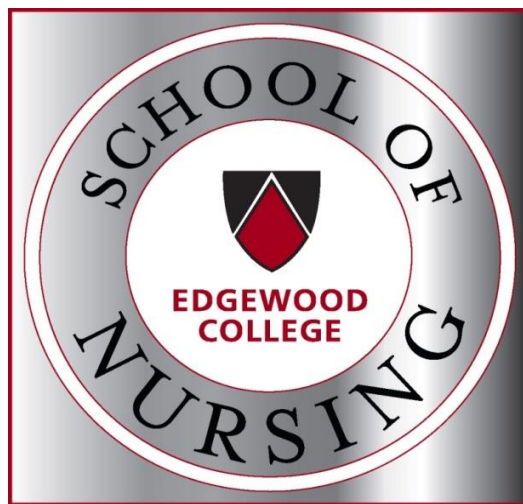# EDGEWOOD COLLEGE

HENRY PREDOLIN SCHOOL OF NURSING
2023-24
DOCTORAL STUDENT HANDBOOK

1000 Edgewood College Drive
Madison, WI 53711
(608) 663–2292
https://www.edgewood.edu/academics/programs/details/nursing/doctorate

Contents

Appendices

HENRY PREDOLIN SCHOOL OF NURSING

MISSION
The Henry Predolin School of Nursing (SoN) reflects the Mission of Edgewood College by locating professional nursing education within the context of a Catholic, liberal arts setting in the Dominican tradition. Nursing is a profession built on knowledge from nursing theory, research and practice, the humanities, and the natural and behavioral sciences. Students are educated in a dynamic interactive environment to be knowledgeable, accountable, responsible, ethical and culturally sensitive graduates who will become leaders in a changing and diverse healthcare environment.

PHILOSOPHY OF THE NURSING CURRICULUM
The faculty develops, implements, and evaluates the curriculum to provide a broad and rich foundation for nursing practice. Faculty foster the professional development of students by offering learning challenges, promoting opportunities to think critically and creatively, and exhibiting collegiality in the teaching-learning environment. Teaching and learning is a dynamic and interactive process designed to integrate knowledge and research with professional nursing practice. Teaching and learning are facilitated when both students and faculty are actively engaged in the process.

ACCREDITATION
The Doctor of Nursing Practice (DNP) - Executive Leadership degree is accredited by the Commission on Collegiate Nursing Education and approved by the Wisconsin Board of Nursing and the North Central Association of Colleges and Schools Commission on Institutions of Higher Education.

For more information regarding the DNP curricular alignment to CCNE Essentials for Doctoral programs, see **DNP Essentials and Course Artifact Listing** (Appendix A).

DOCTOR OF NURSING PRACTICE - EXECUTIVE LEADERSHIP PROGRAM

MISSION OF THE ADVANCED DEGREE NURSING PROGRAMS
The Graduate Nursing Programs are designed to develop nurses into leaders with advanced knowledge, Dominican values, and the ability to contribute to the changing, diverse health care environment. Advanced roles in nursing require further enhancement of critical reasoning and decision-making skills as theory is translated into practice. Programs provide individuals with the opportunity to pursue professional development within a scholarly environment.

PROGRAM OVERVIEW
Edgewood College's DNP in Leadership is a 30-credit post-master's program.[1] BSN-prepared candidates with a master's degree in fields other than nursing may also be considered for admission. Transcripts of students whose master's degrees are from disciplines other than nursing are evaluated on a case-by-case basis to assure attainment of prerequisite knowledge and leadership experience. Additional coursework beyond the 30-credit requirement may be necessary to meet all the Essentials of Doctoral Education for Advanced Practice in Leadership.

GOALS FOR THE DNP DEGREE
At the end of the program, graduates will:

- Integrate scientific findings from nursing, biopsychosocial fields, genomics and genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing and health care across diverse settings.
- Conceptualize new care delivery models based on contemporary nursing science, organizational and systems leadership that are feasible within current organizational, political, cultural, and economic perspectives.

---

[1] Students enrolling in any Henry Predolin School of Nursing's Master's of Science in Nursing concentrations can enroll in MSN and DNP courses to work toward earning both degrees simultaneously.

- Translate new science, its application and evaluation; as well as generate evidence through their practice to guide practice improvements.
- Use information systems/technology to support and improve patient care and healthcare systems.
- Analyze the policy process and engage in politically competent action at the institutional, local, state, regional, federal, and international levels through the interface between practice, research, and policy.
- Establish, participate and assume leadership in interprofessional teams to accomplish safe, timely, effective, efficient, equitable, and patient-centered care in complex environments.
- Analyze epidemiological, biostatistical, occupational, and environmental data in the development, implementation, and evaluation of clinical (disease and illness) prevention and population health.
- Demonstrate assessment and base practice on the application of biophysical, psychosocial, behavioral, sociopolitical, cultural, economic, and nursing science as appropriate in their area of specialization [leadership].
- Attain skills in human resource management, strategic planning, accounting principles, healthcare finance, healthcare economics, and other facets of leading operations within organizational mission, vision and regulatory requirements.

In addition to the aforementioned goals, all DNP Graduates may be prepared to sit for national specialty certifications in several options below. Additional individual review and study will be necessary for successful completion of any of these exams:

- Nurse Executive (NE-BC), or Nurse Executive, Advanced (NEA-BC) as determined by the American Nurses Credentialing Center (ANCC)
- Informatics certification
- Certified Nurse Manager & Leader (CNML), or Certified Executive Nursing Practice (CENP) as determined by the American Organization for Nursing Leadership (AONL)

DNP PROGRAM REQUIREMENTS
Required courses for all DNP-Executive Leadership:

NRS 800A	Applied Research Methods 1
NRS 800B	Applied Research Methods 2
NRS 802A	Introduction to the DNP: Role, Residency, and Project 1
NRS 802B	Introduction to the DNP: Role, Residency, and Project 2
NRS 803A	DNP Residency 1
NRS 803B	DNP Residency 2
NRS 805	Healthcare Finance and Regulatory Environments
NRS 810	Population Health and Health Policy
NRS 820	Healthcare Service and Clinical Quality
NRS 830	Health Systems Informatics
NRS 845	Leadership Capstone 1
NRS 850	Leadership Capstone 2

Course options for DNP students requiring additional time for DNP project completion or residency hours:

NRS 855	Leadership Capstone 3

COURSE DESCRIPTIONS
NRS 800A and NRS 800B Applied Research Methods (1 and 2)
In this 2-course sequence, quantitative and qualitative research methods are presented in conjunction with data analyses, interpreting results from data analysis, and quality improvement methods. Course work supports applying research findings to evidence-based practice; leading and conducting quality improvement initiatives; and developing the DNP project.

NRS 802A and 802B Introduction to the DNP: Role, Residency, and Project (1 and 2)
In this two-course sequence (NRS 802A and 802B), students will self-assess and reflect upon their individual strengths and opportunities for executive leadership development. In collaboration with the course instructor, action plans for professional growth during the DNP program are established. In the online seminar portion, students will virtually attend weekly seminars and participate in a multitude of didactic activities. Students will explore foundations of the DNP degree and the DNP role. Students will also work with the course professor to identify preceptors to design their residency experience; culminating in the accumulation of 1000 hours of residency towards the DNP degree. Finally, students will work with the course professor to develop a relevant clinical problem/issue as the foundation for the DNP scholarly project, complete an outline of the DNP scholarly project, and draft a review of literature to support the DNP scholarly project.

NRS 803A and 803B DNP Residency (1 and 2)
This two-course sequence (NRS 803A and 803B) is specifically focused on advancing students' executive leadership knowledge and skills through residency hour experiences. In the online seminar portion, students will virtually attend weekly seminars and participate in a multitude of didactic activities. Students will continue to work with the course professor and preceptors to refine their residency experience; which will culminate in the accumulation of 1000 hours of residency towards the DNP degree. Developing expertise in collaboration within interprofessional teams will be a foundation in addressing individual, group, community, or population needs in the context of a systems network in a U.S. healthcare organization.

NRS 805 Healthcare Finance and Regulatory Environments
Study of the financing and fiscal management of the U.S. Health Care system. Policy, regulatory, health care economics and market influences are examined. Budgeting and accounting principles are reviewed. Prerequisite: admission to the MSN or DNP program.

NRS 810 Population Health and Health Policy
Population health is explored to critically examine epidemiological statistics on determinants of health; and strategies to promote health, reduce health risks at multiple levels, and promote a culture of health among diverse populations. Prerequisite: admission to the MSN or DNP program.

NRS 820 Health Care Service and Clinical Quality
The focus of this course is to understand and apply methods and practices that clinical practitioners, administrative managers and leaders of health systems deploy to measure and assure continuous improvement in patient safety and clinical quality. Prerequisite: admission to the MSN or DNP program.

NRS 830 Health Systems Informatics
Examining the optimization of information management and communication to improve the health of populations, communities, families, and individuals. Frameworks include regulatory, legislative, workflow, electronic health record, billing, and telehealth. Application in professional development, translational research, and bioinformatics (genomics) are explored. Prerequisite: admission to the MSN or DNP program.

NRS 845 Leadership Capstone 1
The DNP Project is designed to equip nurse leaders with the knowledge and skills necessary to apply relevant and current evidence to a quality improvement project working with stakeholders and resources within a practice or community system. In Capstone 1 students complete the first 3 sections of their DNP Project including review of literature, project purpose and scope, proposed quality improvement method(s) and IRB application. Prerequisite: admission to the DNP program. Prerequisite: Completion of NRS 800, 805, 810, 820, and 830.

NRS 850 Leadership Capstone 2
The DNP Project is designed to equip nurse leaders with the knowledge and skills necessary to apply relevant and current evidence to a quality improvement project working with stakeholders and resources within a practice or community system. In Capstone 2 students complete the last 2 sections of their DNP Project including review of the quality improvement process, implications for practice and system changes, as well as dissemination plan. Prerequisite: NRS 845.

