcomes (formative or summative). DNP   Projects should be designed so that processes and/or outcomes will be evaluated to guide practice and policy. Clinical significance is as important in guiding practice as statistical significance is in evaluating research.
6. Provide a foundation for future practice scholarship (publishing, presenting, replication, practice change initiatives).

Types of project topics may include (Moran et al., 2016):

1. Clinical or practice-based inquiry (practice change initiative)
2. A quality improvement/Performance management project
3. Healthcare delivery innovation (an evidence based practice model change)
4. Design and evaluate new models of care
5. Implement and evaluate innovative uses for technology to enhance or evaluate care
6. Design and evaluate programs
7. Conduct financial analyses to compare care models and potential savings
8. Healthcare policy

NOTE: Please refer to Moran et al. (2016), Chapter 6, for further explanation of project types.

NOTE: Educational interventions alone do not constitute a DNP project. (Review the IOM (2011) *Clinical Practice Guidelines We Can Trust*.). Education alone results only in a 4-6% change of a practice change. When combined with other methods (audits, reminders, feedback, texts, phone calls, etc.) they impact practice change and improve healthcare outcomes (IOM, 2011). The majority of DNP projects have a component of education incorporated into the project. DNP Projects are **NOT** intended to develop DNP students in the role of nurse educators (AACN, 2015).

Resources for Project Ideas:

- https://scholarsphere.psu.edu (Search DNP or projects)
- http://www.doctorsofnursingpractice.org/doctoral-project-repository/
- https://www.doctorofnursingpracticednp.org/capstone-project-guide/ (Scroll to the very bottom)
- http://www.aacnnursing.org/Portals/42/DNP/DNP-Implementation.pdf?ver=2017-08-01-105830-517 (refer to Appendix D for ideas of for settings for projects)

PROJECT DEVELOPMENT

Before students enter the DNP program, he/she should reflect of an area of interest for a DNP project. Most likely this area will start broad and need to be limited to a smaller population/site/subset in order to fit within the timeframe of a DNP program. The goal of the DNP program is not to necessarily solve a huge problem, but to learn the DNP process in order to be able to replicate it on a larger scale, repetitively as a DNP prepared nurse. Within the area of interest, students should focus on a small problem which needs to be fixed within a clinical setting. For example, the broad problem may be "pediatric obesity", but a more specific problem within a practice setting might be "inadequate screening of pediatric patients for obesity within a community pediatric practice." Please try to develop an initial project purpose prior to entering the program. The purpose should be clear, concise, and realistic to be achieved within a DNP program timeframe. The time period of implementation within a DNP program is about 3-4 months.

These textbooks are mandatory for project development, implementation, and writing the project paper:
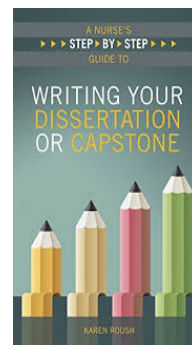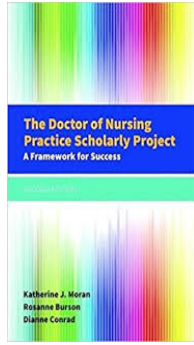
- American Psychological Association, (2010). *Publication Manual of the American Psychological Association*. 6th Edition, Washington, DC. American Psychological Association. ISBN 9781433805615.
- Moran, K., Burson, R., and Conrad, D. (2016). *The Doctor of Nursing Practice Scholarly Project: A Framework for Success*. Sudbury, MA: Jones & Bartlett Learning, 2nd edition.
- Rousch, K. (2015). *A Nurse's Step-by-Step Guide to Writing Your Dissertation or Capstone*. Indianapolis, IN: Sigma Theta Tau International.

The project is an important aspect of the program. Students and their advising team will meet prior to the beginning of the first semester to begin planning the project. Following the successful completion of NURS 830 EBP I, students typically sit for qualifying examination by submitting a portfolio (see guidelines below). As part of the qualifying examination portfolio, students submit a two-page description of their topical area of interest and a preliminary plan for their project, a five minute video highlighting the DNP Essentials of focus in the program, an updated CV, and IDP (individual development plan). At this point, the student again meets with the advising team to discuss and receive approval for the plan prior to entering NURS 831: EBP II (NURS 837 starting spring 2020). During this course, the student will develop the project proposal. The proposal will include sections 1 through 4 as listed in the formatting guidelines as well as the letter(s) of support from the site/agency where the project will be implemented.

Following NURS 831 (NURS 837 starting spring 2020), comprehensives will occur, where the student orally presents the proposal to the doctoral committee and other faculty and students. The project is implemented during NURS 835, Project Course. This course, which will be available every semester, must be taken for a minimum of 6 credits and must continue to be taken for 2 credits every semester until the project and paper is complete. Once the project is complete and the paper is approved by the doctoral committee, the student will proceed to the final oral presentation.

FORMATTING GUIDELINES

The following is the recommended format for submission of the Project:

1. **Abstract** (250 words or less)
   - Title and topic of project
   - Summary of the project's purpose and objectives
   - Brief explanation of the methodology and analysis procedures
   - Summary of the important findings
   - Conclusions
   - Implications for practice and policy

2. **Introduction** (Chapter 1)
   - Introduction
   - Discuss background Information

- Describe the significance of the problem to practice
- Provide a problem statement
- State the project purpose
- State the project question to be answered include objectives
- Describe the project plan
- Discuss the plan for the investigation of the topic
- Provide a definition of key terms
- Summary

3. **Literature Review (Synthesis)** (Chapter 2)
   - Provide an introduction to what is found in Chapter 2
   - Describe the search strategy used to obtain most relevant up-to-date literature on topic of interest
   - Develop the review of the literature (Include studies relevant to the topic)
   - Demonstrate critical analysis of the studies
   - Summarize gaps in the literature and areas that need further investigation
   - Identify a theoretical framework to guide the overall project (may identify more than one framework)
   - Summary

4. **Methodology** (Chapter 3)
   - Provide an introduction to what is found in Chapter 3
   - Provide an overview of the project procedure (how it will be conducted step by step/Explain the design chosen for this project
   - Describe the setting (Letters of support from the setting must be included [placed in the Appendix]).
   - Describe the Population/Sample/Participants
   - Discuss protection of human subjects
   - Discuss data collection procedures including tools/instruments (if applicable) [placed in the Appendix].
     a. Include author permission to use an instrument or programs in the Appendix.
   - Discuss data analysis methods
   - Discuss resources, proposed budget, and site support

5. **Results** (Chapter 4)
   - Provide an introduction by restating the problem as shown in Chapter then discuss what is included in Chapter 4.
   - Present the findings, can use tables along with narrative
     a. Describe the sample (e.g., sample size, description of participants who were excluded and why, handling of missing data)
     b. Provide descriptive statistics (e.g., frequencies/percentages for categorical variables, means, standard deviations, and ranges for continuously measured variables). Normality of continuously measured variables is usually presented.
     c. Address each hypothesis or research question in turn, presenting a description of the analysis that was computed to address each hypothesis whether the null hypothesis was rejected.
     d. Conclude Chapter 4 with a discussion/summary of your conclusions but do not speculate or interpret reasons for the findings

6. **Discussion** (Chapter 5)
   - Provide an introduction by reorienting the reader to the purpose of the project, then discuss what is included in Chapter 5.
   - For each question/objective, discuss the findings and interpretations of those findings.
     a. How do findings compare with those in the literature?
   - Discuss conclusions.
   - Discuss the limitations of the project.
     a. How could the project be redesigned to address the limitations?
   - Implications and Recommendations
     a. Include a discussion of implications for nursing practice, research, education, and/or policy
     b. Provide recommendations for nursing practice, education, research, and/or policy
   - Plan for dissemination of outcomes/results.

