



**COLLEGE OF NURSING**  
**Doctor of Nursing Practice (D.N.P.)**  
**STUDENT HANDBOOK**  
**2020-2021**

COLLEGE OF NURSING  
GRADUATE PROGRAM  
203 NURSING SCIENCES BUILDING  
UNIVERSITY PARK, PA 16802  
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## Table of Contents

<b>COVID-19 Statement</b> .....	<b>5</b>
<b>College of Nursing Contact Information</b> .....	<b>6</b>
<b>Graduate Staff</b> .....	<b>6</b>
<b>Greetings from the Dean</b> .....	<b>7</b>
<b>Message from the Associate Dean for Graduate Education</b> .....	<b>7</b>
<b>College of Nursing General Information</b> .....	<b>8</b>
College of Nursing Mission .....	8
College of Nursing Vision .....	8
College of Nursing Values .....	8
Beliefs about Learning/Nursing Education .....	8
Diversity Statement.....	10
Purpose and Outcomes of The D.N.P. Program .....	10
<b>Accreditation</b> .....	<b>11</b>
<b>State Authorization and Reciprocity Agreement (SARA)</b> .....	<b>11</b>
<b>College of Nursing Centers</b> .....	<b>12</b>
Center of Geriatric Nursing Excellence .....	12
Program for Person-Centered Living Systems of Care .....	12
Center for Nursing Research .....	12
<b>Penn State University and Graduate School Policies</b> .....	<b>13</b>
Disability Statement.....	13
Graduate Degree Programs Bulletin .....	13
Transfer of Credit.....	13
Academic Calendar .....	14
LionPATH.....	14
Registration Status.....	14
Tuition Schedules/Bills .....	15
Academic Integrity Statement .....	15
Plagiarism .....	15
Code of Conduct.....	16
Grading System .....	16
Procedure for Resolution of Student Concerns.....	19
Definition of Academic Status .....	19
Continuous Enrollment .....	19
Graduation Deadlines .....	19
Graduate Student Policy for Safe Travel.....	19
Recommended Practices in Graduate Education .....	20
<b>Scholarship and Research Integrity (SARI)</b> .....	<b>20</b>
<b>College of Nursing Policies</b> .....	<b>21</b>
Nondegree Admission .....	21
Deferral of Admission.....	21
Withdrawal Policy .....	21
Re-Enrollment Policy .....	21
College of Nursing Graduate Academic Progression Guidelines.....	22
College of Nursing Expectation for Excellent Writing at the Graduate Level.....	23

Social Media Policy .....	23
Infectious Disease Policy .....	24
Impaired Student Nurse Policy .....	25
Graduate Program Forms .....	30
College of Nursing Logo .....	31
College of Nursing Business Cards .....	31
<b>Professional Compliances.....</b>	<b>31</b>
Student Compliance Requirements.....	32
Unsuccessful Clearance Procedures .....	32
Policy for Non-Compliant Students .....	33
<b>Doctor of Nursing Practice (D.N.P.) Program .....</b>	<b>33</b>
M.S.N. to D.N.P.....	33
B.S.N. to D.N.P. (Leadership).....	37
DNP Course Descriptions.....	40
Practicum Mentors and Academic Affiliation Agreements .....	42
Practicum Hours Options .....	42
General Requirements of Doctoral Degree .....	45
English Competence.....	45
Minimum Credits Required .....	46
Time Limitations .....	46
D.N.P. Project.....	46
Description of Benchmarks .....	48
Qualifying Examination.....	48
Comprehensive Examination .....	50
Final Oral Presentation and Paper .....	52
<b>Advisement .....</b>	<b>52</b>
Student Responsibilities .....	53
Adviser Responsibilities .....	53
D.N.P. Doctoral Committee.....	54
Annual Student Evaluation: Individual Development Plans .....	55
<b>Class Guidelines When Using VideoConference Technology .....</b>	<b>55</b>
<b>University Resources.....</b>	<b>56</b>
Graduate School Teaching Certificate .....	56
Certificate for Online Teaching.....	57
Libraries .....	57
Canvas .....	58
Information Technology Services .....	58
Penn State Access Account.....	58
Penn State Email (Office365).....	58
World Campus Student Resources .....	59
<b>Consultative Resources .....</b>	<b>59</b>
Resources for Writing Support .....	59
University Statistical Consulting Center .....	59
Center for Nursing Research Statistical Consultation .....	60
<b>Funding Resources .....</b>	<b>60</b>

Financial Aid Deadlines and Information.....	60
Veterans' Financial Aid .....	60
Grants for Conducting Project .....	60
Center For Nursing Research Travel Grants .....	61
<b>Student Associations/Committees .....</b>	<b>61</b>
Service on College of Nursing and University Committees.....	61
The Graduate and Professional Student Association .....	61
Beta Sigma Chapter, Sigma Theta Tau International .....	61
D.N.P. Doctoral Student Organization in the College of Nursing.....	62
<b>Co-Authorship of Scholarly Reports, Papers, &amp; Publications .....</b>	<b>62</b>
<b>College of Nursing Graduate Program Faculty.....</b>	<b>63</b>

## COVID-19 STATEMENT

We begin this semester in unprecedented and uncertain times. As policies and procedures are still evolving as the student handbook is finalized, students are encouraged to reference the following sites for the most current information regarding COVID-19.

- <https://keeplearning.psu.edu/>
- <https://gradschool.psu.edu/covid19/>
- <https://virusinfo.psu.edu/back-to-state>
- <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

The CON will be following and enforcing the PPE guidance for those students who will be attending classes in person. In accordance with PA Department of Health regulations and guidance from the Centers for Disease Control and Prevention (CDC), The Pennsylvania State University has determined that everyone will be required to wear a face mask in university buildings, including classrooms. You **MUST** wear a mask appropriately (i.e., covering both your mouth and nose) in the building if you are attending class in person.

Starting Aug. 10, all Penn State students are asked to complete a daily symptom checker to self-screen for potential COVID-19 symptoms before returning to campus. Students enrolled for in-person courses or scheduled to be present at on-campus facilities will need to sign in with their Penn State ID to complete the daily student COVID-19 symptom checker through the [Penn State Go App](#). It is strongly encouraged that all students complete the symptom checker every morning before leaving their homes, riding public transportation, and arriving on campus premises.

For those students who are completing labs, clinical hours, or practicum hours, additional screening/testing and PPE may necessary. For those students completing clinical or practicum hours at an offsite facility, the current minimum PPE guidance must be followed. Additional PPE requirements should be followed. Students should not complete clinical or practicum hours in sites that do not follow the minimum PPE requirements. Refer to [Instruction, Universal Masking, and PPE Requirements](#). For those students who will be at the Hershey campus, please follow the classroom and PPE guidance issued by the College of Medicine. Please contact your course faculty with questions.

The CON will be adding additional compliances for this academic year due to COVID-19. As part of the American Data Bank compliance package, all students will be required to complete a COVID Attestation and a COVID Clinical Experiences Acknowledgement of Risk.

The University will conduct surveillance testing of faculty, staff and students on its campuses throughout the semester, testing about 1% of our campus populations (about 700 people) per day. The plan includes random and risk-stratified surveillance testing as well as testing for individuals who are identified in the contact-tracing process. Please monitor your Penn State email for testing notifications.

Please practice good self-care and complete the COVID-19 symptom checker on a daily basis. If you are experiencing symptoms of COVID-19 **DO NOT** attend in person class or complete clinical or practicum hours. Please notify your instructor immediately. If you are quarantined due to symptoms, a positive test, or exposure, you **MAY** be able to attend class remotely. Once you know you need to be quarantined, you should contact your instructors and your academic adviser. Please follow the guidance at <https://virusinfo.psu.edu/faq/story/what-will-happen-if-when-students-test-positive>.

## COLLEGE OF NURSING CONTACT INFORMATION

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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, M.S., RN, FNAP, FAAN  
Dean and Professor, College of Nursing.

## MESSAGE FROM THE ASSOCIATE DEAN FOR GRADUATE EDUCATION

Welcome to the D.N.P. program of the Penn State College of Nursing! We are delighted you have chosen to attend our program.

This handbook has been compiled to assist you as you progress through the D.N.P. 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 myself if you have any questions or concerns.



Lisa Kitko, PhD, RN, FAHA, FAAN  
Associate Dean for Graduate Education, College of Nursing  
Associate Professor of Nursing

## 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.

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## COLLEGE OF NURSING MISSION

WE ARE creating nurse leaders to transform lives and health around the world.

Revised April 2020

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## COLLEGE OF NURSING VISION

WE WILL redesign the landscape of health and nursing science through education, research, innovation, practice, and service.

Revised April 2020

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## COLLEGE OF NURSING VALUES

The College of Nursing values align with the Penn State Values and are our shared ideals about how people should act toward one another, the standards to which we hold ourselves, and those beliefs we find important. While aspirational in nature, the Penn State Values articulate nursing's ethical principles and should guide our actions and decisions as members of the Penn State community.

**Integrity:** We act with integrity and honesty in accordance with the highest academic, professional, and ethical standards.

**Respect:** We respect and honor the dignity of each person, embrace civil discourse, and foster a diverse and inclusive community.

**Responsibility:** We act responsibly, and we are accountable for our decisions, actions, and their consequences.

**Discovery:** We seek and create new knowledge and understanding, and foster creativity and innovation, for the benefit of our communities, society, and the environment.

**Excellence:** We strive for excellence in all our endeavors as individuals, an institution, and a leader in higher education.

**Community:** We work together for the betterment of our University, the communities we serve, and the world.

Align with Penn State Values April 2020

Revised Summer 2020

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## 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 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, leaders, educators, 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 January 1999

Revised March 2009

Revised and Approved April 13, 2015

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## 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.

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## PURPOSE AND OUTCOMES OF THE D.N.P. PROGRAM

The purpose of the D.N.P. degree program in nursing is to prepare nursing leaders for the highest level of clinical nursing practice. The core D.N.P. 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 nursing 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 D.N.P. 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.

The purpose of the D.N.P. program is to:

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

The program outcomes for the D.N.P. include the ability to:

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

## ACCREDITATION

The baccalaureate degree program in nursing, master's degree programs in nursing, Doctor of Nursing Practice program and post graduate APRN certificate program at The Pennsylvania State University are accredited by the Commission on Collegiate Nursing Education 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791. <http://www.ccnaccreditation.org>.

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 (M.S.CHE) 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 postsecondary 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; additionally, Penn State commenced their affiliation with the Southern Regional Education Board (SREB) on January 1, 2017. At this time, 49 of the 50 United States are SARA members, however, Penn State is individually approved to offer programs in California.