NRS 855 Leadership Capstone 3 **(if needed)**
Capstone 3 is available if student projects require an additional semester to complete.

DNP-EXECUTIVE LEADERSHIP PROGRAM COURSE SEQUENCE 1 (FULL-TIME STUDENT)

Fall (1st year)	Crs	Spring (1st year)	Crs	Summer (1st year)	Crs
NRS 800A (16 wks.) Applied Research Methods and Evidence Based Practice 1	2	NRS 800B (16 wks.) Applied Research Methods and Evidence Based Practice 2	2		
NRS 802A (16 wks.) Introduction to the DNP: Role, Residency, and Project 1	2	NRS 802B (16 wks.) Introduction to the DNP: Role, Residency, and Project 2	2		
NRS 830 (1st 8 wks.) Health Systems Informatics*	3	NRS 805 (1st 8 wks.) Healthcare Finance and Regulatory Environments	3		
NRS 820 (2nd 8 wks.) Health Care Service and Clinical Quality	3	NRS 810 (2nd 8 wks.) Population Health and Health Policy	3		
Total	10	Total	10		
Year 1 Total Credits: 20					
*Students may take NRS 830 during the Fall or Summer semester					
Fall (2nd year)	Crs	Spring (2nd year)	Crs		
NRS 803A (16 wks.) DNP Residency 1	2	NRS 803B (16 wks.) DNP Residency 2	2		
NRS 845 (16 wks.) Leadership Capstone 1	3	NRS 850 (16 wks.) Leadership Capstone 2	3		
Total	5	Total	5		
Year 2 Total Credits: 10					

DNP-EXECUTIVE LEADERSHIP PROGRAM COURSE SEQUENCE 2 (FULL-TIME STUDENT)

Fall (1st year)	Crs	Spring (1st year)	Crs	Summer (1st year)	Crs
NRS 800A (16 wks.) Applied Research Methods and Evidence Based Practice 1	2	NRS 800B (16 wks.) Applied Research Methods and Evidence Based Practice 2	2		
NRS 802A (16 wks.) Introduction to the DNP: Role, Residency, and Project 1	2	NRS 802B (16 wks.) Introduction to the DNP: Role, Residency, and Project 2	2		
NRS 820 (2nd 8 wks.) Health Care Service and Clinical Quality	3	NRS 810 (2nd 8 wks.) Population Health and Health Policy	3		
Total	7	Total	7		
Year 1 Total Credits: 14					
*Students may also take NRS 830 during the Fall or Summer semester					
Fall (2nd year)	Crs	Spring (2nd year)	Crs		
NRS 803A (16 wks.) DNP Residency 1	2	NRS 803B (16 wks.) DNP Residency 2	2		
NRS 830 (1st 8 wks.) Health Systems Informatics*	3	NRS 805 (1st 8 wks.) Healthcare Finance and Regulatory Environments	3		
NRS 845 (16 wks.) Leadership Capstone 1	3	NRS 850 (16 wks.) Leadership Capstone 2	3		
Total	8	Total	8		
Year 2 Total Credits: 16					

COURSE FORMAT

Didactic Courses

DNP didactic courses (NRS 800A and B, 802A and B, 805, 810, 820, 830, 845, and 850) are facilitated fully-online. NRS 805, 810, 820, and 830 are offered over 8-week sessions; NRS 800A/B, NRS 802A/B, NRS 803A/B, NRS 845, and NRS 850 are offered over 16-week sessions. Didactic courses are MOST OFTEN comprised of individual modules. Students are responsible for adhering to course syllabi regarding expectations and due dates related to readings, activities, and postings.

Leadership Residency Courses

Leadership Residency courses (NRS 802A/B, NRS 803 A/B) offer DNP students the opportunity to combine clinical practicum experiences with scholarly activities and are designed to support formative and summative learning for students. Residency experiences provide an opportunity for meaningful engagement with experts (nurses and others) in the areas of indirect care in systems leadership. Experiences are related to leadership/management activities that support the learning goals of the student, incorporate the identified course Essentials (respective AACN Essentials of Doctoral Education in Nursing), and are mutually agreed upon by the student, Instructor of Record, and Preceptor.

Residency experiences entail accumulating a pre-determined number of post-baccalaureate clinical residency hours over two semesters.

ONLINE CLASSROOM CONDUCT

Students are expected to attend and participate in all asynchronous modules. Students anticipating a missed or late module must notify the course instructor via email as far in advance as possible. The decision as to whether a missed or late module will be excused or accepted will be made on an individual basis and at the discretion of the instructor. Work obligations, vacation travel, and technical requirements do not excuse a student from their responsibility to cover any and all content required of the module or submit assignments as scheduled.

Faculty and Student Email Expectations

All course-related email correspondence, including correspondence with faculty and clinical preceptors, should take place via BlackBoard and/or the Edgewood email system. All students must use their Edgewood College email address as their official email address. Students are responsible for checking email on a daily basis. Response to email is expected within 48 business hours.

Preview of Assignments Prior to Submission Deadline

Students are encouraged to review all assignment guidelines and rubrics prior to the submission deadline. Any specific assignment-related questions should be addressed to the course instructor via email in a timely fashion. Students may submit assignments prior to the submission deadline, however, they may not do so as an attempt to solicit formative feedback toward assignment improvement. Faculty reserve the right to allow only one submission of any given assignment.

POLICIES AND PROCEDURES FOR RESIDENCY EXPERIENCES

General Guidelines

As part of degree requirements, students must complete 1000 hours of post-baccalaureate clinical residency (Leadership Residency I and II). Most often, students admitted to the DNP program have already acquired some of these hours through their MSN program and associated practicum. Previously earned MSN hours are to be submitted for review by the Associate Dean for Graduate Programs[2] via the **Documentation of Nursing Practice-Executive Leadership Residency Hours Form** (Appendix B). Depending upon the student's previous MSN program specifics, the Associate Dean for Graduate Programs may approve up to 500 hours toward the 1000-hour DNP residency requirement. Please note, only those hours earned in an MSN program through a practicum course or an APRN clinical rotation will be accepted toward meeting DNP residency hours. Students meet with the Instructor of Record for NRS 802A to conduct a "gap analysis" using the **DNP Residency Experiences Gap Analysis and Plan** (Appendix C) and discuss a plan for meeting the remaining balance of residency hours in practice settings. A minimum of 500 residency hours must be obtained during the student's DNP program of study.[3]

---

[2] Review and approval of previously earned residency hours are made by the Graduate Assessment Committee and communicated to the student by the Associate Dean for Graduate Programs.

[3] All students should be given permission to start residency hours by their Instructor of Record. Any hours completed before or without approval will not count toward course requirements.

Practice Settings

DNP Leadership Residency experiences can take place in a variety of settings, based on the individual student's personal/professional goals, informed by the AACN Essentials of Doctoral Education for Advanced Nursing Practice. Specific areas to consider may include but are not limited to: Admissions (medical records, information systems, informatics); Accounting and Finance (billing, procurement), Human Resources (professional development, marketing-public affairs, facilities management), Facility and Program Planning (capital improvements, capital acquisitions, new ventures); Performance Improvement (patient relations, credentialing, risk management); Corporate Compliance (hospital accreditation, reimbursement requirements); Collaboration & Quality Improvement (interdisciplinary care, care councils, quality improvement, evidence-based practice). Other areas for consideration may include policy, legislative activity, patient and community advocacy, insurance (private and public payers), professional organization leadership.

Students are primarily responsible for identifying and initiating an agreement with their preceptors and practice settings, but assistance is provided by both Faculty and the Clinical Coordinator as needed. Once the preceptor/practice setting relationship is initiated, the Clinical Coordinator will formalize all necessary contractual agreements. Due to the potential extended period of time needed to establish a formal agreement between multiple parties (student, Preceptor, Edgewood College, practice settings), students must notify the Clinical Coordinator of their desired Preceptor and practice setting AT LEAST 90 days prior to the start of their experience via the **DNP Student Leadership Residency Preceptor Form** (Appendix D). Following this notification, students must anticipate follow-up communication from the Clinical Coordinator regarding site-specific requirements needing completion prior to beginning the rotation. Students are held responsible for adhering to the requirements and deadlines communicated by the Clinical Coordinator. If Preceptor/practice setting guidelines are not completed by the date specified, students are at risk for not being able to remain in the next semester's residency experience. Preceptors and practice settings are subject to the approval by the Leadership Residency course Instructor of Record. Approval by the Instructor of Record affirms that experiences are appropriate for the student's stated educational and professional goals as well as the specific educational needs of the student as determined by the gap analysis process.

Once the Instructor of Record approves a student's Preceptor and practice setting for residency, the student must:

1. work through the Clinical Coordinator to ensure that all documentation is complete and approved for the residency site.
2. draft and submit their resume and objectives for the residency experience to their Instructor of Record prior to the beginning of the residency course. Objectives must be measurable, realistic, and individualized. The Instructor of Record will review them and provide feedback BEFORE submission to the Preceptor.
3. draft and submit a **Preceptor Memorandum of Understanding Form** (Appendix E) to their Instructor of Record to review, discuss, and approve.
4. schedules a meeting with the Preceptor to discuss resume, objectives for the residency experience, schedule, and Preceptor Memorandum of Understanding Form (this form must be signed by preceptor). The mutually agreed upon schedule must lead to the accumulation of the hours necessary to meet **1000 DNP practice hours**. Importantly, the School of Nursing recognizes that many students need to continue outside employment while completing residency rotations, however, preceptors and residency settings may not be able to accommodate students' work schedules.
5. submit to Instructor of Record all necessary documentation for student file (final resume, objectives, schedule, and Preceptor Memorandum of Understanding Form).
6. ensure that he/she meets all compliance requirements prior to beginning their residency experience. These compliance requirements include attendance at HIPPA classes, computer-training, fire and safety protocol, adhering to agency dress code, etc.
7. understand that completing residency experiences outside of their licensed state **may require** they obtain a current license for the state in which they are completing their residency.