7. **References**

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8. Appendices

DESCRIPTION OF BENCHMARKS

A series of benchmarks are required in the doctoral program: Qualifying Examination; Comprehensive Examination (oral and written); and the Final Oral Presentation. The over-arching criteria for these benchmarks of progression are set by the Graduate School. The procedures are devised and implemented by the graduate faculty in the College of Nursing. (Please refer to the Course Sequence tables to note the timing of the examinations within the program of study.)

QUALIFYING EXAMINATION

A student who has been admitted to the Graduate School and has been accepted by the department or committee in charge of a major program in which the doctorate is offered may begin working toward a doctoral degree. However, the student has no official status as a doctoral student and no assurance of acceptance as a doctoral candidate until the qualifying examination has been passed. This is administered by the major department or graduate program and is given early in the student's program.

Successful completion of the qualifying examination review indicates the student's potential for successfully completing the DNP study although it does not ensure a DNP degree will be granted.

Criteria set by the Graduate School:
http://bulletins.psu.edu/bulletins/whitebook/degree_requirements.cfm?section=degreeReq1

- All students must complete qualifying examination administered by the Graduate Faculty in the graduate major program.
- The purpose of the qualifying examination is to: assess whether the student is capable of conducting doctoral work based on evidence of critical thinking or other measures that the graduate faculty of the program view as important to a successful doctoral student.
- The decision pass the student on the qualifying examination must be made by the graduate faculty or a designated committee of graduate faculty in the program.
- The qualifying examination must be taken within three semesters (summer sessions do not count) of entry into the doctoral program.
- The student must be registered as a full-time or part-time degree student for the semester (excluding summer session) in which the qualifying examination is taken.

COLLEGE OF NURSING PROCEDURE: QUALIFYING EXAMINATION

In the College of Nursing, the **Qualifying Examination** Review for DNP students will be used to evaluate the student's past performance and potential for successfully completing the program.

Timing: Post-MSN to DNP students complete qualifying examination after the completion of their first semester of full-time doctoral work (10 credits) or three semesters of part-time study (20 credits). For the BSN to DNP students, the process will occur after semester III of full-time study. Qualifying examination will be offered prior to the beginning of classes in the spring semester; a re-review will be offered as needed prior to the beginning of classes in the fall semester.

Prerequisites: The Associate Dean for Graduate Education and Research determines those students who are eligible for qualifying examination based on courses completed in consultation with the Advising Team. The Qualifying Examination Review is administered by the Qualifying Examination Committee (3 members). The members include the Advising Team plus one additional member of the graduate faculty, appointed by the Associate Dean, who serves as committee chair.

Goals: Doctoral student demonstrates the potential to be successful by: identifying a local need or weakness, describe a project idea consistent with the *DNP Essentials,* present a firm understanding of the literature supporting the background and project intervention, and verbalize the role of the DNP with plans of implementation of the DNP Essentials into future program and career goals.

Portfolio: The portfolio is a scholarly product that demonstrates the student's capacity to express original ideas in a logical, coherent style. The writing style employed in the portfolio should demonstrate the student's command of written communications for the purpose of scientific review. Page limitations purposefully direct a concise presentation of each section of the portfolio. The portfolio must be submitted at least two weeks prior to the end of the semester preceding the review. Please note, the advising team must already review the portfolio prior to submission, but advisors may only provide broad suggestions, not specific edits.

Components of the portfolio include:

1. Title Page
2. Table of Contents
3. Curriculum Vitae/Resume

Evaluative Criteria: The approved template is used in the development of the curriculum vitae/resume.

- Pass: the portfolio meets or exceeds evaluative criteria for a student at this phase of development: recommendations for continued development may be offered.
- Fail: The portfolio does not meet evaluative criteria; required and/or recommended remedial actions will be specified; re-evaluation will be scheduled.

4. Video of Narrative Statement/Career Goals

    Evaluative Criteria: The student will articulate his/her area of interest and career goals clearly and concisely, consistent with the DNP Essentials. He/she will discuss how the DNP Essentials (specify 4-5 Essentials) will be applied to his/her DNP project and practicum hours. (Maximum length: five minutes).

5. Annual Year-end Review (IDP)

    Evaluative Criteria: achievements are documented clearly to provide evidence of the student's development. The standardized CON format for the POS is complete. The student must provide an updated IDP, regardless if he/she has had a year of review.

6. Project Plan

    Evaluative Criteria: Identification of a problem that is significant to practice or patient outcomes; a brief description of the proposed plan to address this problem and the setting in which the project will be implemented. The proposed project should be feasible and sustainable. The proposal should demonstrate that the student has a beginning grasp of current literature on the topic of interest including practice gaps. It should include a brief description of the proposed evaluative measures. In text **reference citations are included in the 2 page plan. Title and reference pages are required. APA format is required.** (Maximum length: 2 page, double spaced).

Pass: the portfolio meets or exceeds evaluative criteria for a student at this phase of development and provides evidence of critical thinking: recommendations for continued development may be offered.

Fail: The portfolio does not meet evaluative criteria; required and/or recommended remedial actions will be specified. Reasons for failure includes poor articulation, evidence not demonstrated, poor writing skills, vague responses, does not adhere to instructions/deadlines, and/or does not follow APA format; re-evaluation will be scheduled. A second failure results in dismissal from the program.

Note: Students may be permitted one failure on qualifying examination. Subsequent reviews will be evaluated as pass/fail with no option to repeat when the portfolio fails to demonstrate the student's capacity or potential for doctoral work and the student receives a second failure. **This recommendation results in dismissal from the DNP program in nursing.**

Decision-making: The majority vote of the Qualifying Examination Committee (three doctoral faculty members) will determine the final disposition of the qualifying examination review (Pass; Fail). The Qualifying Examination Committee will submit a confidential report to the Assistant Dean for Graduate Education and Research within one week of the review.

Student Feedback: Students will be provided a written summary of the Qualifying Examination Committee's evaluation to support their continued development toward achieving career goals. The student is accountable for providing his/her advising team with the evaluation and setting goals to fulfill recommendations.

COMPREHENSIVES

Comprehensives mark the candidate's progression into the project after the completion of the appropriate course work.

Criteria set by the Graduate School: (excerpted from: http://bulletins.psu.edu/bulletins/whitebook/degree_requirements.cfm?section=degreeReq1

1. The examination is intended to evaluate the candidate's mastery of the major (and if appropriate, minor) field.
2. The exam is administered when the student "has substantially completed coursework."
3. A candidate for a doctoral degree must have satisfied the English competence and the communication and foreign language requirement before taking the comprehensive examination.
4. All candidates are required to have a minimum grade-point average of 3.00 for work done at the University at the time the comprehensive examination is given, and may not have deferred or missing grades.
5. The student must be registered as a full-time or part-time student for the semester in which the comprehensive examination is taken.
6. The examination is scheduled and announced officially by the Office of Graduate
7. Enrollment Services upon recommendation of the department or program head. Two weeks' notice is required by the Office of Graduate Enrollment Services for scheduling this examination.
8. A favorable vote of at least two-thirds of the members of the committee is required for passing. In case of failure, it is the responsibility of the doctoral committee to determine whether the candidate may take another examination. Students who are provided an opportunity to take the examination a second time but who fail the examination on the second attempt are terminated from the program.
9. The results are reported to the Office of Graduate Enrollment Services.
10. At least three members of the doctoral committee (including the adviser or chair) must be physically present at the comprehensive examination. The graduate student must also be physically present at the exam. No more than one member may participate via Videoconference. (Requests for exceptions must be submitted to the director of Graduate Enrollment Services for approval at least two weeks prior to the date of the exam.)
11. Special arrangements, i.e., requirements for meeting participation via distance, should be communicated to the student and the doctoral committee members well in advance of the examination.

For DNP students, the comprehensives mark the student's progression into their project. This occurs during the 3rd intensive, when students present their project proposal. Comprehensives need to be successfully completed prior to the submission of the proposal for human subjects' review or carrying out the project (if it does not require a review).