For more information on SARA, please visit <https://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 visit <https://www.worldcampus.psu.edu/state-authorization/complaint-resolution> to determine which method of reporting is right for you.

### Professional Licensure/Certification Disclosures by State

If you plan to pursue employment in a licensed profession, it is important to understand how state licensing board requirements may impact your career. Use the interactive map linked below to understand the professional licensure/certification requirements for any state in which you may plan to pursue employment in a licensed profession after completing your program of study. If you have any questions or concerns regarding professional licensure/certification, please contact the program director for assistance.

Please Note: Although the University has sought information from other jurisdictions regarding licensure requirements, these requirements are subject to change. If you intend to seek licensure outside of Pennsylvania, the University recommends that you contact the appropriate state licensing agency to obtain the most up-to-date and relevant information. Please visit <https://www.psu.edu/state-licensure-disclosures>.

## 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:

1. Distance learning technologies
2. Innovative nursing research
3. Formal programs of study (Ph.D., D.N.P., M.S., M.S.N., and Post-M.S.N.)
4. Informal learning forums. (journal clubs, seminars, CE programs)
5. Interdisciplinary education
6. 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:

1. Develop a new integrative model of person-centered living systems of care
2. Develop infrastructure and methodologies for conducting PCC research
3. Conduct applied research on PCC topics
4. Apply best practices to innovative health delivery systems
5. Inform curriculum to educate an interprofessional workforce of future and current care providers
6. 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/prograM.S./>.

### 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. Please contact Jen Hoffman ([qzh2@psu.edu](mailto:qzh2@psu.edu) or 814-865-9337), Director of Research Administration, 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 listserv.

## MOCK REVIEWS

Graduate students are invited to attend CNR Mock Review sessions. During these sessions, grant proposals are reviewed by senior faculty and consultants prior to submission to a funding agency. This review is critical for a stronger proposal and welcomed by the preparer of the grant. Announcements for CNR events are posted by the College of Nursing and emailed to you through the student listserv.

## CONFERENCES

The CNR provides supplemental support for registration 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](#) and a picture of their presentation/poster before requesting travel reimbursement. The report should reflect on what you learned at the conference, talk about your presentation, your impressions, etc.

## PENN STATE UNIVERSITY AND GRADUATE SCHOOL POLICIES

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### DISABILITY STATEMENT

Penn State welcomes students with disabilities into the University's educational programs. Every Penn State campus has an office for students with disabilities. The Student Disability Resources (SDR) website provides contact information for every Penn State campus: <http://equity.psu.edu/sdr/campus-contacts>. For further information, please visit Student Disability Resources: <http://equity.psu.edu/sdr>.

In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <http://equity.psu.edu/sdr/guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with an accommodation letter. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. You must follow this process for every semester that you request accommodations.

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### 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>.

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### TRANSFER OF CREDIT

Subject to the limitations given below, a maximum of 10 credits of high-quality graduate work done within 5 years at an accredited institution may be applied toward the requirements for the D.N.P. 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 Director of the D.N.P. program in conjunction with the Associate Dean for Graduate Education and the Graduate School. Transferred academic work must have been completed within five years prior to the date of 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:  
<https://gradschool.psu.edu/graduate-education-policies/gcac/gcac-300/gcac-309-transfer-credit/>.

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## 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/registration/registration-timetable.cfm>.

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## 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](mailto: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 Pre-Registration Activity Guide each semester, 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.

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## REGISTRATION STATUS

<https://www.registrar.psu.edu/lionpath/knowledge-center/registration-faqs.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 eBills are 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

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

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#### 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.

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#### 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.

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#### 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.

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## 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://gradschool.psu.edu/graduate-education-policies/gcac/gcac-800/gcac-801-conduct/>.

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## 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

D (POOR) indicates inadequate achievement and is a failing grade for a graduate student. A course in which a D has been obtained cannot be used to meet graduate degree requirements and will not count toward total credits earned.

F (FAILURE) indicates work unworthy of any credit, and suggests that the student may not be capable of succeeding in graduate study.

The grade-point equivalents for the above marks are: A, 4.00; B, 3.00; C, 2.00; D, 1.00; F, 0. A +/- grading system is also in effect which includes A-, B+, B-, and C+. The grade-point equivalents are A-, 3.67; B+, 3.33; B-, 2.67; and C+, 2.33.

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.

DF (Deferred): 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 so that the individual can do extra work to improve the grade.

Required work should be completed and the DF resolved as soon as possible once assigned, but must be resolved (i.e., the course must be completed) no later than 12 weeks after the course end date as noted on the Registrar's Schedule of Courses, unless an extension of a specific duration to a specified date is agreed upon by the instructor and student and approved by the Graduate School that allows for a completion deadline longer than 12 weeks.

A DF 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.

No DF grades may remain on the record when a student reaches an academic benchmark. Benchmarks include completion of a degree program (e.g., master's completed for a student continuing through for a doctoral degree) and the doctoral qualifying and comprehensive examinations, and final oral examination/final performances. Graduate programs may add additional benchmarks.

NG (No Grade): 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 that has converted to an F may not be changed without approval from the Graduate School.

No NG grades may remain on the record when a student reaches an academic benchmark. Benchmarks include completion of a degree program (e.g., master's completed for a student continuing through for a doctoral degree) and the doctoral qualifying and comprehensive examinations, and final oral examination/final performances (See [GCAC-401](#)).

## 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://gradschool.psu.edu/graduate-education-policies/gcac/gcac-800/gcac-803-procedures-termination-unsatisfactory-scholarship/>.)

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. A course with an unresolved R grade may remain on the transcript after graduation but may not be used to fulfill graduation requirements.

### 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 ( $6 \text{ days} * 6 \text{ weeks} / 15 \text{ weeks} = 2.4 \text{ days}$ , 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 five weeks following the posting, the NG automatically becomes an F. A NG grade that is automatically converted to an F can later be corrected in accordance with Senate Policy 48-30. Students with NG on their transcripts will not be allowed to graduate.

## 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.

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## PROCEDURE FOR RESOLUTION OF STUDENT CONCERNS

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: <https://gradschool.psu.edu/graduate-education-policies/gcac/gcac-800/gcac-802-procedures-for-resolution-of-problems/>.

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## DEFINITION OF ACADEMIC STATUS

### FULL-TIME

Students holding fellowships, traineeships, or other awards based on academic excellence are required to carry 9 or more credits each semester. Students carrying 5 credits in summer session 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.

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## 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 D.N.P. Project Course, each semester until the project is complete.

If a D.N.P. student will not be registered 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.

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## 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. World Campus students will attend commencement at the University Park Campus.

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## GRADUATE STUDENT POLICY FOR SAFE TRAVEL

For information regarding international travel please see <https://policy.psu.edu/policies/tr01>.

## RECOMMENDED PRACTICES IN GRADUATE EDUCATION

*Fostering successful interactions among faculty, administrators, and graduate students.*

This document suggests examples of recommended practices in each of three core areas for all of the key participants in graduate student education. Programs use these as a set of recommended practices that meet the needs of their students. 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 Penn State colleges and graduate programs in a way that meets the particular needs of students in each unit. The SARI program has two parts:

All Graduate students are required to complete an online Institutional Review Board (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 Responsible Conduct of Research (RCR) education. These discussions will encompass both universal and discipline-specific material. The College of Nursing will incorporate the additional 5 hours of RCR education within the capstone clinical courses of each degree option for MSN students and in NURS 587, Research Ethics, for doctoral students.

### ACCESS THE CITI PORTAL

1. To access the CITI courses, go to: <http://citi.psu.edu>.
2. Ph.D. 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 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

1. Click “View Courses” besides “Pennsylvania State University.” Click on “Add a Course.”
2. From the list of choices, ALL STUDENTS select “Institutional Review Board (IRB) training for human subjects research.” Ph.D. students will ALSO select “Good Clinical Practice (Social and Behavioral Research).” Then click the Next button.
3. Select “NO, I have Not completed the Human Subjects Research (IRB) Course through CITI. I need to complete the Human Subjects Research (IRB) Course.” Click Next.
4. ALL students select “Social Science Research” while Ph.D. Hershey students select “Biomedical Research.” Click Next.
5. A list of several topics will appear; these are your elective choices. Choose the course of most interest to you. Click Next.
6. You should then see a list of 2 courses: 1) your IRB Course (Biomedical or Social Science) and 2) your elective course. PhD students will also see a third course: GCP – Social and Behavioral Research Best Practices for Clinical Research. Click on “Start Now” to get started!
7. You must complete all required modules AND 1 elective (of your choice).
8. 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 American Data Bank 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 POLICIES

### NONDEGREE ADMISSION

If you do not intend to pursue a graduate degree but want to take graduate-level courses for personal enrichment, professional development, permanent certification, or to apply for degree status at a later date, you can seek admission as a non-degree graduate student. Information on applying for non-degree graduate status may be obtained via the Web site at <https://gradschool.psu.edu/graduate-admissions/how-to-apply/>. No more than 15 graduate credits of course work taken prior to admission to a graduate degree program may be applicable to a graduate program. (See "Non-degree Student" under Classification of Students.) Admission as a non-degree graduate student neither guarantees nor implies subsequent admission to a degree program. The College of Nursing strongly recommends that non-degree students take no more than 9 credits prior to applying to and being admitted to the graduate program. Non-degree students are not eligible to receive fellowships or graduate assistantships and preference for courses is given to degree students. It is highly recommended that non-degree students enroll during the summer semester when more seats are available. Course controls placed on nursing core courses during the Fall and Spring semesters ensure matriculated students are granted seats. If a non-degree student wishes to enroll in a controlled course, they must contact the College of Nursing office. In this case, registration for non-degree students is granted only if seats are available.

### DEFERRAL OF ADMISSION

Students may defer enrollment (admission) into the Graduate D.N.P. 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 Adviser 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 15<sup>th</sup> 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: <https://gradschool.psu.edu/graduate-admissions/how-to-apply/current-students/>).

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 D.N.P. adviser 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 (<https://gradschool.psu.edu/graduate-admissions/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 in the College of Nursing and completes the Graduate School's resume study form. The Associate Dean for Graduate Education 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 D.N.P. adviser 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.

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## COLLEGE OF NURSING GRADUATE 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 D.N.P. 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 LD.

### REQUIRED CORE COURSES

Required core courses include prescribed courses in the Nursing core (as defined by the D.N.P. 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 September 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 D.N.P. student Individual Development Plan (IDP) in conjunction with the D.N.P. adviser. The IDP is then reviewed by the Director of the D.N.P. Program. A student who fails to make satisfactory progress toward program completion will meet with the D.N.P. adviser and the Director of the D.N.P. Program. A remediation plan will be developed, and the student will receive a letter from the Associate Dean for Graduate Education incorporating the recommendations. 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 D.N.P. adviser or the Director of the D.N.P. Program 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.