Once the residency begins:

1. students are responsible for accurately and punctually documenting all residency hours into **Typhon** (Appendix F). Residency hour documentation will be reviewed by the Instructor of Record and approved. If the Instructor of Record has any concerns regarding documentation, the student will be contacted. Students MAY NOT count travel time as part of their residency hours. Hours can only be satisfied within the scheduled dates of the semester unless mutually agreed upon between Instructor of Record, Preceptor, Student, and practice setting.
2. students are expected to punctually attend all scheduled residency experiences. In the event a student is not able to attend a previously arranged residency experience, the student must notify the Instructor of Record and

Preceptor/site as soon as possible. Additional scheduled hours will have to be arranged (be aware that preceptors are not compensated for their time and are under no obligation to make accommodations).

3. there may be occasion to work with individuals other than the assigned Preceptor. These opportunities may present themselves due to scheduling issues, Preceptor or Instructor of Record suggestion, Preceptor illness, etc. In these instances, the Instructor of Record must be notified and the experience must be noted on the clinical log (Typhon). Importantly, the majority of residency hours should be spent with the primary Preceptor(s) in order for a comprehensive evaluation of performance to be given.

4. the Instructor of Record will review each student's progress with preceptors to validate progress toward educational objectives. Additional hours may need to be completed should skills be deemed "lacking" (*see Section entitled: Preceptor and Student Evaluation Process*).

5. students are responsible for additional expenses connected to residency experiences and should be anticipated and planned for in advance (e.g., parking, identification badges).

6. students are expected to provide their own transportation to and from the residency experiences.

Please note that students MAY complete residency hours at their place of employment, but not in the area they are employed or by their direct supervisor. The Preceptor should be at a level higher than the student's level as students are encouraged to seek preceptors who will provide a strong mentoring opportunity and are appropriately prepared academically. *Under no circumstances may the Preceptor be a family member or close friend of the student.*

Dress Code
Students are expected to wear appropriate professional attire during all residency experiences. Some agencies may have other requirements for their dress code. Students should check with their advanced clinical preceptor and/or site to identify appropriate dress code.

Preceptor and Student Evaluation Process
Faculty will discuss students' progress with preceptors throughout the semester to validate hours and completion of course objectives. The **Preceptor Evaluation of DNP Residency Student** (Appendix G) will be completed by residency faculty, in consultation with the Preceptor at mid-semester and at the end of the semester. The Preceptor Evaluation of Student Performance will be completed by the Preceptor at the end of each residency rotation.

Students will complete **Student Evaluation of Preceptor** (See Appendix H) at the end of each residency. Completion and submission of this documentation is needed to complete requirements of each residency course.

VIEWPOINT SCREENING (HEALTH REQUIREMENT AND BACKGROUND CHECK COMPLIANCE)

Before earning Residency hours, students must provide evidence of completing all compliance requirements for the SoN and the practice setting as outlined in the **On-Boarding Requirements for Graduate Students Form** (Appendix I). Compliance files are maintained by **Viewpoint Screening** (Appendix J). The student is held responsible for accurately uploading their health information into Viewpoint Screening by the established due date (dates may vary depending upon agency guidelines). It is further the student's responsibility to submit any additional health-related documentation required by the agency where the advanced practice clinical or practicum is to be held (including proof of current physical examination). Associated fees for Viewpoint Screening and any additional documentation required by the agency are covered by the student. Failure to comply with the student health policies will result in exclusion from advanced practice clinical or practicum, as well as possibly being dropped from the course.

Students are required to contact the Clinical Coordinator immediately with any change in their health status.

The SoN and all clinical agencies under contract to the SoN require that every student and faculty member submit to a background check. Background checks are initiated through the Viewpoint Screening registration process. Students may also be required to complete additional background checks by the agency where residency is to be held. Failure to submit to a background check will result in exclusion from residency as well as possibly being dropped from the course. Potential criminal background history concerns are addressed on a case-by-case basis.

Students are required to contact the Clinical Coordinator immediately with any change in their criminal background history.

Students are responsible for keeping all documentation updated as needed to complete their residency experience. Students should keep copies of these documents in a personal file so they are available if requested by the agency hosting the residency.

NON-PRECEPTED RESIDENCY HOURS

In consultation with the Leadership Residency Instructor of Record and in accordance with the agreed upon DNP Residency Experiences Gap Analysis and Plan, students can earn non-precepted hours toward their accumulation of DNP residency hours. Hours must be approved, documented, and verified using the **DNP Student Contact Hours Verification Form** (Appendix K).

DNP PROJECT INFORMATION

Overview

As part of degree requirements, DNP candidates must successfully complete a DNP Project that is of professional dissemination quality. The DNP Project can build on the foundation of Master's-level research experience, or be a practice problem of interest to the student. The scholarly process of developing and completing the DNP Project equips advanced practice nurses with the knowledge and skills necessary to further the application of translational research in a clinical practice setting.

Project Scope

The scope of the DNP Projects may vary greatly among students, however, all projects should be related to "quality" initiatives intended to positively impact healthcare outcomes through either direct or indirect care. Planning for the DNP Project begins in the first semester of enrollment and evolves as the student progresses through the program with guidance from the DNP Project Chair (NRS 845 and NRS 850 Instructor), Clinical Expert, and supporting faculty (as applicable).

DNP Project Committee

In the first and second semester of enrollment, DNP faculty review students' initial project ideas. When DNP Project ideas begin to crystallize, the student is assigned a DNP Project Chair (projected NRS 845 and NRS 850 Instructor) to guide the DNP Project process. Each student will work with their DNP Project Chair to identify an appropriate Clinical Expert to serve on their DNP Project Committee. The Clinical Expert typically is a non-faculty nurse leader situated within the student's field of interest. These two individuals (DNP Project Chair and Clinical Expert) serve as the DNP Project Committee. It is important to note, however, that throughout the process, the student will also receive support from course and non-course DNP faculty, particularly the Research Support faculty person and the NRS 801A and B, and C instructor.

Project Requirements, Format, and Process

Together, the DNP candidate and Committee members will plan the DNP Project and establish a project timeline for submission of completed written chapters and DNP Project Defense. In general, students are expected to:

- submit a written proposal to the DNP Project Committee by the completion of Capstone 1*, with oral defense of the proposal prior to Capstone 2
- submit a written proposal to the Edgewood College Human Participant Review Board (HPRB) along with the review board at the institution where the DNP Project will be completed (student should have HPRB approval prior to beginning Capstone 2)
- orally defend the completed DNP Project (to be completed near the end of Capstone 2 or thereafter)
- produce a final written **DNP Project** (Appendix L) in a five-chapter, thesis format*
    1. Introduction (containing problem statement)
    2. Review of Literature
    3. Methodology
    4. Results
    5. Discussion (including recommendations and implications for future practice)
- provide a plan that describes the dissemination of work (to be discussed with DNP Project Committee).

all submissions for review must follow the most recent APA format.

PROGRESSION

ACADEMIC ADVISING

Upon admission, students are jointly advised by both the Graduate Program Advisor and a faculty member (most often the DNP Project Committee Chair).

The Graduate Program Advisor assists students in understanding the administrative and logistic components of the DNP program. The Graduate Program Advisor establishes a program plan in students' initial meeting, maintains a complete record of each student's program plan throughout their academic career, communicates policy changes, and makes referrals as needed. Students in the DNP program should consult with the Graduate Program Advisor every semester before registering for courses, or when their course plan changes.

Faculty advisors serve as all DNP students' point-of-contact for educational and professional interests and concerns as well as initial DNP Project and residency resources. At the beginning of the second semester of the DNP program, faculty begin to explore DNP Project interests.

COURSE INFORMATION AND SCHEDULE

The majority of coursework for all DNP programs will be delivered in a fully-online format (residency courses require face-to-face meetings and in-practice hours). Courses are offered over 8-, 12-, and 16-week sessions. Students should speak to the Graduate Program Advisor if they have further questions regarding the format of course facilitation.

Students may be able to complete the DNP program in 21 months. Although students meet with the Graduate Program Advisor to plan out their course sequences, their plans may change during their time in the program. The time to complete the DNP degree depends on the number of courses taken per semester and communicating with the Graduate Program Advisor regarding any changes in the course plan.

Students can enter the programs at the beginning of any fall, spring, or summer session.

ACADEMIC DATES AND REGISTRATION POLICY

Registration consists of course selection for the next semester, with the assistance of the Graduate Program Advisor as necessary. Registration has two distinct steps:

1. Registration
2. Payment of Fees

Registration is open prior to each fall, spring, and summer semester. Online registration is available to new and continuing students. Graduate students are held responsible for knowing the registration policies and procedures as printed in the *Registration Guide*.

Registration is complete when all fees are paid or payment arrangements are made with the Business Office. Credit may not be earned unless a student is properly registered and fees are paid. Students who have not paid fees or made payment arrangements by the end of the first week of classes will be withdrawn.

Academic Dates and Deadlines
Students are held responsible for knowing and adhering to academic dates and deadlines regarding add/drops, refunds, and withdrawals as published by the Registrar: https://registrar.edgewood.edu/academic-dates-and-deadlines

Add/Drop Policies
Students may use the online registration system to add or drop courses until the deadline has been reached. Students may also use the official Course Change Form obtained from the Graduate Program Advisor or the Office of the Registrar to add or drop a course. This form must be submitted to the Registrar's Office before the student will be considered officially added or dropped from a class. All other changes in course registration follow a similar procedure. Failure to comply with the official Add/Drop procedure may result in a loss of credit or a grade of "F" for an unofficial drop from a course. Absence from classes or informing the instructor does not constitute withdrawal or dropping a course and will result in a failure for the course(s).

