



**Doctor of Nursing Practice  
Post-Graduate Certificate**

**Professional Student Handbook  
2024 - 2025**

751 Rose Street

Lexington, KY 40536-0232

<https://www.uky.edu/nursing/>

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## Introduction to the Professional Student Handbook

The handbook contains information about the College of Nursing, its mission and its organization. The policies and procedures governing your progress in the program, and the resources available to you for accomplishing the program objectives and your personal career goals are described. Please review the handbook carefully. If you have questions, contact your program director. If you are entering a graduate program at the College of Nursing during the 2020-2021 academic year, you will follow the policies in the 2020-2021 handbook throughout the entire length of your program.

The College offers three graduate degrees - Doctor of Philosophy in Nursing (PhD), Doctor of Nursing Practice (DNP) and Masters of Science in Healthcare Systems Leadership. This handbook is only applicable for DNP and Certificate program professional students. Students in the DNP program enter with a BSN or MSN degree and complete course work required for that option. The College also has a certificate option for postmaster's students known as the Post-Graduate Certificate Option. The DNP is a professional clinical doctoral program and operates under the authority of the College of Nursing leadership.

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## Dean's Welcome

Welcome to the University of Kentucky College of Nursing. I hope you will have an exceptional learning experience in the College, as well as within the larger University. The decision to complete your graduate degree within an academic health center affords you unique opportunities related to research and evidence-based practice. Furthermore, research, evidence-based practice and leadership are fundamental to graduate studies.

The College's faculty are making substantive contributions to the knowledge base of nursing through active programs of research and scholarly practice. In addition, you will have opportunities to engage in Partnerships and Inter-Professional teams whether your focus in doctoral studies is research or practice. I strongly recommend that you take full advantage of opportunities since they will actively support your work as the next generation of advanced practice nurses, nurse leaders, nurse scholars and faculty.

Finally, the College's Mission Statement guides faculty and staff toward "engaging in collaborative and cooperative relationships for the purpose of modeling excellence in nursing education, research, service and practice." Faculty, staff and administrators will actively work with you to facilitate your success at the University. The nursing profession will offer many opportunities throughout your career – without a doubt, obtaining research-focused or practice-focused doctoral degree will advance your personal career goals and simultaneously prepare you for leadership in nursing and healthcare.

If I can be of assistance to you, please do not hesitate to let me know. I can be reached via e-mail at, [rosalie.mainous@uky.edu](mailto:rosalie.mainous@uky.edu). For an opportunity to talk in person, please contact Lisa Galvin at 859-323-6533.

Thank you for selecting the University of Kentucky, College of Nursing for your studies!



Rosalie Mainous, PhD, APRN, FAANP, FNAP, FAAN  
Dean and Warwick Professor of Nursing  
University of Kentucky College of Nursing

## About the College

### ➤ Mission, Vision & Values

<https://nursing.uky.edu/about-us/mission-vision-values>

### ➤ Strategic Plan 2020-2025

<https://nursing.uky.edu/sites/default/files/2023-06/2020-2025%20Strategic%20Plan%20Final%20.pdf>

### ➤ Office of Inclusive Excellence

<https://nursing.uky.edu/office-inclusive-excellence>

## Standards of Clinical Nursing Practice

College of Nursing faculty and students uphold the profession's standards of clinical practice. These are based on the *American Nurses' Association Social Policy Statement: The Essence of the Profession* (2010a). *The Standards of Advanced Practice Nursing, Second Edition* (2010) provide the baseline for graduate-level clinical practice. The relevant specialty standards provide baseline expectations for practice in each specialty area.

## Graduate Faculty and Staff Directory

NAME	TITLE	OFFICE	PHONE	E-MAIL
Sheila Melander PhD, APRN, ACNP-BC, FCCM, FAANP	Associate Dean for Graduate Programs & Practice	521	859-323-0055	<a href="mailto:sheila.melander@uky.edu">sheila.melander@uky.edu</a>
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## Value Statement for a Healthy Learning and Working Environment

By creating and sustain a healthy learning and working environment at the University of Kentucky College of Nursing, we will ensure a high level of professionalism, civility, and caring among students, staff, and faculty.

The following are values and normative behaviors that students, staff and faculty are expected to exhibit to promote a healthy learning and working environment at the University of Kentucky, College of Nursing. This applies to interactions between and among students, staff and faculty to foster optimal learning and professional development.

### ➤ **Respect and Appreciation**

The College of Nursing welcomes and embraces differences in ethnicity, race, culture, age, gender, sexual orientation, religion, role, socioeconomic status and perspective. In a culture of civility, mutual respect and appreciation characterizes all relationships within our community. Students, staff and faculty alike:

- Demonstrate appreciation and respect for all individuals.
- Recognize and acknowledge excellent efforts and accomplishments in academic, clinical, and community settings.
- Exhibit consideration and understanding of each other's personal backgrounds.
- Maintain trust and right to privacy by keeping confidences and not passing along gossip.
- Give full attention to others (i.e., during classes, meetings, clinicals and labs) by not multi-tasking with other unrelated activities.

### ➤ **Integrity**

We value actions and words that demonstrate authenticity and veracity. Students, staff and faculty alike:

- Exhibit tolerance for others
- Demonstrate utmost integrity through words and actions that reflect honesty, empathy, compassion and beneficence
- Exhibit accountability by doing what we say we will do
- Conduct ourselves professionally with an attitude of receptivity and trustworthiness

### ➤ **Communication**

We are committed to open, positive, constructive and timely communication. We recognize that communication encompasses many formats (e.g., in-person, electronic, written). Students, staff and faculty alike:

- Communicate openly, truthfully and directly with one another in a timely manner, allowing for honest dialogue and feedback.
- Express ourselves using thoughtful and considerate language, tone and behaviors.
- Listen actively and respectfully to different viewpoints, remaining receptive to hearing differences in opinions and perspectives.
- Respond thoughtfully and respectfully to questions and comments.
- Recognize that anything transmitted via the internet (e.g., email, social media) could become public knowledge.
- Remain calm and professional during conflict, focusing on the issue in a constructive and timely manner.
- Provide thoughtful evaluation and critique that highlight strengths and areas for improvement in a balanced, caring and respectful way.
- Receive constructive feedback with openness in the spirit of improvement.
- Maintain privacy when using online communication in accordance with CON and UK online and social media guidelines, which are listed in this handbook.
- Convey a positive image of the University of Kentucky with public and online activities.

**NOTE:** Civility is defined as formal politeness and courtesy in behavior, speech, and written communications which respect the dignity of others and is consistent with professional standards (see 2021 AACN *The Essentials* <https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf>; and 2015 ANA *Code of Ethics* <http://tinyurl.com/mw7ktmz> [Provision 1.5, *Relationships with Colleagues and Others*])

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## College of Nursing Committees and Organizations

### ➤ College of Nursing Alumni Association (CONAA)

All graduates of the UK College of Nursing are automatically members of the College of Nursing Alumni Association. Being an active member of CONAA is the best way to maintain contact, build your network and help your alma mater. The CONAA exists to promote the best interests and welfare of the College. It also works to inform the membership with the progress and needs of the College and helps represent the University and the College to the people of Kentucky and the nation. The alumni association encourages loyalty and closer bonds of fellowship among its alumni.

All profits from membership events hosted by the Alumni Association are used to support various programs and projects that are hosted throughout the year such as:

- Annual awards for outstanding alumni, graduating seniors and graduate students
  - **Presidential Award** is given to an outstanding MSN graduate
  - **Sebastian/Stanhope Award** is presented to a DNP graduate
  - **Carolyn Williams Award** goes to a graduate of the PhD Program
- Homecoming/reunion activities
- Graduation gifts for all nursing graduates
- Networking opportunities for alumni, and
- Mentoring programs that allow students to meet 1:1 or in small groups with alumni to learn more about their careers or projects they are participating in as nurses. These talks are always interesting and help the students explore career choices.

Many alumni have been generous to the College of Nursing and its students by establishing scholarships that help defray the cost of tuition. If you have questions or need additional information, please contact Brittany Fiero at [Brittany.Fiero@uky.edu](mailto:Brittany.Fiero@uky.edu)

### ➤ Delta Psi Chapter, Sigma Theta Tau International Honor Society for Nursing

<https://nursing.uky.edu/about-us/delta-psi-chapter-sigma>

### ➤ Graduate Nursing Activities and Advisory Committee (GNAAC)

According to rules of the University Senate, the faculty of each College within the University and the faculty of the Graduate School must establish some form of student advisory council to represent student opinion on academic matters. The Graduate Nursing Activities and Advisory Committee (GNAAC) conform to the rules of the University Senate.

#### **Functions of the Committee**

- Fostering communication between faculty and students
- Plans and implements programs of interest to the graduate students and nursing profession
- Reviews and makes recommendations to the dean regarding:

- Student conduct in terms of professional nursing ethics and related University and Medical Center documents
- Evaluation procedures for courses and teaching
- Advises the dean regarding proposed appointment and promotion of faculty members in accordance with University Administrative Regulations (AR II-1.0-1)
- Evaluates the programs of the College that relate to students and makes recommendations to the Dean
- Identifies resources and support systems, which will facilitate successful completion of the program
- Identifies student problems and concerns and recommends appropriate actions to the Dean
- Evaluates activities of the graduate student body annually and making recommendations to the Dean

### **Membership Includes**

- GNAAC membership shall consist of all enrolled graduate nursing students. The GNAAC Executive Board, elected by GNAAC shall consist of a Chairperson, Chairperson-elect, Secretary/Treasurer and members at large (at least two and no more than six). The Board shall contain at least one representative from each degree offered.
- One graduate faculty member (ex-officio) recommended by the graduate student body and approved by the Dean. Faculty member/advisor to serve ideally for three-year terms to promote continuity. Terms can be repeated.
- One Student Affairs representative (ex-officio).
- GNAAC Officers to be elected by the majority of the Executive Board.

If you are interested in learning more about GNAAC or would like to be part of this committee, please contact Kathy Collins at [kathy.collins@uky.edu](mailto:kathy.collins@uky.edu).

## ➤ **MSN/DNP Program Committee**

### **Functions of the Committee**

- Evaluates program policies and procedures for compliance with the College and University.
- Evaluates program policies and procedures as they facilitate meeting program objectives and recommends revisions, as necessary.
- Reviews admission requirements and recommends changes to the total faculty as appropriate.
- Reviews MSN and DNP student admission and progression petitions, including faculty recommendations, and makes appropriate recommendations to the MSN and DNP Program Director, appropriate Associate Dean of Faculty Affairs and Executive Associate Dean of Academic Affairs and Partnerships.
- Reviews those MSN and DNP students with unsatisfactory academic performance and recommends action to the MSN and DNP Program Director, appropriate Associate Dean of Faculty Affairs and Executive Associate Dean of Academic Affairs and Partnerships.
- Reviews and seeks input from designated faculty regarding student petitions.
- Makes recommendations for vote and reports to the graduate faculty.
- Programmatic additions/deletions must be approved by 2/3 vote of eligible graduate faculty of the College of Nursing by electronic vote.

### **Membership includes**

- All track coordinators
- Two DNP faculty-at-large, at least one teaching in a core course
- One faculty member teaching in the MSN program as indicated
- MSN and DNP Program Director
- Executive Associate Dean of Academic Affairs and Partnership/Designee, ex officio (Designee Representatives as ex officio: Associate Dean of Graduate Faculty Affairs, Associate Dean of Research,

Assistant Dean of Academic Operations, Director of Accreditation and Strategic Outcomes and/or Assistant Dean of Academic and Student Affairs).

- One DNP student representative without faculty status, ex officio.

If you have questions or need additional information, please contact [conss@uky.edu](mailto:conss@uky.edu)

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## University and College of Nursing Health Care Policies and Protocols

You are expected to read and adhere to this student handbook along with the [Student Rights and Responsibilities](#), and the [Health Care Colleges Code of Student Professional Conduct for the University of Kentucky Albert B. Chandler Medical Center](#) as well as other such documents and policies in agencies where clinical and research experiences are obtained. A signed form is required noting familiarity with these documents is required at the beginning of your program.

### ➤ Blood Borne Pathogens Policy

Effective management of educational exposure to blood borne pathogens requires coordination among multiple units of the University of Kentucky Medical Center. It requires training in prevention of injury and in the management of injuries when they occur. The following link is the *UK Policy on Educational Exposure to Blood Borne Pathogens*. <https://ukhealthcare.uky.edu/sites/default/files/educational-exposure-to-bloodborne-pathogens.pdf>.

*In case of exposure.* <https://ukhealthcare.uky.edu/university-health-service/student-health/exposure>.

### ➤ Kentucky Pharmacy Locations and AHEC Site Coordinators

[https://ahec.med.uky.edu/sites/default/files/AHEC%20Pharmacy%20Locations%20rev%2011.2015\\_2.pdf](https://ahec.med.uky.edu/sites/default/files/AHEC%20Pharmacy%20Locations%20rev%2011.2015_2.pdf)

In case of an exposure, consult Blood Borne Pathogen Policy above.

### ➤ Criminal Background Check and Drug Screen

Drug tests (urine screens) and criminal background checks are becoming standard requirements for employment, especially at health care facilities. Such requirements are also often in place for students who rotate through health facilities as part of required educational experiences. Students can expect and should be prepared for them. Be aware that if a drug test and/or a criminal background check is required for enrollment and or participation in any course or for the granting of any permit or license required for participation in a course, the expense for the test and/or check must be paid by the student. The types of tests and checks required, as well as the costs for them, are subject to change and beyond the control of the University or the College of Nursing.

- If a student fails to pass a drug test and/or a criminal background check, he/she may be ineligible for enrollment in clinical courses, ineligible for graduation and therefore ineligible to continue in the College of Nursing.
- The College of Nursing does not accept responsibility for any student being ineligible for coursework, continued enrollment in the College, or subsequent licensure as a nurse for any reason, including failure to pass a drug test or criminal background check.
- Students who provide any false information regarding drug use or criminal offenses in any documents relating to their attendance at the UK College of Nursing are subject to immediate dismissal from the College. Failure to disclose correct information at any time also may be the basis for professional discipline and/or denial of licensure.

➤ **The Family Educational Rights and Privacy Act (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy and confidentiality of student education records. For more information on what the law entails, please refer to: <http://www.uky.edu/registrar/FERPA-privacy>

➤ **Health Fee and Activity Fees Information**

All students at the University of Kentucky are eligible to use the University Health Service for their health care. All University of Kentucky health care college students pay a mandatory Health Fee as part of tuition which entitles them to most services at University Health Service at minimal cost. Paying these fees entitles students to use University resources and receive medical treatment by the University Student Health Services. For fee information, contact Student Billing Services at 859-257-3406, 18 Funkhouser Building, 8:00 am-4:30 pm, Monday through Friday.

- *The health fee may be voluntarily paid for health care during any term. To be eligible for services in the summer, the fee must be paid by the first day of classes for students enrolled in the summer session. Students pay in Student Billing Services, 18 Funkhouser Bldg. Continuing students enrolled in the spring and priority registered for the fall must go to University Health Service, B163 Kentucky Clinic, to have their eligibility to purchase the fee verified, and then go to Student Billing Services to pay the fee. The student's ID number, "summer," and "health fee" or "health and activity fees" should be written on the check.*

➤ **Health Insurance Portability and Accountability Act (HIPAA)**

HIPAA, a federal law, has many purposes and provisions. Those that affect all health care providers most directly relate to ensuring the privacy and security of protected health information. Federal law requires that all health care employees and health professions students receive training about HIPAA. Training is mandatory and must be completed before you will be allowed to participate in clinical practice or data collection. Instructions for completing this training will be provided upon admission.

➤ **Health Care Colleges Code of Student Professional Conduct**

The purpose of the HCC Code is to provide a professional behavior code that applies uniformly to all students enrolled in a degree program, leading ultimately to a profession requiring licensure or certification, offered by any of the health care colleges at <http://www.uky.edu/regs/files/HCCcode.pdf>

➤ **Identification Badges**

All students at the University of Kentucky are issued a UK Wildcard ID. Students enrolled in healthcare colleges are required to also have a UK Healthcare Vanity ID card. When using Medical Center facilities for any purpose, as a student, you are required to wear the UK Wildcard and the UK Healthcare Vanity Card. If you lose your badge, you will be required to pay for a replacement. You will be unable to use Medical Center facilities without it or participate in clinical activities at any facility. Contact the College of Nursing Office of Student Services, 315 CON Bldg. or 859-323-5108 with questions.

*The Wildcard ID badge allows nursing students access to the Graduate Student lounge and the nursing building after regular business hours.*

➤ **Immunization Requirements**

Incoming Graduate students are required to have the following immunizations: TB, TDAP, MMR, Varicella, COVID and HEP B-series. The current seasonal influenza vaccination is also required. Students will need to

provide a record of influenza administered August 15 or later every season. The due date is October 31 of the current year.

The College of Nursing uses the *Medical Document Manager of CastleBranch* to process and track your immunization records. You will be able to download your records to a secure site where you will have access to the documents for life. In addition, you will be able to access and print the documents as needed for future clinical sites. When you are admitted into the graduate program, you will receive information on how to purchase this package through *CastleBranch Background*. If you have questions, please contact staff at 859-323-6174.

### ➤ Licensure

Students must maintain current, active, unencumbered and unrestricted registered nurse (RN) license in each US state where practice or clinical experiences occur. The RN license cannot have any restrictions on licensure which would preclude meeting the requirements of the degree program and required clinical rotations. **This process can take up to a year for students educated outside of the United States.** If you have not already initiated the process (which includes completion of the CGFNS visa screen certificate as required by the Kentucky Board of Nursing and the NCLEX exam) it is imperative to begin immediately. *Please speak with your faculty advisor if you are in this situation. You must provide the Office of Student Services with a copy of your license during the semester prior to any clinical work.*

### ➤ Social Media Guidelines

Social media are powerful communication tools that have a significant impact on organizational and professional reputations. Because the use of social media may blur the lines between personal voice and institutional voice, the University of Kentucky has established policies to clarify how best to enhance and protect the University, as well as personal and professional reputations, when participating in social media.

Both in professional and institutional roles, students are expected to follow the same behavioral standards online as they would in the real world. The same laws, professional expectations and guidelines for interacting with faculty, students, parents, patients, alumni, donors, media and other

University constituents apply. Students are accountable for any institutionally related content they post to social media sites.

- **The Health Care Colleges Code of Student Conduct**
  - <http://www.uky.edu/regis/files/HCCcode.pdf> outlines the standards of professional and academic practice expected of students enrolled in all the health care colleges at the University of Kentucky.
- **The National Council of State Boards of Nursing** gives scenarios in the *White Paper: A Nurses' Guide to the Use of Social Media* <https://www.ncsbn.org/video/social-media-guidelines-for-nurses>
- **The American Nurses Association** has developed tips for nurses using social media including tips for things to avoid. **ANA's Principles for Social Networking**
  - Nurses must not transmit or place online individually identifiable patient information.
  - Nurses must observe ethically prescribed professional patient — nurse boundaries.
  - Nurses should understand that patients, colleagues, institutions and employers may view postings.
  - Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
  - Nurses should bring content that could harm a patient's privacy, rights or welfare to the attention of



appropriate authorities.

- Nurses should participate in developing institutional policies governing online conduct.

- **Tips to Avoid Problems**

- Remember that standards of professionalism are the same online as in any other circumstance.
- Do not share or post information or photos gained through the nurse-patient relationship.
- Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.
- Do not make disparaging remarks about patients, employers or co-workers, even if they are not identified.
- Do not take photos or videos of patients on personal devices, including cell phones.
- Promptly report a breach of confidentiality or privacy.

<https://www.nursingworld.org/social>

- **References**

- American Nurses Association, (2011, September), Principles for social networking and the nurse, Silver Spring, MD: Author.
- National Council of State Boards of Nursing, (2011, August), White Paper: A nurses' guide to the use of social media, Chicago, IL: Author, [www.NursingWorld.org](http://www.NursingWorld.org)

*Approved: Graduate Faculty April 6, 2015*

## ➤ **Student Rights and Responsibilities**

Student Rights and Responsibilities are found in the Administrative Regulation 4:10 The Code of Student Conduct

### **The Code of Student Conduct**

The UK Code of Student Conduct states the rules, procedures, rights and responsibilities governing non-academic relationships between the University and students enrolled at the University. This section defines prohibited behavior and specifies the procedural due process to which students and organizations are entitled in the disciplinary process. This section also specifies the sanctions that can be imposed when a student or an organization is found responsible for a violation.

## ➤ **University of Kentucky Policy on Deadly Weapons**

Students who possess deadly weapons in violation of this prohibition are guilty of violations of the Code of Student Conduct and are subject to disciplinary action under that Code, including expulsion from the University, and all other appropriate legal actions. Please view the complete policy at the [UK Regulations page](#).

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## **Scholarship, Loans, Service Awards and Tuition**

Contact the College of Nursing Scholarship Coordinator at [conss@uky.edu](mailto:conss@uky.edu). The Graduate Nursing Scholarship application opens during the spring term for the following academic year.

## ➤ **College of Nursing Graduate Scholarships**

### **Brian E. and Barbara P. Cornish Memorial Scholarship**

Established in 2019 by Mrs. Amy Cornish DelRe in memory of her parents, Brian and Barbara, to honor their

life and legacy. This renewable scholarship is awarded to a graduate nursing student in good academic standing pursuing a Doctor of Nursing Practice (DNP) Degree in the Primary Care Nurse Practitioner Track. Preference is given for a first-year or second year student who is interested in working with underserved and/or rural populations.

#### **Teresa Ann Free Pediatric Nurse Practitioner Scholarship**

Established in 2010 to celebrate the life of Dr. Teresa Ann Free. She was a beloved professor, colleague and friend who served as coordinator of the Pediatric Nurse Practitioner track from 2002 until 2009. This renewable scholarship is awarded to a student enrolled in the Doctor of Nursing Practice (DNP) Pediatric Nurse Practitioner Track.

#### **Katherine Tenore Girone Scholarship Fund**

Established in 2006 in memory of Katherine Tenore Girone by Mr. and Mrs. Roderick Lewis, executors of her estate. Mrs. Girone was a public health nurse for many years. This scholarship is awarded to full-time students in the UK College of Nursing in the Bachelor's, Master's, DNP or PhD programs who have a declared interest in public health nursing and have maintained a grade point average (GPA) of 3.0 or better.

#### **Dr. Jan Coleman Gross Scholarship**

Established in 2009 by Dr. Gross in memory of his wife, Jan Coleman Gross. Dr. Coleman Gross was a professor in the UK College of Nursing who dedicated her career to supporting students and providing them with outstanding educational opportunities, both inside and outside the classroom, through programs such as the Blueberry Spa at Cardinal Hill Hospital. This renewable scholarship is awarded to a BSN student in good academic standing.

#### **Melva Jo Hendrix Scholarship**

Established in 1993 by Mrs. Jenny D. Doris, a 1971 UK graduate, in honor of Professor Melva Jo Hendrix's career. Dr. Hendrix was a leader in psychiatric and mental health nursing. This renewable scholarship is awarded to a DNP student in the Psychiatric/Mental Health Track.

#### **Betsy M. Holliday and Eunice S. Milton Scholarship Fund**

Established in 1992 by Lieutenant Colonel David C. Holliday (RET) in memory of his wife, Betsy M. Holliday and her mother, Eunice S. Milton. This fund provides support for a student who is a native Kentuckian or is the child of a member of the armed forces who was serving on active duty when the recipient was born. This renewable scholarship is given to an RN who has returned to school for additional training. Preference given to a student interested in the treatment of cancer patients.

#### **Pamela Stinson Kidd Memorial Scholarship Fund**

Donor: Mr. and Mrs. Ronald W. Stinson. Established in 2006 by Mr. and Mrs. Ronald W. Stinson following Pamela Stinson Kidd's sudden death. This renewable scholarship is awarded to a graduate nursing student who shows potential for leadership in injury prevention, emergency, primary, acute or critical care nursing. An essay is required. Preference is given to an applicant who demonstrates the ability to integrate clinical and community practice, scholarly activity and leadership.

#### **La Sertoma Scholarship**

Established in 2004 in honor of the ladies of the La Sertoma Club who provided financial support to her as a nursing student. This renewable scholarship is awarded to a student with an outstanding academic record who shows the potential for leadership and is in the DNP Program, is an Undergraduate Nursing Scholar or a BSN with an interest in public health nursing.



### **Dorothy Luther Fellowship Fund**

Established in 2003 by the estate of Dottie Luther, an emerita UK College of Nursing faculty member, with additional contributions made by her friends and colleagues. This renewable scholarship is awarded to graduate students in adult nursing.

### **Sima Rinku Maiti Memorial Scholarship**

Established in 2007 by Dr. and Mrs. Indu Maiti and Mr. Richard Maiti in memory of Sima Rinku Maiti to create a legacy of her life. This renewable scholarship is given to a graduate student with high academic excellence who shows the potential for leadership and is involved in community service. An essay is required. Consideration is given to students of Indian origin.

### **Karen Hall Sexton Nursing Leadership Scholarship**

This scholarship is given in memory of Dr. Karen Sexton, long time nurse leader and mentor for many nurses in the Commonwealth and beyond. “Karen would be so pleased to know that funds raised in her name are being used to further the education of nurse leaders,” stated Dr. Colleen Swartz, Chief Nurse of UK HealthCare. Funds were raised from UKHC Nurses and UK College of Nursing Faculty. Scholarships are awarded to students in the graduate program.

### **Sally G. Siebert Scholarship for Nurse Practitioner Students**

Established in 2005 by Lieutenant Colonel Sally G. Siebert (RET). This renewable scholarship is awarded to a DNP student in good academic standing.