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## COLLEGE OF NURSING EXPECTATION FOR EXCELLENT WRITING AT THE GRADUATE LEVEL

All written work will be graded based on assignment content criteria. However, all writing assignments are expected to demonstrate excellent graduate level writing, which includes writing that is free of typographical errors, misspellings, and punctuation errors. Excellent writing also contains proper grammar and correct APA formatting (when applicable). Writing should be concise, include relevant content and support, as well as meet assignment requirements in a well presented, easy to read format. No points will be assigned for completing these requirements, but up to 10% of your assignment total grade may be deducted for not demonstrating excellent writing skills. We strongly encourage you to complete the study tutorial and utilize the APA resources if you need support. Students are encouraged to access the various resources available through The Graduate Writing Center at <https://gwc.psu.edu/>.

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## 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. 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 June 2013

**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 November 2006

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## 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

1. 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.
2. 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.
3. The University and the CON require all nursing students engaged in Clinical Activities be free from the influence of drugs and alcohol.
4. 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.).
5. 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; 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.

## DEFINITIONS

1. "Alcohol" means beer, wine and all forms of distilled liquor containing ethyl alcohol.
2. "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.
3. "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.
4. "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.
5. "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.
6. "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.
7. "Student" is an undergraduate or graduate student enrolled in the CON.
8. "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

1. Prohibitions. Except as provided in paragraph C below:
  - a. 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.
  - b. 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.
  - c. 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.
2. Exceptions. The following circumstances may constitute exceptions to this Policy:
  - a. 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.
  - b. 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.
3. 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

1. Failure to cooperate with the procedures set forth herein may result in termination of a Student's clinical program, which will carry with its serious consequences for the Student's ability to complete his or her course of study in the CON.
2. 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.
3. When finding of reasonable suspicion is made, the following steps will be implemented by the CON.
  - a. 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.
  - b. 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.
  - c. 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.
  - d. The Clinical Instructor will specifically inquire about whether the student has used drugs or alcohol and if so, the details of such use.
  - e. 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.
  - f. 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.
  - g. Each location will determine appropriate safe travel arrangements keeping in mind that two responsible adults must be in the vehicle with the student.
  - h. 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.

- i. 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.
  - j. The University will make reasonable efforts to maintain confidentiality in the administrative handling of matters relating to Student Drug and Alcohol testing.
  - k. 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.
4. 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.
- a. 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.
  - b. 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.
  - c. 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.

- d. 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

1. 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.
2. 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:
  - a. The purpose of the hearing is one of fact finding.
  - b. The committee shall have full authority to conduct the hearing in a manner that is fair, efficient, and respectful.
  - c. Formal rules of evidence do not apply, but irrelevant, immaterial or unduly repetitious evidence may be excluded at the discretion of the committee.
  - d. In light of the nature and spirit of the proceeding, representation by legal counsel is prohibited.
  - e. The hearing shall be closed, meaning that no one beyond the persons involved in the hearing will be admitted.
  - f. 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.
  - g. 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.
  - h. Requests for additional information may be made by the committee to the faculty member and the Student.
  - i. 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.
  - j. The decision of the committee shall be final.

## REINSTATEMENT TO CLINICAL PROGRAM/ACTIVITIES

1. 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.

2. 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:
  - a. Expiration of any academic suspension or disciplinary suspension.
  - b. Written documentation of successful completion of all drug and alcohol services recommended or any recommendations by the Office of Student Conduct.
  - c. Agreement to voluntarily participate in random Drug or Alcohol screening, the cost of which must be paid by the Student.
  
3. 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

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## 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: <https://www.nursing.psu.edu/student-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. See [Re-Enrollment Policy](#) for more information.

#### WITHDRAWAL FORM

Consult your adviser prior to withdrawing. See [Withdrawal Policy](#) for more information.

#### ADDRESS/CORRECTION FORM

Completed Forms must be mailed or faxed directly to the Graduate School, 112 Shields Building, University Park, PA 16802, Fax: 814-863-1929.

#### NAME CHANGE FORM

Completed Forms must be faxed directly to the Graduate School at 814-863-1929 along with two forms of verification.

#### CHANGE OF ADVISER FORM

Requests to change adviser must be made in writing to the Associate Dean for Graduate Education.

#### N596 INDEPENDENT STUDY FORM

A Variable Credit Form must accompany this form.

## VARIABLE CREDIT FORM

Submit when registered for NURS 596.

### COLLEGE OF NURSING LOGO

Use of the official Penn State (University Park) 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 D.N.P. 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](mailto: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.

Credentials: Use the highest degree that you have earned to date after your name. You may add: D.N.P. Student, College of Nursing.

Cell Number: Please make certain voicemail message is professional.

#### Student Name, Credentials

**203 Nursing Sciences Building**

**Cell Number:**

**The Pennsylvania State University**

**University Park, PA 16802-6509**

**Email Address:**

[www.nursing.psu.edu](http://www.nursing.psu.edu)

**Official PSU logo to appear here**

### PROFESSIONAL COMPLIANCES

All graduate nursing students are required to meet minimum compliance requirements. These requirements ensure the safety of both you as a student and the various populations that you may encounter during your educational experience at The Pennsylvania State University. This is a requirement that you must fulfill annually while enrolled in the program by August 1. You must use your [@psu.edu email](mailto:@psu.edu) for this process. As a graduate student, you represent the College of Nursing and The Pennsylvania State University. Incomplete compliances may result in an inability to register for the upcoming semester. Students may not attend any clinical/practicum courses unless all of the requirements are completed and approved.

The College of Nursing utilizes a third-party service called American DataBank (<http://psucompliance.com/>) to monitor and track your compliances. You will be charged a fee to utilize this service. This does not include fees paid to the Department of Public Welfare for your Child Abuse History Clearance and FBI Fingerprints. Students will receive notification via email from the College of Nursing about the process to register with American DataBank. Compliance documents can be uploaded to American DataBank electronically. It is the student's responsibility to upload documents. The College of Nursing cannot accept or maintain any hard copies of compliance records. Please note that certain background clearances may take at least four weeks for processing, so please plan ahead and allow a sufficient amount of time. Required Compliances are outlined below. In addition, all students this year will be required to complete a COVID-19 attestation form and the Clinical Experiences Acknowledgment of Risk.

## STUDENT COMPLIANCE REQUIREMENTS

Part-time and Full-time admit will have all requirements open at the time of purchase. Due date for these requirements is August 1, 2020.

<u>In-State Student</u>	<u>Out-of-State student</u>
<ol style="list-style-type: none"> <li>1. PA Nursing License</li> <li>2. Collaborative Institutional Training Initiative (CITI)</li> <li>3. Information Release Form + Consent, License AND Release Agreement (Electronic by ADB)</li> <li>4. Drug Screen</li> <li>5. Background Check</li> <li>6. PA Child Abuse History Clearance</li> <li>7. FBI Fingerprint</li> <li>8. Measles, Mumps, and Rubella (MMR) Titer</li> <li>9. Varicella (Chicken Pox) Titer</li> <li>10. Hepatitis B Titer</li> <li>11. Tuberculosis Screening</li> <li>12. CPR Certification</li> <li>13. Influenza Vaccination</li> <li>14. Professional Liability Insurance</li> </ol>	<ol style="list-style-type: none"> <li>1. Nursing License</li> <li>2. Collaborative Institutional Training Initiative (CITI)</li> <li>3. Information Release Form + Consent, License AND Release Agreement (Electronic by ADB)</li> <li>4. Drug Screen</li> <li>5. Background Check</li> <li>6. FBI Fingerprint</li> <li>7. Measles, Mumps, and Rubella (MMR) Titer</li> <li>8. Varicella (Chicken Pox) Titer</li> <li>9. Hepatitis B Titer</li> <li>10. Tuberculosis Screening</li> <li>11. CPR Certification</li> <li>12. Influenza Vaccination</li> <li>13. Professional Liability Insurance</li> </ol>
<p>Prompt 60-day prior expiration with a second reminder 30-day prior expiration</p> <ol style="list-style-type: none"> <li>1. Drug Screen</li> <li>2. Background Check</li> <li>3. PA Child Abuse History Clearance</li> <li>4. FBI Fingerprint</li> </ol>	<p>Prompt 60-day prior expiration with a second reminder 30-day prior expiration</p> <ol style="list-style-type: none"> <li>1. Drug Screen</li> <li>2. Background Check</li> <li>3. FBI Fingerprint</li> </ol>

## COMPLIANCE DUE DATES

All compliances **except** Influenza are due on August 1<sup>st</sup> each academic year. This ensures that the student is compliant throughout the entire academic year with no interruption in their clinical/practicum rotation time.

## EVIDENCE OF CURRENT NURSING LICENSE

All students are required to present a valid RN license in their home state or country.

## PROFESSIONAL LIABILITY INSURANCE

Professional Liability Insurance is required for all students enrolled in clinical/practicum courses. Doctor of Nursing Practice (D.N.P.) students must have Professional Liability coverage consistent with their current license (RN, Nurse Practitioner, Nurse Midwife, Nurse Anesthetist, Clinical Nurse Specialist). A minimum of \$1,000,000/\$3,000,000 aggregate is required. If a student has coverage through an employer, it is the student's responsibility to ensure that the policy covers activities outside of the employment position and that it also covers student activities. Written verification of this from the insurance carrier must be provided. Otherwise, the student must obtain an individual policy.

## UNSUCCESSFUL CLEARANCE PROCEDURES

Any unsuccessful compliance requirement will be addressed by the Program Director.

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## POLICY FOR NON-COMPLIANT STUDENTS

All students are expected to meet compliance 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). It is the student's responsibility to monitor and upload any compliances before they expire so that there is no interruption. Starting or continuing in a clinical/practicum rotation when non-complaint is a violation of academic integrity that will result in review per the Academic Integrity policy with consequences that may include dismissal from the program.

## DOCTOR OF NURSING PRACTICE (D.N.P.) PROGRAM

The D.N.P. program of study is built on the D.N.P. Essentials that were developed by the American Association of Colleges of Nursing and used as a basis for program accreditation.

### D.N.P. ESSENTIALS: THE FOUNDATION FOR THE D.N.P. PROGRAM

The goal for the D.N.P. graduate is to encompass all eight of the *D.N.P. Essentials* (2006) into routine practice. Practicum hours and the D.N.P. 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/D.N.P.Essentials.pdf>

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## M.S.N. TO D.N.P.