GRADE REPORTS

Grades may be viewed online.

Only graduate courses numbered 600 or above are used to determine a student's cumulative and semester GPA. In accordance with College Policy, no grade below a C is applicable for meeting requirements for a graduate degree.

GRADING POLICY

A…………………………………………95-100%
AB………………………………………90-94%
B…………………………………………. 85-89%
BC………………………………………..80-84%
C…………………………………………. 75-79%
D…………………………………………70-74%
F…………………………………………. 0-69%

INCOMPLETE GRADES

In accordance with College Policy, "incompletes" may only be given when they are initiated by the student and the proper procedure is followed.

1. The student submits a "Request for Incomplete" to the instructor. The form must be signed by the student and the instructor before it is filed with the Registrar's Office. The Request for Incomplete must be filed either before or at the same time grades are submitted by the instructor.
2. Reasons for an Incomplete must be illness or an emergency—a situation beyond the student's control, which makes the student unable to finish the class. The student must have attended regularly and done the work up until the point of the Incomplete. Incompletes may not be given by the instructor for missed exams or late work.
3. If a student has not formally requested an Incomplete and misses exams or does not complete the coursework, a grade of "A" to "F" must be given for the work that has been done to date according to the course syllabus.
4. Incomplete work must be submitted and a grade given within 10 weeks of the close of the term in which the Incomplete is given, unless a request to extend the time for completion has been filed with the Registrar's Office before the 10-week period is completed.
5. Incompletes submitted by an instructor without the appropriate form will not be accepted. If such a grade appears, the Registrar will assign a grade of "F" for the class.

ACADEMIC STANDING

There are three categories of academic standing for students enrolled in graduate programs at Edgewood College: good standing, probation, and dismissed.

Good Standing

An enrolled student in good standing is one who maintains a cumulative 3.00 GPA while enrolled in graduate courses.

Probation

An enrolled student whose cumulative GPA in graduate courses falls below 3.00 is placed on probation.

Dismissed

A student on probation is dismissed if his or her cumulative GPA remains below 3.00 after completing nine additional graduate credits. Coursework which is not included in the grade point average does not count as part of the nine additional credits (courses numbered below 600, withdrawals, or pass/fail graded courses). Students may also be dismissed for academic dishonesty.

Academic standing is posted at the close of each semester and is reported on the grade report for each student.

REPEATING A COURSE

Most courses cannot be repeated for additional credit. Only the most recent attempt at the course will be included in the GPA calculation even if the most recent attempt at a course results in a lower grade. The credits for a course are earned only once, provided at least one of the courses has a passing grade. All repeated courses and their grades will appear on the transcript in the terms they were taken and the repeated course will be noted as "R" (repeated).

STOP-OUT STUDENTS

Stop-out students are previously admitted and/or enrolled students at Edgewood College who have stopped taking credit courses for an extended period, although most usually only stop-out for a semester or two.

Return Requirements

1. Stop-out students seeking to return to the DNP program after 3 or more semesters of non-enrollment simply need to contact the Graduate Program Advisor to fill out a re-entry form.
2. If the student had taken courses elsewhere while they were away from Edgewood College, they must submit official copies of their transcripts to turn in to Graduate and Professional Studies Admissions.

STUDENT RECORDS

During a graduate student's enrollment at Edgewood College, the official file of records is kept by the Registrar's Office. A copy of the student's file may be maintained by the Graduate Program Advisor and the student's faculty advisor. Official Edgewood College transcripts are maintained in the Office of the Registrar where copies may be obtained upon proper application.

Privacy of Student Records

The Family Educational Rights and Privacy Act (the Buckley Amendment) provides that, with certain explicit exceptions, students have the right to see their records (accessibility) and the right to determine who else will see their records (confidentiality). Detailed information about the provisions of the act and its implications on this campus may be obtained from the Edgewood College catalog.

WITHDRAWAL

Withdrawal is complete severance of attendance at Edgewood College. There are two types of withdrawal: student withdrawal and administrative withdrawal.

Student Withdrawal

Students may withdraw at any point following registration for any term. Students who withdraw during the first 10 weeks after the beginning of the semester will receive a recorded grade of "W" for the current semester. Students who withdraw after the 10th week will receive an "F" for each course.

Withdrawal does not remove the costs incurred that may apply for the semester in question. Refund schedules are published in the semester and summer session sections of the *Registration Guide*.

Withdrawal during summer session is governed by policies described in the summer session section of *the Registration Guide*.

Students who wish to drop their entire academic load should either obtain a Withdrawal Form or call Edgewood Central at 663-4300. Withdrawal forms are also available online from the Office of the Registrar's Student Resource Page.

Administrative Withdrawal

Students who have not paid fees or made payment arrangements by the end of the first week of classes will be withdrawn. There is a reinstatement fee. Appeals of Administrative Withdrawal should be made directly to the Edgewood College Business Office.

ACADEMIC APPEALS

Student appeals are limited to requests to continue in the major, or for grades that impact student progression in the School of Nursing. Any student who feels he/she has cause for appeal may initiate the appeal process.

Appeal Procedure

Prior to initiating the appeal process a student should make every effort to resolve the situation with the course faculty most immediately and directly involved. If the concern is unresolved, it is expected that the student will contact with the MSN Advisor and his/her faculty advisor to explore other options.

I.   If the student chooses to initiate the appeal process, he/she must submit a written letter requesting an appeal to the Dean of the School of Nursing. A written appeal must be filed with the Dean of the School of Nursing within 10 business days of the date of the letter notifying the student that s/he is being dismissed from the program, or the right to appeal is denied.

The student's letter to the Dean must include the following information:
- A. Precise grounds on which the appeal is based;
- B. Circumstances associated with the appeal;
- C. Rationale supporting the appeal, including student attempts to resolve the situation prior to requesting an appeal;
- D. Description of proposed specific remedial actions to be taken to improve the student's academic performance.

II. The Dean of the School of Nursing will submit the student's request for an appeal hearing to the Chair of the Student Appeals Committee no later than five business days after receiving the request for the appeal.

III. Within five business days of receiving the appeal request, the committee will determine whether or not a hearing is justified.

IV. If a hearing is not granted:
- A. The committee chairperson will provide written rationale to the Dean.
- B. The Dean will then notify the student in writing of the final decision.

V. If a hearing is granted:
- A. The committee chairperson will notify the student of the time, date, and location of the hearing. The committee will have access to the student's record and to other pertinent written or verbal information such as the student's advising file.
- B. The student is encouraged, although not required, to attend the hearing which will result in a recommendation to the Dean concerning his or her progression in the nursing program.
- C. If the student chooses to attend the hearing, s/he is permitted to bring one support person. The name and relationship of that person to the student must be furnished in writing to the committee chair at least two business days prior to the hearing. An Edgewood College Faculty member is not allowed to be a support person or to submit a letter of support.
- D. During the hearing, the student will be invited to provide additional information to the committee or to answer specific questions from the Appeals Committee. Once the Appeals Committee has sought and received any needed clarification of the appeal, the student and support person will be excused while the committee goes into closed session for deliberation.
- E. Audio-taping or videotaping any portion of the meeting is not permitted.

VI. The Appeal Committee's recommendation for resolution of the student appeal will be forwarded in writing from the committee Chair to the Dean of the School of Nursing within 5 business days of the hearing.

VII. The Dean of the School of Nursing will consider the committee's recommendation in making the final decision regarding the disposition of the student appeal.

VIII. The Dean of the School of Nursing will notify the student in writing of this final decision within 5 business days of receiving the committee's recommendation.

If the student chooses to appeal the final decision, s/he is referred to the section on appeals in the Edgewood College Student Handbook.

Student Complaints and Review/Maintenance of Records

Students have a right to voice a concern to the course instructor. A student who has a concern related specifically to his or her experience in the nursing program should consult with the course instructor in an attempt to arrive at a resolution of the issue. If the concern is not resolved at the instructor-student level, the following sequence should be followed:

1. Discuss the concern with their SoN Advisor, if not resolved at this level;
2. Discuss the concern with the SoN Assistant Dean, if not resolved at this level;
3. Discuss the concern with the SoN Associate Dean, if not resolved at this level;
4. Discuss the concern with the SoN Dean, if not resolved at this level, the SoN Dean instructs the student to complete a Formal complaint. The SoN Dean is responsible for disposition and documentation of all formal complaints. The SoN Dean will maintain records for a period of three years following the student's graduation or leaving the program.

If not resolved at the SoN level, the student may contact the office of the Vice President for Academic Affairs (VPAA).

ACADEMIC HONESTY POLICY

As members of a scholarly community dedicated to healthy intellectual development, students and faculty at Edgewood College are expected to share the responsibility for maintaining high standards of honesty and integrity in their academic work. Each student should reflect this sense of responsibility toward the community by submitting work that is a product of his or her own

effort in a particular course, unless the instructor has directed otherwise. In order to clarify and emphasize its standards for academic honesty, the college has adopted this policy.

The following are examples of violations of standards for academic honesty and are subject to academic sanctions: cheating on exams, submitting collaborative work as one's own, falsifying records, achievements, field or laboratory data, or other course work, stealing examinations or course materials, submitting work previously submitted in another course, unless specifically approved by the present instructor, falsifying documents or signing an instructor's or administrator's name to any document or form; plagiarism, or aiding another student in any of the above actions.