### **University of Kentucky Medical Center DNP Academic Excellence Scholarship**

This renewable scholarship is awarded to DNP students with high GPAs and demonstrated involvement in scholarly activities.

### **University of Kentucky Medical Center DNP Enhancement Scholarship for Nursing Students**

This renewable scholarship is awarded to DNP students who contribute to the diversity of the College and University through academic standing/class rank, leadership and community involvement or as a first-generation college student, underrepresented in the profession and more.

### **University of Kentucky Medical Center DNP Wright Scholarship for Nursing Students**

This renewable scholarship award is for recruiting outstanding DNP students.

## ➤ **Financial Emergencies**

If you find yourself in a financial hardship that will greatly affect paying for tuition and college expenses, please contact your graduate advisor and/or UK’s Financial Aid Office for guidance to services and/or funds that may apply to your situation.

## ➤ **Financial Assistance DNP Students**

### **Nurse Faculty Loan Program (NFLP)**

The College of Nursing has available loan funds from the Nurse Faculty Loan Program of the Division of Nursing, Department of Health and Human Services. This loan fund is intended to bolster the number of nurses prepared as nurse faculty for schools of nursing. Students must be enrolled full time and take three additional courses: GS 610-College Teaching, GS 650-Preparing Future Faculty and GS699-Practicum in College Teaching, to prepare you for a faculty role. Upon completion of your degree program and the required courses, up to 85 percent of the loan may be forgiven in return for service as a faculty member in a school of nursing over a four-year period. Contact Kathy.Collins@uky.edu for more information.

### **Teaching Assistantships**

The College of Nursing offers a limited number of graduate student assistantships, which provide teaching experiences. Stipends range from \$8,000 to \$20,000 per academic year. Ten-to-20 hours of service per week are required; students will be assigned to a course. Students who receive these assistantships may be eligible for full- or partial-tuition scholarships from the College of Nursing (DNP – eligible for TA positions only). Post-masters Certificate students are not eligible for teaching or research assistantships.

### **Kentucky Board of Nursing – Nurse Incentive Scholarship Fund**

The Nursing Incentive Scholarship Fund (NISF) provides scholarships to Kentucky residents who will be attending approved pre-licensure nursing programs (registered nurse or practical nurse) or graduate nursing programs. NISF recipients are selected individually by the Board, using specified criteria. The amount of each scholarship is \$3,000 per year. NISF scholarships may be used for cost-of-living expenses, as well as school expenses. See <https://kbn.ky.gov/Education/Pages/nursing-incentive-scholarship-fund.aspx>

### **National Health Service Corps Scholarship Program**

The U.S. Department of Health and Human Resources offers scholarship opportunities to applicants who are applying to or enrolled in nurse practitioner programs. These scholarships pay in- or out-of-state tuition, required fees, reasonable educational expenses and a significant monthly stipend. This is a service-obligated scholarship (one year of obligated service for each year of scholarship funding). Information about applying for this scholarship is available at <https://nhsc.hrsa.gov/scholarships/index.html>

### **Organizations that provide competitive research grants and scholarships**

- Kentucky Board of Nursing awards Nursing Incentive Scholarships to Kentucky nurses pursuing ongoing education. These awards are competitive.
- National Institutes of Health and National Research Service make awards to pre- doctoral (PhD) and post-doctoral students (F31 and F32 respectively). These scholarships are for PhD students only.
- The Delta Psi Chapter of Sigma Theta Tau International, Sigma Theta Tau International and the American Nurses Foundation have annual competitions for research grants and scholarships.
- Many specialty organizations, such as the American Cancer Society, American Association of Critical Care Nurses and others provide such awards

### ➤ **Additional Financial Aid Information**

To compete successfully for any of these awards you need to work closely with your advisor and the Program Director. For assistance with applying for College of Nursing teaching and research assistantships, contact the graduate student services officer, University of Kentucky, College of Nursing, 315 College of Nursing Bldg., University of Kentucky, Lexington, KY, 40536-0232 or call 859-323-5624. The staff can also offer information about other sources of financial aid available from outside the University.

For information on grants and loans, contact the UK Office of Student Financial Aid, 128 Funkhouser Bldg., Lexington, KY 40506-0054, or call 859-257-3172 <https://www.uky.edu/financialaid/>

### ➤ **Tuition**

Current tuition fees are on the Student Success Web site at <https://studentsuccess.uky.edu/financial-aid-and-scholarships/cost-attendance> DNP and certificate students are the professional doctoral tuition rates. Tuition fees are subject to change without notice. All tuition rates include a mandatory registration fee. For fee payment purposes, nine credit hours or the equivalent constitutes a full load for graduate students during the fall or spring semesters. Courses taken on an audit basis do not count toward credit hours but are assessed full tuition.

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## Computer and E-mail Resources

### ➤ Computers & Devices for Graduate Nursing Studies

The University of Kentucky strongly recommends that each student purchase a personal laptop computer. A student's program requirements and budget should be the primary factors when choosing a laptop. Most laptops on the market will meet basic needs; however, the UK College of Nursing offers a few guidelines.

#### **Minimum Suggested Hardware**

For specific details, visit the UK Technology Help Center site for Student Hardware & Software Guidelines at [https://uky.service-now.com/techhelp?id=search&t=th\\_kb&q=laptop%20recommendations%20new%20students](https://uky.service-now.com/techhelp?id=search&t=th_kb&q=laptop%20recommendations%20new%20students)

For Windows 11 hardware guidelines, visit [Windows 11 System Requirements](#) on the Microsoft support website.

- Processor
  - Minimum: Intel Core i3 or AMD Ryzen 3 quad-core or higher
  - Preferred: Intel Core i5 or AMD Ryzen 5 quad-core or higher
  - Optimal: Intel Core i7, Intel Core i9, AMD Ryzen 7
  
- Memory
  - Minimum: 8 GB
  - Optimal: 16 GB or more
  
- Storage Capacity
  - Minimum: 250 GB
  - Preferred: 500 GB or larger
  
- Wireless Card
  - Minimum: 802.11n
  - Preferred: 802.11ac or Wi-Fi 6
  
- Operating system must have the latest security updates installed, and if applicable Windows Defender or Macintosh Gatekeeper must be enabled. *Note: Windows 7 is not supported by ITS at UK.*
- Webcam (many laptops come with an integrated webcam and will not require an external device)
- USB headset or headphones with microphone
- Other helpful options include 16 GB or larger USB Flash Drive, external hard drive (for data backup/extra storage), 1920x1080 or better external monitor for desktop use, wired or wireless external mouse, video display adapters (DVI/HDMI), and Kensington Security Slot laptop security cable

#### **Distance Learning**

Distance learning students are also encouraged to consider the following hardware, software, and Internet connection to ensure that all systems used by distance learning courses will function properly.

- Hardware
  - [Canvas Basic Computer Specifications](#)
  - [Zoom System Requirements](#)
- Software
  - The latest version of [Adobe Acrobat Reader](#)
    - [Microsoft Office 365 ProPlus](#)
- Internet Connection
  - 5 Mbps Broadband Connection

**IMPORTANT NOTE:** UK College of Nursing currently recommends the use of PC devices versus MAC Devices. The College of Nursing currently utilizes course material that has embedded “flash” programming that is not supported by the MAC OS. Students choosing to utilize MAC Operating Systems do so with the understanding that the potential exists that they will encounter issues accessing course material. If issues arise accessing course materials/videos etc. while using a MAC device(s), students will be directed to access those materials at one of the campus computer labs running the Windows Operating System. The College of Nursing IT group will NOT be able to assist Mac users having difficulty accessing course related material. Additionally, MAC Operating Systems running Windows Software will not be supported.

Students seeking additional technology information specific to the College of Nursing should contact Jason Harris at 859-323-3433. For all other general Information Technology questions regarding Campus-Wide computer systems, and many other Campus-Wide programs please visit the following URL:  
<http://www.uky.edu/ukit/>

### E-mail Access

E-mail is the primary mode of communication between you, the University of Kentucky, faculty and staff. **All students in the College of Nursing are required to use UK email.** The College of Nursing faculty and staff members use the **UK e-mail address** that is provided to you at the beginning of your program. Please, **DO NOT forward** your UK email accounts to your personal E-Mail account, such as Yahoo, Juno, etc. If your UK E-Mail is forwarded to your personal account, there is a chance important email may be bounced. It is imperative that you check your e-mail at least once a day for important announcements, class changes, scholarship notices and special events. Go to the Account Manager at <https://ukam.uky.edu/manager> to activate your email account and create new password self-reset questions and answers. **Do not forward your UK email to another email account.** For tips and FAQs, visit <http://www.uky.edu/its/customer-support-student-it-enablement/customer-services/university-email-and-cloud-apps>

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## Other Resources

### ➤ Campus Safety

To ensure your safety and the safety of others at the University of Kentucky, you are encouraged to familiarize yourself with the crime prevention information on the police department's website:  
<http://www.uky.edu/Police>

### University of Kentucky Police Department

- Emergencies: 911
- Non-emergency: 859-257-8573 | 859-257-1616
- Free call from your cell phone - #UKPD (#8573)
- 305 Euclid Avenue, Lexington, KY
- All University of Kentucky students are automatically registered in UK Alert with their official university e-mail address. Students are encouraged to add other contact information (i.e., mobile numbers and personal e-mails) to their UK Alert accounts on their myUK portal.

### ➤ Discrimination and Harassment

*University Administrative Regulations* <http://www.uky.edu/reg/files/ar/ar6-1.pdf> prohibits all discrimination on the basis of sex, race, ethnic origin, sexual orientation, color, creed, religion, age, or political belief. Sexual harassment is an explicit violation of Administrative Regulations and should be reported. Students, faculty members, staff members or house officers at the University of Kentucky who

believe they have been sexually harassed may consult staff in the Office of Institutional Equity and Equal Opportunity Office 859-257-8927 to resolve a complaint of sexual harassment. Additional information about "Preventing Sexual Harassment" training will be communicated to you through the college dean and directors.

➤ **Diversity and Inclusivity**

The University of Kentucky College of Nursing embraces diversity and inclusion as core values that support our goal of providing an intellectually stimulating environment where a variety of ideas and perspectives work together to foster innovation.

➤ **UK Bulletin**

<http://bulletin.uky.edu/index.php>

➤ **Guidelines for Lactation Support**

*Adapted from the University of Kentucky Lactation Guidelines*

Recognizing the importance of breastfeeding for both mother and infant, the College of Nursing will make students who choose to breastfeed aware of available appropriate environments to pump their breast milk or breastfeed. The CON goal is to support Undergraduate and Graduate students in their breastfeeding endeavors.

**Policy**

The College of Nursing recognizes the many benefits of breastfeeding and is committed to supporting this effort. Breastfeeding accommodations are guided by Kentucky Revised Statute 1 that acknowledges that a woman may breastfeed her child or express milk in any location, public or private, where the mother is otherwise authorized to be.

**Process**

Upon returning as a student after the birth of a child, the Undergraduate or Graduate Nursing student may request break time to express her milk on a reasonable schedule. Students are responsible for requesting lactation support prior to the first day of class. They should provide adequate written notice to the course coordinator about the need for break time and an appropriate location to pump.

- The course coordinator will advise the student to inform all faculty members about specific needs for support.
- Students are encouraged to use the break time between classes to pump milk.
- Alternatively, flexible scheduling time for lactation purposes will be negotiated with their professors. Professors are not required to excuse tardiness or absences due to lactation needs.
- In the case of clinical experiences, students shall obtain permission and make plans with the course coordinator, the clinical instructor and, in some instances, the nurse preceptor for breast pumping during the clinical rotation. Specific times and locations for breast pumping will be outlined in writing.
- Currently, there are designated lactation spaces across campus that are offered to accommodate employee and student needs (see below for more details).
- The frequency of milk expression as well as the duration will likely vary. Typically, new mothers need to express milk every two to four hours (e.g., a student who attends classes for 8 hours, will need to express milk two to three times). The duration will likely extend for 25-35 minutes.
- The CON will abide by the ACA revised section 7 of FLSA and will provide reasonable break time for a student to express breast milk for 1 year after the child's birth.
- This policy does not extend to permitting infants in the classrooms.

### **Lactation Station**

The nearest Lactation Station room is in CON 604. Take the elevator to the sixth floor, take a right from the elevators and turn left when you reach the hallway. CON 604 will be located on your left. The door to the Lactation Station will be locked during the academic year, but you may obtain the key from the 6th floor Information Desk attendant located directly across from the Lactation Station Monday-Friday 8am-4pm. Once you have unlocked the door, please indicate on the sign to the right of door that the room is occupied. The room has two chairs, small table with a lamp, hand sanitizer and several AC outlets. A pump is not provided in the room. When you leave the room, please lock the door, indicate on the sign that the room is vacant and return the key to the Information Desk attendant.

### **Questions**

- For more information about UK Lactation Guidelines visit: <http://www.uky.edu/hr/work-life/resources-for-parents/uk-lactation-guidelines>
- To find other lactation space available at UK visit: <http://www.uky.edu/hr/work-life/resources-for-parents/lactation-in-workplace>
- Questions, please contact Ana Maria Linares, at 859-323-4726 or [am.linares@uky.edu](mailto:am.linares@uky.edu)

*Prepared by: Ana Maria Linares, Darlene Welsh, and Sherry Holmes, College of Nursing  
Approved by Undergraduate Program Committee (UPC): Dec 05, 2014  
Updated by: Paula Kral and Ana Maria Linares August 8, 2016*

### ➤ **Lost and Found**

You can turn in found items to the Office of Student Services, 315 College of Nursing Bldg. We hold items for one academic year. If you lose something, please inform Student Services personnel or advertise in The Kentucky Kernel, the campus newspaper.

### ➤ **Textbooks**

Purchase textbooks for nursing courses from any of the campus area bookstores: University of Kentucky Bookstore (located inside the UK Student Center), 160 Avenue of Champions, Lexington, KY 40506, 859-257-0236. <https://uky.bncollege.com/shop/uky/home>

### ➤ **Library Resources**

The library's computerized card catalog is *INFOKAT*. All holdings acquired since January 1985 have been entered into this system. The computer is connected to all UK libraries so that you can inquire if any library on campus owns the book or journal for which you are looking. Ask the librarian if you need assistance. A class in the use of *INFOKAT* is also available.

The UK library system consists of several decentralized libraries. More information can be found at <http://libraries.uky.edu/CampusLibraries>. Those you will most likely use:

William T. Young Library	859-257-0500	401 Hilltop Avenue
Medical Center Library	859-323-5300	Willard Medical Education Building, Room 298
Special Collections Research Center	859-257-1742	179 Funkhouser Drive
Education Library	859-257-9692	227 Dickey Hall, 251 Scott Street

College of Nursing Students with issues related to remote proxy server access should contact Stephanie Henderson, 859-323-8008 or [stephanie.henderson@uky.edu](mailto:stephanie.henderson@uky.edu).



### ➤ UK Writing Center and Writing Resources

The Writing Center is a valuable resource, which assists students, faculty and staff. Staffed by English graduate students and part-time consultants, the center is open during the day and evening for individual and group consultation on pre-writing, writing, and rewriting, as well as help with oral presentations. The center is in the basement of the WT Young Library. For more information, call 859-257-1368.

- Cambridge Language Consultants <https://www.zoominfo.com/c/cambridge-language-consultants/6373885>
- The Science of Scientific Writing (from the American Scientist)
  - <https://www.americanscientist.org/blog/the-long-view/the-science-of-scientific-writing>
- Review “The Nuts and Bolts to College Writing”
  - <https://www.amherst.edu/system/files/media/0975/harvey%252520nuts%252520and%252520bolt%252520abridged.PDF>
- Purdue's Online Writing Lab <http://owl.english.purdue.edu>
- APA Style Resources <http://apastyle.apa.org>
- The Writing Center at Rensselaer <http://www.ccp.rpi.edu>

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## Office for Student Success - Units & Programs

The Office for Student Success is comprised of many units and programs that serve the students of UK. Units include the following, but are not limited to:

### ➤ Student Well-Being

- **Counseling Center (UKCC).** Offering groups, workshops and counseling to support student's growth and assist students with mental health. <https://www.uky.edu/counselingcenter/>
- **Disability Resource Center.** Providing services so students with disabilities have an equal opportunity to fully participate in all aspects of university life. <https://studentsuccess.uky.edu/disability-resource-center>
- **Financial Wellness.** Engaging students in financial education programs and fostering healthy financial habits as well as providing a place for peer mentorship through the MoneyCATS team. <https://studentsuccess.uky.edu/financial-wellness>
- **TRACS** is a physical and virtual one-stop hub where students can come for a referral to supportive services (housing, rent, utilities, food) or receive direct clinical support for a range of mental health needs and crises. <https://studentsuccess.uky.edu/tracs>
- **Violence Intervention and Prevention.** Serving students who have been impacted by sexual or gender based interpersonal violence. <https://www.uky.edu/vipcenter/>
- **Wellness.** Fostering holistic well-being by developing informed, empowered, and academically successful UK students. <https://studentsuccess.uky.edu/well-being>

### ➤ Student Development & Support

- **Center for Academic Resources and Enrichment Services (CARES)** Assisting students in the areas of academic support, student development, tutoring, mentoring, and social enrichment programming. <https://www.uky.edu/cares/>
- **LGBTQ\* Resources.** Supporting positive campus life experiences for LGBTQ\* wildcats through education, advocacy and community building opportunities. <https://www.uky.edu/lgbtq/>
- **Veterans Resource Center.** Supporting and advocating for veteran and military-connected students through fostering community, assisting with college transitions and processing GI Bill certification. <https://studentsuccess.uky.edu/veterans-resource-center>

➤ **Dean of Students**

- **Center for Support and Intervention.** Providing resources and accountability for community members in distress. <https://www.uky.edu/concern/>
- **Student Conduct.** Promoting personal responsibility and peer accountability while encouraging students to consider the impact of their actions. <https://www.uky.edu/studentconduct/>

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## Health & Well-Being Support/Crisis and Emergency Assistance for Students

➤ **Basic Needs**

- The Basic Needs Hub is operating in-person (Monday-Friday, 8am-5pm) at 513 Patterson Office Tower. Resources exist across campus to assist students with needs related to all four components of student success: academic success, wellness, finances, and belonging. Explore this site <https://www.uky.edu/basicneeds/> to learn more about these resources or use the search function to connect with on- and off-campus offices dedicated to further supporting student success.
- Students should access their usual health care providers for health problems that occur while they are enrolled in the College of Nursing.
- The University of Kentucky also provides resources for preventative care and other primary health care needs. Contact University Health Service, Student Health Services at 859-323-5823.

➤ **UK Counseling Center**

The University of Kentucky Counseling Center offers education, confidential consultation and brief therapy to currently enrolled UK students. Consultation services are also available to UK faculty and staff, and family, friends and caregivers of students. <https://www.uky.edu/counselingcenter/>.

If you are experiencing a crisis, please use the following services. **Do not schedule online.**

- Call or visit the UK Counseling Center: 104 Mandrell Hall, 635 South Limestone or 401 MDS Building, 725 Rose Street (Monday-Friday, 8am-4:30pm) 859-257-8701
- Visit or call **TRACS** (Triage, Referral, Assistance and Crisis Support), 3rd floor East Wing of Gatton Student Center (Monday-Friday, 8 am-5pm) 859-21-TRACS
- If you need to talk with a clinician after business hours or on the weekend, holidays or university closings, call 859-257-8701, select option #1, and you will be connected to a mental health clinician.
- If you are concerned about your physical safety or you feel you are at imminent risk of harming yourself or others, please call UK Police Department at 859-257-8573 (#8573 from a mobile phone)
- Call 911
- Go to your local hospital Emergency Department immediately.

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## Academics

➤ **Academic and Scientific Honor and Integrity**

Graduate students in the College of Nursing are expected to demonstrate honor and integrity in all academic and scientific endeavors. You are expected to review and adhere to the following documents:

**The Health Care Colleges Code of Student Professional Conduct**

The purpose of the HCC Code is to provide a professional behavior code that applies uniformly to all students enrolled in a degree program, leading ultimately to a profession requiring licensure or certification, offered by any of the health care colleges. Health Professions students are held to higher standards of integrity than the non-health professions student because of the unique and important relationship the



health professions have with society. The student majoring in nursing is charged by society and guided by ethical principles and laws to safeguard the health of the public. In nursing, the standards are set by *The American Nurses Association Code of Ethics*. Violation of these standards include but are not limited to lying, cheating, plagiarism, fraud or other act(s) punishable by law or ethical misconduct. Disciplinary action will result at least in failure of the assignment up to and including dismissal from the program. See POLICIES <https://nursing.uky.edu/current-students/policies-resources>

### **The University of Kentucky Student Rights and Responsibilities**

An understanding of the University's expectations regarding honor and integrity in academics from the outset of your time as a student will reduce the likelihood of issues arising in the future. In particular, review sections related to academic offenses of plagiarism and cheating in Student Rights and Responsibilities and information on the disposition of cases of academic offenses. See the *University's Student Rights and Responsibilities* at <https://www.uky.edu/studentconduct/>

### **Cheating and Plagiarism**

- Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed. See <https://ombud.uky.edu/students> and <https://ombud.uky.edu/students/academic-misconduct-process>
- Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the *Code of Student Rights and Responsibilities* <http://www.uky.edu/deanofstudents/student-rights-and-responsibilities>. Complete information can be found at the following website <https://studentsuccess.uky.edu/student-conduct/services/code-student-conduct>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.
- Senate *Rules 6.3.1* (<https://www.uky.edu/universitysenate/rules-regulations> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

### ➤ **Academic Advising Guidelines**

Under normal circumstances, faculty and staff advisors will acknowledge receipt of an advisee inquiry within 72 hours Monday-Friday, unless there is an automated response to the student indicating that the faculty member is unavailable for a stated time-period.

#### **Important aspects of the faculty/staff advising role include:**

- Guiding the student through his/her program of study and completion of graduation requirements.
- Referring the student to resources as needed and/or requested.
- Supporting the student through mentorship, including healthy self-direction in all aspects of the academic environment.
- Promoting personal, professional and intellectual development and academic excellence, including encouraging self-directed learning.
- Evaluating student progress in meeting requirements of the program.
- In collaboration with course faculty, fostering professional and academic accountability.

**Important aspects of the advisee role include:**

Under normal circumstances, students will acknowledge receipt of an advisor or faculty member inquiry or response to student within 72 hours Monday-Friday, unless there is an automated response to the advisor or faculty indicating that the student is unavailable for a stated time-period.

- Abiding by the University of Kentucky Health Care Colleges Code of Student Professional Conduct <http://www.uky.edu/ofa/sites/www.uky.edu.ofa/files/uploads/HCCSPBC.pdf>.
- Actively engaging in advising and learning process.
- Keeping the advisor apprised of personal challenges that are, or may, impact his/her academic performance.
- Seeking support when needed.
- Reading and responding, as appropriate, to all programmatic communication in a timely manner.
- Utilizing the student handbook.
- Scheduling and keeping appointments with advisor throughout semester.
- Evaluating the advisor as requested.

**➤ Academic Probation**

College of Nursing graduate and professional students are required to maintain *at least* a 3.0 graduate grade point average (GPA). If the cumulative graduate GPA drops below 3.0, the student will be placed on academic probation. A student on academic probation will have 9 credit hours to raise the GPA to a 3.0 or higher. If the GPA is below 3.0 following these 9 credit hours, the student may be dismissed from the program.

**➤ Appeals of Academic Actions**

Details about appeals procedures are in the *University's Student Rights and Responsibilities* at <http://www.uky.edu/deanofstudents/student-rights-and-responsibilities>

**➤ Clinical Practica**

- Sites for clinical practica in College graduate programs are based upon either letters or memoranda of agreements between agencies and the College.
- All experiences requiring clinical practice are arranged by faculty responsible for the course. You may recommend clinical sites, but please do not make arrangements with persons or agencies.
- These agreements reflect the philosophy and objectives of the graduate program and are based on faculty assessment that students can meet program objectives in that agency.
- Because these agreements are legal documents, they often require several months to finalize.
- If you wish to recommend a clinical site, contact your faculty advisor at least three months before your clinical placement is to begin.
- Do not contact the site or the potential preceptor.
- You may not begin your placement until the agreement has been signed. **A grade of B or higher is required in all courses with a clinical component before progression to the next practicum or graduation.**
- If there are any questions, please contact the course faculty before proceeding.

Students will not be placed in sites where there is a conflict of interest with regard to evaluating student performance. Such conflicts may include, but are not limited to, assignment to a relative or close family friend, assignment to a site where the student is currently employed, and assignment to a preceptor who has a business or financial relationship with the student or is a family member of the student.

DNP students may complete their DNP project/clinical residency hours at their place of employment

provided the placement is approved by the student's advisor and committee.

*(Approved 04/2009, DNP committee)*

### ➤ **Commencement Eligibility**

The University Commencement ceremony is held each December and May. To be eligible to participate, all candidates must have submitted a valid Application for Degree by published deadlines in the academic calendar for the semester during which they anticipate graduating.

DNP students must meet the following deadlines/criteria to be eligible to participate in graduation activities. Please work with your advisor and committee to meet these deadlines:

- Semester before you graduate review degree requirements in myUKGPS.
- Meet with academic advisor prior to registering for final semester classes to ensure you are on track for completion of course work, clinicals, portfolio, DNP project and presentation.
- Submit degree application by applicable semester deadline. (May/August degree application deadline)
- Students must purchase regalia and register for the commencement event. See <https://www.uky.edu/commencement/>

### ➤ **Course Registration**

Advanced registration for enrolled students takes place in November for the following spring term and in April for upcoming summer and fall terms. When classes begin, check the accuracy of your registration with each of your class professors. Contact your faculty advisor or the College Office of Student Services for assistance in correcting an error.