The Post-M.S.N. to D.N.P. is a practice doctoral degree for advanced practice nurses and nurses who plan to function in a leadership position. The post-M.S.N. entry to the D.N.P. program allows students to apply up to 550 practicum hours from their M.S.N. program toward the 1000 post-B.S.N. practicum required by the national accrediting agencies. Required courses may be waived if prior graduate course work meets the same requirement; this will be evaluated on an individual basis. The post-M.S.N. 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-M.S.N. entry is required.

The M.S.N. to D.N.P. curriculum will be composed of five components: 38-46 Credits

1. **D.N.P. Core Courses:** 15 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)
  - NURS 837: Evidence-Based Practice III: Project Development (3 credits)
2. **Other Required Courses:** 17 credits

- NURS 590: Colloquium (1 credit) (first year doctoral student colloquium; Ph.D. & D.N.P. students)
  - NURS 587: Ethics in Nursing Research (1 credit) (Ph.D. & D.N.P. students; SARI requirement met)
  - NURS 808: Population Health Perspectives (3 credits)
  - NURS 836: Healthcare Informatics (3 credits)
  - NURS 845: Healthcare Economics and Policy for Nurse Administrators (3 credits)
  - STAT 507: Epidemiologic Research Methods (3 credits)
  - STAT 800: Applied Research Methods (3 credits)
3. **Advanced Clinical Practicum:** 0-8 credits (depending on the number of practicum hours in the M.S.N. program)
- NURS 834: Doctor of Nursing Practice Clinical Practicum: (0-8 Credits: number of credits depend on the number of hours completed in the student's M.S.N. 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: Doctor of Nursing Practice Project: (2 Credits) (repeatable)

### M.S.N. TO D.N.P. 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 D.N.P. and/or number of graduate courses previously completed and transferred to Penn State. This varies with each student. Students must strictly adhere to their individual plan of study. Any change must be discussed with the D.N.P. advisor and approved by the D.N.P. Program Director.

<b>Doctor of Nursing Practice (M.S.N. to D.N.P.)   Full-Time 5 Semesters   38-46 Credits   450-1050</b>	
<b>Practicum Hours</b>	
<b>Year 1</b>	<b>Year 2</b>
<b>Summer (OPTIONAL)</b>	<b>Fall (Semester IV)</b>
<b>Total:</b>	<b>STAT 800:</b> Applied Research Methods (3 credits)
<b>Fall (Semester I)</b>	<b>NURS 808:</b> Population Health Perspectives (3 credits)
<b>August Intensive &amp; Orientation</b>	<b>(IF NEEDED) NURS 834:</b> D.N.P. Clinical Practice (1 - 4 credits) [75 - 300 practicum hours]
<b>NURS 590:</b> Colloquium (1 credit)	<b>NURS 835:</b> D.N.P. Project (2 credits) [1 credit didactic; 1 credit practicum: 75 hours]
<b>NURS 830:</b> EBP I: Inquiry and Research Methods (3 credits)	
<b>NURS 831:</b> EBP II: Translation Inquiry into Practice (3 credits)	
<b>NURS 832:</b> D.N.P. Leadership I (3 credits) [2 credits didactic; 1 credit practicum: 75 hours]	
<b>Qualifying Examination</b>	
<b>Total: 10 credits [75 Hours]</b>	<b>Total: 8 - 12 credits [75 - 375 Hours]</b>
<b>Spring (Semester II)</b>	<b>Spring (Semester V)</b>
<b>STAT 507:</b> Epidemiological Research Methods (3 credits)	<b>NURS 835:</b> D.N.P. Project (2 credits) [1 credit didactic; 1 credit practicum: 75 hours]
<b>NURS 587:</b> Ethics in Nursing Research (1 credit)	<b>NURS 836:</b> Healthcare Informatics (3 credits)
<b>NURS 833:</b> D.N.P. Leadership II (3 credits) [2 credits didactic; 1 credit practicum: 75 hours]	<b>NURS 845:</b> Healthcare Economics and Policy for Nurse Administrators (3 credits)
<b>NURS 837:</b> EBP III: Project Development (3 credits) [2 credits didactic; 1 credit practicum: 75 hours]	
<b>April Intensive &amp; Comprehensive Examination</b>	<b>Final Oral Presentation</b>
<b>Total: 10 credits [150 Hours]</b>	<b>Total: 8 credits [75 Hours]</b>
<b>Summer (Semester III)</b>	
<b>(IF NEEDED) NURS 834:</b> D.N.P. Clinical Practice (1 - 4 credits) [75 - 300 practicum hours]	<b>NOTE:</b> NURS 834 may require 0 - 8 credits (0 - 600 practicum hours) depending on the hours accepted from the Master's program. Can be divided into variable credits across more than one semester.
<b>NURS 835:</b> D.N.P. Project (2 credits) [1 credit didactic; 1 credit practicum: 75 hours]	
<b>Total: 2 - 6 credits [75 - 375 Hours]</b>	

<b>Doctor of Nursing Practice (M.S.N. to D.N.P.)   Part-Time 7 Semesters   38-46 Credits   450-1050</b>		
<b>Practicum Hours</b>		
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b><u>Summer (OPTIONAL)</u></b>	<b><u>Fall (Semester III)</u></b>	<b><u>Fall (Semester VI)</u></b>
<b>Total:</b>	<b>August Intensive &amp; Orientation</b>	<b>NURS 808:</b> Population Health Perspectives (3 credits)
<b><u>Fall (Semester I)</u></b>	<b>NURS 590:</b> Colloquium (1 credit)	<b>NURS 835:</b> D.N.P. Project (2 credits) [1 credit didactic; 1 credit practicum: 75 hours]
<b>STAT 800:</b> Applied Research Methods (3 credits)	<b>NURS 830:</b> EBP I: Inquiry and Research Methods (3 credits)	
<b>NURS 832:</b> D.N.P. Leadership I (3 credits) [2 credits didactic; 1 credit practicum: 75 hours]	<b>NURS 831:</b> EBP: II Translation Inquiry into Practice (3 credits)	
<b>Total: 6 credits [75 Hours]</b>	<b>Qualifying Examination</b>	<b>Total: 5 credits [75 Hours]</b>
<b><u>Spring (Semester II)</u></b>	<b><u>Spring (Semester IV)</u></b>	<b><u>Spring (Semester VII)</u></b>
<b>STAT 507:</b> Epidemiological Research Methods (3 credits)	<b>NURS 587:</b> Ethics in Nursing Research (1 credit)	<b>NURS 835:</b> D.N.P. Project (2 credits) [1 credit didactic; 1 credit practicum: 75 hours]
<b>NURS 833:</b> D.N.P. Leadership II (3 credits) [2 credits didactic; 1 credit practicum: 75 hours]	<b>NURS 837:</b> EBP III: Project Development (3 credits) [2 credits didactic; 1 credit practicum: 75 hours]	<b>NURS 836:</b> Healthcare Informatics (3 credits)
<b>Total: 6 credits [75 Hours]</b>	<b>NURS 845:</b> Healthcare Economics and Policy for Nurse Administrators (3 credits)	<b>Final Oral Presentation</b>
	<b>April Intensive &amp; Comprehensive Examination</b>	<b>Total: 5 credits [75 Hours]</b>
<b><u>Summer (OPTIONAL)</u></b>	<b><u>Summer (Semester V)</u></b>	<b>NOTE:</b> NURS 834 may require 0 - 8 credits (0 - 600 practicum hours) depending on the hours accepted from the Master's program. Can be divided into variable credits across more than one semester.
<b>(VARIABLE) NURS 834:</b> D.N.P. Clinical Practice (1 - 4 credits) [75 - 300 practicum hours]	<b>(VARIABLE) NURS 834:</b> D.N.P. Clinical Practice (1 - 4 credits) [75 - 300 practicum hours]	
	<b>NURS 835:</b> D.N.P. Project (2 credits) [1 credit didactic; 1 credit practicum: 75 hours]	
<b>Total: 1-4 credits [75 - 300 Hours]</b>	<b>Total: 2-6 credits [75 - 375 Hours]</b>	

## B.S.N. TO D.N.P. (LEADERSHIP)

The B.S.N. to D.N.P. is for those individuals who plan to be nurse administrators. The B.S.N. to D.N.P. 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:** 6 credits
  - NURS 501: Issues in Nursing and Health Care (3 credits)
  - NURS 510: Theoretical and Scientific Foundations of Advanced Nursing Practice (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. **D.N.P. Core Courses:** 15 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)
  - NURS 837: Evidence-Based Practice III: Project Development
4. **Other Required Courses:** 14 credits
  - NURS 590: Colloquium (1 credit) (first year doctoral student research colloquium; Ph.D. & D.N.P.)
  - NURS 587: Ethics in Nursing Research (1 credit) (Ph.D. & D.N.P. students; SARI requirement met)
  - NURS 808: Population Health Perspectives (3 credits)
  - NURS 836: Healthcare Informatics (3 credits)
  - STAT 800: STAT 800: Applied Research Methods (3 credits)
  - STAT 507: Epidemiologic Research Methods (3 credits)
5. **Advanced Clinical Practicum:** 4 credits (needed to meet the 1000-hour requirement)
  - NURS 834: Doctor of Nursing Practice Clinical Practicum (4 credits) (variable 1-4; repeatable)
6. **Project Requirement:** project: minimum 6 credits
  - NURS 835: Project (2 credits) (repeatable)
7. **Electives:** 3 credits

### ELECTIVES MAY INCLUDE:

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

## B.S.N. TO D.N.P. 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 D.N.P. and/or number of graduate courses previously completed and transferred to Penn State. This varies with each student. Students must strictly adhere to their individual plan of study. Any change must be discussed with the D.N.P. advisor and approved by the D.N.P. Program Director.