1. Comprehensives are administered and evaluated for each individual by the student's doctoral committee.
2. Comprehensives are taken at the completion of 20 credits of coursework for full-time post-MSN, 26 credits for part-time, 39 credits for BS to DNP which includes successful completion of the NURS831: EBP II: Translation of research course.
3. The student's doctoral committee must adhere to all policies of the Graduate School (See Graduate Bulletin at: http://www.psu.edu/bulletins/whitebook.
4. Comprehensives consist of both written and oral components.
5. Students will submit a written project proposal to their doctoral committee including letters of support from the agency where they plan to implement their project.
6. Students will do a 20 minute oral presentation of their proposal to an open forum of faculty and students. The oral presentation is followed by a 10 minute question and answer period.
7. The doctoral committee will determine the outcome.

Outcome

The comprehensive process results in a pass-fail determination.
1. The results must be approved by a two-thirds vote of the doctoral committee.
2. Students who fail comprehensives on the first attempt, on approval of the committee, may repeat it once.
3. Students who fail on the second time are terminated from program.

IRB

"The AACN Task Force states that while new knowledge gained from DNP scholarship activities may be transferable, it should not be considered generalizable, as is knowledge yielded from the traditional research doctorate, yet translational research also has value in the larger healthcare environment" (Alexander, 2016).

For there to be an IRB review and for a project to be considered human subjects research, it must fall under two categories:

DNP Projects	Categories
Yes/No	1) human subjects (Most DNP projects fall under here.)
No	2) research (definition: Systematic investigation with generalizable knowledge.)

1. DNP's do not create generalizable knowledge. DNPs complete quality improvement projects, healthcare delivery innovation projects, healthcare policy analysis, and program development projects (Moran et al., 2016).
2. DNPs focus on improving a program or problem. DNPs can disseminate their work, and though people might adopt it, it is not considered generalizable in research terms.

WHY DO PENN STATE DNP STUDENTS COMPLETE THE IRB PROCESS?

At Penn State and many other universities, the IRB review is not necessary, since projects do not meet the qualities of research. If the project was deemed as research, an IRB would be completed. Regardless DNPs students must submit IRB queries. Students go through the IRB submission process to understand the process for the future, especially if they collaborate with PhDs. DNPs are not creating new knowledge, but instead taking knowledge that is generated by PhD and translating it into practice through projects.

FINAL ORAL PRESENTATION
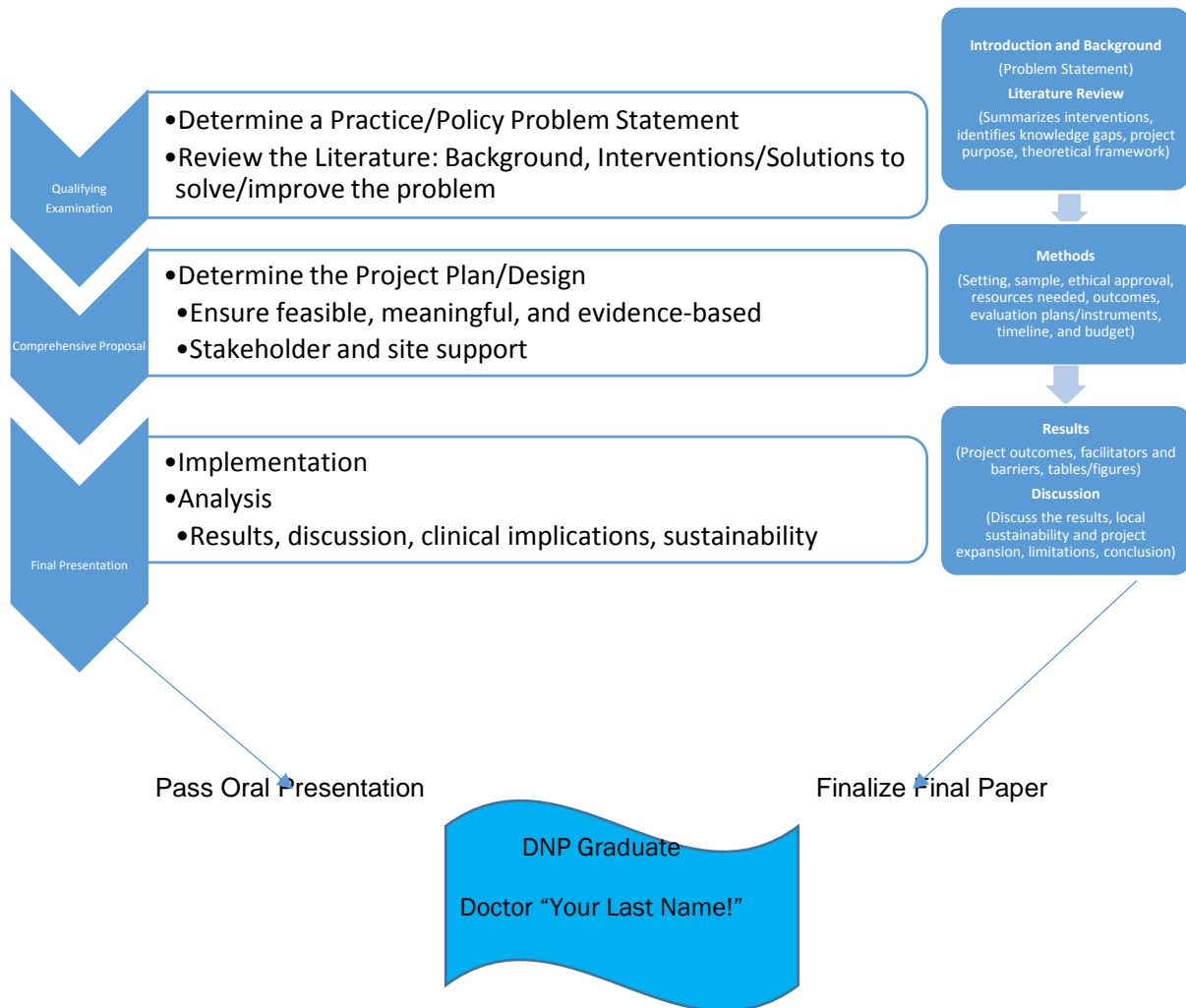*(Presentation of Completed Project)*

The final oral presentation marks the student's completion of the program and is administered by the doctoral committee. The student will not be required to come to Penn State for the presentation. The presentation will be done synchronously using distance technology. The student and doctoral committee will connect via this technology. The committee will be physically located at either the University Park or Hershey Medical Center campus. The public will be invited to join at these sites or connect via distance technology. A link will be included with the flyer and e-mails that are distributed about the presentation. The actual presentation consists of a public 30-minute oral presentation of the project by the candidate, a 10-minute period of questions and responses, and a private period with the doctoral committee.

Students will receive a quality grade for their project paper from the faculty member responsible for NURS 835. The final oral presentation of the project will be evaluated by their doctoral committee. This evaluation will use the same scale as the present Graduate School's *Report of Doctoral Final Oral Examination,* with the decision being pass or fail. Students who fail on the first attempt may repeat the process once.

The Associate Dean for Graduate Education and Research will sign off on the final paper, following completion of the paper during NURS 835 and the student's passing of the oral presentation. The student's final paper will be made publically available through ScholarSphere: https://scholarsphere.psu.edu/.

The student must be registered as a full-time or part-time degree student for the semester in which the final oral presentation is delivered. **Students should allow at least 2 weeks for the committee and Associate Dean to read and comment on the project whenever it is sent out for review.**

Qualifying Examination
- Determine a Practice/Policy Problem Statement
- Review the Literature: Background, Interventions/Solutions to solve/improve the problem

Introduction and Background
(Problem Statement)
Literature Review
(Summarizes interventions, identifies knowledge gaps, project purpose, theoretical framework)

Comprehensive Proposal
- Determine the Project Plan/Design
- Ensure feasible, meaningful, and evidence-based
- Stakeholder and site support

Methods
(Setting, sample, ethical approval, resources needed, outcomes, evaluation plans/instruments, timeline, and budget)

Final Presentation
- Implementation
- Analysis
- Results, discussion, clinical implications, sustainability

Results
(Project outcomes, facilitators and barriers, tables/figures)
Discussion
(Discuss the results, local sustainability and project expansion, limitations, conclusion)

Pass Oral Presentation

Finalize Final Paper

DNP Graduate

Doctor "Your Last Name!"