Students are responsible for accurate registration of coursework. To assure that you receive academic advising, meet with your faculty advisor in advance of registration. The College's Office of Student Services (room 315) will share registration instructions with you on a timely basis. Report a change of name or address via your **myUK** account, which will update your current information for the College of Nursing Office of Student Services and University Registrar.

### ➤ **Degree Application**

To be eligible for a degree you must file an application for degree by the published deadline. April 1 for a degree to be awarded May or August, November 1 for a degree to be awarded in December. Students are encouraged to apply well in advance of these deadlines. Expected graduates will apply for the degree through Degree Audit in myUK GPS (Graduation Planning System).

Although degrees are awarded at the end of the fall, spring and summer semesters, formal University commencement exercises are held only in spring (May) and fall (December). You are encouraged to attend commencement exercises even if you receive your degree the preceding summer. Students are also encouraged to complete an End-of- Program Evaluation that will be distributed near the end of the semester.

### ➤ **Excused Absences**

Throughout any given semester, illness and emergencies sometimes preclude students from attending class. Students need to communicate such absences to course faculty in advance of absence or assignment deadline. There are, however, specific rules that dictate whether these absences are excused. Specifically, students are entitled to an excused absence for the following reasons:

- serious illness
- illness or death of family member
- University-related trips
- major religious holidays

Note: the instructor shall have the right to request appropriate verification of excused absence.

Instructors may excuse an absence for any another reason if they believe it is a reasonable cause for non-attendance. Please note that if a student misses one-fifth of the class contact hours due to excused absences, and attendance is required or a criterion for a grade in the course, the instructor may request that the student withdraw from the class. For a complete copy of the University Senate Rule on Excused Absences [see S.R. 5.2.4.2](#) (pdf).

### ➤ **Excused Absence - Accommodation of Religious Holidays**

We know from self-study that the climate for learning on campus is critically important to student success and to the viability of our community. As we strive to ensure that our students, faculty and staff experience UK as a welcoming environment, we embrace the many aspects of diversity represented on campus and endeavor to be inclusive in the ways we live, learn and work here. This involves respecting, among all else, the religious diversity on campus. Throughout the academic year, members of our community observe various official high holy days of their respective religions. Urging sensitivity to the importance of these days to the observers among us, the campus should be reminded of the Senate vote that established the following rule:

*"Students are responsible for notifying the Instructor of Record **in writing** of anticipated absences due to their observance of [major religious] holidays. Faculty shall give students the opportunity to make up work (typically exams or assignments) when students notify them that religious observances prevent the students from doing their work at its scheduled time. Faculty shall indicate in their syllabus how much advance notice they require from a student requesting an accommodation. Faculty may use their judgment as to whether the observance in question is important enough to warrant an accommodation, although the presumption should be in favor of a student's request. The Offices of Institutional Diversity, the Dean of Students, and the Ombud are available for consultation."*

### ➤ **Faculty Advising and Clinical Mentors**

#### **Post-Graduate Nursing Certificate**

Your faculty advisor will explain the program and advise and assist in planning your course of study. You are expected to plan a program of study with your faculty advisor at the beginning of the program, or no later than the advance registration date for your second semester. The plan is filed in your Student Services record. If you wish to change the planned program, consult your advisor to determine that a change in the program is appropriate and feasible.

#### **DNP**

Faculty advisors are assigned to DNP students upon admission to the program. The advisor and student are expected to meet each semester to review progress and plan for the DNP project. Students work with their faculty advisors and the program director to select their committee member and clinical mentor. **The committee member and clinical mentor are selected prior to registration in NUR 909. DNP Project proposal approval form (pre req. to NUR 909) must be completed by student and advisor prior to registration.**

### **Clinical Mentors**

DNP student Clinical mentors will be chosen from people with top-level clinical or executive roles who are working in areas consistent with the interests of a potential student protégé. Mentors will be selected from among a variety of disciplines, thereby building the student's interdisciplinary experience. Clinical mentors guide the work of the student in the clinical experiences in an ongoing relationship with students throughout the program, contributing especially to the student's development as a leader. Students may have clinical experiences working with patients in a single setting, or their clinical experiences may be as executive practica, focusing on policy or strategic, system wide or network issues. The faculty advisor, committee member, student, and clinical mentor will work together closely throughout the student's program. This will facilitate development of more meaningful growth in the student and add the richness of the mentor's experience. *The DNP Project Guidelines* manual provides additional information and is an appendix to this handbook.

### ➤ **Grading**

The grading policy for the MSN, DNP and Certificate programs in the College of Nursing is as follows. There is no rounding of grades. For example, a student will be awarded a B grade for a final course grade of 89.99.

The College's faculty use the standard University graduate grading scale (*A = 90-100; B = 80-89.999; C = 70-79.999*). Official grades as a graduate student for University credit are recorded in the Office of the Registrar as follows:

A -	High Achievement	4 quality points per credit
B -	Satisfactory Achievement	3 quality points per credit
C -	Minimum passing grade	2 quality points per credit
E -	Failure	0 quality points per credit
F	Failure in a pass/fail course	0 quality points per credit
I -	Incomplete*	
S -	Satisfactory Progress**	

Note: all nursing clinical and specialty course require a grade of B or better.

\*A grade of "I" (Incomplete) may be awarded to a graduate student if a part of the work of a course remains undone and there is a reasonable possibility that a passing grade will result from completion of the work. All Incompletes ("I" grades) must be replaced by a regular final letter grade within 12 months of the end of the semester, summer session or summer term in which the "I" grade was awarded, or prior to the student's graduation, whichever occurs first. If an "I" grade has not been replaced within the allowable period, the Registrar shall change the "I" grade to a grade of "E" on the student's permanent academic record and adjust the student's grade-point average accordingly. Unless otherwise approved because of exceptional circumstances by the Director the student's program.

Instructors who assign an I grade must file with the student's program director information which includes: 1) student name and student number, 2) the course number and hours of credit, 3) the semester and year of enrollment, 4) specific information on the work to be completed before a final grade can be assigned, and 5) the time frame in which the specific requirements are to be met (not to exceed 12 months). Graduate students should consult with their program office concerning procedures relative to the awarding of I grades and the conditions under which they may be removed.

All I grades must be resolved to a regular letter grade before a student may sit for the final examination or graduate.

An overall average of B (3.00) on all graduate work in the program must be attained before an advanced degree may be awarded.

### ➤ **Grades - Rounding**

The grading policy for the MSN, DNP and Certificate programs in the College of Nursing is as follows. There is no rounding of grades.

<u>Grade</u>	<u>Range</u>
A	90 - 100
B	80 - 89.999
C	70 - 79.999

### ➤ **Grade Dispute**

If students believe they were graded unfairly on a particular paper, test or other assignment, or if they believe their final course grade is unfair, they are encouraged to share their concerns with the instructor of the course and/or the chair of the department where the course is taught. If issues cannot be resolved, students may discuss the matter with the Academic Ombud who will contact the instructor for his/her perspective and assess the merit of the case. The Ombud may attempt to resolve or mediate the dispute. If the grade dispute involves a final grade and the Ombud cannot resolve the issue informally, the case may be sent to the University Appeals Board (UAB) for a hearing. The UAB is the only entity on campus that can modify a grade. If the student wants to pursue an appeal, he or she will be asked to make the case in writing and the instructor will then be contacted for his/her perspective. If the Ombud determines that the student's case has merit, the matter will be sent to the University Appeals Board for a hearing; however, if the Ombud determines that the case does not have merit, the student will be notified in writing and will then have 30 days to appeal to the University Appeals Board directly, requesting that a hearing be granted.

### ➤ **Guidelines for Scholarly Work**

DNP students complete a project as part of their final clinical residency. The scholarly project is rigorous, original and developed under the guidance of the academic advisor and advisory committee. Post-graduate certificate students do not complete an end-of-the-program project.

### ➤ **Institutional Review Board (IRB) Approval**

UK Institutional Review Board applications are completed and submitted per an electronic application process. Applications for all research and DNP projects involving human subjects must be reviewed and approved by the student's advisor and the respective program director/assistant Dean before they are submitted to the IRB for approval. Depending upon the nature of the investigation, an application for exempt, expedited or full review is submitted. The student and faculty advisor determine which application is appropriate for the proposed study. You may not collect data until official written approval is obtained from the Institutional Review Board. Students must identify and follow the procedures for study review and approval at the site(s) where data will be collected. Students inform the IRB when the study is complete. In addition, if changes are made in the protocol or consent form, or if problems arise in the conduct of the study, the student **must have approval from faculty advisor and submit modifications to protocol to IRB.**

See UK Office of Research Integrity <https://www.research.uky.edu/office-research-integrity> web page for current information on types of review and required forms and process for submission of IRB application.



### College of Nursing procedures to prepare for each type of review are as follows:

University of Kentucky IRB approval process can take several weeks and, in some cases, other agency IRB approvals (outside institutions, UK departments, etc.) will also be required which may create delays in beginning data collection.

- **Exempt:** Allow a minimum of two weeks for review and approval within the College, plus an additional four weeks for receipt of written approval from the IRB.
- **Expedited:** Allow a minimum of three weeks for review and approval within the College plus an additional four weeks for receipt of written approval from the IRB.
- **Full:** Allow a minimum of one month for review and approval within the College plus an additional four weeks for receipt of written approval from the ORI.

***Students may not begin data collection until they receive an official, written notice of approval from the ORI for the IRB application.***

### ➤ Progression

#### **DNP and Certificate Progression Criteria/Academic Probation**

If a student's GPA falls below 3.0 after a minimum of 9 credit hours, they will be placed on probation and will receive a letter from the program director. After completion of 9 additional credit hours, if the GPA is still below 3.0, the student will be reviewed by the DNP committee for possible dismissal from the program. If not dismissed, student will remain on probation and undergo periodic review until probationary status is resolved.

*Approved Total Faculty 02/25/2011; Reviewed DNPC 4/20/2020*

#### **DNP and Certificate Progression/Grade Policy**

Students enrolled in the DNP or Certificate program must maintain a minimum cumulative GPA of 3.0 or better. Students must earn a grade of B or better in all required **specialty didactic courses** and **specialty clinical courses**. Individuals earning a grade lower than a B in either the specialty didactic or specialty clinical courses will not be permitted to progress in the program until the course is successfully repeated once. Note that due to the timing of course offerings this may result in a significant delay in program completion.

In order to be awarded a DNP degree, students may have a maximum of one C grade on their transcript from a **non-specialty core course**. If additional C or lower grades are earned in any **non-specialty core course**, the student must repeat one of the C grade courses to improve the grade in the **non-specialty core course**. Students earning a third C grade in a **non-specialty core course** will be reviewed by DNP Committee for dismissal.

#### **Clinical Specialty Courses**

- NUR 921 - Patho
- NUR 922 and 927 - Pharm
- NUR 923 - Assessment
- Track specific didactic and clinical courses
- NUR 930 - Clinical
- NUR 963 - FNP pediatric course

*Approved Total Faculty 05/26/2011  
Revised/Approved DNPC 1/30/2017  
Revised/Approved, Graduate Faculty 05/10/2017  
Reviewed DNPC 4/20/2020*

### ➤ Readmission

Former UK students in good standing are eligible for readmission consideration. In the College, student readmission is specified based on the program. In the DNP programs, progression in the selected specialty

track may be altered because of the availability of course offerings and clinical placements.

DNP students who are not enrolled for 2 consecutive semesters, other than the summer semester, must reapply to the DNP program, meet current admission criteria and follow policy and curriculum in place at the time of readmission. Students must also be in good standing in the program (3.0 GPA). If readmitted, all courses with an unsatisfactory or incomplete grade must be resolved or repeated prior to progression.

*Approved Total Faculty, 02/25/2011; Reviewed DNPC 4/20/2020*

### ➤ **Repeat Option**

Students may repeat one graduate course and count only the second grade as part of the graduate grade point average. A student wishing to exercise this option should first discuss this with his/her faculty advisor. The student then completes a Repeat Option form and petitions for approval from the program director. The director will send approved requests forward to the Graduate School dean or in the case of the DNP Program, to the dean of the College of Nursing. Only one course may be repeated as part of a particular degree program or in post-baccalaureate status. You must file a Repeat Option form with the Graduate School or College of Nursing prior to the end of the semester you are repeating the course.

### ➤ **Special Exams**

A special challenge examination requires the recommendations of your advisor and the appropriate program director.

### ➤ **Process for Nursing Student Complaints**

The College considers a formal complaint as one that cannot be resolved within the academic unit. Within the College, student issues are directed to the involved party. For example, if a student has a concern about a grade in a course or on an assignment, s/he is directed to the course instructor and then the course or track coordinator, if applicable. If the issue is not resolved, the student can appeal to the Director of the program. If the issue remains unresolved, the student has the option of meeting with the Dean.

Formal complaints are directed to the University of Kentucky Office of the Academic Ombud Services ([www.uky.edu/Ombud/index.php#whenconsult](http://www.uky.edu/Ombud/index.php#whenconsult)). The Academic Ombud office is designated within the University to investigate individual complaints, problems and conflicts. The Ombudsman is responsible for assisting students and instructors to work through and resolve academic related problems and conflicts. The primary focus of academic Ombudsman services is the process by which decisions are made, and the primary task of the Ombudsman is to assure fair policies, processes and procedures that are equitably implemented.

Non-academic issues are handled according to the appropriate UK policy (e.g., sexual harassment, discrimination).

### ➤ **Teacher/Course Evaluations in the College of Nursing**

The University policy on faculty performance review requires that faculty obtain student evaluations of teaching for each course every semester. The College of Nursing uses a Web-based course evaluation. All students enrolled in a course are required to visit the course evaluation Web site to fill out evaluations or to decline the opportunity within the designated timeframe. Students should take this opportunity to provide thoughtful input regarding faculty performance and course evaluation. These evaluations are used by the College of Nursing to improve the curriculum and enhance faculty teaching. Evaluations are anonymous. The information is compiled and shared with faculty members, program directors, associate deans and,



dean only after final grades are submitted.

### ➤ **Transfer of Credits**

With the approval of your faculty advisor and the assistant dean of the College of Nursing (DNP and certificate students), a maximum of 9 credit hours or no more than 25% of program requirements of graduate course work, completed at an accredited university, may be transferred from another institution toward the requirements for a degree. The request for transfer is to be made prior to advanced registration in your final semester of enrollment. The following rules apply: course credits applied toward a previously awarded graduate degree cannot be transferred; transfer of independent work; research, thesis or dissertation credit is not permitted; only courses assigned a grade of **B or better** can be transferred; and students must be in good academic standing at the time of transfer.

Initiate the request for transfer of credit through your advisor. To transfer credits, submit a course syllabus and official transcript to your faculty advisor. If your faculty advisor judges the transfer of credits to be appropriate for the planned program of study, the faculty advisor requests in writing that the program director approve the transfer of credits. If approved, the program director submits the request and a copy of the official transcript to the registrar. The transfer of credits should be included in your program of study plan approved by your faculty advisor.

### ➤ **Visiting Students Policy**

Visiting students, enrolled in a comparable level of study in another institution, may enroll in a nursing course with permission of the faculty member teaching the course.

### ➤ **Withdrawal**

Students may need to interrupt their program for various reasons. All students are encouraged to first discuss their desire to withdraw with their academic advisor so that they can explore any possible alternatives including leave of absence and subsequent readmission. Faculty can guide student to maintain the integrity of their academic record.

All students, who wish to leave the university during a term (fall, spring or summer), must formally withdraw. Students leaving the institution without an official withdrawal may receive failing grades in all courses in which enrolled and endanger their future status in this and other institutions. Students enrolled in only one course who wish to drop the course, must withdraw. A student is considered withdrawn if they are not enrolled in course work (Fall/Spring terms). Refer to the *University's Official Academic Calendar* published in the University Bulletin for withdrawal and fee liability dates. Please note the University's Fee Liability Policy dates are different than the withdrawal dates. See also policy on Time Limit to Degree.

### ➤ **Withdrawing from Courses**

During the withdrawal period, as designated in the official University calendar, students receive a W grade for dropped courses. Follow the same procedure on **myUK** for dropping a course. **NOTE:** To withdraw from all your courses (withdraw from UK) on or after the first day of class, contact the UK Registrar at <http://www.uky.edu/financialaid/withdrawal>. Students are encouraged to consult with their advisor before making schedule changes.

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## Doctor of Nursing Practice Program (DNP)

### ➤ Program Overview

The College of Nursing ascribes to the purpose of the practice doctorate described in the American Association of Colleges of Nursing (AACN) *Position Statement on the Practice Doctorate in Nursing* (2004). In addition, faculty and students uphold the profession's standards of clinical practice and the American Nurses' Association (ANA) *Social Policy Statement* (2010) and *Code of Ethics* (2010). Since 2010, the primary documents used by the College to guide decision making, curricular development, program implementation and evaluation related to the DNP Program is *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006), a document that contains the current standards and guidelines for DNP education in the United States. *Nurse Practitioner Core Competencies Content* (NONPF, 2017), and *Criteria for Evaluation of Nurse Practitioner Programs: Report of the National Task Force on Quality Nurse Practitioner Education* [National Organization of Nurse Practitioner Faculty (NONPF, 2012)] is used to guide direct care nurse practitioner options in the DNP Program. See AACN criteria for DNP curriculum at <http://www.aacnnursing.org/DNP>.

In the *Essentials*, two distinct clinical categories of Advanced Practice Nursing are identified. They are: 1.) Roles that specialize as an advanced practice nurse with a focus on care of individuals and 2.) Roles that specialize in practice at an aggregate, systems or organizational level. *The Scope and Standards of Nursing Practice* (ANA, 2013) provide the baseline for graduate-level clinical practice in each population/specialty area.

### Specialties

- Adult Gerontological Acute Care Nurse Practitioner Scope and Standards (The AACN Scope and Standards for Adult-Gerontology and Pediatric Acute Care Nurse Practitioner, 2021)
- Pediatric Acute Care Nurse Practitioner Scope and Standards (The AACN Scope and Standards for Adult-Gerontology and Pediatric Acute Care Nurse Practitioner, 2021)
- Nurse Practitioner Core Competencies (NONPF, 2022)
- Pediatric Nursing: Scope and Standards Practice (2015)
- Psychiatric-Mental Health: Scope and Standards (2022)
- American Organization of Nurse Executives: Nurse Leader Competencies (2015)
- The Essentials: Core Competencies for Professional Nursing Education (2021)

In the BSN-DNP option, the curriculum is designed and organized around specialty tracks and scopes and standards are integrated in specialty courses. In the MSN-DNP option, the curriculum is designed and organized around specialty tracks and scopes and standards are integrated in specialty courses students can choose from their current specialty or a select a new/additional specialty.

### ➤ Immersion Model

The Immersion Model of course delivery model was implemented Fall 2018. This class attendance model uses block scheduling where classes meet over a 3-day (Wednesday-Friday) period with block one early in the semester and block two later in the semester. Classes (DNP/certificate core courses) meet for one hour during the first block of class dates and the clinical/specialty course will meet from 1-3 day(s) each block. Advising and group activities will also occur during the 3-day block. Track coordinators and advisors will communicate your specific schedule and expectations.

## ➤ **Adult Learning**

The DNP Program is a professional doctoral program designed for nurses preparing for advanced leadership roles in a specialized area of nursing practice. Students who are admitted to the program have completed their first professional degree in nursing. Many have completed a masters in nursing and all bring practice experience. In addition to their role as students, most hold full or part-time positions as clinicians, administrators, managers or educators in nursing. The DNP program is structured in a manner that allows students to complete their advanced education while continuing to practice.

According to Knowles (1980), an expert in adult learning, adult learners have a need to be self-directing, respond best to learning when they are internally motivated to learn and when they are involved in diagnosing, planning, implementing and evaluating their own learning. This translates into students assuming a **proactive role** in the learning process and assuming responsibility for their own learning. Faculty members, including the faculty advisor, are **facilitators** and their role is to create and maintain a supportive climate that promotes conditions in which learning can take place (Knowles, 1980). Being a proactive student within the context of the DNP program means you will work closely with your faculty advisor and your committee to identify your goals and learning needs to develop a plan that will meet your goals. When you are having difficulty, seek their counsel.

[Reference: Knowles, M.S. (1980). *The Modern Practice of Adult Education: From Pedagogy to Andragogy*. River Grove, IL: Follett.]

## ➤ **DNP Program Student Learning Outcomes**

### The program will prepare a graduate who:

- Integrate, translate, and apply established and evolving advanced disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines.
- Provide person-centered care that is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate.
- Promote population health that spans the healthcare delivery continuum system from public health prevention to disease management of populations for the improvement of equitable population health outcomes.
- Generate, synthesize, translate, apply and disseminate evidence-based nursing knowledge to continually improve health and transform health care.
- Employ established and emerging principles of safety and improvement science and design new strategies for maximal outcomes.
- Collaborate and lead across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enrich the healthcare experience, and strengthen outcomes.
- Lead within complex systems to effectively and proactively coordinate resources to provide safe, quality, and equitable care to diverse populations.
- Provide innovative care, gather data, formulate information to drive strategic decision making, and support professionals in the management, improvement, and delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.
- Cultivate a sustainable professional identity, including accountability, perspective, collaborative disposition, advocacy, and comportment, that reflects professional nursing's characteristics and values.
- Participate in activities and self-reflection that foster personal health, resilience, and well-being, contribute to lifelong learning, and support the acquisition of nursing expertise and the assertion of leadership.

The following documents guide faculty in development of the DNP curriculum:

- **The American Association of Colleges of Nursing (AACN)** The Essentials of Doctoral Education for Advanced Nursing Practice (DNP Essentials) (AACN, 2006).  
<http://www.aacn.nche.edu/DNP/pdf/Essentials.pdf>
- **National Organization of Nurse Practitioner Faculties (NONPF)**  
Recommended Criteria for NP Scholarly Projects in the Practice Doctorate Program (NONPF, 2007). <http://www.nonpf.com/associations/10789/files/ScholarlyProjectCriteria.pdf>
- **Nurse Practitioner Core Competencies (NONPF, 2012)**  
<http://www.nonpf.com/associations/10789/files/NPCoreCompetenciesFinal2012.pdf>
- **Population-Focused Nurse Practitioner Competencies (NONPF, 2012).**  
<http://www.nonpf.com/displaycommon.cfm?an=1&subarticlenbr=14>
- **American Nurses Association**  
Nursing Scope and Standards of Practice (APRN, 2016), Guide for College of Nursing faculty in curriculum development <http://www.nursingworld.org/scopeandstandardspractice>  
American Nursing Association

#### ➤ **Certification Eligibility of Graduates – National Organization Certification**

Graduates of the post BSN – DNP entry option are eligible to take advanced practice nursing certification examinations as appropriate to advance practice specialty completed. Exams administered by the American Nurses Credentialing Center (ANCC), American Association of Critical Care Nurses (AACN), the American Academy of Nurse Practitioners Certification Program (AANPCP) and the Pediatric Nursing Certification Board (PNCB), American Organization Nurse Executives Credentialing Center (AONECC). The relevant exams are *Family Nurse Practitioner*, *Adult-Gero Acute Care Nurse Practitioner*, *Pediatric Primary Care Nurse Practitioner*, *Pediatric Acute Care Nurse Practitioner*, *Psychiatric Mental Health Nurse Practitioner*, and *Nurse Executive, Advanced (ANCC)*, *Executive Nursing Practice (CENP)* or *The Certified Nurse Manager and Leader (CNML)*.

#### ➤ **Dismissal from UK College of Nursing DNP Program**

Students enrolled in the DNP program must remain in good standing to be eligible for program progression. A student may be dismissed from the DNP program, if one or more of the circumstances listed below applies to the student. The DNP Program Committee will review the student's circumstances and decide whether to dismiss the student from the program.

- The student has failed to complete the DNP program in 9 years (7 years plus potential 2 years of requested and approved extensions).
- The student has failed to communicate in a timely manner with the student's advisor or with administrative staff. An example of such a failure would be if the CON were unable to communicate with the student for more than 6 months.
- The student has violated IRB policy/procedures. The University of Kentucky IRB policy/procedures may be found at <http://www.research.uky.edu/ori/>
- The student has failed to enroll in 2 consecutive semesters (unless the student has received a leave of absence permitting the failure to enroll).
- The student has failed to comply with the following University requirements:
  - Student Code of Conduct (<http://www.uky.edu/studentconduct/code-student-conduct>)

- Health Care Colleges Code of Student Professional Conduct  
<http://www.uky.edu/regs/files/HCCcode.pdf>
- Behavioral Standards in Patient Care Commitments to Performance  
<http://www.uky.edu/regs/files/BehavioralStandardsPatientCare.pdf> -
- The student has been determined by the Kentucky State Board of Nursing to have violated licensure standards because of the student's use of illicit drugs or other criminal acts, when the violation(s) resulted in any change in RN or APRN licensure.
- The student has failed to meet academic probation and progression requirements, including earning a third C grade.
- The student has violated social media policies as set forth in the following standards:
  - <https://www.nursingworld.org/practice-policy/nursing-excellence/ethics/>
  - [https://www.ncsbn.org/social\\_media.pdf](https://www.ncsbn.org/social_media.pdf)

*DNPC approved, April 2017  
Graduate Faculty, approved May 10, 2017*

### ➤ Annual DNP Student Requirements

- Meet with advisor at least yearly to talk about program progress and goals for the coming semester/ academic year (as applicable).
- At the end of the spring semester, revise your CV using the approved College of Nursing format and send a copy to your advisor and to the Administrative Assistant for the DNP/MSN Program Studies.
- Approved College of Nursing CV Format: <http://www.uky.edu/nursing/academic-programs-ce/current-students/academic-policies-and-resources>

*Reminders will be sent to students each spring semester for this information.*

### ➤ DNP and Certificate Progression/Grade Policy

Students enrolled in the DNP or Certificate program must maintain a minimum cumulative GPA of 3.0 or better. Students must earn a grade of B or better in all required **specialty didactic courses** and **specialty clinical courses**. Individuals earning a grade lower than a B in either the specialty didactic or specialty clinical courses will not be permitted to progress in the program until the course is successfully repeated once. Note that due to the timing of course offerings this may result in a significant delay in program completion.