Plagiarism, which is defined as the deliberate use of another's ideas or words as if they were one's own, can take many forms, from the egregious to the mild. Instances most commonly seen in written work by students in order from most to least serious are:

- Borrowing, buying or stealing a paper from elsewhere; lending or selling a paper for another's use as his or her own; using printed material written by someone else as one's own
- Getting so much help on a paper from someone else, including a college tutor, that the student writer can no longer legitimately claim authorship
- Intentionally using source material improperly, e.g., neither citing nor using quotation marks on borrowed material; supplying an in-text citation but failing to enclose quoted material within quotation marks; leaving paraphrased material too close to the original version; failing to append a works-cited page when sources have been used
- Unintentional misuse of borrowed sources through ignorance or carelessness

Sanctions recommended for dishonesty are an "F" on the assignment and/or an "F" in the course. More serious violations may be referred to the Academic Dean's Office for appropriate action.

DUE PROCESS

Students aggrieved by decisions made at the classroom, department, or SoN-level may appeal that decision to the VPAA's Office. The VPAA will make a determination of final resolution, or will forward the grievance to the appropriate policy committee for consideration and action.

FERPA STATEMENT

The Family Educational Rights and Privacy Act (FERPA) of 1974, also known as the Buckley Amendment, provides that students have the right to see their records (accessibility) and to determine who will see their records (confidentiality). Detailed information on the provisions of the Act and its applications are included in the Edgewood College catalog.

GRADUATION

Graduation Requirements
To graduate, a student must have earned the number of credits appropriate to the degree sought. For the DNP program, only credits in courses numbered 600 or above count toward meeting this requirement. The student must have maintained a 3.00 GPA on those credits and successfully met all school or departmental and general degree requirements. No degree will be officially conferred by Edgewood College until all defined degree requirements for the student's academic program(s) have been met. Grades of a C or above will fulfill program requirements; grades of CD or below cannot be used to fulfill program requirements.

School or Departmental Requirements
Students must satisfy all coursework as required by the school or department offering the graduate program in which the student is registered. To graduate from the DNP program, a student must have earned the number of credits required for the degree and satisfied all coursework as required, completed the 1000 hours residency requirement, and successfully defended his/her DNP Project with accompanying **Doctor of Nursing Practice-DNP Project Approval Form** (Appendix M). Students are encouraged to publish their DNP Project on **Proquest** (Appendix N), however, publication is NOT a requirement of the program (only manuscripts of publishable quality [fully-edited, approved by the SoN] will be approved for Proquest).

In addition, all degree-seeking students at Edgewood College must satisfy institutional "time-to-degree" and "residency" requirements as outlined below.

Time Limits for Degree Completion (Seven-Year Rule)
Only those courses completed within the seven years prior to the granting of a degree will be counted toward meeting the degree requirements.

Residency Requirements for Degree Programs
A minimum to the nearest multiple of three (3) of 2/3 of the coursework credits presented for a graduate degree must be taken at Edgewood College.

Intent to Graduate Form
Students must file a formal application for a degree in the Registrar's Office. The Intent to Graduate form is required for four important reasons:
1. To inform the Registrar's Office that the student is planning to graduate at the end of the term.
2. To inform the Registrar's Office whether the student intends to participate in the commencement ceremony.
3. To allow the student an opportunity to indicate how he or she wants their name spelled on their diploma.
4. To allow the student the opportunity to provide a mailing address for his or her diploma that may be different from any other address that may be on file for the student (with graduation, many students move to new addresses).

If all graduation requirements have been met, but the Intent to Graduate Form has not been submitted to the Registrar's Office, the student's degree will be conferred, but no diploma will be released until the form is received.

APPENDIX

APPENDIX A

<div align="center">

DNP Essentials and Course Artifact Listing
Henry Predolin School of Nursing
Edgewood College
1000 Edgewood College Drive
Madison, WI 53711

</div>

The Doctor or Nursing Practice (DNP) curriculum is built upon the American Association of Colleges of Nursing (AACN) *Essentials of Doctoral Education for Advanced Nursing Practice (2006).* The *Essentials* delineate the content that must be contained within courses that comprise the program, and the necessary competencies to be attained by graduates of the DNP program. The *Essentials* are woven throughout individual courses. Particular *Essentials* and associated competencies stressed within an individual course are listed prominently in the course syllabus. A course's curriculum may, and often does, devote attention to multiple *Essentials* and associated competencies. However, for accreditation reporting purposes, the Henry Predolin School of Nursing DNP program matches a single *Essential* to a course assignment known as an *Artifact.* This practice allows the student to provide a concrete example of how they have met all DNP Essentials at the conclusion of their program. In turn, rubrics for each artifact are aligned with the *Essential* and its associated competencies (rubrics that correspond to an *Artifact* are available in the respective course's syllabus). The following is a listing of the *DNP Essentials* and the corresponding course from which the *Artifact* will be submitted.

Essential I: Scientific Underpinnings for Practice
    Program Goal 1: Recognizes the DNP-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genomics and genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing and health care across diverse settings. **Artifact: NRS 800A/B**

Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking
    Program Goal 2: Recognizes DNP graduates are distinguished by their abilities to conceptualize new care delivery models based on contemporary nursing science, organizational and systems leadership that are feasible within current organizational, political, cultural, and economic perspectives. **Artifact: NRS 820**

Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice
    Program Goal 3: Recognizes that a DNP-prepared nurse must be involved in the translation of new science, its application and evaluation; as well as generate evidence through their practice to guide practice improvements. **Artifact: NRS 845 through 850**

Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care
    Program Goal 4: Recognizes that the DNP –prepared nurse uses information systems/technology to support and improve patient care and healthcare systems. **Artifact: NRS 830**

Essential V: Health Care Policy for Advocacy in Health Care
    Program Goal 5: Recognizes that the DNP-prepared nurse has the ability to analyze the policy process and engage in politically competent action at the institutional, local, state, regional, federal, and international levels through the interface between practice, research, and policy. **Artifact: NRS 805**

Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes
    Program Goal 6: Recognizes that the DNP-prepared nurse is able to establish, participate and assume leadership in interprofessional teams to accomplish safe, timely, effective, efficient, equitable, and patient-centered care in complex environments. **Artifact: 802A/B and 803A/B**

Essential VII: Clinical Prevention and Population Health for Improving the Nation's Health
    Program Goal 7: Recognizes that the DNP-prepared nurse has the ability to analyze epidemiological, biostatistical, occupational, and environmental data in the development, implementation, and evaluation of clinical (disease and illness) prevention and population health. *Clinical prevention* is defined as health promotion and risk reduction/illness

prevention for individuals and families. *Population health* is defined to include aggregate, community, environmental/occupational, and cultural/socioeconomic dimensions of health. **Artifact: NRS 810**

Essential VIII: Advanced Nursing Practice

> **Program Goal 8:** Recognizes that the DNP-prepared nurse demonstrates refined assessment skills and base practice on the application of biophysical, psycholsocial, behavioral, sociopolitical, cultural, economic, and nursing science as appropriate in their area of specialization [leadership]. **Artifact: 802A/B and 803A/B**

APPENDIX B

Documentation of Practicum Experience Hours
Henry Predolin School of Nursing
Edgewood College
1000 Edgewood College Drive
Madison, WI 53711

Student Name (Please Print):_____

Date:_____ **Email Address**:_____

Doctor of Nursing Practice (DNP) degree candidates at Edgewood College must document a minimum of 1000 post baccalaureate hours of supervised residency experience. Post-master's students must provide documentation from their MSN program substantiating the number of practicum/advanced clinical hours earned. A maximum of 500 hours will be credited. Practicum/advanced clinical hours applied toward the DNP degree must be approved by the Associate Dean for Graduate Nursing Programs. The maximum number of hours any student may apply toward DNP residency hours is 500.

Institution:_____

Degree or Certificate:_____

Year Completed:_____

Nursing Specialty:_____

Verification of Hours Completed: Please attach a brief letter from your institution's graduate nursing program director. This letter should include the number of supervised practicum hours received as part of the program.

Calculation of Practicum Hours: (to be completed by NRS 802A Instructor of Record)

Hours Required: **1000**

Hours from MSN Program: _____

Student Signature:_____ Date:_____

(Previous Institution) Advisor's Signature:_____ Date:_____

Edgewood Associate Dean's Signature:_____ Date:_____

Please return to the Associate Dean for Graduate Nursing Programs: gmullikin@edgewood.edu

APPENDIX C

DNP Residency Experiences Gap Analysis and Plan
Henry Predolin School of Nursing
Edgewood College
1000 Edgewood College Drive
Madison, WI 53711

DNP students will need to provide documentation from their MSN program substantiating the number of practicum hours earned. A maximum of 500 hours will be credited for post-baccalaureate practicum hours (these hours must be earned in a formal MSN course). Capstone project will be awarded 150 hours. DNP students will work with the Residency course Instructor of Record to devise a plan to complete the balance of 1000 practice hours post-BSN. Residency hours can include a combination of:

 ➢ Hours earned in a supervised academic practicum or advanced practice clinical in a Master's program (must be verified in writing from Master's program advisor/faculty) – maximum 500 hours
 ➢ Hours spent implementing scholarly project (Capstone Project) – 150 hours
 ➢ Serving on a health or community organization's Board of Directors (only calculable if student has begun DNP program)
 ➢ Hours dedicated to DNP level experience, and not the student's current role in the organization (only calculable if student has begun DNP program)
 ➢ Contact hours earned through attendance at professional conferences, seminars, workshops during DNP program for relevancy
 ➢ Mentored experiences (e.g., collaborating with an expert in practice—must be pre-approved and only calculable if student has begun DNP program)

Residency hours must demonstrate engaged and interactive work (e.g. preparing a presentation would not demonstrate engaged/interactive work).

Work completed as part of professional development, such as active certification, must be earned while a student in the DNP program.

Description		# of Hours
Master's (500 hrs. maximum)		
Post-Master's Course		
Post-Master's Course		

To best assure that program and professional goals are attained, residency experiences should parallel the AACN Essentials of Doctoral Education for Advanced Nursing Practice and AONL Nurse Executive Competencies (below).