DNP WRITING RESOURCES

The Graduate Writing Center provides several workshops each semester to help graduate students learn about a variety of writing topics. Students can also visit the YouTube Channel to view filmed workshops (2018).

In addition to offering workshops, graduate students can schedule fifty minute individual consultations, in person at University Park or distant. Click here to schedule a meeting. They offer a wide range of services. They will provide overall examples of grammatical and organizational recommendations for revisions, but they do not edit papers. If a student would like detailed editing, they are recommended to hire a professional editor.

Here, students will find handouts and PowerPoint slides from their most popular workshops. These can be used them to better understand writing points or to prepare for an upcoming Graduate Writing Center consultation (2018).

ANNUAL STUDENT EVALUATION: INDIVIDUAL DEVELOPMENT PLANS

The individual development plan is used for both planning and evaluative purposes. The initial IDP is completed during the first doctoral intensive (NURS 590). In this phase, the student sets both short term and long terms educational and career goals, using the DNP Essentials as a guide.

Following the initial completion of the IDP, students meet with their advising team to finalize the Individual Development Plan (IDP). Advisers are responsible for evaluating the progress of their advisees each spring. Annually, the IDP is reviewed and evaluated to provide an opportunity for students to communicate their accomplishments, express concerns about their growth and development, and discuss potential opportunities for teaching, research, and other professional activities that the adviser and student believe are important to pursue.

The annual evaluation IDP update must be completed prior to April 30 of each academic year. All DNP students should update the IDP, submit the form to their Advising Team, and make an appointment to discuss their evaluation. The Advising Team will complete the adviser's section on the form prior to meeting with the student and both student and advisers should receive a final copy of the form. The adviser will place a copy in the student advising file in box.

ADVISEMENT

INTRODUCTION: THE DNP COMMITTEE: STUDENT CENTERED AND STUDENT LED

The decision to pursue the DNP is a serious one. It is important for the student to know what to expect from the program and for the College of Nursing to know as much as possible about the prospective student. At the start of the DNP program, the Associate Dean for Graduate Education and Research assigns students to a faculty advising team made up of the student, an academic adviser, and a DNP adviser.

Students are ultimately responsible for learning about and planning to fulfill degree requirements, but an adviser can help. Faculty advising teams provide information about the academic requirements of the program, choice of electives, development of a balanced program, and availability of university resources. Students are urged to talk with a member of their advising team each semester about program plans.

STUDENT RESPONSIBILITIES

The Student is Responsible For:
1. Communicating regularly with his/her doctoral advising committee regarding programs, goals and plans.
2. Communicating with doctoral advising committee on a regular basis regarding progresses, scheduling meetings, including comprehensive proposal exam presentation, and final oral presentation. Students are responsible to share committee feedback with course faculty.
3. Scheduling meetings with doctoral advising committee including a Zoom link and calendar link via email. The program will provide a timeline of expectations (milestones, annual evaluation due dates, etc) at the start of the semester. It is the student's responsibility to schedule meetings, provide an agenda 5-7 days prior, with deliverables to be reviewed emailed 14 days prior.
4. Ensuring deliverables are proof-read prior to sending to faculty. When re-submitting deliverables, students must include editing tables and/or track changes with notations of deliverable improvements.
5. Communicating to the doctoral advising committee and the Associate Dean for Graduate Education and Research a desire to change advisers.
6. Becoming familiar with and complying with all relevant policies and procedures as set forth by the Graduate School and Graduate Program of the College of Nursing.

7. Reporting problems that delay progress in completing the degree requirements to the Associate Dean for Graduate Education and Research, and when appropriate, the Dean of the Graduate School.

DEVELOPING A PROGRAM PLAN

The advising team, made up of the student, the academic adviser, and DNP adviser, share the responsibility for planning a program of coursework that provides the student with appropriate academic knowledge, scholarly perspectives and skills, and satisfies the curricular requirements of the program. The plan, also known as the DNP Program Plan of Study, should be organized to conform to the requirements of the program. The plan of study http://www.nursing.psu.edu/grad/gradforms.html is established on admission.

TYPES OF ADVISERS

Qualifications of faculty who may serve as advisers are specified by the Graduate School and doctoral program policy.

PRACTICE ADVISERS

Practice advisers must be College of Nursing faculty who are members of the Graduate School. The DNP adviser is assigned by the Associate Dean for Graduate Education and Research. The DNP adviser will approve the student's plan of study in consultation with the academic adviser and serve as a member of the Doctoral Committee. The DNP adviser will guide the student's proposed project.

ACADEMIC ADVISER

Academic advisers must be tenure-line College of Nursing faculty who are members of the Graduate Faculty. The academic adviser is assigned to the student by the Associate Dean for Graduate Education and Research in collaboration with the College of Nursing faculty member who makes admission decisions. The academic adviser will approve the student's DNP plan of study in consultation with the DNP adviser. The academic adviser chairs the Doctoral Committee.

RESPONSIBILITIES OF ADVISERS

GENERAL

Typically advisers:
1. Make themselves familiar with the curriculum and courses necessary to meet the program requirements within the college.
2. Become acquainted with the various resources available under Student Services and elsewhere within University organizations.
3. Maintain reasonable office hours during which students may meet with them via interactive online technology as and when required, discussing any aspect of their scholastic career, especially issues related to the student's progress and plans for subsequent work.
4. Familiarize themselves with administrative, University, and departmental regulations, procedures, and scheduled activities relating to the advising process.

PRACTICE ADVISER
The Practice Adviser represents a vital linkage between the entering student and the DNP program. The Practice Adviser plays an important role in orienting the student to the College and the DNP program, assisting with clarification of goals, helping the student to structure a meaningful and integrated learning experience and monitoring the student's progress in and adjustment to DNP study. The specific responsibilities of the Practice Adviser are to:

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1. Interpret the DNP program design, requirements and policies for the student.
2. Assist the student in planning objectives for DNP study and clarifying career goals.
3. Assist the student in completing the IDP in accordance with program requirements, individual research interests and career goals.
4. Assist the student with registration procedures.
5. Approve and sign all registration materials, drop-add forms and other records.
6. Monitor the student's academic progress through communication and discussion with faculty teaching doctoral courses, checking grades and meeting with the student.
7. Assist student in meeting deadline for qualifying examination examination.
8. Evaluation of the student's academic progress by completing the Annual Evaluation in collaboration with the student.
9. Maintain student record to include:
   a. Program plan of study *http://www.nursing.psu.edu/grad/gradforms.html*
   b. Annual evaluation of student progress *http://www.nursing.psu.edu/grad/gradforms.html*
   c. Notation of special advisement consultations, phone calls, etc.
10. Assist the student in selecting a topic.
11. Assume primary responsibility for guiding the student throughout the process and completion of the final oral presentation, to include assistance with:
    a. Selecting and delimiting a topic;
    b. Developing a written proposal for the project;
    c. Carrying out the project as proposed (and approved); and
    d. Developing the written and oral presentation of the project.
12. Serve as a member of the advising committee by proofreading the Qualifying Examination Portfolio, Comprehensive Proposal Examination PowerPoint, Final Presentation PowerPoint, and reading drafts of the project paper following the course faculty.
13. Forward the student's file to the Academic Adviser.