In order to be awarded a DNP degree, students may have a maximum of one C grade on their transcript from a **non-specialty core course**. If additional C or lower grades are earned in any **non-specialty core course**, the student must repeat one of the C grade courses to improve the grade in the **non-specialty core course**. Students earning a third C grade in a **non-specialty core course** will be reviewed by DNP Committee for dismissal.

#### Clinical Specialty Courses

NUR 921 - Patho

NUR 922 and 927 - Pharm

NUR 923 - Assessment

Track specific didactic and clinical courses

NUR 930 - Clinical

NUR 963 - FNP pediatric course

*Approved Total Faculty 05/26/2011  
Revised/Approved DNPC 1/30/2017  
Revised/Approved, Graduate Faculty 05/10/2017  
Reviewed DNPC 4/20/2020*

➤ **DNP Continuous Enrollment Policy**

The DNP Continuous Enrollment Policy applies to matriculating students who earn an incomplete grade in NUR 910-2 and have completed all core/clinical course work. Students are required to remain continuously enrolled in one credit of either NUR 930 or NUR 981 (Independent Study) while they work to earn a passing grade in the NUR 910 course. The alternative for how the student meets continuous enrollment will be determined by the student's advisor based on the following guidelines: (a) If the student is in a clinical track and if greater than one semester has lapsed since the last clinical practicum, the student will be required to enroll in NUR 930 for a one credit direct care clinical, (b) If students are not direct care certification board eligible, such as leadership track students, or if students have been enrolled in NUR 930 the same semester they were enrolled in NUR 910-2, students may take one credit of NUR 981 (Independent Study) with their advisor as faculty sponsor.

*Approved MSN/DNP Program Committee 08/21/2019*

➤ **DNP Time Limit to Degree Policy**

Students enrolled in the Doctor of Nursing Practice program, will have seven years to complete all requirements for the degree, including the DNP Project, and can request extensions up to an additional two years, for a total of nine years. Requests for extensions must be approved by the Doctor of Nursing Practice Program Committee.

*Approved Total Faculty, 4/30/2010; Reviewed DNPC 4/20/2020*

➤ **DNP Readmission Policy**

If a student is not enrolled for two (2) consecutive semesters, other than the summer semester, students must reapply to the DNP program, meet current admission criteria and follow policy and curriculum in place at the time of readmission. Student must also be in good standing in the program (3.0 GPA). If readmitted, all courses with an unsatisfactory or incomplete grade must be resolved or repeated prior to progression.

*Approved Total Faculty, 02/25/2011; Reviewed DNPC 4/20/2020*

➤ **DNP Leave of Absence Policy**

Students considering a leave of absence must discuss their plans with their academic advisor, prior to making a formal request. Students are also strongly encouraged to discuss this with the student loan or financial aid office as it may affect loan deferment. In addition to avoiding the need to reapply, leave of absence allows for priority registration.

Students may request a leave of absence from the Doctor of Nursing Practice program in certain circumstances. Students must (1) submit the request for leave in writing, (2) have it approved by their faculty academic advisor and then (3) by the Assistant Dean of MSN and DNP Program Studies.

Request for leave must be made prior to the beginning of the semester leave is requested. If approved, the Assistant Dean of MSN and DNP Program Studies notifies the Registrar. No more than two consecutive and four total semesters in leave of absence status may be requested. Exceptions may be made by the Assistant Dean of MSN and DNP Program Studies.

*Approved Total Faculty, 4/30/2010; Reviewed DNPC 4/20/2020*

➤ **Student Health Emergency**

Kentucky Board of Nursing (KBN) requires pre-licensure programs (which includes the BSN-DNP group) to communicate to faculty and students what to do in case of a student health emergency. This requires an

“Emergency Health Treatment” statement be added to each course syllabi that describes activities in the event of a student health emergency. The Graduate program has adopted the following statement:

“Faculty will follow these procedures for treating student medical emergencies that occur during classroom and clinical activities. Implement basic life saving measures guided by principles of BCLS as appropriate to the situation; call 911 as appropriate to the situation. If transportation is required for treatment, faculty shall not transport but will wait arrival of paramedics or in the case of students in hospital clinical setting, await arrival of appropriate hospital personnel to transport.”

*Approved Total Faculty 11/2015; Reviewed DNPC 4/20/2020*

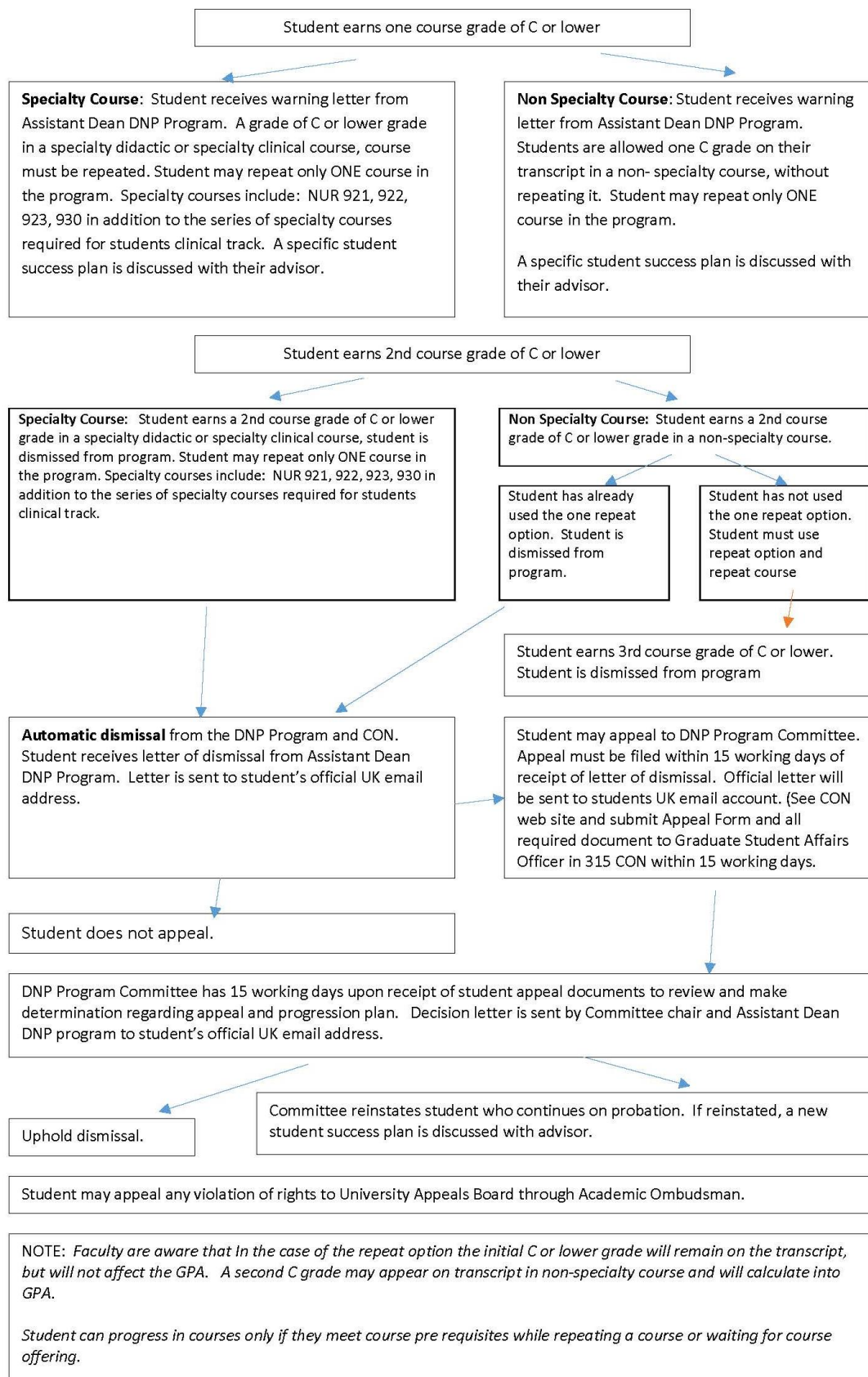
### ➤ **Student Appeal Process for Dismissal from DNP Program**

Within 15 working days after receipt of letter of dismissal from the DNP/Certificate program student to complete, sign and submit Appeal Form and all required materials which will include:

1. APPEAL FORM completed by student. Student should include summary of why appeal should be considered by faculty. Including a plan of what will be different to ensure their success in the program.
2. Faculty Feedback Forms:
  - Student is to request this form be completed by each faculty member who gave individual grades of C or lower.
  - Student is to request this form be completed by 2-3 faculty who can provide references speaking to the student’s clinical and critical thinking skills.
  - Student is to request letter from student academic advisor.
3. Materials to be submitted to Kathy Collins, Graduate Student Affairs Officer within 15 working days after receipt of letter of dismissal.
4. The MSN/DNP Program Committee will then have 15 working days to review materials and make a recommendation regarding students request to appeal dismissal from the DNP or Certificate program.
5. Student can appeal to Dean only regarding procedural issues. Student may appeal any violation of rights to University Appeals Board through Academic Ombudsman.



## ➤ DNP/Certificate Progression Decision Tree



➤ **DNP Sample Plans of Study (BSN-DNP Option)**

The BSN-DNP Option can be completed in three years of full-time study in one of six specialties:

1. Adult Gerontology Acute Care Nurse Practitioner
2. Family Nurse Practitioner
3. Pediatric Acute Care Nurse Practitioner
4. Pediatric Primary Care Nurse Practitioner
5. Psychiatric-Mental Health Nurse Practitioner
6. Executive Leadership in Healthcare

➤ **Post BSN-DNP Adult Gerontology Acute Care Nurse Practitioner Plan of Study**

Year	Fall Course No. - Title	Credits (didactic/clinical)	Spring Course No. - Title	Credits (didactic/clinical)	Summer Course No.- Title	Credits (didactic/clinical)
YEAR 1	EPE 557-202 - Gathering, Analyzing & Using Educational Data	3	NUR 923 - Applications of Advanced Health Assessment (Pre req.: NUR 921)	3	NUR 902- Nursing Leadership in Health Care	3
	NUR 921 - Advanced Physiology & Pathophysiology	3	NUR 922 - Advanced Pharmacology for Advanced Practice Nurses: Family (Pre req.: NUR 921)	4	NUR 919 - Quality and Safety in Nursing & Health Care	3
	NUR 925 - Research Methods in Advanced Practice Nursing	3	NUR 915 - Evaluating Evidence for Research and Evidence-Based Practice (Pre req.: statistics & NUR 925)	3		
	NUR 905 - Doctor of Nursing Practice Seminar	1	NUR 940 - APRN SEMINAR 1 (Pre req. 925; pre or co req.: NUR 921, 922 and 923)	3		
	<b>Total Term Credits</b>	<b>10</b>	<b>Total Term Credits</b>	<b>13</b>	<b>Total Term Credits</b>	<b>6</b>
	<b>Fall</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>	<b>Summer</b>	<b>Credits</b>
YEAR 2	NUR 903 - Applied Biostatistics for Outcome Evaluation (Pre req: approved graduate statistics)	3	NUR 918 - Protection of Human Subjects (Pre req.: NUR 909 & and approved DNP project proposal)	1	NUR 917 - Informatics & HC Technologies for Advanced Nursing Practice	2
	NUR 909 - Proposal Development (Pre req.: MSN degree or NUR 915, grad statistics, approved formation of DNP advisory committee)	2	NUR 942 - APRN seminar III (Pre req.: NUR 941 seminar 922 & 923. Co req.: NUR 944 clinical)	3	NUR 912 - Complex Systems Leadership and Innovation	2
	NUR 941 - APRN seminar II (Pre req.: NUR seminar 922 & 923. Co req.: NUR 943 clinical)	3	NUR 944 - CLINICAL (re req.: NUR 941 seminar ; Co req.: NUR 942 APRN seminar III)	3 (0/3)	NUR 914 - Economical & Financial Aspects of Clinical & Population-Base Health Care Delivery Systems	3
	NUR 943 - CLINICAL (pre req.: NUR 940 seminar; Co req.: 941 NUR APRN seminar II)	3 (0/3)	NUR 906 - Application of Biostatistics & Epidemiology for Strategic Decision Making (Pre req.: grad statistics and NUR 903)	3		
	<b>Clinical Hours</b>	<b>180</b>	<b>Clinical Hours</b>	<b>180</b>	<b>Clinical Hours</b>	
	<b>Total Term Credits</b>	<b>11</b>	<b>Total Term Credits</b>	<b>10</b>	<b>Total Term Credits</b>	<b>7</b>
	<b>Fall</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>	<b>Summer</b>	<b>Credits</b>
YEAR 3	NUR 907- Population Health Assessment, Planning & Policy	3	NUR 930 - Problems in Advanced Practice Nursing	3 (0/3)		
	NUR 778 - Pro Seminar in Contemporary Health & Nursing Policy Issues	3	NUR 910 - DNP Project (Pre req.: NUR 918)	2 (0/2)		
	NUR 930 - Problems in Advanced Practice Nursing	4 (0/4)				
	NUR 910 - DNP Project (Pre req.: NUR 918)	2 (0/2)			<b>Direct Care Clinical Hours</b>	<b>780</b>
	<b>Clinical Hours</b>	<b>360</b>	<b>Clinical Hours</b>	<b>300</b>	<b>Total Clinical Hours</b>	<b>1,020</b>
				<b>TOTAL PROGRAM CREDIT HOURS</b>	<b>74</b>	

➤ **Post BSN-DNP Family Nurse Practitioner Plan of Study**

Year	Fall Course No. - Title	Credits (didactic/clinical)	Spring Course No. - Title	Credits (didactic/clinical)	Summer Course No.- Title	Credits (didactic/clinical)
YEAR 1	EPE 557-202 - Gathering, Analyzing & Using Educational Data	3	NUR 923 - Applications of Advanced Health Assessment (Pre req.: NUR 921)	3	NUR 902- Nursing Leadership in Health Care	3
	NUR 921 - Advanced Physiology & Pathophysiology	3	NUR 922 - Advanced Pharmacology for Advanced Practice Nurses: Family (Pre req.: NUR 921)	4	NUR 919 - Quality and Safety in Nursing & Health Care	3
	NUR 925 - Research Methods in Advanced Practice Nursing	3	NUR 915 - Evaluating Evidence for Research and Evidence-Based Practice (Pre req.: statistics & NUR 925)	3	NUR 963- Primary Care of Children and Childbearing Families (pre req. NUR 960)	3
	NUR 905 - Doctor of Nursing Practice Seminar	1	NUR 960 - APRN SEMINAR 1 (Pre req. 925; pre or co req.: NUR 921, 922 and 923)	3		
	<b>Total Term Credits</b>	<b>10</b>	<b>Total Term Credits</b>	<b>13</b>	<b>Total Term Credits</b>	<b>9</b>
	<b>Fall</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>	<b>Summer</b>	<b>Credits</b>
YEAR 2	NUR 903 - Applied Biostatistics for Outcome Evaluation (Pre req: approved graduate statistics)	3	NUR 918 - Protection of Human Subjects (Pre req.: NUR 909 & and approved DNP project proposal)	1	NUR 917 - Informatics & HC Technologies for Advanced Nursing Practice	2
	NUR 909 - Proposal Development (Pre req.: MSN degree or NUR 915, grad statistics, approved formation of DNP advisory committee)	2	NUR 962 - APRN seminar III (Pre req.: NUR 961 seminar, 922 & 923. Co req.: NUR 950 clinical)	3	NUR 912 - Complex Systems Leadership and Innovation	2
	NUR 961 - APRN seminar II (Pre req.: NUR 960 seminar 922 & 923.Co req.: NUR 950 clinical)	3	NUR 950 - CLINICAL (re req.: NUR 960 & 961 seminar ; Co req.: NUR 962 APRN seminar III)	3 (0/3)	NUR 914 - Economical & Financial Aspects of Clinical & Population-Base Health Care Delivery Systems	3
	NUR 950- CLINICAL (pre req.: NUR 960 seminar; Co req.: NUR 961 APRN seminar II)	3 (0/3)	NUR 906 - Application of Biostatistics & Epidemiology for Strategic Decision Making (Pre req.: grad statistics and NUR 903)	3		
	<b>Clinical Hours</b>	<b>180</b>	<b>Clinical Hours</b>	<b>180</b>	<b>Clinical Hours</b>	
	<b>Total Term Credits</b>	<b>11</b>	<b>Total Term Credits</b>	<b>10</b>	<b>Total Term Credits</b>	<b>7</b>
	<b>Fall</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>	<b>Summer</b>	<b>Credits</b>
YEAR 3	NUR 907- Population Health Assessment, Planning & Policy	3	NUR 930 - Problems in Advanced Practice Nursing	3 (0/3)		
	NUR 778 - Pro Seminar in Contemporary Health & Nursing Policy Issues	3	NUR 910 - DNP Project (Pre req.: NUR 918)	2 (0/2)		
	NUR 930 - Problems in Advanced Practice Nursing	4 (0/4)				
	NUR 910 - DNP Project (Pre req.: NUR 918)	2 (0/2)			<b>Direct Care Clinical Hours</b>	<b>780</b>
	<b>Clinical Hours</b>	<b>360</b>	<b>Clinical Hours</b>	<b>300</b>	<b>Total Clinical Hours</b>	<b>1,020</b>
	<b>Total Term Credits</b>	<b>12</b>	<b>Total Term Credits</b>	<b>5</b>	<b>Total Program Credits</b>	<b>77</b>

➤ **Post BSN-DNP Pediatric Acute Care Nurse Practitioner Plan of Study**

Year	Fall Course No. - Title	Credits (didactic/clinical)	Spring Course No. - Title	Credits (didactic/clinical)	Summer Course No.- Title	Credits (didactic/clinical)
YEAR 1	EPE 557-202 - Gathering, Analyzing & Using Educational Data	3	NUR 923 - Applications of Advanced Health Assessment (Pre req.: NUR 921)	3	NUR 902- Nursing Leadership in Health Care	3
	NUR 921 - Advanced Physiology & Pathophysiology	3	NUR 922 - Advanced Pharmacology for Advanced Practice Nurses: Family (Pre req.: NUR 921)	4	NUR 919 - Quality and Safety in Nursing & Health Care	3
	NUR 925 - Research Methods in Advanced Practice Nursing	3	NUR 915 - Evaluating Evidence for Research and Evidence-Based Practice (Pre req.: statistics & NUR 925)	3	NUR 930 - Problems in Advanced Practice Nursing Pre req.: NUR 955)	1
	NUR 905 - Doctor of Nursing Practice Seminar	1	NUR 955 - APRN SEMINAR 1 (Pre req. 925; pre or co req.: NUR 921, 922 and 923)	3	<b>Clinical Hours</b>	<b>60</b>
	<b>Total Term Credits</b>	<b>10</b>	<b>Total Term Credits</b>	<b>13</b>	<b>Total Term Credits</b>	<b>7</b>
	<b>Fall</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>	<b>Summer</b>	<b>Credits</b>
YEAR 2	NUR 903 - Applied Biostatistics for Outcome Evaluation (Pre req: approved graduate statistics)	3	NUR 918 - Protection of Human Subjects (Pre req.: NUR 909 & approved DNP project proposal)	1	NUR 917 - Informatics & HC Technologies for Advanced Nursing Practice	2
	NUR 909 - Proposal Development (Pre req.: MSN degree or NUR 915, grad statistics, approved formation of DNP advisory committee)	2	NUR 958 - APRN seminar III (Pre req.: NUR 959 seminar, 922 & 923. Co req.: NUR 952 clinical)	3	NUR 912 - Complex Systems Leadership and Innovation	2
	NUR 959 - APRN seminar II (Pre req.: NUR 955 seminar 922 & 923.Co req.: NUR 952 clinical)	3	NUR 952 - CLINICAL (re req.: NUR 955 & 959 seminar; Co req.: NUR 958 APRN seminar III)	3 (0/3)	NUR 914 - Economical & Financial Aspects of Clinical & Population-Base Health Care Delivery Systems	3
	NUR 952- CLINICAL (pre req.: NUR 955 seminar; Co req.: NUR 959 APRN seminar II)	3 (0/3)	NUR 906 - Application of Biostatistics & Epidemiology for Strategic Decision Making (Pre req.: grad statistics and NUR 903)	3		
	<b>Clinical Hours</b>	<b>180</b>	<b>Clinical Hours</b>	<b>180</b>	<b>Clinical Hours</b>	
	<b>Total Term Credits</b>	<b>11</b>	<b>Total Term Credits</b>	<b>10</b>	<b>Total Term Credits</b>	<b>7</b>
	<b>Fall</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>	<b>Summer</b>	<b>Credits</b>
YEAR 3	NUR 907- Population Health Assessment, Planning & Policy	3	NUR 930 - Problems in Advanced Practice Nursing	2 (0/2)		
	NUR 778 - Pro Seminar in Contemporary Health & Nursing Policy Issues	3	NUR 910 - DNP Project (Pre req.: NUR 918)	2 (0/2)		
	NUR 930 - Problems in Advanced Practice Nursing	4 (0/4)				
	NUR 910 - DNP Project (Pre req.: NUR 918)	2 (0/2)			<b>Direct Care Clinical Hours</b>	<b>780</b>
	<b>Clinical Hours</b>	<b>360</b>	<b>Clinical Hours</b>	<b>240</b>	<b>Total Clinical Hours</b>	<b>1,020</b>
				<b>TOTAL PROGRAM CREDIT HOURS</b>	<b>74</b>	

➤ **Post BSN-DNP Pediatric Primary Care Nurse Practitioner Plan of Study**

Year	Fall Course No. - Title	Credits (didactic/clinical)	Spring Course No. - Title	Credits (didactic/clinical)	Summer Course No.- Title	Credits (didactic/clinical)
YEAR 1	EPE 557-202 - Gathering, Analyzing & Using Educational Data	3	NUR 923 - Applications of Advanced Health Assessment (Pre req.: NUR 921)	3	NUR 902- Nursing Leadership in Health Care	3
	NUR 921 - Advanced Physiology & Pathophysiology	3	NUR 922 - Advanced Pharmacology for Advanced Practice Nurses: Family (Pre req.: NUR 921)	4	NUR 919 - Quality and Safety in Nursing & Health Care	3
	NUR 925 - Research Methods in Advanced Practice Nursing	3	NUR 915 - Evaluating Evidence for Research and Evidence-Based Practice (Pre req.: statistics & NUR 925)	3	NUR 930 - Problems in Advanced Practice Nursing Pre req.: NUR 955)	1
	NUR 905 - Doctor of Nursing Practice Seminar	1	NUR 955 - APRN SEMINAR 1 (Pre req. 925; pre or co req.: NUR 921, 922 and 923)	3	<b>Clinical Hours</b>	<b>60</b>
	<b>Total Term Credits</b>	<b>10</b>	<b>Total Term Credits</b>	<b>13</b>	<b>Total Term Credits</b>	<b>7</b>
	<b>Fall</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>	<b>Summer</b>	<b>Credits</b>
YEAR 2	NUR 903 - Applied Biostatistics for Outcome Evaluation (Pre req: approved graduate statistics)	3	NUR 918 - Protection of Human Subjects (Pre req.: NUR 909 & and approved DNP project proposal)	1	NUR 917 - Informatics & HC Technologies for Advanced Nursing Practice	2
	NUR 909 - Proposal Development (Pre req.: MSN degree or NUR 915, grad statistics, approved formation of DNP advisory committee)	2	NUR 957 - APRN seminar III (Pre req.: NUR 956 seminar, 922 & 923. Co req.: NUR 950 clinical)	3	NUR 912 - Complex Systems Leadership and Innovation	2
	NUR 956 - APRN seminar II (Pre req.: NUR 955 seminar 922 & 923.Co req.: NUR 950 clinical)	3	NUR 950 - CLINICAL (re req.: NUR 955 & 956 seminar; Co req.: NUR 957 APRN seminar III)	3 (0/3)	NUR 914 - Economical & Financial Aspects of Clinical & Population-Base Health Care Delivery Systems	3
	NUR 950- CLINICAL (pre req.: NUR 960 seminar; Co req.: NUR 961 APRN seminar II)	3 (0/3)	NUR 906 - Application of Biostatistics & Epidemiology for Strategic Decision Making (Pre req.: grad statistics and NUR 903)	3		
	<b>Clinical Hours</b>	<b>180</b>	<b>Clinical Hours</b>	<b>180</b>	<b>Clinical Hours</b>	
	<b>Total Term Credits</b>	<b>11</b>	<b>Total Term Credits</b>	<b>10</b>	<b>Total Term Credits</b>	<b>7</b>
	<b>Fall</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>	<b>Summer</b>	<b>Credits</b>
YEAR 3	NUR 907- Population Health Assessment, Planning & Policy	3	NUR 930 - Problems in Advanced Practice Nursing	2 (0/2)		
	NUR 778 - Pro Seminar in Contemporary Health & Nursing Policy Issues	3	NUR 910 - DNP Project (Pre req.: NUR 918)	2 (0/2)		
	NUR 930 - Problems in Advanced Practice Nursing	4 (0/4)				
	NUR 910 - DNP Project (Pre req.: NUR 918)	2 (0/2)			<b>Direct Care Clinical Hours</b>	<b>780</b>
	<b>Clinical Hours</b>	<b>360</b>	<b>Clinical Hours</b>	<b>240</b>	<b>Total Clinical Hours</b>	<b>1,020</b>
<b>Total Term Credits</b>	<b>12</b>	<b>Total Term Credits</b>	<b>4</b>	<b>Total Program Credits</b>	<b>74</b>	