<b>Doctor of Nursing Practice (B.S.N. to D.N.P.)   Full-Time 7 Semesters   61 Credits   1050 Practicum Hours</b>		
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b><u>Summer (OPTIONAL)</u></b>	<b><u>Fall (Semester III)</u></b>	<b><u>Fall (Semester VI)</u></b>
<b>Total:</b>	<b>August Intensive &amp; Orientation</b>	<b>NURS 808:</b> Population Health Perspectives (3 credits) <b>(VARIABLE) NURS 834*:</b> D.N.P. Clinical Practice (1 - 4 credits) [75 – 300 practicum hours] <b>NURS 835:</b> D.N.P. Project (2 credits) [1 credit didactic; 1 credit practicum: 75 hours]  <b>Administrative Elective</b> (3 credits)
<b><u>Fall (Semester I)</u></b> <b>STAT 800:</b> Applied Research Methods (3 credits) <b>NURS 510:</b> Theoretical and Scientific Foundations of Advanced Nursing Practice (3 credits) <b>NURS 832:</b> D.N.P. Leadership I (3 credits) [2 credits didactic; 1 credit practicum: 75 hours] <b>NURS 846:</b> Leadership Concepts and Theories for Nurse Administrators (3 credits) <b>Total: 12 credits [75 Hours]</b>	<b>NURS 590:</b> Colloquium (1 credit) <b>NURS 830:</b> EBP I: Inquiry and Research Methods (3 credits) <b>NURS 831:</b> EBP II: Translation Inquiry into Practice (3 credits) <b>NURS 847:</b> Human Resource and Workforce Issues (3 credits)  <b>Qualifying Examination</b>	<b>Total: 8 - 12 credits [75 - 375 Hours]</b>
<b><u>Spring (Semester II)</u></b>	<b><u>Spring (Semester IV)</u></b>	<b><u>Spring (Semester VII)</u></b>
<b>NURS 501:</b> Issues in Nursing and Health Care (3 credits) <b>NURS 587:</b> Ethics in Nursing Research (1 credit) <b>NURS 833:</b> D.N.P. Leadership II (3 credits) [2 credits didactic; 1 credit practicum: 75 hours] <b>NURS 845:</b> Healthcare Economics and Policy for Nurse Administrators (3 credits)  <b>Total: 10 credits [75 Hours]</b>	<b>STAT 507:</b> Epidemiological Research Methods (3 credits) <b>NURS 837:</b> EBP III: Project Development (3 credits) [2 credits didactic; 1 credit practicum: 75 hours] <b>NURS 848A:</b> Synthesis and Application of Nurse Administrator Role (4 credits) [300 Practicum Hours]  <b>April Intensive &amp; Comprehensive Examination</b>	<b>NURS 835:</b> D.N.P. Project (2 credits) [1 credit didactic; 1 credit practicum: 75 hours] <b>NURS 836:</b> Healthcare Informatics (3 credits)  <b>Final Oral Presentation</b>
<b>Total: 10 credits [75 Hours]</b>	<b>Total: 10 credits [375 Hours]</b>	<b>Total: 5 credits [75 Hours]</b>
<b><u>Summer (OPTIONAL)</u></b>	<b><u>Summer (Semester V)</u></b>	<b>*NOTE:</b> NURS 834 requires total 4 credits (= 300 practicum hours). Can be divided into variable credits across more than one semester.
<b>(VARIABLE) NURS 834*:</b> D.N.P. Clinical Practice (1 - 4 credits) [75 – 300 practicum hours]  <b>Total: 1 - 4 credits [75 - 300 Hours]</b>	<b>(VARIABLE) NURS 834*:</b> D.N.P. Clinical Practice (1 - 4 credits) [75 – 300 practicum hours] <b>NURS 835:</b> D.N.P. Project (2 credits) [1 credit didactic; 1 credit practicum: 75 hours]  <b>Total: 2 - 6 credits [75 - 375 Hours]</b>	

<b>Doctor of Nursing Practice (B.S.N. to D.N.P.)   Part-Time 9 Semesters   61 Credits   1050 Practicum Hours</b>			
<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<p><b>Summer (OPTIONAL)</b></p> <p><b>Total: credits</b></p> <p><b>Fall (Semester 1)</b></p> <p><b>STAT 800:</b> Applied Research Methods (3 credits)</p> <p><b>NURS 830:</b> EBP I: Inquiry and Research Methods (3 credits)</p> <p><b>NURS 846:</b> Leadership Concepts and Theories for Nurse Administrators (3 credits)</p> <p><b>Total: 9 credits</b></p>	<p><b>Fall (Semester 3)</b></p> <p><b>NURS 510:</b> Theoretical and Scientific Foundations of Advanced Nursing Practice (3 credits)</p> <p><b>NURS 832:</b> D.N.P. Leadership I (3 credits) [2 credits didactic; 1 credit practicum: 75 hours]</p> <p><b>NURS 847:</b> Human Resource and Workforce Issues (3 credits)</p> <p><b>Qualifying Examination</b></p> <p><b>Total: 9 credits [75 hours]</b></p>	<p><b>Fall (Semester 5)</b></p> <p><b>August Intensive &amp; Orientation</b></p> <p><b>NURS 590:</b> Colloquium (1 credit)</p> <p><b>NURS 808:</b> Population Health Perspectives (3 credits)</p> <p><b>NURS 831:</b> EBP II: Translation Inquiry into Practice (3 credits)</p> <p><b>Total: 7 credits</b></p>	<p><b>Fall (Semester 8)</b></p> <p><b>(VARIABLE) NURS 834*:</b> D.N.P. Clinical Practice (1 - 4 credits) [75 - 300 practicum hours]</p> <p><b>NURS 835:</b> D.N.P. Project (2 credits) [1 credit didactic; 1 credit practicum: 75 hours]</p> <p><b>Administrative Elective</b> (3 credits)</p> <p><b>Total: 5-9 credits [75-375 hours]</b></p>
<p><b>Spring (Semester 2)</b></p> <p><b>STAT 507:</b> Epidemiological Research Methods (3 credits)</p> <p><b>NURS 845:</b> Healthcare Economics and Policy for Nurse Administrators (3 credits)</p> <p><b>Total: 6 credits</b></p>	<p><b>Spring (Semester 4)</b></p> <p><b>NURS 833:</b> D.N.P. Leadership II (3 credits) [2 credits didactic; 1 credit practicum: 75 hours]</p> <p><b>NURS 848A:</b> Synthesis and Application of Nurse Administrator Role (4 credits) [300 Practicum Hours]</p> <p><b>Total: 7 credits [375 hours]</b></p>	<p><b>Spring (Semester 6)</b></p> <p><b>NURS 501:</b> Issues in Nursing and Health Care (3 credits)</p> <p><b>NURS 587:</b> Ethics in Nursing Research (1 credit)</p> <p><b>NURS 837:</b> EBP III: Project Development (3 credits) [2 credits didactic; 1 credit practicum: 75 hours]</p> <p><b>Total: 7 credits [75 Hours]</b></p>	<p><b>Spring (Semester 9)</b></p> <p><b>NURS 835:</b> D.N.P. Project (2 credits) [1 credit didactic; 1 credit practicum: 75 hours]</p> <p><b>NURS 836:</b> Healthcare Informatics (3 credits)</p> <p><b>Final Oral Presentation</b></p> <p><b>Total: 5 credits [75 Hours]</b></p>
<p><b>Summer (OPTIONAL)</b></p> <p><b>Total: 3 credits</b></p>	<p><b>Summer (OPTIONAL)</b></p> <p><b>(VARIABLE) NURS 834*:</b> D.N.P. Clinical Practice (1 - 4 credits) [75 - 300 practicum hours]</p> <p><b>Total: up to 4 credits [up to 300 hours]</b></p>	<p><b>Summer (Semester 7)</b></p> <p><b>(VARIABLE) NURS 834*:</b> D.N.P. Clinical Practice (1 - 4 credits) [75 - 300 practicum hours]</p> <p><b>NURS 835:</b> D.N.P. Project (2 credits) [1 credit didactic; 1 credit practicum: 75 hours]</p> <p><b>Total: 2-6 credits [75-375 Hours]</b></p>	<p><b>NOTES:</b></p> <p>*NURS 834 requires total 4 credits (= 300 practicum hours). Can be divided into variable credits across more than one semester.</p>

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## DNP COURSE DESCRIPTIONS

### DNP CORE COURSES

- NURS 831 Evidence-Based Practice II: Translation of Research (3 Credits)** Evaluation and translation of evidence-based research and inquiry into nursing practice. This course will provide students with the skills to evaluate evidence-based research in order to translate the research into practice. Students will identify a clinical or practice phenomenon in need of evaluation and change and conduct a systematic search of the research literature.
- NURS 832 Doctor of Nursing Practice: Leadership I (3 Credits)** Foundations of Doctor of Nursing Practice transformational leadership in complex health care settings.
- NURS 833 Doctor of Nursing Practice: Leadership II (3 Credits)** Doctor of Nursing Practice transformational leadership to improve healthcare delivery and quality outcomes.
- NURS 837 Evidence-Based Practice III: Project Development (3 Credits)** Doctor of Nursing Practice project plan will be developed focusing on design, sample, data collection, projected outcomes, resourcing, plan for analysis, and sustainability. Students will collaborate with key stakeholders to build project support. Students will complete steps for Institutional Review Board (IRB) submission. The course includes 75 hours of required clinical practicum hours.
- NURS 834 Doctor of Nursing Practice Clinical Practicum (1-4 Credits, repeatable, maximum of 8)** The focus of the clinical practicum is planning, implementing, and evaluating evidence-based interventions to address a healthcare problem.
- NURS 835 Doctor of Nursing Practice Project (2-3 Credits, repeatable, maximum of 10)** The Doctor of Nursing Practice capstone project demonstrates clinical scholarship in an area of practice.

### OTHER REQUIRED COURSES

- NURS 587 Ethics in Nursing Research (1 Credit)** Provides the theoretical and practical knowledge needed to design and conduct ethically responsible social and behavioral health research.
- NURS 590 Colloquium (1 Credit)** Continuing seminars which consist of a series of individual lectures by faculty, students, or outside speakers.
- NURS 808 Perspectives in Population-Based Health (3 Credits)** This course explores population health concepts, measurement, and application in practice, research, and policy. This course explores population health as a framework for improving health in society. Multiple determinants will be examined in relation to health status measurement, health and disease trends, and health disparities at a community, national, and global perspective. Students will explore models for health improvement and how evidence is utilized in determining population-based intervention and policies directed at health promotion and disease prevention.
- NURS 836 Healthcare Informatics (3 Credits)** This course provides a foundation in information systems and technology for improvement of healthcare.
- NURS 845 Healthcare Economics and Policy for Nurse Administrators (3 Credits)** Concepts of healthcare economics and policy for nurse administrators
- STAT 507 Epidemiologic Research Methods (3 Credits)** Research and quantitative methods for analysis of epidemiologic observational studies. Non-randomized, intervention studies for human health, and disease treatment. STAT 507 Epidemiologic Research Methods (3) This 3-credit course develops research and quantitative methods related to the design and analysis of epidemiological (mostly observational) studies. Such studies assess the health and disease status of one or more human populations or identify factors associated with health and disease status. To a lesser degree, the course also covers non-randomized, intervention (experimental) studies that may be designed and analyzed with epidemiological methods. This course is a second-level course and complements Biostat Methods, STAT 509, which is focused on clinical (experimental) trials. Together, these two courses provide

students with a complete review of research methods for the design and analysis for common studies related to human health, disease, and treatment. Prerequisite are Intro Biostats (STAT 250 or equivalent).