ACADEMIC ADVISER

The Academic Adviser (chair of doctoral committee) shares the responsibilities of academic advisement of the student in consultation with the DNP adviser. In addition, the Academic Adviser has the following responsibilities:

1. Serve as Chairperson of the student's project and Comprehensive/Proposal Hearing Committees.
2. Notify the Associate Dean for Graduate Education and Research in writing of the proposed topic.
3. Notify the Associate Dean for Graduate Education and Research in writing when the student has successfully passed the comprehensive examinations/proposal hearing and defended the proposal.
4. Forward a copy of the approved proposal form to the Associate Dean for Graduate Education and Research.
5. In conjunction with the student, determine his/her readiness to take the comprehensive examination/proposal hearing, subject to approval by the Associate Dean for Graduate Education and Research.
6. Serve as a member of the committee, which administers the qualifying examination hearing to the student.
7. Once the project has been approved for final oral presentation by the student's Doctoral Committee, send the appropriate forms to the Associate Dean for Graduate Education and Research for signature and forwarding to the Graduate School. A minimum of three weeks is required for Graduate School scheduling.
8. Complete and forward to the Graduate School via the Associate Dean for Graduate Education and Research, the results of the final oral presentation.
9. Approve and sign the final version of the project.

DOCTORAL COMMITTEE

D.N.P. Doctoral Committee Composition:

The Doctoral Committee will consist of the student's academic adviser, the D.N.P. Project course (NURS 835 instructor), and a third member of the graduate faculty, all from the graduate program in Nursing. The Academic Adviser will be the chair of the committee. The Doctoral Committee is made up of the academic adviser, one DNP faculty member assigned by the Associate Dean for Graduate Education and Research and the faculty member responsible for NURS 835, the Project Course. The committee serves in an advisory capacity to the student and assures that the project is feasible in scope and of sufficiently high quality to demonstrate the student's competence as a leader in the health care system. The DNP faculty will work with the student in developing the initial plan for the project, which will be approved by the full committee. The **Graduate Student Committee Procedures & DNP Committee Appointment Signature Form** is obtained from the College of Nursing Graduate Program office.

General guidance of a DNP candidate is the responsibility of a doctoral committee consisting of one active member of the tenure-line faculty (chair of the committee) and two DNP faculty. A person not affiliated with Penn State who has particular expertise in the project area may be added as a "Special Member," upon recommendation by the doctoral committee and approval of the graduate dean (via the Office of Graduate Enrollment Services). A Special Member is expected to participate fully in the functions of the doctoral committee.

Chair—The primary duties of the chair are: (1) to maintain the academic standards of the DNP program and the Graduate School, (2) to ensure that the comprehensive/ proposal hearing, and final oral presentation are conducted in a timely fashion, (3) to arrange and conduct all meetings, and (4) to ensure that requirements set forth by the committee are implemented in the final version of the project.

RESPONSIBILITIES OF DOCTORAL COMMITTEES

To advise and ultimately approve the written proposal (comprehensives). Approval must be based upon two-thirds positive vote.

1. To be available to the student for consultation regarding the project.
2. To serve on the student's comprehensive committee/proposal hearing, (written and oral component).
3. To read the written component of the project and, when appropriate, to designate the written component as complete and acceptable must be based on two-thirds positive vote.
4. To communicate all committee decisions in writing to the student and the Associate Dean for Graduate Education and Research (Chairperson is responsible for this activity).
5. Conduct the final oral presentation of the project and determine acceptability of written component for graduation. The entire committee must participate in the final oral presentation. If a member is unable to attend, a replacement must be appointed. The student may participate via distance using video-conference technology.

Final Oral Presentation— The (entire) committee will prepare the student, be present at presentation, and evaluate the DNP candidate's performance at the presentation. If there are not enough members serving on the committee another Penn State faculty member will need to replace that member to constitute a legitimate DNP committee (substitutes are not permitted). These changes and approvals shall occur before the actual presentation takes place. The department or program head will notify the Office of Graduate Enrollment Services when the DNP candidate is ready to have the comprehensive/ proposal hearing, and also when the final oral presentation scheduled. Following the final oral presentation, the department or program head will report the results of these presentations to Office of Graduate Enrollment Services.

A favorable vote of at least two-thirds of the members of the committee is required for passing a comprehensive examination/proposal presentation or a final oral presentation. If a candidate fails an examination, it is the responsibility of the doctoral committee to determine whether another examination may be taken.

The committee examines the written component to the project, administers the final oral presentation, and signs the DNP approval. At least two-thirds of the committee and the Associate Dean for Graduate Education must approve the final project.

REVIEW FOR THE PROTECTION OF HUMAN RESEARCH SUBJECTS

IMPORTANT INFORMATION

Any use of human subjects, animals, biohazardous materials, or radioisotopes for research purposes **must** be reviewed and approved by the Office for Research Protections **before** the research is conducted. **This approval cannot be obtained retroactively and cannot be granted by the advisers or doctoral committees**.

This review is part of the University's policy on ethics in research. It provides legal assurance for the commitment that the University has made to the federal government regarding the protection of human and animal subjects. Violations of the University's policies on these matters are a serious breach of the trust placed in researchers by the scholarly community and society.

If you have questions regarding this requirement or how to obtain the necessary approvals, please contact

Office for Research Protections
212 Kern Building
University Park, PA 16802
Tel #: 814.865.1775
Fax #: 814.863.8699
E-Mail: ORProtections@psu.edu

HUMAN SUBJECTS REVIEW

All research proposals involving human subjects, including the secondary use of previously collected data, must be submitted to the Office for Research Protections (ORP), via CATS (Centralized Application Tracking System) for review. See http://www.research.psu.edu/orp/humans/cats-centralized-application-tracking-system-1/ for complete instructions. According to Title 45 Code of Federal Regulations (CFR) Part 46.102(d), research is defined as a systematic investigation designed to develop or contribute to generalizable knowledge (*Federal Register,* 56, p. 28013).

Dissemination of findings to a scientific audience is a sufficient, but not a necessary, criterion for defining research. Dissemination includes, but is not limited to, doctoral theses; paper or poster presentation at a scientific meeting, conference, or competition; submission to or publication, paper or electronic, in a scientific journal; and Internet postings. If the proposed project falls under this definition of research, review and approval of a human subjects research protocol by ORP is required. Information about human subjects proposal submissions are available at: http://www.research.psu.edu/orp.

The materials to be submitted for review to the ORP committee should be prepared according to established University guidelines. The application requires the approval of the doctoral committee chair and the Associate Dean of Graduate Education and Research of the College of Nursing. When approval has been granted by the ORP, the student may commence gathering data or conducting the project. A copy of the approval letter received from the Office for Research Protections should be forwarded to the Chair of the student's committee.

Research involving utilization of other facilities may require approval from that institution as well as PSU. Please be sure to obtain approval from all institutions involved before proceeding with any aspect of your research or project.

CERTIFICATE FOR ONLINE TEACHING

The Certificate for Online Teaching is a professional development program designed to prepare for online teaching success. This five, fully online course, series provides faculty an "online student experience" while exploring a rich variety of critical topics necessary for mastery in the online classroom. Anyone interested in learning more about excellence in online teaching and learning are welcome to participate in the certificate program. The Certificate for Online Teaching is comprised of both self-directed and instructor led online courses. For more information, go to http://sites.psu.edu/wcfacdev/2013/05/28/the-certificate-for-online-teaching/

GRADUATE CREDIT CERTIFICATE: NURSE EDUCATOR

The purpose of the Nurse Educator certificate is to provide formal content in nursing education to nurses with a baccalaureate degree or higher in nursing who plan to teach in a variety of educational and clinical settings. The certificate requires completion of three 3-credit graduate-level Nurse Educator didactic courses (9 credits). An optional 4-credit Nurse Educator practicum is available as well. All courses are delivered using distance technology and are available through Penn State World Campus.