➤ **Post BSN-DNP Psychiatric-Mental Health Nurse Practitioner Plan of Study**

Year	Fall Course No. - Title	Credits (didactic/clinical)	Spring Course No. - Title	Credits (didactic/clinical)	Summer Course No.- Title	Credits (didactic/clinical)
Year 1	EPE 557-202 - Gathering, Analyzing & Using Educational Data	3	NUR 923 - Applications of Advanced Health Assessment (Pre req.: NUR 921)	3	NUR 902- Nursing Leadership in Health Care	3
	NUR 921 - Advanced Physiology & Pathophysiology	3	NUR 922 - Advanced Pharmacology for Advanced Practice Nurses: Family (Pre req.: NUR 921)	4	NUR 919 - Quality and Safety in Nursing & Health Care	3
	NUR 925 - Research Methods in Advanced Practice Nursing	3	NUR 915 - Evaluating Evidence for Research and Evidence-Based Practice (Pre req.: statistics & NUR 925)	3	NUR 964 – Advanced Psychopharmacology (pre req. NUR 965)	2
	NUR 905 - Doctor of Nursing Practice Seminar	1	NUR 965 - APRN SEMINAR 1 (Pre req. 925; pre or co req.: NUR 921, 922 and 923)	3		
	<b>Total Term Credits</b>	<b>10</b>	<b>Total Term Credits</b>	<b>13</b>	<b>Total Term Credits</b>	<b>8</b>
	<b>Fall</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>	<b>Summer</b>	<b>Credits</b>
Year 2	NUR 903 - Applied Biostatistics for Outcome Evaluation (Pre req: approved graduate statistics)	3	NUR 918 - Protection of Human Subjects (Pre req.: NUR 909 & and approved DNP project proposal)	1	NUR 917 - Informatics & HC Technologies for Advanced Nursing Practice	2
	NUR 909 - Proposal Development (Pre req.: MSN degree or NUR 915, grad statistics, approved formation of DNP advisory committee)	2	NUR 967 - APRN seminar III (Pre req.: NUR 964, 965 & 966 seminar, 922 & 923. Co req.: NUR 969 clinical)	3	NUR 912 - Complex Systems Leadership and Innovation	2
	NUR 966 - APRN seminar II (Pre req.: NUR 965 seminar 922 & 923.Co req.: NUR 968 clinical)	3	NUR 969 - CLINICAL (pre req.: NUR 965 & 966 seminar ; Co req.: NUR 962 APRN seminar III)	3 (0/3)	NUR 914 - Economical & Financial Aspects of Clinical & Population-Base Health Care Delivery Systems	3
	NUR 968 CLINICAL (pre req.: NUR 965 seminar; Co req.: NUR 966 APRN seminar II)	3 (0/3)	NUR 906 - Application of Biostatistics & Epidemiology for Strategic Decision Making (Pre req.: grad statistics and NUR 903)	3		
	<b>Clinical Hours</b>	<b>180</b>	<b>Clinical Hours</b>	<b>180</b>	<b>Clinical Hours</b>	
	<b>Total Term Credits</b>	<b>11</b>	<b>Total Term Credits</b>	<b>10</b>	<b>Total Term Credits</b>	<b>7</b>
	<b>Fall</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>	<b>Summer</b>	<b>Credits</b>
Year 3	NUR 907- Population Health Assessment, Planning & Policy	3	NUR 930 - Problems in Advanced Practice Nursing	3 (0/3)		
	NUR 778 - Pro Seminar in Contemporary Health & Nursing Policy Issues	3	NUR 910 - DNP Project (Pre req.: NUR 918)	2 (0/2)		
	NUR 930 - Problems in Advanced Practice Nursing	4 (0/4)				
	NUR 910 - DNP Project (Pre req.: NUR 918)	2 (0/2)			<b>Direct Care Clinical Hours</b>	<b>780</b>
	<b>Clinical Hours</b>	<b>360</b>	<b>Clinical Hours</b>	<b>300</b>	<b>Total Clinical Hours</b>	<b>1,020</b>
	<b>Total Term Credits</b>	<b>12</b>	<b>Total Term Credits</b>	<b>5</b>	<b>Total Program Credits</b>	<b>76</b>



➤ **Post BSN-DNP Executive Leadership in Healthcare Plan of Study**

Year	Fall Course No. - Title	Credits (didactic /clinical)	Spring Course No. - Title	Credits (didactic /clinical)	Summer Course No.- Title	Credits (didactic/ clinical)
YEAR 1	EPE/EDP 557 - Gathering, Analyzing & Using Educational Data	3	NUR 778 - Proseminar in Contemporary Health & Nursing Policy Issues	3	NUR 902 - Nursing Leadership in Health Care	3
	NUR 905 - Doctor of Nursing Practice Seminar	1	NUR 915 - Evaluating Evidence for Research & Evidence-Based Practice (Pre req.: EPE 557 & NUR 925)	3	NUR 917 - Informatics & HC Technologies for Advanced Nursing Practice	2
	NUR 925 - Research Methods in Advanced Practice Nursing (Pre req.: graduate statistics)	3				
	<b>Clinical Hours</b>	<b>0</b>	<b>Clinical Hours</b>	<b>0</b>	<b>Clinical Lab Hours</b>	<b>0</b>
	<b>Total Term Credits</b>	<b>7</b>	<b>Total Term Credits</b>	<b>6</b>	<b>Total Term Credits</b>	<b>5</b>
	<b>Fall</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>	<b>Summer</b>	<b>Credits</b>
YEAR 2	NUR 903 - Applied Biostatistics for Outcome Evaluation (Pre req: graduate statistics)	3	NUR 906 - Application of Biostatistics & Epidemiology for Strategic Decision Making (Pre req.: grad statistics & NUR 903)	3	NUR 914 - Economic & Financial Aspects of Clinical & Population-Based Health Care Delivery Systems	3
	NUR 972 - Relationship Based Leadership in Healthy Work Environments: Seminar (Co req.: NUR 973)	3	NUR 970 - Assessment & Design of Complex Healthcare Systems: Seminar	3	NUR 919 - Quality & Safety in Nursing & Health Care (Pre or co req: NUR 915)	3
	NUR 973 - Relationship Based Leadership in Healthy Work Environments: Practicum (Co req.: NUR 972)	3 (0/3)	NUR 971 - Assessment & Design of Complex Healthcare Systems (Practicum)	2(0/2)		
	<b>Clinical Hours</b>	<b>180</b>	<b>Clinical Hours</b>	<b>120</b>	<b>Clinical Hours</b>	<b>0</b>
	<b>Total Term Credits</b>	<b>9</b>	<b>Total Term Credits</b>	<b>8</b>	<b>Total Term Credits</b>	<b>6</b>
	<b>Fall</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>	<b>Summer</b>	<b>Credits</b>
YEAR 3	NUR 909 - Proposal Development Seminar	2	NUR 918 - Protection of Human Subjects (Pre req.: NUR 909 & approved DNP project proposal)	1	NUR 912 - Complex Systems Leadership & Innovation	2
	NUR 907- Population Health Assessment, Planning & Policy	3	NUR 974 - Strategic Leadership in Complex Healthcare Organizations: Seminar	3	NUR 930 - Problems in Advanced Practice Nursing	1 (0/1)
			NUR 975 - Strategic LS in Complex HC Organizations (Practicum)	2 (0/2)		
	<b>Clinical Hours</b>	<b>0</b>	<b>Clinical Hours</b>	<b>120</b>	<b>Clinical Hours</b>	<b>60</b>
	<b>Total Term Credits</b>	<b>5</b>	<b>Total Term Credits</b>	<b>6</b>	<b>Total Term Credits</b>	<b>3(2/1)</b>
	<b>Fall</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>	<b>Summer</b>	<b>Credits</b>
YEAR 4	NUR 930 - Problems in APN	2(0/2)	NUR 910 - DNP Project (Pre req. NUR 918)	2 (0/2)		
	NUR 910 - DNP Project (Pre req. NUR 918)	2 (0/2)				
	<b>Clinical Hours</b>	<b>240</b>	<b>Clinical Hours</b>	<b>120</b>	<b>Total Clinical Hours</b>	<b>840</b>
	<b>Total Term Credits</b>	<b>4 (0/4)</b>	<b>Total Term Credits</b>	<b>2(0/2)</b>	<b>Total Program Credits</b>	<b>61</b>

➤ **DNP Sample Plans of Study (MSN-DNP Option)**

Students completing this curriculum plan enter the DNP program with an awarded Master of Science in Nursing degree.

The MSN-DNP Option, which comprises seven specialties (see below), can be completed in three years of part-time study. The Executive Leadership option also has a full-time plan. See the individual part time plans by specialty below. Applicants can continue in their current specialty or can apply to a new or second specialty option.

The MSN DNP also offers a non-specialty option for individuals who want to obtain a DNP, but do not want to pursue an additional specialty. Students will take core courses and complete a DNP project. Applicants to this option must hold acceptable national certifications at the time of application. A graduate degree must be required for eligibility of national certification. Individuals holding a certification which only requires RN licensure or BSN degree are NOT eligible for this non specialty option.

Faculty perform a GAP analysis upon admission to determine current competencies and then determine courses required to complete degree and board eligibility requirements for certification in the specialty.

1. Adult Gerontology Acute Care Nurse Practitioner
2. Family Nurse Practitioner
3. Pediatric Acute Care Nurse Practitioner
4. Pediatric Primary Care Nurse Practitioner
5. Psychiatric-Mental Health Nurse Practitioner
6. Executive Leadership in Healthcare
7. Clinical Leadership in Healthcare
8. DNP Non-Specialty

➤ **Post MSN-DNP Adult Gerontology Acute Care Nurse Practitioner Plan of Study**

Year	Fall Course No. - Title	Credits (didactic/clinical)	Spring Course No. - Title	Credits (didactic/clinical)	Summer Course No.- Title	Credits (didactic/clinical)
<b>YEAR 1</b>	NUR 905 - Doctor of Nursing Practice Seminar	1	NUR 940 - APRN Specialty Seminar I (pre req.: 921; pre or co req NUR 922 & 923)	3	NUR 919 - Quality & Safety in Nursing & Health Care	3
	NUR 903 - Applied Biostatistics for Outcomes Evaluation (Pre req.: EPE 557 or equivalent)	3	NUR 927 - Special Topics in Pharmacology: Adult Gero Acute Care	1		
	NUR 778 - Proseminar in Contemporary Health & Nursing Policy Issues	3	NUR 906 - Application of Biostatistics & Epidemiology for Strategic Decision Making (Pre req.: grad statistics & NUR 903)	3		
	NUR 907 - Population Health Assessment, Planning & Policy	3				
	<b>Clinical Hours</b>	0	<b>Clinical Hours</b>	0	<b>Clinical Hours</b>	0
	<b>Total Term Credits</b>	<b>10</b>	<b>Total Term Credits</b>	<b>7</b>	<b>Total Term Credits</b>	<b>3</b>
		<b>Credits</b>	<b>Fall</b>	<b>Credits</b>	<b>Summer</b>	<b>Credits</b>
<b>YEAR 2</b>	NUR 909 - Proposal Development (Pre req.: statistics, approved formation of DNP advisory committee)	2	NUR 918 - Protection of Human Subjects (Pre req.: NUR 909 & approved DNP project proposal)	1	NUR 914 - Economic & Financial Aspects of Clinical & Population-Based Health Care Delivery Systems	3
	NUR 941 - ARPN Specialty Seminar II (Pre req.: Spec Sem I)	3	NUR 942 - ARPN Specialty Seminar III (Pre req.: Spec Sem II)	3	NUR 912 - Complex Systems Leadership & Innovation	2
	NUR 943 - Specialty Clinical w Seminar II (Pre req.: Spec Sem I; co req.: Spec Sem II)	3 (0/3)	NUR 944 - Specialty Clinical w Seminar III (Pre req.: Spec Sem I; co req.: Spec Sem II)	3 (0/3)		
	<b>Clinical Hours</b>	180	<b>Clinical Hours</b>	180	<b>Clinical Hours</b>	0
	<b>Total Term Credits</b>	<b>8 (5/3)</b>	<b>Total Term Credits</b>	<b>7 (4/3)</b>	<b>Total Term Credits</b>	<b>5</b>
	<b>Fall</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>		
<b>YEAR 3</b>	NUR 910 - DNP Project (Pre req.: NUR 918)	2 (0/2)	NUR 910 - DNP Project (Pre req.: NUR 918)	2 (0/2)		
	NUR 930 - Problems in Advanced Practice Nursing	4 (0/4)	NUR 930 - Problems in Advanced Practice Nursing	3 (0/3)		
	<b>Clinical Hours</b>	360	<b>Clinical Hours</b>	300	<b>Direct Care Clinical Hours</b>	<b>780</b>
	<b>Total Term Credits</b>	<b>6 (0/6)</b>	<b>Total Term Credits</b>	<b>5 (0/5)</b>	<b>Total Clinical Hours</b>	<b>1,020</b>
				<b>Total Program Credits</b>	<b>51</b>	

**NOTES**

**REQUIRED PRE-REQUISITE COURSES.** If comparable courses were not completed in MSN program they must be taken summer prior to fall start.

1. EDP/EPE 557 Gathering, Analyzing and Using Educational Data, or comparable course.
2. NUR 902 Nursing Leadership in Health Care
3. NUR 915 Evidence Based Practice

\*Students who did not take at least a 3-credit pathophysiology, advanced pharmacology and advanced health assessment course prior to admission **will be required** to take these courses before starting the NP specialty courses. These must be individual courses as required for certification.

\*\*Course work may be transferred from prior graduate nursing program(s) if deemed comparable based on GAP analysis performed by track faculty. Each post MSN DNP applicant will undergo a GAP analysis.

➤ **Post MSN-DNP Family Nurse Practitioner Plan of Study**

Year	Fall Course No. - Title	Credits (didactic/clinical)	Spring Course No. - Title	Credits (didactic/clinical)	Summer Course No.- Title	Credits (didactic/clinical)
YEAR 1	NUR 905 - Doctor of Nursing Practice Seminar	1	NUR 960 - APRN Specialty Seminar I (pre req.: 921; pre or co req NUR 922 & 923	3	NUR 919 - Quality & Safety in Nursing & Health Care	3
	NUR 903 - Applied Biostatistics for Outcomes Evaluation (Pre req.: EPE 557 or equivalent)	3	NUR 927 - Special Topics in Pharmacology: Family	1	NUR 963 - Primary Care of Children & Childbearing Families (Pre req: NUR 960)	3
	NUR 778 - Proseminar in Contemporary Health & Nursing Policy Issues	3	NUR 906 - Application of Biostatistics & Epidemiology for Strategic Decision Making (Pre req.: grad statistics & NUR 903)	3		
	NUR 907 - Population Health Assessment, Planning & Policy	3				
	<b>Clinical Hours</b>	0	<b>Clinical Hours</b>	0	<b>Clinical Hours</b>	0
<b>Total Term Credits</b>	<b>10</b>	<b>Total Term Credits</b>	<b>7</b>	<b>Total Term Credits</b>	<b>6</b>	
	<b>Credits</b>	<b>Fall</b>	<b>Credits</b>	<b>Summer</b>	<b>Credits</b>	
YEAR 2	NUR 909 - Proposal Development (Pre req.: statistics, approved formation of DNP advisory committee)	2	NUR 918 - Protection of Human Subjects (Pre req.: NUR 909 & approved DNP project proposal)	1	NUR 914 - Economic & Financial Aspects of Clinical & Population-Based Health Care Delivery Systems	3
	NUR 961 - ARPN Specialty Seminar II (Pre req.: Spec Sem I)	3	NUR 962 - ARPN Specialty Seminar III (Pre req.: Spec Sem II)	3	NUR 912 - Complex Systems Leadership & Innovation	2
	NUR 950 - Specialty Clinical w Seminar II (Pre req.: Spec Sem I; co req.: Spec Sem II)	3 (0/3)	NUR 950 - Specialty Clinical w Seminar III (Pre req.: Spec Sem I; co req.: Spec Sem II)	3 (0/3)		
	<b>Clinical Hours</b>	180	<b>Clinical Hours</b>	180	<b>Clinical Hours</b>	0
	<b>Total Term Credits</b>	<b>8 (5/3)</b>	<b>Total Term Credits</b>	<b>7 (4/3)</b>	<b>Total Term Credits</b>	<b>5</b>
	<b>Fall</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>		
YEAR 3	NUR 910 - DNP Project (Pre req.: NUR 918)	2 (0/2)	NUR 910 - DNP Project (Pre req.: NUR 918)	2 (0/2)		
	NUR 930 - Problems in Advanced Practice Nursing	4 (0/4)	NUR 930 - Problems in Advanced Practice Nursing	3 (0/3)		
	<b>Clinical Hours</b>	360	<b>Clinical Hours</b>	300	<b>Direct Care Clinical Hours</b>	<b>780</b>
	<b>Total Term Credits</b>	<b>6 (0/6)</b>	<b>Total Term Credits</b>	<b>5 (0/5)</b>	<b>Total Clinical Hours</b>	<b>1,020</b>
				<b>Total Program Credits</b>	<b>54</b>	

**NOTES**

**REQUIRED PRE-REQUISITE COURSES.** If comparable courses were not completed in MSN program they must be taken summer prior to fall start.

1. EDP/EPE 557 Gathering, Analyzing and Using Educational Data, or comparable course.
2. NUR 902 Nursing Leadership in Health Care
3. NUR 915 Evidence Based Practice

\*Students who did not take at least a 3-credit pathophysiology, advanced pharmacology and advanced health assessment course prior to admission **will be required** to take these courses before starting the NP specialty courses. These must be individual courses as required for certification.

\*\*Course work may be transferred from prior graduate nursing program(s) if deemed comparable based on GAP analysis performed by track faculty. Each post MSN DNP applicant will undergo a GAP analysis.

➤ **Post MSN-DNP Pediatrics Acute Care Nurse Practitioner Plan of Study**

Year	Fall Course No. - Title	Credits (didactic/clinical)	Spring Course No. - Title	Credits (didactic/clinical)	Summer Course No. - Title	Credits (didactic/clinical)
<b>YEAR 1</b>	NUR 905 - Doctor of Nursing Practice Seminar	1	NUR 955 - APRN Specialty Seminar I (pre req.: 921; pre or co req NUR 922 & 923	3	NUR 919 - Quality & Safety in Nursing & Health Care	3
	NUR 903 - Applied Biostatistics for Outcomes Evaluation (Pre req.: EPE 557 or equivalent)	3	NUR 927 - Special Topics in Pharmacology: Peds. Acute Care	1	NUR 930 - Problems in Advanced Practice Nursing	1 (0/1)
	NUR 778 - Proseminar in Contemporary Health & Nursing Policy Issues	3	NUR 906 - Application of Biostatistics & Epidemiology for Strategic Decision Making (Pre req.: grad statistics & NUR 903)	3		
	NUR 907 - Population Health Assessment, Planning & Policy	3				
	<b>Clinical Hours</b>	0	<b>Clinical Hours</b>	0	<b>Clinical Hours</b>	60
<b>Total Term Credits</b>	<b>10</b>	<b>Total Term Credits</b>	<b>7</b>	<b>Total Term Credits</b>	<b>4</b>	
	<b>Credits</b>	<b>Fall</b>	<b>Credits</b>	<b>Summer</b>	<b>Credits</b>	
<b>YEAR 2</b>	NUR 909 - Proposal Development (Pre req.: statistics, approved formation of DNP advisory committee)	2	NUR 918 - Protection of Human Subjects (Pre req.: NUR 909 & approved DNP project proposal)	1	NUR 914 - Economic & Financial Aspects of Clinical & Population-Based Health Care Delivery Systems	3
	NUR 959 - ARPN Specialty Seminar II (Pre req.: Spec Sem I)	3	NUR 958 - ARPN Specialty Seminar III (Pre req.: Spec Sem II)	3	NUR 912 - Complex Systems Leadership & Innovation	2
	NUR 952 - Specialty Clinical w Seminar II (Pre req.: Spec Sem I; co req.: Spec Sem II)	3 (0/3)	NUR 952 - Specialty Clinical w Seminar III (Pre req.: Spec Sem I; co req.: Spec Sem II)	3 (0/3)		
	<b>Clinical Hours</b>	180	<b>Clinical Hours</b>	180	<b>Clinical Hours</b>	0
	<b>Total Term Credits</b>	<b>8 (5/3)</b>	<b>Total Term Credits</b>	<b>7 (4/3)</b>	<b>Total Term Credits</b>	<b>5</b>
	<b>Fall</b>	<b>Spring</b>	<b>Credits</b>			
<b>YEAR 3</b>	NUR 910 - DNP Project (Pre req.: NUR 918)	2 (0/2)	NUR 910 - DNP Project (Pre req.: NUR 918)	2 (0/2)		
	NUR 930 - Problems in Advanced Practice Nursing	4 (0/4)	NUR 930 - Problems in Advanced Practice Nursing	2 (0/2)	<b>Direct Care Clinical Hours</b>	<b>780</b>
	<b>Clinical Hours</b>	360	<b>Clinical Hours</b>	240	<b>Total Clinical Hours</b>	<b>1,020</b>
	<b>Total Term Credits</b>	<b>6 (0/6)</b>	<b>Total Term Credits</b>	<b>4 (0/5)</b>	<b>Total Program Credits</b>	<b>51</b>

**NOTES**

**REQUIRED PRE-REQUISITE COURSES.** If comparable courses were not completed in MSN program they must be taken summer prior to fall start.

1. EDP/EPE 557 Gathering, Analyzing and Using Educational Data, or comparable course.
2. NUR 902 Nursing Leadership in Health Care
3. NUR 915 Evidence Based Practice

\*Students who did not take at least a 3-credit pathophysiology, advanced pharmacology and advanced health assessment course prior to admission **will be required** to take these courses before starting the NP specialty courses. These must be individual courses as required for certification.

\*\*Course work may be transferred from prior graduate nursing program(s) if deemed comparable based on GAP analysis performed by track faculty. Each post MSN DNP applicant will undergo a GAP analysis.

➤ **Post MSN-DNP Pediatrics Primary Care Nurse Practitioner Plan of Study**

Year	Fall Course No. - Title	Credits (didactic/clinical)	Spring Course No. - Title	Credits (didactic/clinical)	Summer Course No.- Title	Credits (didactic/clinical)
YEAR 1	NUR 905 - Doctor of Nursing Practice Seminar	1	NUR 955 - APRN Specialty Seminar I (pre req.: 921; pre or co req NUR 922 & 923)	3	NUR 919 - Quality & Safety in Nursing & Health Care	3
	NUR 903 - Applied Biostatistics for Outcomes Evaluation (Pre req.: EPE 557 or equivalent)	3	NUR 927 - Special Topics in Pharmacology: Peds. Primary Care	1	NUR 930 - Problems in Advanced Practice Nursing	1 (0/1)
	NUR 778 - Proseminar in Contemporary Health & Nursing Policy Issues	3	NUR 906 - Application of Biostatistics & Epidemiology for Strategic Decision Making (Pre req.: grad statistics & NUR 903)	3		
	NUR 907 - Population Health Assessment, Planning & Policy	3				
	<b>Clinical Hours</b>	0	<b>Clinical Hours</b>	0	<b>Clinical Hours</b>	60
	<b>Total Term Credits</b>	<b>10</b>	<b>Total Term Credits</b>	<b>7</b>	<b>Total Term Credits</b>	<b>4</b>
		<b>Credits</b>	<b>Fall</b>	<b>Credits</b>	<b>Summer</b>	<b>Credits</b>
YEAR 2	NUR 909 - Proposal Development (Pre req.: statistics, approved formation of DNP advisory committee)	2	NUR 918 - Protection of Human Subjects (Pre req.: NUR 909 & approved DNP project proposal)	1	NUR 914 - Economic & Financial Aspects of Clinical & Population-Based Health Care Delivery Systems	3
	NUR 956 - ARPN Specialty Seminar II (Pre req.: Spec Sem I)	3	NUR 957 - ARPN Specialty Seminar III (Pre req.: Spec Sem II)	3	NUR 912 - Complex Systems Leadership & Innovation	2
	NUR 950 - Specialty Clinical w Seminar II (Pre req.: Spec Sem I; co req.: Spec Sem II)	3 (0/3)	NUR 950 - Specialty Clinical w Seminar III (Pre req.: Spec Sem I; co req.: Spec Sem II)	3 (0/3)		
	<b>Clinical Hours</b>	180	<b>Clinical Hours</b>	180	<b>Clinical Hours</b>	0
	<b>Total Term Credits</b>	<b>8 (5/3)</b>	<b>Total Term Credits</b>	<b>7 (4/3)</b>	<b>Total Term Credits</b>	<b>5</b>
	<b>Fall</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>		
YEAR 3	NUR 910 - DNP Project (Pre req.: NUR 918)	2 (0/2)	NUR 910 - DNP Project (Pre req.: NUR 918)	2 (0/2)		
	NUR 930 - Problems in Advanced Practice Nursing	4 (0/4)	NUR 930 - Problems in Advanced Practice Nursing	2 (0/2)	<b>Direct Care Clinical Hours</b>	<b>780</b>
	<b>Clinical Hours</b>	360	<b>Clinical Hours</b>	240	<b>Total Clinical Hours</b>	<b>1,020</b>
	<b>Total Term Credits</b>	<b>6 (0/6)</b>	<b>Total Term Credits</b>	<b>4 (0/5)</b>	<b>Total Program Credits</b>	<b>51</b>

**NOTES**

**REQUIRED PRE-REQUISITE COURSES.** If comparable courses were not completed in MSN program they must be taken summer prior to fall start.