Please refer to the final two pages of this document for a comprehensive policy of experiences that may comprise Leadership Residency Hours.

AACN Essential I: Scientific Underpinnings for Practice

The DNP program prepares the graduate to:

1. Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.
2. 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.
3. Develop and evaluate new practice approaches based on nursing theories and theories from other disciplines.

Essential I	Professional Objectives	Learning Activities	Dates	Residency Hours	Advisor Approval
Scientific Underpinnings for Practice					

TOTAL   _____

AACN Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking

The DNP program prepares the graduate to:

1. 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.
2. Ensure accountability for quality of health care and patient safety for populations with whom they work.
   a. Use advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems.
   b. Employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level and/or system-wide practice initiative that will improve the quality of care delivery.
   c. Develop and/or monitor budgets for practice initiatives.
   d. Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement of health care outcomes.
   e. Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers.
3. Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research.

Essential II	Professional Objectives	Learning Activities	Dates	Residency Hours	Advisor Approval
Organizational & Systems Leadership for Quality Improvement & Systems Thinking					

TOTAL _____

AACN Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice

The DNP prepares the graduate to:

1. Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.

2. Design and implement processes to evaluate 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.

3. Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.

4. Apply relevant findings to develop practice guidelines and improve practice and the practice environment.

5. Use information technology and research methods appropriately to:
   - collect appropriate and accurate data to generate evidence for nursing practice
   - inform and guide the design of databases that generate meaningful evidence for nursing practice
   - analyze data from practice
   - design evidence-based interventions
   - predict and analyze outcomes
   - examine patterns of behavior and outcomes
   - identify gaps in evidence for practice

6. Function as a practice specialist/consultant in collaborative knowledge-generating research.

7. Disseminate findings from evidence-based practice and research to improve healthcare outcomes.

Essential III	Professional Objectives	Learning Activities	Dates	Residency Hours	Advisor Approval
Clinical Scholarship & Analytical Methods for Evidence-Based Practice					

TOTAL   _____

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

The DNP program prepares the graduate to:

1. 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.

2. Analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology.

3. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases.

4. Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks and patient care technology.

5. Evaluate consumer health information sources for accuracy, timeliness, and appropriateness.

Essential IV	Professional Objectives	Learning Activities	Dates	Residency Hours	Advisor Approval
Information Systems/ Technology & Patient Care Technology for the Improvement & Transformation of Health Care					

TOTAL _____

AACN Essential V. Health Care Policy for Advocacy in Health Care

The DNP program prepares the graduate to:

1. Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums.

2. Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy.

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.

4. Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes.

5. Advocate for the nursing profession within the policy and healthcare communities.

6. Develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery.

7. Advocate for social justice, equity, and ethical policies within all healthcare arenas.

Essential V	Professional Objectives	Learning Activities	Dates	Residency Hours	Advisor Approval
Health Care Policy for Advocacy in Health Care					

TOTAL _____

AACN Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes
The DNP program prepares the graduate to:
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.
2. Lead interprofessional teams in the analysis of complex practice and organizational issues.
3. Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.

Essential VI	Professional Objectives	Learning Activities	Dates	Residency Hours	Advisor Approval
Interprofessional Collaboration for Improving Patient & Population Health Outcomes					

TOTAL   _____

AACN Essential VII: Clinical Prevention and Population Health for Improving the Nation's Health

The DNP program prepares the graduate to:

1. Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.

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.

3. Evaluate care delivery models and /or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.

Essential VII	Professional Objectives	Learning Activities	Dates	Residency Hours	Advisor Approval
Clinical Prevention & Population Health for Improving the Nation's Health					

TOTAL _____

AACN Essential VIII: Advanced Nursing Practice

The DNP program prepares the graduate to:

1. Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.

2. Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences.

3. Develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes.

4. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering and evaluating evidence-based care to improve patient outcomes.

5. Guide, mentor, and support other nurses to achieve excellence in nursing practice.

6. Educate and guide individuals and groups through complex health and situational transitions.

7. Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues.

Essential VIII	Professional Objectives	Learning Activities	Dates	Residency Hours	Advisor Approval
Advanced Nursing Practice					

TOTAL   _____

AONL Nurse Executive Competencies:

1	Professional Objectives	Learning Activities	Dates	Residency Hours	Advisor Approval
Communication & Relationship Building					

2	Professional Objectives	Learning Activities	Dates	Residency Hours	Advisor Approval
Knowledge of Health Care Environment					

3	Professional Objectives	Learning Activities	Dates	Residency Hours	Advisor Approval
Leadership					

4	Professional Objectives	Learning Activities	Dates	Residency Hours	Advisor Approval
Professionalism					

TOTAL _____

Residency Course Professor   Date

_____   _____

Student   Date

_____   _____

LEADERSHIP RESIDENCY HOURS POLICY

DNP students will complete 1,000 hours of practice post-baccalaureate as part of a supervised academic program. Residency hours are those spent translating learned theory into practice, and are a result of 'supervised educational experiences'; thus, they are not the student's current role in the organization.

Procedure:
1. Post-master's students will need to provide documentation from their MS program substantiating the number of practicum/advanced clinical hours earned. A maximum of 500 hours will be credited from the MS program. To acquire the documentation, the student needs to present a verification letter from their MS program containing the name of University or College, degree received, specialty, and verified number of practicum/advanced clinical hours. This letter must be signed by the director/dean of the program (or designee), and contain their contact information. The letter is submitted to the Associate Dean for Graduate Nursing Programs who verifies the information with the home institution and forwards it to the student's file. These verified hours are then recorded on the "Residency Hours Log" (in Typhon) for the respective student.
2. DNP students will work with their Residency course instructor to devise a plan to complete the remaining hours to meet 1,000 practice hours post-baccalaureate requirement. A minimum of 500 residency hours need to be completed at the doctoral level. The DNP student is responsible for providing a log of practice hours *and obtaining Residency Instructor approval* for the residency hours. The remainder of residency hours are obtained during the DNP program through a variety of avenues and are recorded on the "Residency Hours Log". The recorded residency hours are verified by the Residency course instructor each semester, and submitted to the Associate Dean for Graduate Nursing Programs with fulfillment of course requirements for DNP form (degree audit) in the semester of graduation.

Residency hours can include various experiences (preferred) that address individual student needs, gaps and interests as they relate to the Essentials and Competencies outlined in the following documents:

AACN Level 2 Essentials
AONL NEC and AONL CENP Competencies (certification)*
CCNE NE-BC and CCNE NEA-BC Competencies (certification)*
QSEN Graduate competencies
IPEC Core competencies

Residency hours may include, but are not limited to the following experiences as they relate to the Essentials and Competencies (listed above):

- Hours dedicated to DNP level experience, and not the student's current role in the organization
- Residency hours related to DNP coursework (NRS802A/B and NRS803A/B)
- Independent study residency/practicum hours occurring during enrollment in the DNP program
- Approved mentored experiences occurring during enrollment in the DNP program
- Serving on a health or community organization's Board of Directors during enrollment in the DNP program
- Conference attendance contact hours during enrollment in the DNP program
- Hours spent *implementing* the DNP Project
- Certification exam in nursing management or leadership

Questions regarding this policy can be addressed to the Associate Dean for Graduate Nursing Programs.
Currently, nurse managers, leaders and executives can choose certification from the American Nurse Credentialing Center® (ANCC) or the American Organization for Nursing Leadership® (AONL). Both certifying bodies offer two levels of certification: one for frontline managers and one for nurses leading at a higher organizational level. Not all DNP students will qualify to sit for all exams (must apply to take).

CATEGORIES OF RESIDENCY EXPERIENCES:
There are three (3) basic categories of experiences that can credit the required 1000 post-baccalaureate requirement. They include the following:

    1. Category One: Foundations
    Applied and documented Master's hours (up to 500 hours, must be documented by degree-granting institution)
    DNP Project direct active learning (up to 150 hours)*
    NRS 802A (20 hours)
    NRS 802B (20 hours)
    NRS 803A (20 hours)
    NRS 803B (20 hours)
    2. Category Two: Professional Development
    Examples: direct participation time conference attendance (contact hours only),
    certification exam (time of exam only), serving on health or community organizations,
    committee work beyond work role responsibilities, etc.
    This option MUST involve Residency course instructor approval.
    3. Category Three: Mentored Experiences
    Examples: Working with a preceptor on a project or learning experience.
    This option MUST involve a written proposal with objectives, clinical contract
    agreements, meeting clinical on-boarding requirements, Preceptor Memorandum of
    Understanding, completion of student and preceptor evaluations.

DNP Project direct active learning hours may, depending on the experience, may count toward either Category 1 or Category 3 hours.

Approval of Category One is evaluated during or shortly after admission intake by the Graduate Assessment Committee. Decisions regarding MS practicum/advanced clinical hours awarded to the student are communicated by the Associate Dean for Graduate Nursing Programs.

Approval of Category Two is awarded by the Residency course instructor and/or Graduate Assessment Committee.

Approval of Category Three is awarded by the Residency course instructor. Consultation with the Associate Dean for Graduate Programs is available when questions arise.

RESIDENCY EXPERIENCES DISTRIBUTION OF HOURS (MINIMUM/MAXIMUM ALLOCATION):
Category 1 Hours – 500-hour maximum from previous graduate program/practicum
Category 2 Hours – 200-hour maximum from Continuing Education Units (CEUs) and Conferences*
Category 3 Hours – 100-hour minimum Precepted Experience (cumulative all four semesters)
- 802A – no minimum requirement
- 802B – no minimum requirement
- 803A – 50-hour minimum requirement
- 803B – 50-hour minimum requirement

Residency Courses (NRS 802A/B and NRS 803A/B) – 80 hours for successful completion of all courses
DNP Project Courses – 150-hour maximum earned from completion of DNP Project.