To be awarded the certificate, students must complete the following three courses:

- **NURS 840**: Nursing Education Theories and Strategies (3 credits)
- **NURS 841**: Assessment and Evaluation in Nursing Education (3 credits)
- **NURS 842**: Curriculum and Program Development in Nursing Education (3 credits)

The following course is optional:

- **NURS 848**: Synthesis and Application of the Nurse Administrator Role (4 credits)

LIBRARIES

World Campus students have a vast amount of resources available to them to succeed in their distance education learning experience. One of those resources is the Penn State University Libraries system, with hundreds of thousands of academic resources. Penn State faculty, staff, and students have access to more than 600 research databases and more than 150,000 scholarly journals, 386,000 electronic books, and other academic resources to aid in research and academic assignments. There is a department that is specifically dedicated to nursing, (http://guides.libraries.psu.edu/friendly.php?s=nursing)

For complete information on all University Library locations may be found at: http://www.libraries.psu.edu/psul/home.html

A series of FAQ's and useful "how to" instructions may be found at: https://psu.libanswers.com/search/

Most importantly, if you have difficulty locating or retrieving information, please discuss the issue with your course instructor *as soon as possible* so that you may be guided toward appropriate resources.

Important Notes regarding the Library include:

- All changes to your postal and/or email address must be reported directly to the University Libraries. The Libraries are not notified of any address changes reported to the Registrar, Bursar, or any other Penn State office.
- Notices for materials on hold, recalled and overdue materials, overdue and replacement fees, will be sent by email, unless requested otherwise.

- The University Libraries remain open through all semester breaks and intersessions, with the exception of official University holidays.
- Librarians are available to assist you in navigating the system or in locating specific materials. Use the ASK! Page to contact a librarian in real time or via email: http://ask.libraries.psu.edu/?stream=8

PENN STATE ACCESS ACCOUNT

In order to access the necessary information technology services needed in your graduate studies, students must first activate their Penn State Access Account. An Access Account is a user ID (xxx123) and password that enables Penn State students, faculty, and staff to use the full range of Internet services including:

- Penn State Online Courses
- Penn State Email
- Penn State University Library Resources
- LionPath, Penn State's system that contains your personal, financial and academic records

Unlike your Friends of Penn State Account that was created during the application process; your Penn State Access Account gives you access to the full range of internet services. Your account is created once you register for your first class.

You will receive your Access Account following your acceptance to World Campus, and you will be prompted to activate your account in an email to your personal email address. Go to the activation link in this email and complete all of the steps to activate your account.

New World Campus graduate students will receive an account within one week after their course registration is processed.

PENN STATE EMAIL (OFFICE365)

All students should check their Penn State email accounts regularly for bursar account notifications, course information, campus events and more. Once your Penn State Access Account has been activated, use Penn State Office365 (http://office365.psu.edu/) to login and view your email. Students can also find a link to Office365 at the top. You can set up preferences to have your Penn State email forwarded to a personal email account. **Faculty and Staff will use the Penn State (@psu.edu) email account address for communications to students throughout the academic program. It is the student responsibility to routinely monitor this account and not use personal email accounts for communications related to academic activities.**

You can find more information about your Penn State email accounts by visiting the IT electronic mail website. (https://ais.its.psu.edu/services/email/).

Email in Canvas can be created in Canvas using the Inbox, but responded to with your PSU email. You can also receive notifications as a text message. Refer to the Canvas Support page for students (http://canvas.psu.edu) for more information and setting up your devices.

Technology Support: World Campus provides technology support services, see http://student.worldcampus.psu.edu/technical-support

Academic Support Services: http://student.worldcampus.psu.edu/Academic-Support-Resources-GR

CANVAS

Penn State uses a cloud based learning management system called Canvas. Faculty use the course management system to distribute course information and provide opportunities for students to engage with the material. You will use your Penn State Access Account to access Canvas and log in by the first day of class.

WORLD CAMPUS STUDENT RESOURCES

The Penn State World Campus provides distance education learners with high-quality academic resources. For more information go to: http://student.worldcampus.psu.edu/academic-support-resources/graduate-writing-center. In addition, faculty may refer you for writing support through tutor.com.

The following is a recommended text that you may find useful.
Schall, J. (1995). Style for students: Effective writing in science and engineering. Burgess International Group, Burgess Publishing.

FUNDING RESOURCES

GRANTS FOR CONDUCTING PROJECT

Small grants are available through Sigma Theta Tau and the College to help defray costs of conducting project. The graduate program office frequently receives announcements from other agencies regarding grants; contact the graduate program staff assistant for information.

BETA SIGMA CHAPTER, SIGMA THETA TAU INTERNATIONAL

Sigma Theta Tau offers financial assistance to Graduate Nursing students; please ask your adviser for more information.

CENTER FOR NURSING RESEARCH TRAVEL GRANTS

The CNR provides supplemental support for registration and travel costs as well as poster and presentation preparation for graduate students attending conferences. A Student Research Travel Request should be completed (including mentor approval) and submitted to the Center for Nursing Research at least thirty (30) days before the travel date. Students, whose travel is sponsored by the Center for Nursing Research, are required to submit a one page Student Conference Summary before requesting travel reimbursement. The report should reflect on what you learned at the conference, talk about your presentation, your impressions, etc.

FINANCIAL AID DEADLINES AND INFORMATION

Students who are registered for at least 5 credits per semester may be eligible for graduate financial aid. Graduate federal aid includes Stafford loans and the Graduate PLUS loan program. Additionally, students are encouraged to seek outside scholarships or tuition assistance through their employer. Because the University considers students enrolled in a graduate certificate program as "non-degree," those students are unable to receive federal financial aid.

Students must complete the Free Application for Federal Student Aid (FAFSA) each year that they would like to receive graduate financial aid. For adequate time to prepare students' aid, Penn State recommends that students complete their FAFSA by March 1 for the following fall and spring semesters. Each financial aid year runs from July 1 to June 30. Penn State's federal school code for the FAFSA is 003329.

VETERANS' FINANCIAL AID

Penn State is a proud supporter of our active duty, Guard, and Reserve military members and veteran students. The Penn State World Campus participates in several financial aid programs to help currently serving military members and veterans. First, it honors the G.I. Bill, Post-9/11 G.I. Bill, and it is a Yellow Ribbon Program participant. Penn State also accepts several types of military tuition assistance benefits. To receive all of the financial aid that you have earned military members and veterans should contact a *Veterans Financial Aid Counselor* to explore all possible options.

Although the graduate certificates offered are not eligible for federal financial aid, the G.I. Bill and other military financial aid programs are accepted as payment for these programs. Certificate students are also encouraged to speak with a *Veterans Financial Aid Counselor* to explore options. For additional information on *military education benefits*, students should refer to the Penn State World Campus website.
http://www.worldcampus.psu.edu/paying-for-your-education/military-education-benefits

COAUTHORSHIP OF SCHOLARLY REPORTS, PAPERS & PUBLICATIONS

It is the policy of The Pennsylvania State University that proper credit is given to those individuals who make material contributions to activities, which lead to scholarly reports, papers and publications.

GUIDELINES

Rigid prescriptive requirements in this area are considered unwise, because the situation with respect to co-authorship varies from one discipline to another and from one publication to another. Nevertheless, it is recommended that the authors of scholarly reports, papers and publications abide by the following principles regarding co-authorship.

Co-authorship should be offered to anyone who has clearly made a material contribution to the work. Moreover, each coauthor should be furnished with a copy of the manuscript before it is submitted, and allowed an opportunity to review it prior to submission. An author submitting a paper, report or publication should never include the name of a coauthor without the person's consent. Exceptional circumstances, such as death or inability to locate a coauthor, should be handled on a case-by-case basis. In cases where the contribution may have been marginal, an acknowledgment of the contribution in the public action might be more appropriate than co-authorship.

In the case of projects for advanced degrees, if the paper based upon it is not published with the degree recipient as sole author, then that person should normally be listed as the first author. In no instance should theses, or papers based upon them, be published under the sole authorship of the doctoral adviser.

Anyone accepting co-authorship of a paper must realize that this action implies a responsibility as well as a privilege. As a general rule, each coauthor should understand the content of the publication well enough to be able to take responsibility for all of it; otherwise the publication should clearly indicate the parts of which each coauthor has responsibility. If a potential coauthor has doubts concerning the correctness of the content or conclusions of a publication, and if these doubts cannot be dispelled by consultation with the other coauthors, the individual should decline co-authorship.