1. EDP/EPE 557 Gathering, Analyzing and Using Educational Data, or comparable course.
2. NUR 902 Nursing Leadership in Health Care
3. NUR 915 Evidence Based Practice

\*Students who did not take at least a 3-credit pathophysiology, advanced pharmacology and advanced health assessment course prior to admission **will be required** to take these courses before starting the NP specialty courses. These must be individual courses as required for certification.

\*\*Course work may be transferred from prior graduate nursing program(s) if deemed comparable based on GAP analysis performed by track faculty. Each post MSN DNP applicant will undergo a GAP analysis.

➤ **Post MSN-DNP Psychiatric Mental Health Nurse Practitioner Plan of Study**

Year	Fall Course No. - Title	Credits (didactic/clinical)	Spring Course No. - Title	Credits (didactic/clinical)	Summer Course No.- Title	Credits (didactic/clinical)
YEAR 1	NUR 905 - Doctor of Nursing Practice Seminar	1	NUR 965 - APRN Specialty Seminar I (pre req.: 921; pre or co req NUR 922 & 923)	3	NUR 919 - Quality & Safety in Nursing & Health Care	3
	NUR 903 - Applied Biostatistics for Outcomes Evaluation (Pre req.: EPE 557 or equivalent)	3	NUR 927 - Special Topics in Pharmacology: Psych Mental Health	1	NUR 964 - Advanced Psycho-pharmacology (Pre-req NUR 922 & NUR 965 - APRN Seminar)	2
	NUR 778 - Proseminar in Contemporary Health & Nursing Policy Issues	3	NUR 906 - Application of Biostatistics & Epidemiology for Strategic Decision Making (Pre req.: grad statistics & NUR 903)	3		
	NUR 907 - Population Health Assessment, Planning & Policy	3				
	<b>Clinical Hours</b>	0	<b>Clinical Hours</b>	0	<b>Clinical Hours</b>	0
	<b>Total Term Credits</b>	<b>10</b>	<b>Total Term Credits</b>	<b>7</b>	<b>Total Term Credits</b>	<b>5</b>
		<b>Credits</b>	<b>Fall</b>	<b>Credits</b>	<b>Summer</b>	<b>Credits</b>
YEAR 2	NUR 909 - Proposal Development (Pre req.: statistics, approved formation of DNP advisory committee)	2	NUR 918 - Protection of Human Subjects (Pre req.: NUR 909 & approved DNP project proposal)	1	NUR 914 - Economic & Financial Aspects of Clinical & Population-Based Health Care Delivery Systems	3
	NUR 966 - ARPAN Specialty Seminar II (Pre req.: Spec Sem I)	3	NUR 967 - ARPAN Specialty Seminar III (Pre req.: Spec Sem II)	3	NUR 912 - Complex Systems Leadership & Innovation	2
	NUR 968 - Specialty Clinical w Seminar II (Pre req.: Spec Sem I; co req.: Spec Sem II)	3 (0/3)	NUR 969 - Specialty Clinical w Seminar III (Pre req.: Spec Sem I; co req.: Spec Sem II)	3 (0/3)		
	<b>Clinical Hours</b>	180	<b>Clinical Hours</b>	180	<b>Clinical Hours</b>	0
	<b>Total Term Credits</b>	<b>8 (5/3)</b>	<b>Total Term Credits</b>	<b>7 (4/3)</b>	<b>Total Term Credits</b>	<b>5</b>
	<b>Fall</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>		
YEAR 3	NUR 910 - DNP Project (Pre req.: NUR 918)	2 (0/2)	NUR 910 - DNP Project (Pre req.: NUR 918)	2 (0/2)		
	NUR 930 - Problems in Advanced Practice Nursing	4 (0/4)	NUR 930 - Problems in Advanced Practice Nursing	3 (0/3)	<b>Direct Care Clinical Hours</b>	<b>780</b>
	<b>Clinical Hours</b>	360	<b>Clinical Hours</b>	300	<b>Total Clinical Hours</b>	<b>1,020</b>
	<b>Total Term Credits</b>	<b>6 (0/6)</b>	<b>Total Term Credits</b>	<b>5 (0/5)</b>	<b>Total Program Credits</b>	<b>53</b>

**NOTES**

**REQUIRED PRE-REQUISITE COURSES.** If comparable courses were not completed in MSN program they must be taken summer prior to fall start.

1. EDP/EPE 557 Gathering, Analyzing and Using Educational Data, or comparable course.
2. NUR 902 Nursing Leadership in Health Care
3. NUR 915 Evidence Based Practice

\*Students who did not take at least a 3-credit pathophysiology, advanced pharmacology and advanced health assessment course prior to admission **will be required** to take these courses before starting the NP specialty courses. These must be individual courses as required for certification.

\*\*Course work may be transferred from prior graduate nursing program(s) if deemed comparable based on GAP analysis performed by track faculty. Each post MSN DNP applicant will undergo a GAP analysis.



➤ **Post MSN-DNP Clinical Leadership in Health Care Plan of Study**

Year	Fall Course No. - Title	Credits (didactic/clinical)	Spring Course No. - Title	Credits (didactic/clinical)	Summer Course No.- Title	Credits (didactic/clinical)
<b>YEAR 1</b>	NUR 905 - Doctor of Nursing Practice Seminar	1	NUR 906 - Application of Biostatistics & Epidemiology for Strategic Decision Making (Pre req.: NUR 903)	3	NUR 919 - Quality & Safety in Nursing & Health Care	3
	NUR 903 - Applied Biostatistics for Outcomes Evaluation (Pre req.: STA 570 or equivalent)	3	NUR 970 - Assessment & Design of Complex Healthcare Systems: Seminar	3	NUR 930 - Problems in Advanced Practice Nursing	**if needed
			NUR 971 - Assessment & Design of Complex Healthcare Systems: PRACTICUM	2		
	<b>Clinical Hours</b>	<b>0</b>	<b>Clinical Hours</b>	<b>0</b>	<b>Clinical Hours</b>	<b>0</b>
	<b>Total Term Credits</b>	<b>4</b>	<b>Total Term Credits</b>	<b>8 (6/2)</b>	<b>Total Term Credits</b>	<b>3+ prn</b>
	<b>Fall</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>	<b>Summer</b>	<b>Credits</b>
<b>YEAR 2</b>	NUR 778 - Proseminar in Contemporary Health & Nursing Policy Issues	3	NUR 918 - Protection of Human Subjects (Pre req.: 909 & approved DNP project proposal)	1	NUR 914 - Economic & Financial Aspects of Clinical & Population-Based Health Care Delivery Systems	3
	NUR 907 - Population Health Assessment, Planning & Policy	3	NUR 920 - Advanced Nursing Practice in Dynamic Health Care Systems (Seminar)	3	NUR 912 - Complex Systems Leadership & Innovation	2
	NUR 909 - Proposal Development (Pre req.: statistics, approved formation of DNP advisory committee)	2	NUR 930 - Problems in Advanced Practice Nursing (Clinical)	2 (0/2)		
	<b>Clinical Hours</b>	<b>0</b>	<b>Clinical Hours</b>	<b>0</b>	<b>Clinical Hours</b>	<b>0</b>
	<b>Total Term Credits</b>	<b>8</b>	<b>Total Term Credits</b>	<b>6 (4/2)</b>	<b>Total Term Credits</b>	<b>5</b>
	<b>Fall</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>		
<b>YEAR 3</b>	NUR 910 - DNP Project (Pre req.: NUR 918)	2 (0/2)	NUR 910 - DNP Project (Pre req.: NUR 918)	2 (0/2)		
	<b>Clinical Hours</b>	<b>120</b>	<b>Clinical Hours</b>	<b>120</b>	<b>Total Clinical Hours</b>	<b>480</b>
	<b>Total Term Credits</b>	<b>2(0/2)</b>	<b>Total Term Credits</b>	<b>2 (0/2)</b>	<b>Total Program Credits</b>	<b>38</b>

**NOTES**

**REQUIRED PRE-REQUISITE COURSES.** If comparable courses were not completed in MSN program, they must be taken summer prior to fall start.

1. EDP/EPE 557 Gathering, Analyzing and Using Educational Data, or comparable course.
2. NUR 902 Nursing Leadership in Health Care
3. NUR 915 Evidence Based Practice

Core courses meet once per semester and specialty classes meet up to two times per semester; courses are otherwise online.

\*Course work may be transferred from prior graduate nursing program if deemed comparable based on GAP analysis performed by track faculty.

➤ **Post MSN-DNP Executive Leadership in Health Care Plan of Study**

Year	Fall Course No. - Title	Credits (didactic/clinical)	Spring Course No. - Title	Credits (didactic/clinical)	Summer Course No. - Title	Credits (didactic/clinical)
Year 1	NUR 905 - Doctor of Nursing Practice Seminar	1	NUR 906 - Application of Biostatistics & Epidemiology for Strategic Decision Making (Pre req.: NUR 903)	3	NUR 919 - Quality & Safety in Nursing & Health Care	3
	NUR 903 - Applied Biostatistics for Outcomes Evaluation (Pre req.: STA 570 or equivalent)	3	NUR 970 - Assessment & Design of Complex Healthcare Systems: Seminar	3	NUR 930 - Problems in Advanced Practice Nursing	**if needed
			NUR 971 - Assessment & Design of Complex Healthcare Systems: PRACTICUM	2 (0/2)		
	<b>Clinical Hours</b>	<b>0</b>	<b>Clinical Hours</b>	<b>120</b>	<b>Clinical Hours</b>	<b>0</b>
	<b>Total Term Credits</b>	<b>4</b>	<b>Total Term Credits</b>	<b>8 (6/2)</b>	<b>Total Term Credits</b>	<b>3 + prn</b>
Year 2	<b>Fall</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>	<b>Summer</b>	<b>Credits</b>
	NUR 778 - Proseminar in Contemporary Health & Nursing Policy Issues	3	NUR 918 - Protection of Human Subjects (Pre req.: NUR 909 & approved DNP project proposal)	1	NUR 914 - Economic & Financial Aspects of Clinical & Population-Based Health Care Delivery Systems	3
	NUR 907 - Population Health Assessment, Planning & Policy	3	NUR 974 - Strategic Leadership in Complex Healthcare Organizations: Seminar	3	NUR 912 - Complex Systems Leadership & Innovation	2
	NUR 909 - Proposal Development (Pre req.: statistics, approved formation of DNP advisory committee)	2	NUR 975 - Strategic LS in Complex HC Organizations (PRACTICUM)	2 (0/2)		
	<b>Clinical Hours</b>	<b>0</b>	<b>Clinical Hours</b>	<b>120</b>	<b>Clinical Hours</b>	<b>0</b>
	<b>Total Term Credits</b>	<b>8</b>	<b>Total Term Credits</b>	<b>6 (4/2)</b>	<b>Total Term Credits</b>	<b>5</b>
Year 3	<b>Fall</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>		
	NUR 910 - DNP Project (Pre req.: NUR 918)	2 (0/2)	NUR 910 - DNP Project (Pre req.: NUR 918)	2 (0/2)		
	<b>Clinical Hours</b>	<b>120</b>	<b>Clinical Hours</b>	<b>120</b>	<b>Total Clinical Hours</b>	<b>480</b>
	<b>Total Term Credits</b>	<b>2 (0/2)</b>	<b>Total Term Credits</b>	<b>2 (0/2)</b>	<b>Total Program Credits</b>	<b>38</b>

**NOTES**

**REQUIRED PRE-REQUISITE COURSES.** If comparable courses were not completed in MSN program, they must be taken summer prior to fall start.

1. EDP/EPE 557 Gathering, Analyzing and Using Educational Data, or comparable course.
2. NUR 902 Nursing Leadership in Health Care
3. NUR 915 Evidence-Based Practice

Core courses meet once per semester and specialty classes meet up to two times per semester; courses are otherwise online.

\*Course work may be transferred from prior graduate nursing program if deemed comparable based on GAP analysis performed by track faculty.

➤ **Post MSN-DNP No Specialty Plan of Study**

	Fall Course No. - Title	Credits (didactic/ clinical)	Spring Course No. - Title	Credits (didactic/ clinical)	Summer Course No.- Title	Credits (didactic/ clinical)
<b>Year 1</b>	NUR 905 - Doctor of Nursing Practice Seminar	1	NUR 906 - Application of Biostatistics and Epidemiology for Strategic Decision Making (Pre req.: grad statistics and NUR 903)	3	NUR 914 - Economic & Financial Aspects of Clinical & Population Based Health Care Delivery Systems	3
	NUR 903 – Applied Biostatistics for Outcomes Evaluation (Pre req.: approved graduate statistics)	3	NUR 918 - Protection of Human Subjects (Pre-req.: NUR 909 and approved DNP project proposal)	1	NUR 919 - Quality and Safety in Nursing and Health Care (Pre-req.: NUR 915: EBP)	3
	NUR 909 - Proposal Development (Pre req.: statistics, approved formation of DNP advisory committee)	2	(Additional NUR 930 clinical hours if identified as a need on GAP analysis)		NUR 912-- Complex Systems Leadership and Innovation	2
	<b>Clinical Hours</b>	<b>0</b>	<b>Clinical Hours</b>	<b>0</b>	<b>Clinical Hours</b>	<b>0</b>
	<b>Total Term Credits</b>	<b>6</b>	<b>Total Term Credits</b>	<b>4</b>	<b>Total Term Credits</b>	<b>8</b>
<b>Year 2</b>	<b>Fall</b>	<b>Credits</b>	<b>Spring</b>	<b>Credits</b>	<b>Summer</b>	<b>Credits</b>
	NUR 910 - DNP Project (Pre req.: NUR 918)	2 (0/2)	NUR 910 - DNP Project (Pre-req.: NUR 918 and NUR 910-1)	2 (0/2)		
	NUR 778 - Proseminar in Contemporary Health and Nursing Policy Issues	3	NUR 930 - Problems in Advanced Practice Nursing	3 (0/3)		
	NUR 907 – Population Health Assessment, Planning and Policy	3				
	<b>Clinical Hours</b>	<b>120</b>	<b>Clinical Hours</b>	<b>300</b>	<i>Total Program Indirect Clinical Hours</i>	<i>240</i>
	<b>Total Term Credits</b>	<b>8 (6/2)</b>	<b>Total Term Credits</b>	<b>5 (0/5)</b>	<i>Total Program Direct or Indirect Care (NUR 930) Clinical Hours</i>	<i>180</i>
					<b><i>Total Clinical Hours</i></b>	<b>420</b>
				<b><i>Total Credits Required</i></b>	<b>31</b>	
<p><b>NOTE:</b>  <b>REQUIRED PRE REQUISITE COURSES.</b> If comparable courses were not completed in MSN program they must be taken summer prior to fall start.            1. EDP/EPE 557 Gathering, Analyzing and Using Educational Data, or comparable course.            2. NUR 902 Nursing Leadership in Health Care            3. NUR 915 Evidence Based Practice            *Applicants to this option must hold applicable national certification. See attached for listing of acceptable certifications.            *Course work may be transferred from prior graduate nursing program(s) if deemed comparable based on GAP analysis performed by track faculty. Each post MSN DNP applicant will undergo a GAP analysis. No clinical clock hours will be transferred.            *ALL students are required to take a minimum of 3 credits of NUR 930 in the MSN to DNP Non-Specialty Curriculum. NUR 930 clinical hours may be direct or indirect clinical clock hours as determined by faculty advisor and student.</p>						

**ACCEPTABLE NATIONAL CERTIFICATIONS:**

A graduate degree must be required for eligibility of national certification. Individuals holding a certification which only requires RN licensure or BSN degree are NOT eligible for this non specialty option.

- American Nurses Credentialing Center (ANCC): any APRN (CNS or NP) specialty certification, or NEA-BC
- American Association of Critical Care Nurses Certification Corporation (AACN): ACNPC-AG or ACNPC
- American Academy of Nurse Practitioner Certification Board (AANPCB): FNP, A-GNP, ENP
- American Organization for Nursing Leadership (AONL): CENP
- Pediatric Nursing Certification Board (PNCB): CPNP-PC or CPNP-AC certification

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## Doctor of Nursing Practice - DNP Project

### ➤ Description of DNP Project

The DNP project demonstrates a synthesis of the DNP Program Outcomes and represents an opportunity for the student to investigate a clinical practice or systems health care issue. The focus is broad and includes not only direct care issues, but interventions and programs that indirectly influence outcomes for a defined population. Examples are evidence-based practice changes in direct clinical care, interventions designed to improve outcomes for an aggregate or population, administrative interventions to improve population health outcomes or delivery of care, and policy interventions to improve population health conditions. The project should focus on the scholarship of practice, with an emphasis on internal validity rather than external generalizability. Upon completion of the DNP Project the student will have the knowledge and experience to evaluate, synthesize and use the best available evidence to provide high quality care and promote the best patient outcomes. The DNP Project is aligned with the American Association of Colleges of Nursing (AACN) Essentials of Doctoral Education for Advanced Nursing Practice (2006).

### ➤ DNP Project

The DNP Project Committee provides guidance and expertise in the successful design, implementation, evaluation and dissemination of the DNP Project. The student's assigned faculty advisor will serve as the DNP advisor, unless otherwise indicated. The DNP Project Committee will consist of two doctorally-prepared faculty members and a doctorally-prepared clinical mentor. The clinical mentor should be an expert in the student's focus area, and willing to assist in student advisement and clinical coaching in collaboration with the faculty advisor and faculty committee member.

### ➤ Role of the DNP Project Committee

#### ***DNP Advisor***

The advisor will guide the student through the DNP Project process to include:

- Topic and site selection
- Selection of committee members
- Meetings with DNP Project Committee members
- Clinical agency site contracts and agreements
- IRB approval and compliance
- Project approval, development, implementation and evaluation
- Assimilation of committee members' feedback on student work and communication to the student
- Final project paper
- Final project presentation

#### ***DNP Project Committee Members***

The DNP Project Committee consists of a second faculty member from the College of Nursing Faculty and the third member is a clinical mentor. All will provide guidance throughout the project process, including:

- The clinical mentor should be doctorally prepared, an expert in the students focus area, and willing to assist in student advisement and clinical coaching in collaboration with the faculty advisor
- Active participation in all DNP Project Committee meetings as indicated by the advisor
- Periodic consultation in area of expertise as needed
- Constructive and timely feedback on drafts of the student's DNP Project proposal, final project paper, and final project presentation
- Attendance at the DNP Project Presentation

### ➤ **Steps in Completing a DNP Project**

Excerpt from DNP Project Guidelines: The steps for completing a DNP Project are aligned with DNP course work to: a) assure that students complete all important steps leading up the DNP Project implementation; b) keep students focused on their DNP Projects throughout their course work; c) provide objective checkpoints for both students and DNP advisors throughout the student's curricular progression; and d) facilitate the student's successful completion of the DNP Project.

Depending on the student's track within the DNP program, they may be taking DNP core courses in a variety of sequences. However, the courses most closely aligned with the DNP Project (NUR 924, NUR 925, NUR 915, NUR 916, NUR 909, NUR 918, and NUR 910) have clear expectations that will help doctoral students streamline and complete their DNP Project requirements. See DNP Project Guidelines.

### ➤ **DNP Project Proposal Written Format**

Excerpt from DNP Project Guidelines - The format of your written project proposal will be either using the format below or Revised Standards for Quality Improvement Reporting Excellence SQUIRE 2.0. Your advisor will instruct you on the format to be used with your project. Please adhere to the most recent edition of the writing guidelines as directed by your DNP Project advisor.

1. Title Page
2. Abstract
3. Table of Contents
4. Background and Significance
  - Problem statement (introduction to problem)
  - Context, scope and consequences of the problem
  - Current evidence-based interventions/strategies targeting the problem
5. Purpose/Objectives
  - Overview of project purpose and how it addressed problem
6. Review of Literature
  - Summary of literature search (search strategies, keywords, inclusion/exclusion criteria)
  - How the literature supports the need for the project, including gap identification and need for proposed practice change
7. Theoretical/Conceptual Framework or Model
  - Discussion of the framework and how it guided/informed your project
8. Methods
  - Design
  - Setting
    - Agency description
    - Congruence of project to selected agency's mission/goals/strategic plan
    - Description of stakeholders
    - Site-specific facilitators and barriers to implementation (if applicable)
  - Sample
    - Describe target population (inclusion/exclusion criteria)
  - Procedure
    - IRB approval
    - Description of evidence-based intervention (if applicable)
    - Measures and instruments
    - Data collection
    - Data analysis (if applicable)

9. References
10. Appendices

➤ **DNP Project Paper Format**

Excerpt from DNP Project Guidelines - The format of your written project proposal will be either using the format below or Revised Standards for Quality Improvement Reporting Excellence SQUIRE 2.0. Your advisor will instruct you on the format to be used with your project. Please adhere to the most recent edition of the writing guidelines as directed by your DNP Project advisor.

1. Title Page
2. Abstract
3. Acknowledgements
4. Dedication (optional)
5. Table of Contents
6. Background and Significance
  - Problem statement (introduction to problem)
  - Context, scope and consequences of the problem
  - Current evidence-based interventions/strategies targeting the problem
7. Purpose/Objectives
  - Overview of project purpose and how it addressed problem
8. Review of Literature
  - Summary of literature search (search strategies, keywords, inclusion/exclusion criteria)
  - How the literature supports the need for the project, including gap identification and need for proposed practice change
9. Theoretical/Conceptual Framework or Model
  - Discussion of the framework and how it guided/informed your project
10. Methods
  - Design
  - Setting
    - Agency description
    - Congruence of project to selected agency's mission/goals/strategic plan
    - Description of stakeholders
    - Site-specific facilitators and barriers to implementation (if applicable)
  - Sample
    - Describe target population (inclusion/exclusion criteria)
  - Procedure
    - IRB approval
    - Description of evidence-based intervention (if applicable)
    - Measures and instruments
    - Data collection
    - Data analysis (if applicable)
11. Results
  - Demographics & findings - Present results of each aim and/or measure (use table, figures or narrative)
12. Discussion
  - Discussion of findings as it relates to existing literature
  - How project impacted project site/agency and plans for sustainability/next steps
13. Implications for practice, education, policy, research and finance
  - Address implications for practice, education, policy and research
  - Address cost implications and cost benefit

- Address translation of findings
- 14. Limitations related to sample size, design, data collect
- 15. Conclusion
  - Summarize project and discuss value to healthcare and practice
- 16. References
- 17. Tables
- 18. Figures
- 19. Appendices

The DNP Project Paper Rubric is located on the DNP Project Resources page on the CON website:

<https://nursing.uky.edu/current-students/policies-resources>

### ➤ **DNP Project Oral Presentation Format**

Excerpt from DNP Guidelines - There will be a welcome and overview by either the Associate or Assistant Dean of the MSN/DNP Programs. This will include introduction of the student's DNP Project advisor and committee members. The DNP Project advisor will introduce the student. The student should provide DNP Project PowerPoint slides to all DNP Committee Members. Your presentation should be on the UK College of Nursing Power Point template of your choice and include:

1. Title Slide
2. Acknowledgements
3. Introduction & significance with needs justification
4. Purpose/Objectives
  - Overview of project purpose and how it addressed problem
5. Review of Literature
  - Summary of literature search (search strategies, keywords, inclusion/exclusion criteria)
  - How findings support the need for the project, including gap identification & need for proposed practice change
6. Theoretical/conceptual framework or process model
7. Methods
  - Design
  - Setting
    - Agency description
    - Congruence of project to selected agency's mission/goals/strategic plan
    - Description of stakeholders
    - Site-specific facilitators and barriers to implementation (if applicable)
  - Sample
    - Describe target population (inclusion/exclusion criteria)
  - Procedures
    - IRB approval
    - Description of intervention (if applicable)
    - Measures and instruments
    - Data Collection
    - Data Analysis
8. Results
  - Demographics & findings - Present results of each aim and/or measure (use table, figures or narrative)
9. Discussion
  - Discussion of findings as it relates to existing literature
  - How project impacted project site/agency and plans for sustainability/next steps



10. Implications for practice, education, policy, research and finance
  - Address implications for practice, education, policy and research
  - Address cost implications and cost benefit
  - Address translation of findings
11. Limitations related to sample size, design, data collection
12. Conclusion
  - Summarize project and discuss value to healthcare and practice
13. References

A total of (1) hour will be allotted for the presentation and a subsequent meeting with the DNP Committee Members. The student's presentation should be no more than 20 minutes in length with an additional 10 minutes for questions from members of the audience. The audience will be dismissed, and there will be additional time for questions from the DNP Project Committee members. The student will be asked to step out of the room while the Committee Members discuss whether the student has met the guidelines for completion. Upon finalization of this discussion the student will be invited to reenter the room and will be informed of the decision of committee on his/her success.

The DNP Oral Presentation Rubric is located on the DNP Project Resources page on the CON website:  
<https://nursing.uky.edu/current-students/policies-resources>

➤ **DNP Project Guidelines**

Students are expected to follow the UK College of Nursing DNP Project Guidelines for all aspects of the DNP project and process. See the current DNP Project Guidelines: <https://nursing.uky.edu/current-students/policies-resources>

➤ **DNP Portfolio**

Students are expected to complete a Portfolio in addition to the DNP Project as a requirement for the degree. The Portfolio is a collection of documents that demonstrates a students' knowledge or competence in a specific area. The specific areas are defined by the DNP Essentials document. Students are asked to review and provide assignments completed during their plan of study that demonstrate they have met each of the eight essentials. Students also are required to write a reflection statement for each essential that states how the graduate will utilize the essential as a doctorally prepared advance practice nurse upon completion.