**STAT 800 Applied Research Methods (3 Credits)** Investigates methods for assessing data collected from experimental and/or observational studies in various research setting. STAT 800 Applied Research Methods (3) This course provides students with a broad exploration of the tools and methods in Applied Statistics. In particular, it investigates basic probability distributions and methods for assessing data collected from experimental and/or observational studies in social science and other research settings. Students learn methods of point and interval estimation, including sample size determinations required to achieve a prescribed margin of error. Additionally, students examine hypothesis testing and the determination of sample sizes to achieve a prescribed power of a given test. The distinction between observational studies and randomized experiments is clarified and the limitations of the conclusions are emphasized. Research articles that are relevant to students' fields of study are used to determine how these statistical methods are being applied. Students then identify and critique appropriate research methods. Students work with various data sets to establish fundamental practices that properly analyze data and interpret results via either Minitab or SPSS statistical software as they formulate and communicate conclusions based on a given research context.

#### BSN TO DNP (LEADERSHIP) ADDITIONAL REQUIRED COURSES

- NURS 501 Issues in Nursing and Health Care (3 Credits)** Analysis and evaluation of the health care system with emphasis on health policy and economic issues affecting nursing practice. NURS 501 Issues in Nursing and Health Care (3) This course will focus on the state of the U.S. health care system within global, health policy, and economic perspectives. The course will cover current and complex issues and trends specific to nursing, and in the broader context of interdisciplinary health care. Master's level nurses will develop beginning mastery over the concepts and principles of health care policy, and the leadership skills necessary to influence policy changes in health care within organizations and on a national, state or local level.
- NURS 510 Theoretical and Scientific Foundations of Advanced Nursing Practice (3 Credits)** Examines the relationship of nursing theories to the development of nursing science, as well as current scientific advances that guide nursing practice and research.
- NURS 846 Leadership Concepts and Theories for Nurse Administrators (3 Credits)** Concepts and theories of leadership for nurse administrators. NURS 846 Leadership Concepts and Theories for Nurse Administrators (3) This course provides a foundation in nurse leadership roles, concepts, and theories. Students will explore the theoretical basis of leadership and change, as well as analyze organizational structure, power, and politics. This course is intended to provide students with a theoretical and evidence-based foundation for leadership roles within health care organizations. Discussion of communication, decision-making, and problem-solving strategies for nurse administrators is included throughout the course.
- NURS 847 Human Resource and Workforce Issues for Nurse Administrators (3 Credits)** Human resource management and work force issues for nurse administrators. NURS 847 Human Resource and Work Force Issues for Nurse Administrators (3) This course provides a foundation in human resources within health care organizations. Students will examine ethical and legal issues related to collective bargaining, unions, and staffing. This course is intended to prepare students to utilize leadership strategies for recruiting, retaining, developing, and evaluating a diverse, multidisciplinary work force in complex healthcare environments. Discussion of evidence-based strategies for conflict resolution will be included throughout the course.
- NURS 848A Synthesis and Application of the Nurse Administrator Role (4 Credits)** This course involves the practical application of knowledge acquired in previously completed courses related to the nurse administrator. Students will work with a preceptor in a health care setting to demonstrate multiple aspects of the nurse

administrator role. The practicum experience will be developed to fulfill mutually agreed-upon objectives based on students' previous experiences and identified learning needs. This course is specifically designed as a practicum course for students in the B.S.N. to D.N.P. program and evaluated based on the nationally acknowledged foundational competencies that are core to all advanced nursing practice roles and known as the D.N.P. Essentials (AACN, 2006).

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## 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 for any experiences. At a minimum, an academic affiliation agreement must be in place for the site at which the student will conduct the D.N.P. project. This is an agreement between the site and Penn State University / 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. The request form will be submitted by email to the DNP Program Director. 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.

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## PRACTICUM HOURS OPTIONS

Professional development includes experiences the student pursues to develop as a D.N.P. leader. Each student is required to have 1000 practicum hours to complete the program. The practicum hours include activities that align with the *D.N.P. Essentials*. This does not include completing a literature review or writing/editing. Practicum hours do include planning and implementing the D.N.P. project. 450 hours are built into the required course work. 550 hours of practicum may be accepted from the master's program if applicable to the D.N.P. Essentials. Leadership courses (NURS 832 and NURS 833) include a total of 150 hours of prescribed practicum experiences. The project development course, NURS 837, includes 75 practicum hours and the Project course (NURS 835) includes a total of 225 hours related to the project. 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. Please note, practicum sites may be locations of employment, but the practicum hours may not be what a student does routinely as part of their job requirement.

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

D.N.P. 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 D.N.P. Project is completed.
7. Opportunities for integrating and synthesizing all of the *D.N.P. Essentials* and role requirements necessary to demonstrate achievement of defined outcomes in an area of advanced nursing practice.

**Topical areas for practicum may include:**

- Processes of care
- Safety/Quality
- Organizational leadership
- Professional leadership
- Health policy
- Healthcare economics
- Ethical issues
- Population health
- Interprofessional care

**Examples of possible practicum mentors/collaborators include:**

- Mentor – nurse administrator
- Mentor – organization administrator
- Mentor – licensed Clinical Nurse Specialist, licensed Nurse Practitioner, Coordinator of Care
- Mentor – licensed Physicians

**Examples of practice locations**

- Health policy internship
- State Nurses Association
- American Nurses Association
- State Coalition of Nurse Practitioners
- American Association of Nurse Practitioners
- Professional organization involvement
- Department of Health
- Ethics consultation/committee
- Centers for Disease Control (CDC) epidemiology program
- Institute for Healthcare Improvement online courses on systems safety and quality

**Examples for practicum hours may include:**

- 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.*
- 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.*
- 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.*
- 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
- Book Group/Journal Club
  - Start or participate in a professional reading/journal club and discuss evidence-based practice and research findings
- Complete a Fellowship
- Certification
  - Attend/participate in review activities that are moderated
  - Earn a specialty certification
- Certification Boards
  - Write items/review test questions for a certification board
  - Serve on the board for a certification
- Knowledge Translation in Healthcare
  - Quality improvement pilot/small projects: physical, communication, culture, safety, medications, infection control, etc.

### NURS 834: D.N.P. CLINICAL PRACTICE

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 D.N.P. 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 D.N.P. course faculty or D.N.P. adviser)
- Site visits
- Consultation with a national expert
- Participation on Boards, Professional Committees
- Participation in projects for professional organizations or other agencies

### NURS 837 AND 835: D.N.P. PROJECT

The NURS 837 and 835 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 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 to facilitate the identification,

implementation, and completion of practicum hours that support the student's successful completion of practicum hours and the final project.

NURS 837 and 835 practicum experiences may include but are not limited to:

- Planning meetings internal and external to the organization where the project will be implemented
- Meetings with the mentor
- Implementation planning within the organization
- 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

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## 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 D.N.P. program directly from a B.S.N. or following completion of a Master's degree in nursing. For the B.S.N. to the D.N.P. 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 D.N.P. 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.

For both entry options, students are required to participate in two (2) Intensives offered at the University Park. The first Intensive is scheduled August, Semester I for full time M.S.N. to D.N.P. students, and semester III for part time M.S.N. to D.N.P. students and all B.S.N. to D.N.P. students. The second Intensive is scheduled near the end of the subsequent Spring semester. In addition to coursework, all students are required to complete a series of three benchmarks, Qualifying Examination, Comprehensive Examination, and a Final Oral Presentation.

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## ENGLISH COMPETENCE

A candidate for a 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.)

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## MINIMUM CREDITS REQUIRED

The D.N.P. 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 B.S.N. Graduate credits earned at other institutions may be offered in partial fulfillment of the requirements for the D.N.P. degree. The Director of the D.N.P. program will evaluate courses accepted for transfer credit individually relative to the program requirements and the student's plan of study.

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## 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 D.N.P. student is required to complete the qualifying examination within three semesters of admission. The program must be completed, including acceptance of the project, within five semesters from the date of successful completion of passing the qualifying examination. **All coursework must be completed within 5 years of admission to the D.N.P. program.** Students must carefully monitor progression in order to meet this limitation.

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## D.N.P. PROJECT

All candidates for the D.N.P. are required to complete a project. Development of the project proposal is augmented by coursework; however, students must work closely with their adviser throughout the process. The final written project must be approved by the doctoral committee and the Associate Dean for Graduate Education. The student's final paper must be uploaded to be made publicly 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 problem, which demonstrates critical thinking and analysis along with creative expression.

All D.N.P. Projects should (AACN, 2015):

1. Focus on a change that impacts healthcare outcomes either through direct or indirect care.
2. Have a system (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). D.N.P. 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:** Educational interventions alone do not constitute a D.N.P. 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 D.N.P. projects have a component of education incorporated into the project. D.N.P. Projects are **NOT** intended to develop D.N.P. students in the role of nurse educators (AACN, 2015).

## PROJECT DEVELOPMENT

Before students enter the D.N.P. program, he/she should reflect of an area of interest for a D.N.P. 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 D.N.P. program. The goal of the D.N.P. program is not to necessarily solve a huge problem, but to learn the D.N.P. process in order to be able to replicate it on a larger scale, repetitively as a D.N.P. prepared nurse. Within the area of interest, students should focus on a small problem which needs to be addressed. 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.” The purpose should be clear, concise, and realistic to be achieved within a D.N.P. program timeframe. The time period of implementation within a D.N.P. program is about 3-4 months.

Students will meet with their adviser regularly throughout the program to begin planning the project. The project proposal is developed through NURS 831 and 837. Project implementation, evaluation, and dissemination occurs throughout NURS 835.

## FORMATTING GUIDELINES

The project proposal and final project paper will be developed and written in concordance with the Standards for Quality Improvement Reporting Excellence (SQUIRE) guidelines. The SQUIRE 2.0 Guidelines are designed for reporting of quality improvement and evidence-based practice projects. The guidelines can be found at <http://www.squire-statement.org>

## PROTECTION OF HUMAN RESEARCH SUBJECTS

### INSTITUTIONAL REVIEW BOARD (IRB)

“The AACN Task Force states that while new knowledge gained from D.N.P. 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).

### WHY DO PENN STATE D.N.P. 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 review would be required. Regardless, D.N.P.s students must submit IRB queries. Students go through the IRB submission process to understand the process for the future, especially if they collaborate with Ph.Ds. D.N.P.s are not creating new knowledge, but instead taking knowledge that is generated through research and translating it into practice through projects. In addition, the D.N.P. student is expected to disseminate their work. Many scholarly journals require that evidence-based practice projects, not only research studies, undergo IRB review to be considered for publication.

Some D.N.P. scholarly projects involve the use of human subjects. In that case, students will pursue additional approvals from the Office of Research Protections. This process will be completed in collaboration with the student’s D.N.P. adviser.