Reference: Penn State Research Administration http://www.research.psu.edu/policies/penn-state-policies/ra13.

THE GRADUATE AND PROFESSIONAL STUDENT ASSOCIATION

The primary goals of the Graduate and Professional Student Association are to represent and support the interests of the University's current and future graduate and professional student community. GPSA accomplishes this goal by:

- Providing unified and informed voice representing graduate and professional students to the University's administration, Board of Trustees, academic units, and other external organizations that make decisions on behalf of students;
- Creating a forum to address the ideas and concerns of graduate and professional students;
- Supporting scholarship activities and professional development;
- Promoting leadership, social, and service opportunities to the graduate and professional student body; and,
- Planning events and activities to promote a sense of community among graduate and professional students and their families.

The GPSA is officially recognized by the University as the collective voice of the graduate and professional student body under the Standing Orders of the Board of Trustees 7(4).

The Graduate and Professional Student Association is available to help you with any questions you may have. Members and officers of GPSA can help you become more involved (academically or socially) in university life. If you need help finding resources around campus or connecting with other organizations, we can help you. The GPSA also welcomes volunteers to help with various GPSA projects and we look forward to your suggestions to help us better serve Penn State graduate and professional students. If you would like to get involved in GPSA, please send an email to gpsaoffice@gmail.com, and feel free to provide any details about any specific projects or initiatives you want to participate in. Take a look at http://gpsa.psu.edu for further information on the GSA.

DOCTORAL STUDENT ORGANIZATION IN THE COLLEGE OF NURSING

The overall purpose of a doctoral student organization is to provide a formal organization for all College of Nursing doctoral students to meet on a regular basis to address the objectives of the organization. There are two sub-organizations, the PhD student organization and the DNP student organization. The leaders of both groups will meet to determine which activities will be jointly sponsored.

BETA SIGMA CHAPTER, SIGMA THETA TAU INTERNATIONAL

Sigma Theta Tau, International now known as Sigma, is the international honor society for nursing. The purposes of Sigma Theta Tau are to recognize superior achievement, recognize the development of leadership qualities, foster high professional standards, encourage creative work, and strengthen commitment to the ideals and purposes of the profession.

The Pennsylvania State University's Beta Sigma Chapter was chartered in 1974. For acceptance of into Beta Sigma Chapter, graduate students must have a 3.5 GPA and demonstrated superior scholastic achievement and potential for professional leadership. Invitations for membership are given out during the year of graduation. The induction ceremony into Sigma Theta Tau is held during the **Spring** Semester.

SERVICE ON COLLEGE OF NURSING AND UNIVERSITY COMMITTEES

Graduate students are needed on College of Nursing committees to represent graduate student concerns. Please e-mail the Associate Dean for Graduate Education and Research to volunteer for service on College of Nursing or University Committees.

GRADUATE FACULTY: COLLEGE OF NURSING: DNP PROGRAM

OLUWAMUYIWA WINIFRIED ADEBAYO (WINNIE), PHD, BSN, RN
- Assistant Professor, The Pennsylvania State University, College of Nursing
- PhD, University of Miami, School of Nursing and Health Studies and BSN, South Carolina State University
- Research Interests: Clinical and translational research, Proactive HIV testing, Community engagement and Youth/teens/young adults/adolescents
- Contact Information: 814.867.4656; E-mail: owa2@psu.edu

RACHEL ALLEN, PHD, RN, PMHNP-BC
- Assistant Research Professor, Penn State College of Nursing
- BSN, Thomas Jefferson University; MSN, University of Pennsylvania; PhD, University of Massachusetts – Dartmouth Jonas Scholar; Lillian Sholtis Brunner Fellowship, University of Pennsylvania, Barbara Bates Center for the Study of the History of Nursing
- Research Interests: psychiatric nursing, mental health policy; the history of nursing; serious and persistent mental illness; chronic illness; community health
- Contact Information: 717.531.0003 × 320561; Email: rba8@psu.edu

KRISTEN ALTDOERFFER, DNP, CRNP, CPNP-PC
- Director, DNP Program, The Pennsylvania State University, College of Nursing
- BSN, The Pennsylvania State University, MSN, Drexel University, DNP, University of Maryland Baltimore
- Research Interests: Pediatrics, pediatric mental health, community health and health disparities, breastfeeding, health policy, nurse practitioner full practice authority
- Contact Information: 717.531.1341; E-mail: kad925@psu.edu

JOCELYN C. ANDERSON, PHD, RN, FNE-A, SANE-A, CNRN
- Instructor in Nursing, The Pennsylvania State University, College of Nursing
- Postdoctoral Fellowship, University of Pittsburgh School of Medicine, Pittsburgh, PA; PhD, Doctor of Philosophy, Johns Hopkins University School of Nursing, Baltimore, MD; MSN, Master of Science, Clinical Nurse Specialist – Forensic Nursing, Johns Hopkins University School of Nursing, Baltimore, MD; BSN, Bachelor of Science, Nursing, St. Cloud State University, St. Cloud, MN
- Research Interests: sexual violence, forensic nursing, drug and alcohol use, intimate partner violence, mental health, technology-delivered interventions
- Contact Information: 814.863.2211; Email: jua711@psu.edu

LORRAINE W BOCK, DNP, FNP-C, ENP-C, PHRN, FAANP
- Assistant Teaching Professor, The Pennsylvania State University, College of Nursing
- AA - Harrisburg Area Community College, BSN - Thomas Jefferson University (Magna Cum Laude), MSN - University of Pennsylvania, DNP - Robert Morris University
- Interests: Nursing Entrepreneurship, Nursing Policy and Leadership, LGBTQ Health Issues, Healthcare Access, Healthcare Reform, Advancement of the APRN Role
- Contact Information: 717.531.0003 x 320563; Email: TBD

MARIE BOLTZ, PHD, CRNP, GNP-BC, FGSA, FAAN

- Professor of Nursing
- Diploma in Nursing, Lankenau Hospital School of Nursing; BSN, LaSalle University; MSN, University of Pennsylvania; PhD, New York University; Post-doctoral Training, University of Maryland
- Research Interests: Interventions to promote functional health and cognition in older adults; caregiving efficacy and coping with dementia and delirium; complex aging related care issues; transitional and health services research
- Contact Information: 814.863.3495;Email: mpb40@psu.edu

BARBARA A BIRRIEL, PHD, ACNP-BC, FCCM

- Assistant Research Professor, The Pennsylvania State University, College of Nursing
- BSN, Bloomsburg University; MSN, Thomas Jefferson University; Post-Graduate ACNP, University of Pennsylvania; PhD in Nursing and Bioethics, The Pennsylvania State University
- Research interests: surrogate decision-making, heart disease, critical care, bioethics
- Contact Information: 717.531.8764; E-mail: bab44@psu.edu

LORAH DORN, PHD, CPNP

- Professor of Nursing
- BSN, Oregon Health Sciences University; MSN (Pediatric Nurse Practitioner track), Catholic University of America; Ph.D, Penn State, Human Development and Family Studies; Post-doctoral fellowship; National Institute of Mental Health (Clinical Neuroendocrinology)
- Research interests: behavioral endocrinology, puberty, reproductive and stress hormones, vulnerability of adolescence for physical health (bone density, menstrual cycles) and mental health problems
- Contact information: 814.867.1917; E-mail: dun@psu.edu

DONNA FICK, PHD, APRN-BC, FGSA, FAAN

- Distinguished Professor of Nursing; Professor of Psychiatry, Penn State College of Medicine; Co-Director, Center of Geriatric Nursing Excellence; Faculty Affiliate: Center for Health Care Policy and Research, Center for Healthy Aging
- BSN, Berea College; MSN, University of Cincinnati; PhD, University of California, San Francisco
- Research interests: delirium in persons with dementia; inappropriate medication use; non-drug interventions for persons with delirium and dementia
- Contact Information: 814.865.9325;   E-mail: dmf21@psu.edu