➤ **DNP Portfolio Evaluation Guideline: Based on DNP Essentials**

<b>Essential I - Component</b>	<b>Exceptional</b>	<b>Proficient</b>	<b>Developing</b>
<p><b>1. The student will integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical and organizational sciences as the basis for the highest level of nursing practice</b></p>	<p>Comprehensively synthesized and applied nursing science and current evidenced-based practice with knowledge from the fields of ethics, the biophysical, psychosocial, analytical, and organizational sciences...</p> <ul style="list-style-type: none"> <li>Submitted artifacts reference all listed fields; and</li> <li>Artifacts articulate connections between nursing science and at least two of the listed fields; and</li> <li>Artifacts synthesize these fields into a coherent whole, with rationale</li> </ul>	<p>Integrated nursing science with knowledge from ethics, the biophysical, psychosocial, analytical and organizational sciences...</p> <ul style="list-style-type: none"> <li>Submitted artifacts reference all listed fields; and</li> <li>Artifacts articulate connections between nursing science and at least two of the listed fields</li> </ul>	<p>Progressed toward integrating nursing science with knowledge from some but not all fields...</p> <ul style="list-style-type: none"> <li>Submitted artifacts do not reference all listed fields; or</li> <li>Submitted artifacts do not articulate the connections between nursing science and any of the fields</li> </ul>
<p><b>2. The student will use science-based theories and concepts to determine the nature and significance of health and health care delivery phenomena; describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and health care delivery phenomena as appropriate; and evaluate outcomes</b></p>	<p>Systematically used science-based theories and concepts. AND evaluated outcomes.</p> <ul style="list-style-type: none"> <li>All three components addressed; and</li> <li>Used an overarching framework or model (e.g. PDSA or Iowa model)</li> </ul>	<p>Used science-based theories and concepts . . . AND evaluated outcomes.</p> <ul style="list-style-type: none"> <li>All three components addressed</li> </ul>	<p>Used science-based theories and concepts . . . OR evaluated outcomes.</p> <ul style="list-style-type: none"> <li>One or two of components addressed but not all three</li> </ul>
<p><b>3. The student will develop and evaluate new practice approaches based on nursing theories and theories from other disciplines</b></p>	<p>Implemented and evaluated new practice approaches . . .with rationale for new approach or application.</p> <ul style="list-style-type: none"> <li>Applies an existing theory to a new practice or in a new setting; and</li> <li>Implements new practice approach, with evaluation plan; and</li> <li>Includes rationale for new approach or application; and</li> <li>Implements new practice approach, and/or conducts evaluation</li> </ul>	<p>Developed and evaluated new practice approaches . . . with rationale for new approach or application.</p> <ul style="list-style-type: none"> <li>Applies an existing theory to a new practice or in a new setting; and</li> <li>Develops an implementation plan, including evaluation plan; and</li> <li>Includes rationale for new approach or application</li> </ul>	<p>Identified new practice approaches . . .</p> <ul style="list-style-type: none"> <li>Does not apply an existing theory to a new practice or in a new setting; or</li> <li>No implementation plan; or</li> <li>No evaluation plan; or</li> <li>Does not provide rationale for new approach or application</li> </ul>

Essential II - Component	Exceptional	Proficient	Developing
1. <i>The student will develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences</i>	<p><b>Implemented and evaluated</b> care delivery approaches . . .</p> <ul style="list-style-type: none"> <li>Develops a care delivery plan, including evaluation; and</li> <li>Performs analysis, makes recommendations and disseminates findings; and</li> <li>Incorporates organizational, political and economic sciences; and</li> </ul> <ul style="list-style-type: none"> <li>Implements care delivery plan, and/or conducts evaluation</li> </ul>	<p><b>Developed and evaluated</b> care delivery approaches . . .</p> <ul style="list-style-type: none"> <li>Develops a care delivery plan, including evaluation; and</li> <li>Performs analysis, makes recommendations and disseminates findings; and</li> <li>Incorporates organizational, political and economic sciences</li> </ul>	<p><b>Identified</b> care delivery approaches . . .</p> <ul style="list-style-type: none"> <li>Plan incomplete, does not provide evaluation plan; or</li> <li>Missing analysis, recommendations or dissemination of findings; or</li> <li>Incorporates one or two of the organizational, political and economic sciences, but not all.</li> </ul>
2. <i>The student will ensure accountability for quality of health care and patient safety for populations with whom they work by 1) using advanced communication skills/processes, 2) employing principles of business, finance, economics, and health policy, 3) developing and/or monitoring budgets, 4) analyzing the cost-effectiveness of practice initiatives, and 5) demonstrating sensitivity to diverse organizational cultures and populations</i>	<p><b>Advanced</b> accountability for quality of health care and patient safety for populations with whom they work . . .</p> <ul style="list-style-type: none"> <li>Has developed a plan to ensure accountability for quality of health care and patient safety, and implemented some or all of the plan; and</li> <li>* Each element is <u>comprehensively</u> analyzed</li> </ul>	<p><b>Planned to ensure</b> accountability for quality of health care and patient safety for populations with whom they work . . .</p> <ul style="list-style-type: none"> <li>* Has developed a plan to ensure accountability for quality of health care and patient safety, and implemented some or all of the plan; and</li> <li>* Each element is analyzed</li> </ul>	<p><b>Partially planned to ensure</b> accountability for quality of health care and patient safety for populations with whom they work . . .</p> <ul style="list-style-type: none"> <li>Plan to ensure accountability for quality of health care and patient safety is incomplete; or</li> <li>One or more of the following essential components were not demonstrated. (see essential component 2 description) organizational cultures and populations</li> </ul>
3. <i>The student will develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in-patient care, the health care organization and research</i>	<p><b>Developed, led and evaluated</b> effective strategies . . .</p> <p>Artifacts address patient care, health care organizations and research; and</p> <ul style="list-style-type: none"> <li>CITI certified and IRB completed; and</li> <li>Strategies both developed and evaluated; or</li> </ul>	<p><b>Developed and/or evaluated</b> effective strategies . . .</p> <p>Artifacts address patient care, health care organizations and research; and</p> <ul style="list-style-type: none"> <li>CITI certified and IRB completed</li> </ul>	<p>The student <b>identified</b> effective strategies . . .</p> <p>Artifacts addressed patient care, health care organizations or research, but not all three; or</p> <ul style="list-style-type: none"> <li>CITI certification or IRB incomplete</li> </ul>

Essential III - Component	Exceptional	Proficient	Developing
1. <i>The student will use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice</i>	<p><b>Consistently</b> used analytic methods to critically appraise existing literature and other evidence <b>to determine and implement</b></p> <ul style="list-style-type: none"> <li>Broad critical literature review of best evidence for practice included; and</li> <li>Evidenced-based practice determined and then student implemented &amp; evaluated effectiveness.</li> <li>Multiple artifacts demonstrate strong critical appraisal <u>or</u> evidence-based practice; or</li> </ul>	<p>Used analytic methods to critically appraise existing literature and other evidence <b>to determine and implement</b></p> <ul style="list-style-type: none"> <li>Critical literature review of best evidence for practice included; and</li> <li>Evidenced-based practice determined and then implemented.</li> </ul>	<p>Used analytic methods to critically appraise existing literature and other evidence <b>to determine</b>.</p> <ul style="list-style-type: none"> <li>Literature review incomplete or does not critically appraise literature; or</li> <li>Best practice identified or determined, but not implemented</li> </ul>
2. <i>The student will design and implement processes to evaluate</i>	<p><b>Designed, implemented and/or led</b> processes to evaluate</p>	<p><b>Designed and implemented</b> processes to evaluate outcomes</p>	<p><b>Identified and designed</b> processes to evaluate outcomes</p>

Essential III - Component	Exceptional	Proficient	Developing
<i>outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends</i>	<p>outcomes of practice, practice patterns and systems of care . . . or processes have greater impact.</p> <ul style="list-style-type: none"> <li>Outcome evaluation process is designed and implemented; and</li> <li>Evaluation includes practice, practice patterns, and systems of care &amp; has a deeper/broader impact; and</li> <li>National benchmarks included; and</li> <li>Variance in outcomes determined; and</li> <li>Student led implementation</li> </ul>	<p>of practice, practice patterns, and systems of care</p> <ul style="list-style-type: none"> <li>Outcome evaluation process is designed and implemented; and</li> <li>Evaluation includes practice, practice patterns, and systems of care: and</li> <li>National benchmarks included; and</li> <li>Variance in outcomes determined.</li> </ul>	<p>of practice, practice patterns and systems of care</p> <ul style="list-style-type: none"> <li>Identified and/or designed evaluation processes but did not implement; or</li> <li>Evaluation does not include practice, practice patterns, and systems of care; or</li> <li>Did not evaluate with benchmarks; or</li> <li>Did not determine variances in outcomes.</li> </ul>
<b>3. The student will design, direct and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable and patient-centered care</b>	<p><b>Designed, directed and evaluated</b> quality improvement methodologies . . . and more in-depth evaluation or QI methodology has system-level impact.</p> <ul style="list-style-type: none"> <li>Designed, directed and evaluated quality improvement (QI) methods; and</li> <li>Quality improvement is <b>addressed</b> along all dimensions of safe, timely, effective, efficient, equitable and patient-centered care; and</li> <li>Improvement methodology has a system-level impact; or</li> <li>Particularly in-depth criteria for evaluation included.</li> </ul>	<p><b>Designed, directed, and evaluated</b> quality improvement methodologies . . .</p> <ul style="list-style-type: none"> <li>Designed, directed and evaluated QI methods; and</li> <li>Quality improvement is <b>addressed</b> along all dimensions of safe, timely, effective, efficient, equitable and patient-centered care.</li> </ul>	<p><b>Designed, directed or evaluated</b> quality improvement methodologies . . .</p> <ul style="list-style-type: none"> <li>Designed, directed or evaluated QI methods, but did not do all; or</li> <li>Quality improvement is <b>not addressed</b> along all dimensions of safe, timely, effective, efficient, equitable and patient-centered care.</li> </ul>

Essential IV - Component	Exceptional	Proficient	Developing
<b>1. The student will design, select, use and evaluate programs that evaluate and monitor outcomes of care, care systems and quality improvement including consumer use of health care information systems</b>	<p><b>Designed, selected, used and evaluated innovative</b> programs</p> <ul style="list-style-type: none"> <li>Designed, selected, implemented/used and evaluated programs; and</li> <li>Programs evaluate and monitor outcomes of care, care systems, and quality improvement; and</li> <li>includes consumer use of health care information systems; and</li> <li>Program is original -- a new program or applied in a new setting</li> </ul>	<p><b>Designed, selected, used and evaluated</b> programs</p> <ul style="list-style-type: none"> <li>Designed, selected, used and evaluated programs; and</li> <li>Programs evaluate and monitor outcomes of care, care systems, and quality improvement; and</li> <li>includes consumer use of health care information systems</li> </ul>	<p><b>Selected, used and/or evaluated</b> programs</p> <ul style="list-style-type: none"> <li>Designed, selected, used or evaluated programs, but not all four; or</li> <li>Programs evaluate and monitor outcomes of care, care systems, or quality improvement, but not all three; or</li> <li>Does not include consumer use of health care information systems</li> </ul>
<b>2. The student will analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology</b>	<p><b>Created, analyzed and communicated</b> critical elements.</p> <ul style="list-style-type: none"> <li>Critical elements analyzed and communicated; and</li> </ul>	<p><b>Analyzed and communicated</b> critical elements</p> <ul style="list-style-type: none"> <li>Evidence-based critical elements analyzed and communicated; and</li> </ul>	<p><b>Incompletely analyzed and/or communicated</b> critical elements</p> <ul style="list-style-type: none"> <li>Critical elements are not evidence-based, or not</li> </ul>

Essential IV - Component	Exceptional	Proficient	Developing
	<ul style="list-style-type: none"> <li>Selection, use and evaluation addressed; and</li> <li>Information systems and patient care technology addressed; and</li> <li>Adapted evidence-based critical elements or developed new ones.</li> </ul>	<ul style="list-style-type: none"> <li>Selection, use and evaluation addressed; and</li> <li>Information systems and patient care technology addressed</li> </ul>	analyzed or communicated; or <ul style="list-style-type: none"> <li>Technology selection, use or evaluation addressed, but not all three; or</li> <li>Information systems or patient care technology addressed, but not both</li> </ul>
<b>3. The student will demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases</b>	<b>Demonstrated advanced</b> conceptual ability and technical skills <ul style="list-style-type: none"> <li>Conceptual ability and technical skills demonstrated; and</li> <li>Evaluation plan developed and executed; and</li> <li>Plan involves data extraction and/or collection and use of inferential statistics</li> </ul>	<b>Demonstrated</b> the conceptual ability and technical skills <ul style="list-style-type: none"> <li>Conceptual ability and technical skills demonstrated; and</li> <li>Evaluation plan developed and executed; and</li> <li>Plan involves data extraction and/or collection</li> </ul>	<b>Demonstrated with direction</b> the conceptual ability and/or technical skills <ul style="list-style-type: none"> <li>Conceptual ability or technical skills not demonstrated; or</li> <li>Evaluation plan not developed or not executed; or</li> <li>Plan does not involve data extraction</li> </ul>
<b>4. The student will provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology (IT), communication networks, and patient care technology</b>	<b>Provided high impact leadership</b> in the evaluation and resolution of ethical and legal issues <ul style="list-style-type: none"> <li>Ethical and legal issues evaluated and resolved; and</li> <li>Use of information, IT, communication networks, and patient care technology addressed; and</li> <li>Evidence of project or initiative leadership provided; and</li> <li>Includes all stakeholders; or system-level impact</li> </ul>	<b>Provided leadership</b> in the evaluation and resolution of ethical and legal issues <ul style="list-style-type: none"> <li>Ethical and legal issues evaluated and resolved; and</li> <li>Use of information, IT, communication networks, and patient care technology addressed; and</li> <li>Evidence of project or initiative leadership provided</li> </ul>	<b>With direction, evaluated</b> ethical and legal issues <ul style="list-style-type: none"> <li>Ethical or legal issues evaluated or resolved, but not both; or</li> <li>Use of information, IT, communication networks, or patient care technology addressed but not all; or</li> <li>Evidence of project or initiative leadership not provided</li> </ul>
<b>5. The student will evaluate consumer health information sources for accuracy, timeliness, and appropriateness</b>	<b>Evaluated</b> consumer health information sources for accuracy, timeliness and appropriateness and <b>applied information to practice.</b> <ul style="list-style-type: none"> <li>Consumer health information evaluated; and</li> <li>Accuracy, timeliness and appropriateness addressed; and</li> <li>Change in practice as a result of evaluation</li> </ul>	<b>Evaluated</b> consumer health information sources for accuracy, timeliness, and appropriateness <ul style="list-style-type: none"> <li>Consumer health information evaluated; and</li> <li>Accuracy, timeliness and appropriateness addressed</li> </ul>	<b>Incompletely evaluated</b> consumer health information sources for accuracy, timeliness, or appropriateness <ul style="list-style-type: none"> <li>Consumer health information presented or summarized but not evaluated; or</li> <li>Accuracy, timeliness and appropriateness not addressed.</li> </ul>

Essential V - Component	Exceptional	Proficient	Developing
<b>1. Critically analyze health policy proposals, health policies and related issues from the perspective of consumers, nursing,</b>	<b>With breadth or depth,</b> critically analyzed health policy proposals, health policies, and related issues. . .	<b>Critically analyzed</b> health policy proposals, health policies, and related issues . . .	<b>Identified needs</b> regarding health policy proposals, health policies, and other related issues. . .

Essential V - Component	Exceptional	Proficient	Developing
<i>other health professions and other stakeholders in policy and public forums.</i>	<ul style="list-style-type: none"> <li>Critically analyzed health policy proposals, health policies, and related issues; and</li> <li>Includes perspectives of consumers, nurses, other health professionals, and other stakeholders in policy and public forums; and</li> <li>Critical analysis exceptionally broad or deep.</li> </ul>	<ul style="list-style-type: none"> <li>Critically analyzed health policy proposals, health policies, and related issues; and</li> <li>Includes perspectives of consumers, nurses, other health professionals and other stakeholders in policy and public forums.</li> </ul>	<ul style="list-style-type: none"> <li>No critical analysis or health policy proposals, health policies, or related issues not included; or</li> <li>Missing perspective of consumers, nurses, other health professionals or other stakeholders in policy and public forums.</li> </ul>
<b>2. Demonstrate leadership in the development and implementation of institutional, local, state, federal and/or international health policy.</b>	<p><b>Initiated leadership and managed</b> the development and implementation of . . .</p> <ul style="list-style-type: none"> <li>Student demonstrated leadership (e.g. Chairing/facilitating a policy discussion, presenting to policy audience); and</li> <li>Policy developed and implemented; and</li> <li>Scope of policy is at a broader level, e.g., local, state, etc.</li> </ul>	<p><b>Demonstrated</b> leadership in the development and implementation of . . .</p> <ul style="list-style-type: none"> <li>Student demonstrated leadership (e.g. Chairing/facilitating a policy discussion, presenting to policy audience); and</li> <li>Policy developed and implemented; and</li> <li>Scope of policy is institutional</li> </ul>	<p><b>Participated in leadership</b> of the development and implementation of . . .</p> <ul style="list-style-type: none"> <li>Leadership not demonstrated; or</li> <li>Policy developed or implemented but not both; or</li> <li>Policy level unclear/inappropriate</li> </ul>
<b>3. Influence policy makers through active participation on committees, boards or task forces at the institutional, local, state, regional, national and/or international levels to improve health care delivery and outcomes.</b>	<p>Influenced policy makers through <b>leading</b> committees, boards, or task forces . . .</p> <ul style="list-style-type: none"> <li>Influenced policy makers through active participation on committees, boards, or task forces; and</li> <li>Scope of policy is at a broader level, e.g., local, state, etc.; or</li> <li>Influenced policy makers through leadership of committees, boards, or task forces</li> </ul>	<p>Influenced policy makers through <b>active participation</b> on committees, boards, or task forces . . .</p> <ul style="list-style-type: none"> <li>Influenced policy makers through active participation on committees, boards, or task forces; and</li> <li>Scope of policy is institutional</li> </ul>	<p><b>Attended</b> meetings of committees, boards, or task forces . . .</p> <ul style="list-style-type: none"> <li>Attended meetings of committees, boards, or task forces, but was not active; or</li> <li>Policy level unclear/inappropriate</li> </ul>
<b>4. Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes.</b>	<p><b>Influenced</b> others through education, including policy makers at all levels . . .</p> <ul style="list-style-type: none"> <li>Educated policy makers and stakeholders; and</li> <li>Education includes nursing, health policy and patient care outcomes, and</li> <li>Education influenced measurable change</li> </ul>	<p><b>Educated</b> others, including policy makers at all levels . . .</p> <ul style="list-style-type: none"> <li>Educated policy makers and possibly other stakeholders; and</li> <li>Education includes nursing, health policy and patient care outcomes.</li> </ul>	<p><b>Interacted with</b> others, including policy makers at all levels . . .</p> <ul style="list-style-type: none"> <li>Policy makers not educated; or</li> <li>Education does not include nursing, health policy <u>and</u> patient care outcomes.</li> </ul>
<b>5. Advocate for the nursing profession within the policy and healthcare communities.</b>	<p><b>Broadly advocated</b> for the nursing profession . . .</p> <ul style="list-style-type: none"> <li>Student demonstrated advocacy of the nursing profession; and</li> <li>Advocacy was within the student's own policy and healthcare communities (e.g. workplace); and</li> </ul>	<p><b>Advocated</b> for the nursing profession . . .</p> <ul style="list-style-type: none"> <li>Student demonstrated advocacy of the nursing profession; and</li> <li>Advocacy was within the student's own policy and healthcare communities (e.g. workplace).</li> </ul>	<p><b>Did not advocate</b> for the nursing profession . . .</p> <ul style="list-style-type: none"> <li>Student has not advocated for the nursing profession; or</li> <li>No advocacy within the student's own policy and healthcare communities (e.g. workplace).</li> </ul>

Essential V - Component	Exceptional	Proficient	Developing
	<ul style="list-style-type: none"> <li>Advocacy was in larger policy and healthcare communities.</li> </ul>		
<b>6. Develop, evaluate and provide leadership for health care policy that shapes health care financing, regulation and delivery.</b>	<b>Evaluated, transformed and provided</b> leadership for health care policy . . . <ul style="list-style-type: none"> <li>Developed, evaluated and provided leadership for health care policy through . . . and</li> <li>Policy shapes health care financing, regulation and delivery.</li> <li>Policy implemented with demonstrated change</li> </ul>	<b>Developed, evaluated, and provided leadership</b> for health care policy . . . <ul style="list-style-type: none"> <li>Developed, evaluated and provided leadership for health care policy through analysis . . . and</li> <li>Policy shapes health care financing, regulation and delivery.</li> </ul>	<b>Identified or evaluated</b> health care policy. . . <ul style="list-style-type: none"> <li>Identified or evaluated health care policy without providing leadership or recommendations</li> <li>Policy does not impact healthcare financing, regulation and delivery.</li> </ul>
<b>7. Advocate for social justice, equity and ethical policies within all healthcare arenas.</b>	<ul style="list-style-type: none"> <li><b>Provided</b> leadership to address social justice, equity and ethical policies within all healthcare arenas.</li> <li>Student can demonstrate consistent advocacy for equality of care and policies that are non-discriminatory; and</li> <li>Student led an effort to address social justice, equity or ethical policy development.</li> </ul>	<ul style="list-style-type: none"> <li><b>Advocated</b> for social justice, equity and ethical policies within all healthcare arenas.</li> <li>Student can demonstrate consistent advocacy for equality of care and policies that are non-discriminatory</li> </ul>	<ul style="list-style-type: none"> <li><b>Did not advocate</b> for social justice, equity and ethical policies within all healthcare arenas.</li> <li>Student cannot demonstrate consistent advocacy for equality of care and policies that are non-discriminatory</li> </ul>

Essential VI - Component	Exceptional	Proficient	Developing
<b>1. Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care and/or other scholarly products.</b>	<b>Employed exceptional</b> communication and collaborative skills . . . <ul style="list-style-type: none"> <li>Demonstrated effective communication and collaborative skill; and</li> <li>Developed <u>and</u> implemented, at a system level, more than one of the following: practice models, peer review, practice guidelines, health policy, standards of care, or other scholarly products; and</li> </ul>	<b>Employed</b> effective communication and collaborative skills . . . <ul style="list-style-type: none"> <li>Demonstrated effective communication and collaborative skill; and</li> <li>Development <u>and</u> implementation of practice models, peer review, practice guidelines, health policy, standards of care or other scholarly products.</li> </ul>	<b>Did not employ</b> effective communication and collaborative skills . . . <ul style="list-style-type: none"> <li>Effective communication and collaborative skill not demonstrated; or</li> </ul>
<b>2. Lead interprofessional teams in the analysis of complex practice and organizational issues.</b>	<b>Organized and led</b> interprofessional teams . . . <ul style="list-style-type: none"> <li>Student demonstrated leadership of interprofessional teams; and</li> <li>Teams analyzed complex practice and organizational issues; and</li> <li>New team organized by student or new issues addressed under students' leadership</li> </ul>	<b>Led</b> interprofessional teams . . . <ul style="list-style-type: none"> <li>Student demonstrated leadership of interprofessional teams; and</li> <li>Teams analyzed complex practice and organizational issues.</li> </ul>	<b>Participated</b> with interprofessional teams . . . <ul style="list-style-type: none"> <li>Student did not demonstrate leadership of interprofessional teams; or</li> <li>Teams did not analyze complex practice and organizational issues.</li> </ul>
<b>3. Employ consultative and leadership skills with intraprofessional and interprofessional teams to create</b>	Broadly <b>led</b> intraprofessional and interprofessional teams . . .	<b>Employed</b> consultative and leadership skills with intraprofessional and interprofessional teams . . .	<b>Participated</b> in intraprofessional and interprofessional teams . . .