## IMPORTANT INFORMATION ON PROTECTION OF HUMAN SUBJECTS RESEARCH

Any use of human subjects, animals, biohazardous materials, or radioisotopes for research purposes **must** be reviewed and approved by the Office for Research Protections (ORP) **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](mailto: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 <https://www.research.psu.edu/irb/cats> 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 subject's 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 Penn State. Please be sure to obtain approval from all institutions involved before proceeding with any aspect of your research or project.

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## DESCRIPTION OF BENCHMARKS

A series of benchmarks are required in the doctoral program: Qualifying Examination, Comprehensive Examination, 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.)

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## 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 D.N.P. study although it does not ensure a D.N.P. degree will be granted.

***Criteria set by the Graduate School:***

<http://gradschool.psu.edu/graduate-education-policies/gcac/gcac-700/gcac-700-d-qualifying-examination-professional-doctorates/>.

1. All students must complete qualifying examination administered by the Graduate Faculty in the graduate major program.
2. 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.
3. The decision passes the student on the qualifying examination must be made by the graduate faculty or a designated committee of graduate faculty in the program.
4. The qualifying examination must be taken within three semesters (summer sessions do not count) of entry into the doctoral program.
5. 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 D.N.P. students will be used to evaluate the student's past performance and potential for successfully completing the program.

**Timing:** Post-M.S.N. to D.N.P. 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 B.S.N. to D.N.P. students, the process will occur after semester III of full-time study. Qualifying examination will be offered at the end of the fall semester; a re-review will be offered as needed.

**Prerequisites:** The D.N.P. Program Director determines those students who are eligible for qualifying examination based on courses completed in consultation with the D.N.P. adviser. The Qualifying Examination Review is administered by the Qualifying Examination Committee (3 members). The members are appointed by the Associate Dean for Graduate Education.

**Goals:** Doctoral student demonstrates the potential to be successful by: identifying a local need or weakness, describing a project idea consistent with the *D.N.P. Essentials*, presenting a firm understanding of the literature supporting the background and project intervention, and verbalizing the role of the D.N.P. with plans for implementation of the D.N.P. 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 scheduled 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.

4. Video of Narrative Statement/Career Goals

Evaluative Criteria: The student will articulate his/her area of interest and career goals clearly and concisely. He/she will discuss how the D.N.P. Essentials apply to his/her D.N.P. project, practicum hours, and future goals. This should not be a recitation of the D.N.P. Essentials, but a discussion of how the content connects to the student's project and goals. (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 grasp of current literature on the topic of interest including the practice gap at the project site. 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 pages, double spaced). **NOTE: In the circumstance in which the student completing Qualifying Examination is not yet beginning the D.N.P. Project, this component of the Qualifying Examination will be modified with instructions developed by the Qualifying Examination Committee.**

#### QUALIFYING EXAMINATION DECISION

**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.

**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 D.N.P. program in nursing.**

**Decision-making:** The majority vote of the Qualifying Examination Committee (three graduate 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 Director of the D.N.P. Program 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.

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#### COMPREHENSIVE EXAMINATION

The Comprehensive Examination marks the candidate's progression into the project after the completion of the appropriate course work.

**Criteria set by the Graduate School:** (excerpted from: <http://gradschool.psu.edu/graduate-education-policies/gcac/gcac-700/gcac-700-f-comprehensive-examination-professional-doctorates/>.)

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 D.N.P. students, the Comprehensive Examination occurs during the second Intensive, when students present their project proposal. The Comprehensive Examination must be successfully completed prior to the submission of the proposal for human subjects' review (See [Review for the Protection of Human Research Subjects](#) section below) or project implementation.

#### **Related Policies**

1. Comprehensive Examinations are administered and evaluated for each individual by the student's doctoral committee.
2. Comprehensive Examinations are taken at the completion of 20 credits of coursework for full-time post-M.S.N., 26 credits for part-time post-M.S.N., and 39 credits for BS to D.N.P., including successful completion of the NURS837.
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. Comprehensive Examination 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 complete an oral presentation of their proposal to an open forum of faculty and students. The oral presentation is followed by an open question and answer period and a private consultation with the doctoral committee.
7. The doctoral committee will determine the outcome.

#### **Outcome**

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

## FINAL ORAL PRESENTATION AND PAPER

*(Presentation of Completed Project)*

The final oral presentation marks the student's completion of the program and is administered by the doctoral committee. 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 the University Park campus. The student may be present at University Park if that is their preference. The public will be invited to join at University Park or connect via distance technology. The presentation consists of a public oral presentation of the project by the student, a period of questions and responses from the public, and a private period with the doctoral committee.

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 doctoral committee must also approve the student's final project paper.

Following approval of the final project paper by the doctoral committee, the D.N.P. Program Director will review for formal approval. The student's final paper will be made publicly 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 D.N.P. Program Director to read and comment on the project whenever it is sent out for review.**

## ADVISEMENT

### THE D.N.P. COMMITTEE: STUDENT CENTERED AND STUDENT LED

The decision to pursue the D.N.P. 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 D.N.P. program, the Associate Dean for Graduate Education assigns students to a faculty adviser. As the student begins to develop their D.N.P. project, two additional graduate faculty members are added to the doctoral advising committee.

Students are ultimately responsible for learning about and planning to fulfill degree requirements, but an adviser can help. Faculty advisers 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 adviser each semester about program plans.

The advising team, made up of the student and advise, 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 D.N.P. Program Plan of Study, should be organized to conform to the requirements of the program. The plan of study is established on admission by the D.N.P. Program Director in consultation with the student. The Plan must not be changed without consultation with the advisor and the D.N.P. Program Director.

Qualifications of faculty who may serve as advisers are specified by the Graduate School and doctoral program policy. Advisers must be College of Nursing faculty who are members of the Graduate Faculty. The advisers serve as members of the student's Doctoral Committee. The initial adviser will guide the student's proposed project.

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## 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 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 when appropriate, the Dean of the Graduate School.

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## ADVISER RESPONSIBILITIES

### *Typical 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.

### Responsibilities of the adviser include:

1. Interpret the D.N.P. program design, requirements and policies for the student.
2. Assist the student in planning objectives for D.N.P. study and clarifying career goals.
3. Assist the student with registration procedures. Refer for College of Nursing Graduate Academic Adviser.
4. Approve and sign all registration materials, drop-add forms and other records.
5. Monitor the student's academic progress through communication and discussion with faculty teaching doctoral courses, checking grades and meeting with the student when necessary.
6. Assist student in meeting deadline for qualifying examination.
7. Evaluation of the student's academic progress by completing the annual Individual Development Plan in collaboration with the student.
8. Maintain student record to include:
  - a. Program plan of study
  - b. Annual evaluation of student progress (IDP)

- c. Notation of special advisement consultations, phone calls, etc.
9. Assist the student in selecting a topic for the DNP project.
10. 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 project 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.
11. Review the Qualifying Examination Portfolio, Comprehensive Proposal Examination presentation materials, Final Presentation materials, and reading drafts of the project paper following the course faculty.

As Chair of the student's doctoral committee the responsibilities include:

1. Serve as Chairperson of the student's DNP Committee.
2. Notify the Associate Dean for Graduate Education in writing when the student has successfully passed the comprehensive examination.
3. Forward a copy of the comprehensive examination form to the Associate Dean for Graduate Education.
4. In conjunction with the student, determine their readiness to take the comprehensive examination, subject to approval by the Associate Dean for Graduate Education.
5. 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 for signature and forwarding to the Graduate School. A minimum of three weeks is required for Graduate School scheduling.
6. Complete and forward to the Graduate School via the Associate Dean for Graduate Education, the results of the final oral presentation.
7. Approve and sign the final version of the project.

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## D.N.P. DOCTORAL COMMITTEE

### D.N.P. Doctoral Committee Composition

The Doctoral Committee will consist of the student's adviser and two additional members from the graduate program in Nursing, as assigned by the Associate Dean for Graduate Education. 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 D.N.P. 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 & D.N.P. Committee Appointment Signature Form is obtained from the College of Nursing Graduate Program office.

General guidance of a D.N.P. student is the responsibility of the doctoral committee. 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 D.N.P. 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 (Comprehensive Examination).

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 (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.

**Comprehensive Examination and Final Oral Presentation**— The committee will prepare the student, be present at presentation, and evaluate the D.N.P. student's performance at the presentation. If there are not enough members serving on the committee present, another Penn State faculty member will need to replace that member to constitute a legitimate D.N.P. 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 D.N.P. student 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 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 D.N.P. approval. The doctoral committee and the Associate Dean for Graduate Education must approve the final project.

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## ANNUAL STUDENT EVALUATION: INDIVIDUAL DEVELOPMENT PLANS

The Individual Development Plan (IDP) 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 D.N.P. Essentials as a guide.

Following the initial completion of the IDP, students meet with their adviser to finalize the 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 D.N.P. students should update the IDP, submit the form to their adviser, and make an appointment to discuss their evaluation. The adviser 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.

## CLASS GUIDELINES WHEN USING VIDEOCONFERENCE TECHNOLOGY

### DESCRIPTION

Using a closed-circuit network, two (or more) sites communicate with each other through video cameras and microphones, allowing the instructor and students at the originating site to fully interact with the students at the receiving site(s). At first, you will be conscious of the technology, but after a short while, you'll forget it is there. Each classroom is equipped with video cameras that allow participants at different sites to see one another. One camera in the room shows students at the other site a view of your classroom. A second camera is focused on the front of the

room and the person who is presenting material. A third camera, the document camera, takes the place of the traditional overhead projector and focuses on any information the presenter wishes to share with the class. You may notice that the quality of the video, while excellent, is not exactly the same quality you see on your television screen at home. This is because the network is using “compressed video” technology. The only noticeable difference you may detect will be a slight “strobe” effect when someone makes a quick movement in front of the camera.

#### USING VIDEOCONFERENCING

The classrooms are equipped with voice-activated microphones. These microphones allow you to communicate with other participants. The microphones are extremely sensitive. Therefore, any pencil tapping, paper shuffling, or side comments to a friend may cause the microphone to activate. To decrease distractions, you will want to keep background noise to a minimum and/or mute the microphones when you are not speaking to the group. The most noticeable effect of the compressed video technology is a time delay in verbal transmissions. This time period will have to be accommodated for interactive communications. Therefore, if you pose a question to the participants on the other end of the telecommunications link, you should expect to “wait” a few seconds for their response. Hand gestures are also helpful to get the attention of the speaker and let them know that you have something to contribute. It is also helpful if the speaker makes hand gestures to “yield the floor” to someone else.