NIKKI HILL, PHD, RN

- Assistant Professor of Nursing, Co-Director, Center for Geriatric Nursing Excellence
- BS in Biology, BS, MS, & PhD in Nursing, The Pennsylvania State University
- Research interests: cognitive impairment in older adults; prevention of cognitive decline; person-centered cognitive interventions; personality and cognition; everyday function in older adults; mobile technology
- Contact Information: 814.867.3265; E-mail: nikki.hill@psu.edu

SHARILEE HRABOVSKY, D.ED, MSN, FNP-BC

- Assistant Research Professor, Penn State College of Nursing; Tobacco Treatment Specialist, Penn State College of Medicine.
- BSN, Thomas Jefferson University, MSN Villanova University, Post Master's Nurse Practitioner Certification, Widener University, D.Ed The Pennsylvania State University.
- Research interests: Tobacco use, treatment and regulation; Behavior change; Qualitative and mixed methods research.
- Contact Information: 717.531.4212; E-mail: smh36@psu.edu

JUDITH E. HUPCEY, EDD, CRNP, CNE, FAAN

- Associate Dean for Graduate Education & Research; Professor of Nursing; Professor of Medicine, Penn State College of Medicine; Professor of Bioethics; Faculty Affiliate: Center for Health Care Policy and Research, Center for Healthy Aging
- BS, MS, EdM, & EdD, Columbia University; Post-Doctoral Fellowship (NRSA), The Pennsylvania State University
- Research interests: family support/caregivers; palliative care and heart disease/critical care; qualitative methodology; concept advancement/analysis
- Contact Information: 717.531.4211 or 814.863.2211;   E-mail: jhupcey@psu.edu

YING-LING JAO, PHD, RN

- Assistant Professor of Nursing
- BSN, National Taipei University of Nursing and Health Science, Taiwan, MSN, Adult and Gerontological Nurse Practitioner Program, University of Iowa, PhD, focus area: Nursing in Aging, University of Iowa
- Research Interest: assessment, care environments, and non-pharmacological interventions for neurobehavioral symptoms in dementia; apathy in dementia; measures of physical activity
- Contact Information: 814.865.5634; E-mail: yuj15@psu.edu

ERIN KITT-LEWIS, PHD, RN

- Assistant Research Professor, The Pennsylvania State University, College of Nursing
- BS, MS, and PhD, The Pennsylvania State University
- Research Interests: end-of-life care/hospice, family support/caregivers, sustainability, community-based research, qualitative research/discourse analysis
- Contact Information: 814-867-2393; email eak114@psu.edu

LISA KITKO, PHD, RN, FAHA

- Associate Professor of Nursing
- BSN, University of Pittsburgh; MS & PhD, The Pennsylvania State University
- Research interests: palliative care, heart failure, work of caregiving, family caregivers, left ventricular assist devices, qualitative methodology
- Contact Information: 814.863.2228; E-mail: lah150@psu.edu

LORI S. LAUVER, PHD, RN, CPN, CNE

- Assistant Professor of Nursing
- BSN, Indiana University of PA, Indiana, PA; MSN; Misericordia University, Dallas, PA; PhD, The Catholic University of America, Washington, D.C.
- Research interests: Child Health and Parenting; Environmental Health; Teaching and Learning; & Health Care Outcomes
- Contact Information: 717.919.4742; E-mail: Lsb14@psu.edu

SUSAN J. LOEB, PHD, RN, FGSA, FAAN

- Director, PhD Program, Associate Professor, Nursing and Associate Professor of Medicine, Penn State College of Medicine; Faculty Affiliate: Center for Health Care Policy and Research, and Center for Healthy Aging
- BS, MS & PhD, The Pennsylvania State University
- Research interests: enhancing end-of-life care in complex organizations such as prisons; health attitudes, beliefs, and behaviors of community-dwelling and incarcerated older men; older adults coping with multiple chronic health conditions
- Contact Information: 814.863.2236; E-mail: svl100@psu.edu

SHERI T. MATTER, PHD, MS, MSN, NEA-BC

- Assistant Teaching Professor in the College of Nursing
- BSN, Wilkes University, MHS & MBA, University of St. Francis, PhD, Indiana University of Pennsylvania
- Research interest: Leadership, Nurse Characteristics and their Effects on Quality, Qualitative Methods.
- Contact Information: 717-531-1347; Email: sxm1898@psu.edu

MADELINE F. MATTERN, DNP, FNP-C, CNE

- Director, Nurse Practitioner Program
- Citizen's General Hospital School of Nursing; RN to BS, MS, & Post-Masters FNP Certificate, The Pennsylvania State University; DNP, Carlow University
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SHERIDAN MIYAMOTO, PHD, FNP, RN

- Assistant Professor, College of Nursing; Network on Child Protection and Well-Being
- BA Psychology, University of California, Davis; MS Nursing, Vanderbilt University; PhD Nursing and Healthcare Leadership, University of California, Davis
- Research Interests: Utilizing administrative databases to improve predictive risk tools to identify families at risk of recurrent subsequent serious maltreatment; use of telehealth to improve forensic care for children in rural communities; development of tools to support positive parent-child relationships and the promotion of healthy dating relationship choices using mobile health and gaming interventions.
- Contact Information: 814.863.4141; E-mail: sjm6101@psu.edu

JACQUELINE MOGLE, PHD

- Assistant Clinical Professor of Nursing, College of Nursing
- BA, State University of New York, College at Brockport; MS, Syracuse University; PhD in Experimental Psychology, Syracuse University
- Research Interests: how individuals meet daily cognitive demands and the daily processes that impair or improve daily cognitive functioning and how these processes change as an individual ages; interrelations among daily cognitive processes--that is, how failures in attention (due to mind wandering, cognitive interference, or rumination) lead to failures in other cognitive processes such as memory; development and refining of measurement for understanding daily fluctuations in cognitive and emotional processes.
- Contact Information: 814.863.9327; E-mail: jam935@psu.edu

ANDREA SILLNER, PHD, GCNS-BC, RN

- Assistant Clinical Professor of Nursing, The Pennsylvania State University
- BS, MS, & PhD, The Pennsylvania State University
- Research Interests: Person-centered, preference-based interventions focused on improving communication among health care providers, patients, and family members, technology-based communication strategies, and communication and care transitions for persons with delirium and delirium superimposed on dementia.
- Contact Information: 814.863.4294; E-mail: amy139@psu.edu

KIMBERLY VAN HAITSMA, PHD

- Associate Professor, College of Nursing; Director, Program for Person Centered Living Systems of Care:
- MS, PhD Bowling Green State University, Post Doctoral Fellowship Philadelphia Geriatric Center, Polisher Research Institute
- Research interests: geriatrics, person centered care, dementia, psychosocial intervention development and evaluation; observational methodology
- Contact Information: 814.865.7988; E-mail: ksv110@psu.edu

BRITNEY M. WARDECKER, PHD

- Assistant Professor of Nursing; Faculty Affiliate, Center for Healthy Aging
- BS, The Pennsylvania State University; PhD, University of Michigan; Post-Doctoral Fellowship (T32), The Pennsylvania State University - Center for Healthy Aging
- Research interests: promoting health equity for lesbian, gay, bisexual, and transgender (LGBT) older adults; examining health disparities and individual differences in health (such as age, gender, and sexual orientation); and biomarker measurement
- Contact information: 814.863.4204; E-mail: bmw5006@psu.edu

KELLY WOLGAST, DNP, RN, FACHE, FAAN

- Assistant Dean for Online Education and Outreach; Assistant Professor
- BSN, The Pennsylvania State University; MSN, Vanderbilt University; MSS, U.S. Army War College; DNP, The University of Alabama at Birmingham
- Research Interests: Leadership, Healthcare Systems, Process Improvement, Transition of Care, Distance Learning, Military/Veterans Issues, Disaster Nursing
- Contact Information: 814.867.5998 E-mail: kaw466@psu.edu