<p><i>change in health care and complex healthcare delivery systems.</i></p>	<ul style="list-style-type: none"> <li>• Demonstrated employment of consultative and leadership skills within the nursing profession and between nursing and other professions; and</li> <li>• Change in health care created; and</li> <li>• Macro-level changed addressed.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrated employment of consultative and leadership skills within the nursing profession and between nursing and other professions; and</li> <li>• Change in health care created.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrated employment of consultative and leadership skills within the nursing profession and between nursing and other professions; and</li> <li>• Change in health care created.</li> </ul>
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Essential VII - Component	Exceptional	Proficient	Developing
<p><b>1. Analyze epidemiological, biostatistical, environmental and other appropriate scientific data related to individual, aggregate, and population health.</b></p>	<p><b>Synthesized</b> epidemiological, biostatistical, environmental and other appropriate scientific data . . .</p> <ul style="list-style-type: none"> <li>• Analysis includes epidemiology, biostatistics, environmental and other appropriate scientific data; and</li> <li>• Individual, aggregate and population health addressed; and</li> <li>• Artifacts synthesize these fields into a coherent whole, with rationale.</li> </ul>	<p><b>Analyzed</b> epidemiological, biostatistical, environmental and other appropriate scientific data . . .</p> <ul style="list-style-type: none"> <li>• Analysis includes epidemiology, biostatistics, environmental and other appropriate scientific data; and</li> <li>• Individual, aggregate and population health addressed.</li> </ul>	<p><b>Reviewed and evaluated</b> epidemiological, biostatistical, environmental and other appropriate scientific data . . .</p> <ul style="list-style-type: none"> <li>• Analysis does not include epidemiology, biostatistics, environmental <u>and</u> other appropriate scientific data; or</li> <li>• Individual, aggregate and population health not all addressed.</li> </ul>
<p><b>2. Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.</b></p>	<p><b>Comprehensively synthesized</b> concepts ... *Related to clinical prevention and population health synthesized, including psychosocial dimensions and cultural diversity; and *Interventions developed, implemented, and evaluated; and</p> <ul style="list-style-type: none"> <li>• Interventions address health promotion/disease prevention efforts, improve health status/access patterns, <u>and</u> gaps in care of individuals, aggregates or populations.</li> </ul>	<p><b>Synthesized</b> concepts . . . *Related to clinical prevention and population health synthesized, including psychosocial dimensions and cultural diversity; and * Interventions developed, implemented and evaluated; and</p> <ul style="list-style-type: none"> <li>• Interventions address health promotion/disease prevention efforts, improve health status/access patterns, <u>or</u> gaps in care of individuals, aggregates or populations.</li> </ul>	<p><b>Partially synthesized</b> concepts . . . *Related to clinical prevention or population health synthesized or discussed, or only psychological dimensions or cultural diversity included; or * Interventions developed, implemented, or evaluated but not all three; or</p> <ul style="list-style-type: none"> <li>• Intervention does not address health promotion/disease prevention efforts, improve health status/access patterns, and/or gaps in care of individuals, aggregates or populations.</li> </ul>
<p><b>3. Evaluate care delivery models and/or strategies using concepts related to community, environmental, and occupational health, and cultural and socioeconomic dimensions of health</b></p>	<p><b>Comprehensively evaluated</b> care delivery models and/or strategies. . .</p> <ul style="list-style-type: none"> <li>• Delivery care models and/or strategies evaluated, implemented, &amp; disseminated to stakeholders; and</li> <li>• Evaluation includes concepts related to community, environmental, and occupational health, and cultural and socioeconomic dimensions of health; and</li> <li>• Strategies or recommendations for improvement included; or</li> </ul>	<p><b>Evaluated</b> care delivery models and/or strategies . . .</p> <ul style="list-style-type: none"> <li>• Delivery care models and/or strategies evaluated; and</li> <li>• Evaluation includes concepts related to community, environmental, and occupational health and cultural and socioeconomic dimensions of health.</li> </ul>	<p><b>Partially evaluated</b> care delivery models and/or strategies . . .</p> <ul style="list-style-type: none"> <li>• Delivery care models or strategies not evaluated or complete; or</li> <li>• Evaluation does not include all listed concepts related to community, environmental, and occupational health and cultural and socioeconomic dimensions of health.</li> </ul>

<b>Essential VIII - Component</b>	<b>Exceptional</b>	<b>Proficient</b>	<b>Developing</b>
<b>1. Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.</b>	<p><b>Conducted a comprehensive and systematic</b> assessment . . . <b>incorporating</b> diverse and culturally sensitive approaches.</p> <ul style="list-style-type: none"> <li>• Deep and broad assessment, includes follow-up, resources, additional services needed, etc.; or</li> <li>• Complex situation comprehensively addressed; or</li> <li>• Response addresses diversity and cultural sensitivity</li> </ul>	<p><b>Conducted a comprehensive and systematic</b> assessment . . . <b>incorporating</b> diverse and culturally sensitive approaches.</p> <ul style="list-style-type: none"> <li>• Comprehensive and systematic assessment of health and illness parameters (e.g., not a focus note)</li> <li>• Situation assessed is complex, not comprehensively addressed</li> <li>• Response addresses diversity and cultural sensitivity</li> </ul>	<p><b>Conducted a partial</b> assessment . . . and/or <b>did not incorporate</b> diverse and culturally sensitive approaches.</p> <ul style="list-style-type: none"> <li>• Assessment is not comprehensive and/or not systematic; or</li> <li>• Situation assessed is simple; or</li> <li>• Response does not address diversity and cultural sensitivity</li> </ul>
<b>2. Design, implement and evaluate therapeutic interventions based on nursing science and other sciences.</b>	<p><b>Exceptionally</b> designed, implemented and evaluated . . .</p> <ul style="list-style-type: none"> <li>• Provided evidence-based treatment or intervention with expanded follow-up, or with a high level of complexity, or which uses additional resources; or</li> <li>• Complex need comprehensively assessed; or</li> <li>• Effectiveness of intervention was evaluated and then adapted based on evaluation outcomes.</li> </ul>	<p><b>Designed, implemented and evaluated</b> . . .</p> <ul style="list-style-type: none"> <li>• Provided an evidence-based treatment or intervention; and</li> <li>• Treatment or intervention was based on a comprehensive assessment; and</li> <li>• Effectiveness of intervention was evaluated.</li> </ul>	<p><b>Designed and/or implemented</b> . . .</p> <ul style="list-style-type: none"> <li>• Treatment or intervention planned but not provided, or not evidence-based; or</li> <li>• Treatment or intervention not based on comprehensive assessment; or</li> <li>• Effectiveness of intervention not evaluated.</li> </ul>
<b>3. Develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes.</b>	<p><b>Led the interprofessional care team to develop and sustain</b> therapeutic relationships and partnerships . . .</p> <ul style="list-style-type: none"> <li>• Create or lead a team approach to facilitate optimal care and patient outcomes.</li> </ul>	<p><b>Developed and sustained</b> therapeutic relationships and partnerships . . .</p> <ul style="list-style-type: none"> <li>• Demonstrated teamwork and relationship building in clinical or organizational settings.</li> </ul>	<p><b>Did not develop and sustain</b> therapeutic relationships and partnerships . . .</p> <ul style="list-style-type: none"> <li>• Did not demonstrate teamwork and relationship building in clinical or organizational settings.</li> </ul>
<b>4. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering and evaluating evidence-based care to improve patient outcomes.</b>	<p><b>Implemented advanced levels</b> of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.</p> <ul style="list-style-type: none"> <li>• Demonstrated impact on patient or systems outcomes using clinical judgment, systems thinking, and accountability</li> </ul>	<p><b>Demonstrated advanced levels</b> of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.</p> <ul style="list-style-type: none"> <li>• Demonstrated clinical judgement, systems thinking AND accountability</li> </ul>	<p><b>Demonstrates minimal competency</b> in clinical judgment, systems thinking, OR accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.</p> <ul style="list-style-type: none"> <li>• Demonstrated clinical judgement, systems thinking OR accountability, but not all</li> </ul>
<b>5. Guide, mentor, and support other nurses to achieve excellence in nursing practice.</b>	<p><b>Led and/or implemented initiatives</b> to support excellence in nursing practice.</p> <ul style="list-style-type: none"> <li>• Has demonstrably led and/or implemented initiatives to help other nurses achieve excellence in nursing practice. Examples may include poster presentation, starting a journal club,</li> </ul>	<p><b>Guided, mentored and supported</b> other nurses to achieve excellence in nursing practice.</p> <ul style="list-style-type: none"> <li>• Has demonstrably guided, mentored and/or supported other nurses to achieve excellence in nursing practice. Possible examples include group work in program, evidence of</li> </ul>	<p><b>Identified areas of need</b> in supporting excellence in nursing practice.</p> <ul style="list-style-type: none"> <li>• Has not demonstrably guided, mentored and/or supported other nurses to achieve excellence in nursing practice.</li> </ul>

Essential VIII - Component	Exceptional	Proficient	Developing
	leadership in clinical setting, or leadership in professional organizations	sharing care rationale in setting, staff ed, professional memberships	
<b>6. Educate and guide individuals and groups through complex health and situational transitions</b>	<p><b>Facilitated, educated and guided</b> the transition of individuals and groups . . .</p> <ul style="list-style-type: none"> <li>Worked with both individuals and groups; and</li> <li>Provided guidance, not just education; and</li> <li>Guidance was through a complex transition.</li> <li>Examples of expert facilitation include intervention implementation, or referral to or collaboration with another provider, with follow-up.</li> </ul>	<p><b>Educated and guided</b> individuals and groups . . .</p> <ul style="list-style-type: none"> <li>Worked with both individuals and groups; and</li> <li>Provided guidance, not just education; and</li> <li>Guidance was through a complex transition.</li> </ul>	<p><b>Identified resources</b> for individuals and/or groups . . . but <b>did not guide</b>.</p> <ul style="list-style-type: none"> <li>Worked with individuals or groups, but not both; or</li> <li>Identified issue or resources, but did not provide guidance; or</li> <li>Complex transition not addressed.</li> </ul>
<b>7. Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues.</b>	<p>Used conceptual and analytical skills to <b>operationalize, impact and evaluate</b> the links among practice, organizational, population, fiscal, and policy issues.</p> <ul style="list-style-type: none"> <li>Conceptual and analytical skills demonstrated; and</li> <li>Links drawn and evaluated; and</li> <li>All areas of practice, organizational, population, fiscal and policy issues addressed.</li> <li>Macro perspective: Inter-relationships between links discussed with breadth and depth, or particularly comprehensive evaluation, or systems perspective included.</li> </ul>	<p>Used conceptual and analytical skills to <b>evaluate</b> the links among practice, organizational, population, fiscal, and policy issues.</p> <ul style="list-style-type: none"> <li>Conceptual and analytical skills demonstrated; and</li> <li>Links drawn and evaluated; and</li> <li>All areas of practice, organizational, population, fiscal and policy issues addressed.</li> <li>Meso perspective</li> </ul>	<p>Used conceptual and analytical skills to <b>identify</b> the links among practice, organizational, population, fiscal, and policy issues.</p> <ul style="list-style-type: none"> <li>Conceptual or analytical skills not demonstrated; or</li> <li>Some or all links identified but not evaluated; or</li> <li>Not all areas of practice, organizational, population, fiscal and policy issues addressed.</li> <li>Micro perspective</li> </ul>

## Post-Graduate Nursing Certificate Option

The primary objective of this program is to prepare advanced practice registered nurses (post-Master of Science in Nursing, post Doctor of Philosophy in Nursing and post Doctor of Nursing Practice individuals are eligible) for national certification eligibility and licensure in a new or additional specialty areas of practice through a formal, organized curriculum that focuses on specialty courses in the students’ area of interest.

### ➤ Specialties Available for the Certificate Option

- Adult Gero Acute Care Nurse Practitioner
- Family Nurse Practitioner
- Psychiatric -Mental Health Nurse Practitioner
- Pediatric Acute Care Nurse Practitioner
- Pediatric Primary Care Nurse Practitioner
- Executive Nursing Leadership

**Note:** Content from these courses may be used as Continuing Education credit for the ANCC—Nurse Executive Advanced Exam or the AONE Executive Nursing Practice exam. However, exam applicants must also meet the other certification requirements, including having been in an administrative position etc. See the ANCC Nurse Executive, Advanced Certification Eligibility (CENP) Criteria and/or the AONE CENP eligibility criteria.

We encourage post MSN students to complete the post MSN DNP option in either conjunction with or following completion of the certificate option. Speak with your advisor or student affairs office regarding options.

### ➤ **Certificate Objectives**

At the completion of the post-graduate certificate program, the graduate will demonstrate the following competencies:

1. Integrate nursing science and theory with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for nursing practice.
2. Translate, apply and evaluate new science/evidence to guide improvements in practice and outcomes of care.
3. Employ consultative and leadership skills with intra- and inter-professional teams to create change in health care and complex healthcare delivery systems.

### ➤ **Certificate Requirements**

Students are required to complete the minimum 16-17 credit hour certificate curriculum courses, specific to the population foci and role admitted to. Additional courses may be required if pre-requisite courses have not been completed at time of application. Certificate enrollees are expected to meet the progression requirements for all graduate professional nursing students, specifically:

- Students must achieve a minimum 3.00 cumulative graduate professional GPA on the set of courses required to complete the certificate.
- Students must earn a grade of B or better in all courses with a clinical component required for completion in order to be awarded the certificate.

### ➤ **DNP and Certificate Progression/Grade Policy**

Students enrolled in the DNP or Certificate program must maintain a minimum cumulative GPA of 3.0 or better. Students must earn a grade of B or better in all required **specialty didactic courses** and **specialty clinical courses**. Individuals earning a grade lower than a B in either the specialty didactic or specialty clinical courses will not be permitted to progress in the program until the course is successfully repeated once. Note that due to the timing of course offerings this may result in a significant delay in program completion.

In order to be awarded a DNP degree, students may have a maximum of one C grade on their transcript from a **non-specialty core course**. If additional C or lower grades are earned in any **non-specialty core course**, the student must repeat one of the C grade courses to improve the grade in the **non-specialty core course**. Students earning a third C grade in a **non-specialty core course** will be reviewed by DNP Committee for dismissal.

#### **Clinical Specialty Courses include:**

- NUR 921 - Patho
- NUR 922 and 927 - Pharm
- NUR 923 - Assessment
- Track specific didactic and clinical courses
- NUR 930 - Clinical

*Approved Total Faculty 05/26/2011  
Revised/Approved DNPC 1/30/2017  
Revised/Approved, Graduate Faculty 05/10/2017  
Reviewed DNPC 4/20/2020*

- NUR 963 - FNP pediatric course

➤ **Award of the Certificate**

The Certificate Program Director shall communicate to the University of Kentucky Registrar when a student has completed the curriculum requirements to be awarded the certificate. The Registrar will post to the student's transcript the term admitted to the certificate curriculum, and the date certificate curriculum is completed. The population foci and role of the individual curriculum as required by the nursing certification organizations will also be posted to the transcript.

National certification exams are administered by the American Nurses Credentialing Center (ANCC), the American College of Nurse Practitioners, the National Association of Pediatric Nurse Practitioners and the National Certification Corporation (NCC). The relevant exams are Family Nurse Practitioner (Primary Care), Adult Nurse Practitioner (Primary Care), Adult Acute Care Nurse Practitioner, Pediatric Nurse Practitioner (Acute Care), Pediatric Nurse Practitioner (Primary Care), Family Psychiatric Mental Health Nurse Practitioner, and Nurse Executive, Advanced.

**The population foci and role to be posted on the transcript include:**

- Adult-Gero Acute Care Nurse Practitioner
- Family Nurse Practitioner
- Psychiatric Mental Health Nurse Practitioner
- Pediatric Acute Care Nurse Practitioner
- Pediatric Primary Care Nurse Practitioner
- Executive Nursing Leadership

➤ **Post-Graduate Certificate -- Adult Gero Acute Care Nurse Practitioner Plan of Study**

Pre/ Co-requisites

Course	Credit Hours	Didactic/ Clinical
NUR 921 Pathophysiology	3	3/0
NUR 922 Advanced Pharmacology for Advanced Practice Nurses	3	3/0
NUR 923 Applications of Advanced Health Assessment	3	2/1

**Year 1: Spring Semester**

Course	Credit Hours	Didactic/ Clinical	Clinical Clock Hours
NUR 940 Roles, Issues, and Health Promotion for the Adult Gerontology Acute Care Nurse Practitioner (Pre or co req.: NUR 921, 922 and 923)	3	3/0	0
NUR 927 Special Topics in Pharmacology: AG ACNP	1	1/0	0

**Year 2: Fall Semester**

Course	Credit Hours	Didactic/ Clinical	Clinical Clock Hours
NUR 941 Adult-Gerontology Acute Care Nurse Practitioner Seminar I (Pre req.: NUR 940)	3	3/0	0
NUR 943 AG ACNP: Clinical Practicum I (Co req.: NUR 941)	3	0/3	180

**Year 2 Spring Semester**

Course	Credit Hours	Didactic/ Clinical	Clinical Clock Hours
NUR 942 Adult-Gerontology Acute Care Nurse Practitioner Seminar II (Pre req.: NUR 941/944)	3	3/0	0
NUR 944 AG ACNP: Clinical Practicum II (Co req.: NUR 942)	3	0/3	180 hours

**Year 2: Summer**

Course	Credit Hours	Didactic/ Clinical	Clinical Clock Hours
NUR 930 Problems in Clinical Nursing: AGACNP	4	0/4	240 hours

**Year 3: Fall**

Course	Credit Hours	Didactic/ Clinical	Clinical Clock Hours
NUR 930 Problems in Clinical Nursing: AGACNP	3	0/3	180 hours

<b>TOTAL</b>	<b>23-32</b>	<b>10/13</b>	<b>780 hours</b>
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➤ **Post-Graduate Certificate -- Family Nurse Practitioner Plan of Study**

Pre/ Co-requisites

Course	Credit Hours
NUR 921 Pathophysiology	3
NUR 922 Advanced Pharmacology for Advanced Practice Nurses	3
NUR 923 Applications of Advanced Health Assessment	3

**Year 1: Spring Semester**

Course	Credit Hours	Didactic/ Clinical	Clinical Clock Hours
NUR 960 Health Promotion and Role Development	3	3/0	0
NUR 927 Special Topics in Pharmacology	1	1/0	0

**Year 1: Summer Semester**

Course	Credit Hours	Didactic/ Clinical	Clinical Clock Hours
NUR 963 Pediatrics for the FNP (Pre req.: NUR 921, 922 and 923)	3	3/0	0

**Year 2: Fall Semester**

Course	Credit Hours	Didactic/ Clinical	Clinical Clock Hours
NUR 961 Episodic Health Problems in Adult and Geriatric Primary Care	3	3/0	0
NUR 950 Primary Care Advanced Practice Clinical:	3	0/3	180

**Year: 2 Spring Semester**

Course	Credit Hours	Didactic/ Clinical	Clinical Clock Hours
NUR 962 Chronic Health Problems in Adult and Geriatric Primary Care	3	3/0	0
NUR 950 Primary Care Advanced Practice Clinical	3	0/3	180 hours

**Year 2: Summer**

Course	Credit Hours	Didactic/ Clinical	Clinical Clock Hours
NUR 930 Problems in Clinical Nursing: FNP	4	0/4	240 hours

**Year 3: Fall**

Course	Credit Hours	Didactic/ Clinical	Clinical Clock Hours
NUR 930 Problems in Clinical Nursing: FNP	3	0/3	180 hours

<b>TOTAL</b>	<b>23-32</b>	<b>10/13</b>	<b>780 hours</b>
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➤ **Post-Graduate Certificate -- Pediatric Primary Care Nurse Practitioner Plan of Study**

Pre/ Co-requisites

Course	Credit Hours	Didactic/ Clinical
NUR 921 Pathophysiology	3	3/0
NUR 922 Advanced Pharmacology for Advanced Practice Nurses	3	3/0
NUR 923 Applications of Advanced Health Assessment	3	2/1

**Year 1: Spring Semester**

Course	Credit Hours	Didactic/ Clinical	Clinical Clock Hours
NUR 955 Pediatric Development and Wellness: Advanced Role Concepts (Pre or co req.: NUR 921, 923, and 922)	3	3/0	0
NUR 927 Special Topics in Pharmacology: PC PNP	1	1/0	0
NUR 930 Problems in Clinical Nursing: PC PNP	1	0/1	60 hours

**Year 2: Fall Semester**

Course	Credit Hours	Didactic/ Clinical	Clinical Clock Hours
NUR 956 PNP Primary Care: Common Acute Illness Management	3	3/0	0
NUR 950 Primary Care Clinical: PNP Acute Conditions (Co req.: NUR 956)	3	0/3	180

**Year: 2 Spring Semester**

Course	Credit Hours	Didactic/ Clinical	Clinical Clock Hours
NUR 957 PNP Primary Care: Chronic Illness and Special Needs Management	3	3/0	0
NUR 950 Primary Care Clinical: PNP Chronic (Co req.: NUR 957)	3	0/3	180 hours

**Year 2: Summer**

Course	Credit Hours	Didactic/ Clinical	Clinical Clock Hours
NUR 930 Problems in Clinical Nursing: PNP PC	4	0/4	240 hours

**Year 3: Fall**

Course	Credit Hours	Didactic/ Clinical	Clinical Clock Hours
NUR 930 Problems in Clinical Nursing: PNP PC	2	0/2	120 hours

<b>TOTAL</b>	<b>23-32</b>	<b>10/13</b>	<b>780 hours</b>
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➤ **Post-Graduate Certificate -- Pediatric Acute Care Family Nurse Practitioner Plan of Study**

Pre/ Co-requisites

Course	Credit Hours	Didactic/ Clinical
NUR 921 Pathophysiology	3	3/0
NUR 922 Advanced Pharmacology for Advanced Practice Nurses	3	3/0
NUR 923 Applications of Advanced Health Assessment	3	2/1

**Year 1: Spring Semester**

Course	Credit Hours	Didactic/ Clinical	Clinical Clock Hours
NUR 955 Pediatric Development and Wellness: Advanced Role Concepts (Pre or co req.: NUR 921, 923, and 922)	3	3/0	0
NUR 927 Special Topics in Pharmacology: AC PNP	1	1/0	0
NUR 930 Problems in Clinical Nursing: AC PNP	1	0/1	60 hours

**Year 2: Fall Semester**

Course	Credit Hours	Didactic/ Clinical	Clinical Clock Hours
NUR 959 PNP-Acute Care: Chronic Illness and Special Needs Management (3 credit hours didactic)	3	3/0	0
NUR 952 Acute Care Clinical: AC PNP Chronic (Co req.: NUR 958 or 959)	3	0/3	180

**Year: 2 Spring Semester**

Course	Credit Hours	Didactic/ Clinical	Clinical Clock Hours
NUR 958 PNP-Acute Care/Complex Illness Management	3	3/0	0
NUR 952 Acute Care Clinical: AC PNP Complex (Co req.: NUR 958 or 959)	3	0/3	180 hours

**Year 2: Summer**

Course	Credit Hours	Didactic/ Clinical	Clinical Clock Hours
NUR 930 Problems in Clinical Nursing: PNP AC	4	0/4	240 hours

**Year 3: Fall**

Course	Credit Hours	Didactic/ Clinical	Clinical Clock Hours
NUR 930 Problems in Clinical Nursing: PNP AC	2	0/2	120 hours

<b>TOTAL</b>	<b>23-32</b>	<b>10/13</b>	<b>780 hours</b>
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➤ **Post-Graduate Certificate -- Psychiatric Mental Health Nurse Practitioner Plan of Study**

Pre/ Co-requisites

Course	Credit Hours	Didactic/ Clinical
NUR 921 Pathophysiology	3	3/0
NUR 922 Advanced Pharmacology for Advanced Practice Nurses	3	3/0
NUR 923 Applications of Advanced Health Assessment	3	2/1

**Year 1: Spring Semester**

Course	Credit Hours	Didactic/ Clinical	Clinical Clock Hours
NUR 965 Specialty Seminar I Role and Practice Issues for the Advanced Practice Psychiatric Nurse (Pre or co req.: NUR 921, 922 and 923)	3	3/0	0
NUR 927 Special Topics in Pharmacology: Psych Mental Health	1	1/0	0

**Year 1: Summer Semester**

Course	Credit Hours	Didactic/ Clinical	Clinical Clock Hours
NUR 964 Psychopharmacology	2	2/0	0

**Year 2: Fall Semester**

Course	Credit Hours	Didactic/ Clinical	Clinical Clock Hours
NUR 966 Specialty Seminar II Diagnosis and Management of Psychiatric Disorders in Adults and Elderly (Pre req.: NUR 922, 965; Co req: NUR 968)	3	3/0	0
NUR 968 Specialty Clinical II: Diagnosis and Management of Psychiatric Disorders in Adults and Elderly (Co Req.: NUR 966)	3	0/3	180

**Year 2 Spring Semester**

Course	Credit Hours	Didactic/ Clinical	Clinical Clock Hours
NUR 967 Specialty Seminar III Diagnosis and Management of Psychiatric Disorders in Children, Adolescents and Young Adults (Pre req.: NUR 966, 968; Co req: NUR 969)	3	3/0	0
NUR 969 Specialty Clinical III: Diagnosis and Management of Psychiatric Disorders in Children, Adolescents and Young Adults (Co Req: NUR 967)	3	0/3	180 hours

**Year 2: Summer**

Course	Credit Hours	Didactic/ Clinical	Clinical Clock Hours
NUR 930 Problems in Clinical Nursing: PMHNP	4	0/4	240 hours

**Year 3: Fall**

Course	Credit Hours	Didactic/ Clinical	Clinical Clock Hours
NUR 930 Problems in Clinical Nursing: PMHNP	3	0/3	180 hours

<b>TOTAL</b>	<b>23-32</b>	<b>10/13</b>	<b>780 hours</b>
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➤ **Post-Graduate Certificate -- Executive Nursing Leadership Plan of Study**

**Year 1: Fall Semester**

<b>Course</b>	<b>Credit Hours</b>	<b>Didactic/ Clinical</b>	<b>Clinical Clock Hours</b>
NUR 978 Population Health (seminar)	3	3/0	0
NUR 979 Population Health (clinical); (Required to take NUR 978 same semester)	3	0/3	180 hours

**Year 1: Spring Semester**

<b>Course</b>	<b>Credit Hours</b>	<b>Didactic/ Clinical</b>	<b>Clinical Clock Hours</b>
NUR 970 Assessment & Design of Complex Healthcare Systems (seminar)	3	3/0	0
NUR 971 Assessment & Design of Complex Healthcare Systems (clinical)-- (Required to take Nur 970 same semester)	2	0/2	120 hours

**Year: 2 Spring Semester**

<b>Course</b>	<b>Credit Hours</b>	<b>Didactic/ Clinical</b>	<b>Clinical Clock Hours</b>
NUR 974 Strategic Leadership in Complex HC Organizations (seminar)	3	3/0	0
NUR 975 Strategic Leadership in Complex HC Organizations (clinical) (Co Req.: NUR 974)	2	0/2	120 hours
<b>Total</b>	<b>16</b>	<b>9/7</b>	<b>420 hours</b>

**Note:** Content from these courses may be used as Continuing Education credit for the ANCC—Nurse Executive Advanced Exam or the AONE Executive Nursing Practice exam. However, exam applicants must also meet the other certification requirements, including having been in an administrative position etc. See the ANCC Nurse Executive, Advanced Certification Eligibility (CENP) Criteria and/or the AONE CENP eligibility criteria.