#### ADDITIONAL POINTERS

1. Announce your name and campus each time you speak.
2. Maintain eye contact with the camera when you are speaking.
3. Speak clearly and loudly - project your voice.
4. Avoid quick/sudden movements.
5. Use the “mute” function when not participating.
6. Don't be afraid of camera “close-ups” especially in small classes
7. If you are presenting, try not to pace in front of the camera.
8. If presenting, avoid white or cream colors, busy patterns, and shiny jewelry in your attire.
9. To maximize classroom cohesion and participation in a multi-location class, do not sit in the back of the room or spread out throughout the room, this makes it extremely difficult for the instructor and others to view and interact with students at other locations.

### UNIVERSITY RESOURCES

#### GRADUATE SCHOOL TEACHING CERTIFICATE

Penn State graduate students wanting recognition of their commitment to college teaching may now earn the Graduate School Teaching Certificate. The Graduate School Teaching Certificate was developed to provide graduate students with an avenue to enhance their teaching skills. The certificate is self-directed and available to all Penn State graduate students who fulfill the following requirements:

1. Attend the [Schreyer Institute New Instructor Orientation](#) or an equivalent teaching orientation that includes lesson planning, teaching methods and strategies to encourage student participation.
2. Complete one semester of NURS 602 Supervised Experience in College Teaching under the direction of a mentor. A grade of B or higher is required.
3. Complete the Schreyer Institute Penn State [Course in College Teaching](#) or HI ED 546 College Teaching.
4. Complete another semester of NURS 602, to include either a block of lectures prepared and presented by the student, or total responsibility for a lab or recitation section. A grade of B or higher is required.
5. Develop a Web site that includes a statement of teaching philosophy and demonstration of the ability to develop a PowerPoint presentation. To help students complete this requirement, Quick Skills courses are available through

[Information Technology Services' Web-Based Training Web site](#). These free courses are not required for the Teaching Certificate but are available if needed.

It is recommended that the Penn State [Course in College Teaching](#) precede the second semester of NURS 602.

In order for the certificate to be issued, the program chair or department head, in consultation with the student's adviser, must verify completion of the requirements in a letter, [along with a completed checklist](#). Please send documents to the Dean's Office, Graduate School, 114 Kern. Notice of completion of the Graduate School Teaching Certificate will not appear on the student's transcript.

Graduate students wanting recognition of their commitment to college teaching are encouraged to speak to their advisers about this opportunity. Questions about the program should be directed to Dr. Suzanne Adair, at [sca917@psu.edu](mailto:sca917@psu.edu). Please note that this is not a teacher certification program.

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## CERTIFICATE FOR ONLINE TEACHING

The Certificate for Online Teaching is a professional development program 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. The Certificate for Online Teaching is comprised of both self-directed and instructor led online courses.

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## 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/psu/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:

1. 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.
2. Notices for materials on hold, recalled and overdue materials, overdue and replacement fees, will be sent by email, unless requested otherwise.
3. The University Libraries remain open through all semester breaks and intersessions, with the exception of official University holidays.
4. 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>.

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## 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.

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## INFORMATION TECHNOLOGY SERVICES

[Information Technology Services \(ITS\)](#) located at 2 Willard Building, 814.863.1035, Toll-free 1.888.778.4010 within PA) ensures that faculty, students, and staff have the information technology tools and infrastructure necessary to carry out the University's mission. ITS provides the infrastructure that enables members of the Penn State family to make maximum use of the appropriate information technology tools in their learning, teaching, research, outreach, administration, and support activities, and the cost-effective information technology resources required to support continuous improvement in the University's ability to fulfill its diverse mission. For more information on ITS go to <http://its.psu.edu>.

Technology services are available for World Campus students at:

**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>.

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## 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:

1. Penn State Online Courses
2. Penn State Email
3. Penn State University Library Resources
4. 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.**

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## 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 should check your email daily, even when you are not enrolled in classes.**

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>.

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## 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.

## CONSULTATIVE RESOURCES

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### RESOURCES FOR WRITING SUPPORT

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 by distance technology. 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.

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

The **Penn State World Campus** provides resources for online students. Visit the World Campus Student Resource page <http://student.worldcampus.psu.edu/student-services/tutoring-and-technology-resources> for more information. World Campus students can also be referred by their course faculty to online writing resources.

The CON uses the APA Manual for writing. Students are responsible for applying the APA style as presented in the following resources:

- a. American Psychological Association. (2020). Publication manual of the American Psychological Association, 7th ed. ISBN-13: 978-1433832178, ISBN-10: 1433832178

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## UNIVERSITY STATISTICAL CONSULTING CENTER

The Statistical Consulting Center (SCC) is a team of faculty, staff and graduate students in the Department of Statistics at Penn State. The Statistical Consulting Center was created to offer the University a statistical support service for new research in various disciplines. Their consultants are statistical graduate students, professors and professionals trained in classical and new statistical techniques that will guide you in developing strong hypotheses and sound decisions. The

SCC invites you to visit their web site <http://www.stat.psu.edu> to learn more about the SCC's activities in research collaboration, training and short-term consulting.

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## CENTER FOR NURSING RESEARCH STATISTICAL CONSULTATION

Dr. Diane Berish is available to provide consultative services on quantitative design and analytic approaches. This service is available to faculty, graduate students, and honors students in the College of Nursing. For example, think of Dr. Berish if you need assistance with:

1. Initial design and/or analytic plan for project proposal for submission to funding agency
2. Design and/or analysis plan of preliminary studies with intent to pursue subsequent funding
3. Tutorial assistance in quantitative methods/statistics
4. Thesis: proposal development/analysis plan/reporting results

Request service via [https://pennstate.qualtrics.com/jfe/form/SV\\_6M7hQBldGsiP5C5](https://pennstate.qualtrics.com/jfe/form/SV_6M7hQBldGsiP5C5).

## FUNDING RESOURCES

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### 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.

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.

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### 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>.

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### GRANTS FOR CONDUCTING PROJECT

Small grants are available through Sigma Theta Tau and the College of Nursing to help defray costs of conducting projects. The graduate program office frequently receives announcements from other agencies regarding grants. Contact the graduate program staff assistant or your adviser for information.

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## 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.

## STUDENT ASSOCIATIONS/COMMITTEES

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### 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 to volunteer for service on College of Nursing or University Committees.

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### 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:

1. 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
2. Creating a forum to address the ideas and concerns of graduate and professional students
3. Supporting scholarship activities and professional development
4. Promoting leadership, social, and service opportunities to the graduate and professional student body
5. 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](mailto: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.

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### BETA SIGMA CHAPTER, SIGMA THETA TAU INTERNATIONAL

Sigma is the international honor society for nursing. The purposes of Sigma 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 is held during the Spring Semester.

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## D.N.P. 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 Ph.D. student organization and the D.N.P. student organization. The leaders of both groups will meet to determine which activities will be jointly sponsored.

## CO-AUTHORSHIP 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 <https://policy.psu.edu/policies/ip02>

## COLLEGE OF NURSING GRADUATE PROGRAM FACULTY

### [OLUWAMUYIWA WINIFRIED ADEBAYO \(WINNIE\), PH.D., B.S.N., RN](#)

- Assistant Professor, College of Nursing, The Pennsylvania State University
- Ph.D., University of Miami, School of Nursing and Health Studies and B.S.N., South Carolina State University
- Research Interests: Clinical and translational research, Proactive HIV testing, Community engagement and Youth/teens/young adults/adolescents
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### [RACHEL ALLEN, PH.D., RN, PMHNP-BC](#)

- Assistant Research Professor, College of Nursing, The Pennsylvania State University
- B.S.N., Thomas Jefferson University; M.S.N., University of Pennsylvania; Ph.D., University of Massachusetts – Dartmouth Jonas Scholar; Lillian Sholtis Brunner Fellowship, University of Pennsylvania, Barbara Bates Center for the Study of the History of Nursing
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### [JOCELYN C ANDERSON, PH.D., RN, SANE-A](#)

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### [DIANE BERISH, PH.D.](#)

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### [BARBARA A BIRRIEL, PH.D., ACNP-BC, FCCM](#)

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### [MARIE BOLTZ, PH.D., CRNP, GNP-BC, FGSA, FAAN](#)

- Professor, College of Nursing, The Pennsylvania State University
- Diploma in Nursing, Lankenau Hospital School of Nursing; B.S.N., LaSalle University; M.S.N., University of Pennsylvania; Ph.D., 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](mailto:mpb40@psu.edu)

### KRISTEN BRANSBY, D.N.P., CRNP, CPNP-PC

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- Associate Teaching Professor, College of Nursing, The Pennsylvania State University
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### ANNE-MARIE CHANG, PH.D.

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- Assistant Professor of Biobehavioral Health & Nursing, The Pennsylvania State University
- Ph.D., Northwestern University
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### LORAH DORN, PH.D., CPNP

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- Professor, College of Nursing, The Pennsylvania State University
- B.S.N., Oregon Health Sciences University; M.S.N., Catholic University of America; Ph.D., The Pennsylvania State University; 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](mailto:dun@psu.edu)

### CHRISTOPHER G. ENGELAND, PH.D.

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- Associate Professor of Biobehavioral Health & Nursing, The Pennsylvania State University
- B.S.N., & M.S.N., Carleton University of Canada; Ph.D., University of Western Ontario; Post-Doctoral Fellowship, University of Illinois at Chicago
- Research Interests: effects of stress, age, and sex on wound healing & inflammation (human, animal), stress, inflammation, and cognitive aging (human), influence of sex hormones and menopause on wound healing & inflammation (human), corticosteroid regulation of dermal and mucosal tissue healing (human), mucosal vs. dermal tissue repair: comparison via microarray analysis (human), effects of chronic stress, morphine and oxytocin on wound healing (animal), biomarkers as predictors of preterm birth (human), stress, inflammation and sickle cell disease (human), salivary diagnostics (human)
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### MICHAEL EVANS, PH.D., MSED, RN, ACNS, CMSRN, CNE

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### CARA EXTEN, PH.D., MPH, BS

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### [DONNA FICK, PH.D., APRN-BC, FGSA, FAAN](#)

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- Distinguished Professor of Nursing, Penn State College 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, College of Nursing, The Pennsylvania State University
- B.S.N., Berea College; M.S.N., University of Cincinnati; Ph.D., University of California, San Francisco
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### [SANDRA HALBRUNER, D.N.P., CRNP, FNP-BC](#)

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- Assistant Teaching Professor, College of Nursing, The Pennsylvania State University
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- Research Interest: Active learning techniques in the multi-site (or online) classroom
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### [NIKKI HILL, PH.D., RN](#)

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### [SHARILEE HRABOVSKY, D. ED., M.S.N., FNP-BC](#)

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