You may not be eligible for all 200 CEU/Conference hours if you have not met the Category 3 requirement of 100 Precepted Experience hours. All Category 2 Hours must be approved by Residency Instructor.

APPENDIX D

DNP Student Leadership Residency Preceptor Form

Henry Predolin School of Nursing
Edgewood College
1000 Edgewood College Drive
Madison, WI 53711

Course: _____

Date:_____

Student Name:_____

Student Contact Information:_____   _____
                                 Phone   Email

Student Current Employer:_____

Position Held:_____

Preceptor Name and Credentials:_____

Preceptor Contact Information:_____   _____
                                 Phone   Email

Residency Site Name and Organizational Affiliation:_____

Residency Site Address:_____

_____

Proposed Residency Experience Overview: _____

_____

_____

_____

_____

- **Please attach Residency Preceptor(s) CV or Resume**

APPENDIX E

Preceptor Memorandum of Understanding Form
Henry Predolin School of Nursing
Edgewood College
1000 Edgewood College Drive
Madison, WI 53711

Thank you for your willingness to provide an educational experience for students in the Edgewood College Master of Science in Nursing or Doctor of Nursing Practice (DNP) programs. The following information is provided to assist you in the process.

Mission of Edgewood College
Edgewood College, rooted in the Dominican tradition, engages students within a community of learners committed to building a just and compassionate world. The College educates students for meaningful personal and professional lives of ethical leadership, service and a lifelong search for truth.

Course Background
'Practicum' and 'Advanced Practice Clinical' experiences are provided for MSN students. 'Residency' experiences are provided for DNP students. The combined seminar and practicum, advanced practice clinical, or residency is intended to bridge theory and research with actual practice. Students will collaborate with the course professor and preceptors to design these experiences that further their professional development as expert practitioners, leaders, and educators in practice settings.

The practicum course for Master of Science in Nursing and the Graduate Certificate concentrations in nursing administration and education practicum provides students opportunities to develop competence in professional practice.

The Master of Science in Nursing in the clinical nurse specialist (CNS) and family nurse practitioner (FNP) advanced practice clinical courses are designed to foster students' clinical skills that enhance their ability to advance the care of patients, families, groups of patients, the community, and the profession of nursing.

The Doctor of Nursing Practice (DNP) residency courses emphasize the highest level of education in order to prepare experts in specialized advanced nursing roles.

Practicum, Advanced Practice Clinical, or Residency Experience
The practicum, advanced practice clinical, or residency experiences and instruction that students receive is a critical educational component of the Nursing Graduate Programs at Edgewood College. It is viewed as a mutual sharing of responsibility between the graduate student, site preceptor, and course professor.

The practicum experience is a minimum of 180 hours over a 16-week period (this hour requirement can be split between two or more sites/preceptors as the student's contract outlines). Experiences are related to leadership/management and/or educational activities that support the learning goals of the student, incorporate the identified course Essentials (respective AACN Essentials of Master's Education in Nursing), and are mutually agreed upon with the preceptor and course professor.

Advanced practice clinical experiences are a minimum of 167 hours over a 16-week period (this hour requirement can be split between two or more sites/preceptors as the student's contract outlines). Experiences are related to the direct care/leadership activities that support the learning goals of the advanced practice nursing student, incorporate the identified course Essentials (respective AACN Essentials of Master's Education in Nursing), fulfill the requirements needed to sit for the intended licensing exam (respective of the *American Nurses Credentialing Center* [*ANCC*] guidelines), and are mutually agreed upon with the preceptor and course professor.

Residency experience hour requirements are variable but can reach up to 500 hours over a 16-week period (this hour requirement can be split between two or more sites/preceptors as the student's contract outlines). Experiences are related to leadership/management and/or educational activities that support the learning goals of the student, incorporate the identified course Essentials (respective AACN Essentials of Doctor of Nursing Practice), and are mutually agreed upon with the preceptor and course professor.

<u>Responsibilities of Each Party</u>

Course Professor (Instructor of Record) will:
- Provide the academic requirements for successful completion of the experience (student contract with preceptor).
- Assist student in selecting a qualified preceptor to meet student's learning objectives.
- Direct students to provide agency required information (RN license [direct care experiences], health information, criminal background check, required training, etc.) and communicate with students that they cannot start an experience until all the required documentation is complete.
- In consultation with the preceptor and student, provide approval of the student contract and verification that the student has met the required performance standards during the placement period.
- Serve as the educational supervisor of the student and consultant to preceptors to assure there are opportunities for enriched learning experiences for the student.
- Provide evaluation forms for student to share with preceptors at the mid-point and end of the experience. Collect, aggregate and share information to determine areas of improvement regarding student learning outcomes.
- As needed or requested, provide consultation to the student and preceptor in order to resolve conflict or mediate differences.
- Consult with the Associate Dean for Graduate Programs in the School of Nursing, the preceptor and student when changes or termination of placement are deemed appropriate.
- Follow agreements in contractual agreement with agency.
- Withdraw from the placement a student whose health or conduct, in the judgment of the experienced preceptor, poses a threat to clients, employees, the public or property. If the course professor is not immediately available for consultation, the preceptor shall remove the student until she/he can consult with either the Associate Dean for Graduate Programs or the course professor. If reinstatement of the student becomes a question, it shall be addressed through a conference between the preceptor and the course professor, and, when appropriate, the student. In all cases the decision of the preceptor or institutional director shall be final.
- Grades all student work.
- Keep all records and reports on students' practicum experience placement experiences and record the final grade with the Office of the Registrar.

Course Preceptor will:
- Assist the student in establishing a plan that will meet both the course and personal objectives. Review and approve the student's proposal to assure expected activities are available. Negotiate with student for alternative experience if necessary.
- Provide access to necessary materials needed to complete the experience (examples include: library, procedure manuals, client records if applicable).
- Facilitate and supervise the student's experience by arranging specific opportunities and contacts with other institutional personnel as needed or arises.
- Meet with the student on a regular basis to review the progress of the experience and to offer appropriate direction, coordination and availability for consultation sessions designed to enhance the student's learning and performance.
- Complete a written mid-term and final evaluation of the student, review with the student, and submit to the course professor within required timeframe.
- Notify the course professor of any difficulties encountered in the experience in which consultation with the course professor might be helpful.
- Make available emergency health service access if needed to students who become ill or injured while on duty at the experience; costs of such care to be incurred by the student.

Student will:
- Identify learning objectives to address both course objectives and personal learning goals.
- Selects preceptor in coordination with Instructor of Record.
- In consultation with the preceptor, develop an implementation plan to meet the course/personal objectives.
- Meet with the preceptor to review and approve (sign) the experience proposal.

- Comply with the course and institutional requirements prior to beginning the experience.
- In consultation with the preceptor, establish days and times for preceptor experiences.
- Seek advice and call upon the expertise of the preceptor throughout the experience to enhance educational opportunities.
- In consultation with the preceptor, assure completion of a written mid-term and final evaluation of the student within the required timeframe.
- Notify the course professor of any difficulties encountered in the experience in which consultation with the course professor might be helpful.
- Present a final summary of the experience (and presentation or project if appropriate) to the Agency staff.

Preceptor Qualifications

Primary Preceptors overseeing student experiences must have at least a Master's Degree in Nursing (Advanced Practice Clinical preceptors must also hold specific nursing credentials). However, additional individuals who augment the student's experience and learning activities may have degrees outside of nursing, such as accounting, business or administration, or medicine.

Institutional Agreement

The School of Nursing has a signed institutional agreement with your facility that stipulates the responsibilities of the agent and the affiliating agency.

Termination Stipulation

Any problem related to the operation and administration of the experience placement, not provided for in this agreement or any question relative to an interpretation of this agreement can be discussed by the preceptor and School of Nursing course professor. If further clarification or resolution is needed, the problem or issue should be referred to the Dean of the School of Nursing or designee for final action. Either party may terminate this agreement with 45 days written notice.

Timeframe of Student working with Preceptor (Month/Year range): _____

Total Number of Estimated Hours Student will be working with Preceptor during timeframe: _____

Preceptor Curriculum Vitae (CV) attached to Memorandum of Understanding (student initials): _____
Contact Reviewed and Accepted:

Preceptor   Credential   Agency

_____   _____   _____

Course Professor   Date

_____   _____

Student   Date

_____   _____

APPENDIX F

NSST STUDENT INFORMATION SHEET

INTRODUCTION

Typhon Group's NSST System is software used by your school to track your clinical encounters, your time spent at clinical facilities, your evaluations, schedule, portfolio, and much more.

Typhon Group is web-based software. This means you can access your account and enter information on any computer or device that has a modern browser. There are no "apps" to install. You can login directly to the Typhon Group website (www.typhongroup.net) from anywhere you have internet access.

Students DO NOT self-register for Typhon. Your program creates an account for you. Once your account has been created and your program is ready to grant you access, they will send you an email with login instructions and information. Typhon Group cannot directly provide you with this information.

Once you have received the initial email from your school, you can log in to your account. If your temporary password has expired (or you forgot your password), you can request another one by clicking "Forgot Login or Password." Classroom training may be provided by your school, but once you log in, you'll gain access to the complete instruction manual and video tutorials.

PAYING FOR YOUR ACCOUNT

The first time you log in to the system, you will be directed to an online payment page. On this page, you can pay your one-time $60 system access fee with a credit card (Amex, Visa, MasterCard, or Discover). Once your credit card has been approved, the system will automatically activate your account, enabling you to start using the system.

LOG IN TIPS

Typhon Group provides several kinds of products, so to ensure you log in to the correct area, utilize the special page we created for your school. Your school's home page is http://www.typhongroup.net/xxxx, where xxxx is the main web domain of your school. Click on your specialty, then "Student Data Entry Login." Add this page to your favorites or bookmarks for future reference. You should see the screen below (with the purple NSST logo and "Student Data Entry Login"), plus your account number will automatically get inserted when you log in through your school's special page.

ADDITIONAL HELP

Although Typhon Group hosts and provides the software, the system is customized and maintained by your school. Thus, your school is responsible for handling your questions regarding access to your account and login issues. Your questions should be directed to the Typhon Group program administrator at your school. They can also answer your questions about clinical content, missing drop-down items (ie. your preceptor or clinical site is not listed), or specifics on how to use the system.

APPENDIX G

Preceptor Evaluation of DNP Residency Student
Henry Predolin School of Nursing
Edgewood College
1000 Edgewood College Drive
Madison, WI 53711

Preceptor Name (Evaluator): _____Agency: _____

Student Name: _____   Date: _____

Philosophy: The preceptor acts as a teacher and mentor to the student during Residency (NRS 802A/B and 803A/B) experiences. It is important for the student to receive feedback on their performance in the practicum experience. This information provides a mechanism of dialogue between Instructor of Record, Student and Preceptor.

Instructions to preceptor:
- Please evaluate your student in terms of meeting AACN DNP Essentials and indicate your level of agreement by checking the appropriate rating boxes (1= strongly disagree through 5 = strongly agree). If you assign a score of 3 or below, please include a comment. If no relevant opportunity was available at the setting to observe the student's meeting of the Essential, please mark the box labeled N/A.
- This evaluation can be done at mid-semester, and *is required* at the conclusion of the semester. The form is to be reported to the student and Instructor of Record (the Instructor of Record will then place it in the student clinical file [Typhon]). The student and Instructor of Record will determine the communication plan with the preceptor, based on student comfort.

DNP Essential	1	2	3	4	5	N/A	Comments / Opportunities for Improvement
Recognizes the DNP-prepared nurse integrates scientific findings from nursing, biopsychosocial fields, genomics and genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing and health care across diverse settings.							
Recognizes DNP graduates are distinguished by their abilities to conceptualize new care delivery models based on contemporary nursing science, organizational and systems leadership that are feasible within current organizational, political, cultural, and economic perspectives.							
Recognizes that a DNP-prepared nurse must be involved in the translation of new science, its application and evaluation; as well as generate evidence through their practice to guide practice improvements.							
Recognizes that the DNP –prepared nurse uses information systems/technology to support and improve patient care and healthcare systems.							
Recognizes that the DNP-prepared nurse has the ability to analyze the policy process and engage in politically competent action at the institutional, local, state, regional, federal, and international levels through the interface between practice, research, and policy.							
Recognizes that the DNP-prepared nurse is able to establish, participate and assume leadership in interprofessional teams to							

accomplish safe, timely, effective, efficient, equitable, and patient-centered care in complex environments.						
Recognizes that the DNP-prepared nurse has the ability to analyze epidemiological, biostatistical, occupational, and environmental data in the development, implementation, and evaluation of clinical (disease and illness) prevention and population health. *Clinical prevention* is defined as health promotion and risk reduction/illness prevention for individuals and families. *Population health* is defined to include aggregate, community, environmental/occupational, and cultural/socioeconomic dimensions of health.						
Recognizes that the DNP-prepared nurse demonstrates refined assessment skills and base practice on the application of biophysical, psycholsocial, behavioral, sociopolitical, cultural, economic, and nursing science as appropriate in their area of specialization [leadership].						

Additional comments:

_____   _____

Preceptor Signature   Date

APPENDIX H

Student Evaluation of Preceptor
Henry Predolin School of Nursing
Edgewood College
1000 Edgewood College Drive
Madison, WI 53711

Preceptor Name: _____ Agency: _____

Student Name (evaluator): _____ Date: _____

Philosophy: the preceptor acts as a teacher and mentor to the student in NRS735 (Master's), NRS802A/B (DNP) and NRS803A/B (DNP) experiences. It is important for the preceptor to receive feedback on the execution of their role. This information can also assist course instructors in matching future students with preceptors, and provides a mechanism of dialogue between Course Instructor, Student and Preceptor.

Instructions to student:
- Please evaluate the following statements about your preceptor and indicate your level of agreement by checking the appropriate rating boxes (1= strongly disagree through 5 = strongly agree). If you assign a score of 3 or below, please include a comment.
- This evaluation can be done at mid-semester, and *is required* at the conclusion of the semester. The form is to be reported to the Course Instructor who will then file it on the SoN I-drive. The student and Course Instructor will determine the communication plan with the preceptor, based on student comfort. The *Student Evaluation of Preceptor* will assist the Course Instructor in determining matches for future student placement.

Practice Area	1	2	3	4	5	Comments / Opportunities
Demonstrates knowledge & competence in practice area.						
Manages priorities effectively.						
Role Clarity & Professionalism	1	2	3	4	5	Comments / Opportunities
Reviewed & signed *Preceptor Memorandum of Understanding.*						
Demonstrates understanding of preceptor role.						
Demonstrates strong interpersonal & inter-professional skills with team members.						
Openly shares own expertise with student.						
Is accessible to student.						
Is timely in responsiveness to student.						
Mentoring, Teaching & Coaching	1	2	3	4	5	Comments / Opportunities
Contributes to student's proposal.						
Plans activities to support identified goals & objectives to enhance student's learning.						
Considers student's background & level of competence when teaching/mentoring.						
Encourages student to assume increased responsibility & accountability throughout semester.						
Assists student in decision making process.						
Contributes suggestions for, and assists coordination of, additional student learning.						
Demonstrates enthusiasm for student's learning.						
Communication	1	2	3	4	5	Comments / Opportunities
Clearly communicates expectations to student.						
Gives clear & timely explanations/answers to student's questions.						

Demonstrates negotiation & conflict management skills.						
Integrates student's alternative suggestions to meet learning needs.						
Completes student evaluation a mid and term end.						

Additional comments:

APPENDIX I

On-Boarding Requirements for Graduate Students
Henry Predolin School of Nursing
Edgewood College
1000 Edgewood College Drive
Madison, WI 53711

The following documents must be on file with the School of Nursing prior to beginning your Practicum, Residency, or Advanced Practice Clinical experience (this process should begin at least 60 days in advance of the start-date).

All documents must be completed before beginning clinical experiences or data collection activities.
1. Copy of RN license
2. Completed criminal background check
3. Documentation of current TB skin test (within one year)
4. Documentation of current BLS CPR
5. Immunization Documentation for MMR, HepB, Influenza, Varicella, Tdap, and Covid-19.
6. Assumption of Risk form
7. Copy of preceptor resume (upload to Typhon)
8. Signed copy of memorandum of understanding between preceptor, student and faculty member (upload to Typhon)
9. MyClinicalExchange – required for clinical at UW, Meriter, or St Mary's. To request placement at these sits, you must first complete the MyCE Clinical Request form. It is strongly recommended you already have a preceptor when you complete the request.
10. The above are required for all sites. You may have additional requirements or trainings as assigned by your particular clinical site.

Any items that cannot be uploaded to Viewpoint Screening or MyClinical Exchange (if at UW) should be e-mailed to Kyle Sanger at ksanger@edgewood.edu.

For Edgewood On-Boarding:
The School of Nursing needs to be in compliance with all our clinical agencies regarding documents noted above and any additional required forms. Students only need on-board **once** for the School of Nursing by submitting documents to ViewPoint Screening. However, students must keep requirements up-to-date throughout the entirety of their experience (e.g., as TB screening, flu vaccination, licensure renewals, and CPR).

Site Contracts: If you are having your precepted experience at a site other than UW, UW Medical Foundation, AFCH, Meriter-Unity Point, VA, St. Mary's or Monroe Clinic, please verify with Kyle Sanger that there is an institutional clinical contract in place prior to beginning your semester.

Note for UW onboarding:

1. If a student on-boards at a UW agency for a single course (such as Practicum), the on-boarding process satisfies the requirements for the duration of the semester at a UW agency. If, however, a student is at the site for more than one semester (such as during Residency), on-boarding can carry over from semester to semester, as long as the calendar dates are clear, and there is no gap.

For example, if a student has both Residency experiences at UW (Fall and Spring semesters), the student need not repeat on-boarding at UWHealth (but dates must reflect the continuous event). If the student is going from Fall to Spring (such may be the case in the Advanced Practice Clinical sequence), the student will need to on-board again. Rationale provided by UW: Data security (and access to the EMR) is a concern when access is available, but 'vacant' for a time period. Dates need to be clear and access will be terminated at end point.

2. If a student is in two (2) courses simultaneously (such as Advanced Practice Clinical and NRS 670), he/she must only on-board once for both, but details of data access need to be clear. If a student must access UW data for a project (NRS 670 for MSN students; a variety of courses for DNP students), the "Academic Project Submission Form" needs to be completed and sent to: Clinical Nurse Specialist for Research & Evidence-Based Practice at the following E-mail address: NursingResearch&EBP@uwhealth.org

APPENDIX J

Viewpoint Screening for Graduate Students
Henry Predolin School of Nursing
Edgewood College
1000 Edgewood College Drive
Madison, WI 53711

In addition to requirements outlined in Appendix H, the following must be submitted to Viewpoint Screening (Directions are on the [Viewpoint Screening website](#)).

Varicella: Must submit documentation of 2 varicella immunizations or a positive titer. Documentation must include administered dates OR the lab results of the titer. If your series is in process, submit where you are in the series, and new alerts will be created for you to complete the series.

Hepatitis B: Must submit documentation of 3 vaccinations. The student must also submit a positive antibody titer (lab report required) or declination waiver.

Tuberculosis: Documentation of a one-step PPD skin test within the past 12 months with a negative result. Skin test reaction should be read between 48-72 hours after administration.

OR Documentation of a two-step PPD skin test within the past 12 months (two step requires an initial injection and reading by a licensed healthcare professional and a second injection and reading by a healthcare professional within 1-3 weeks of the first.)

OR: Documentation of a negative QuantiFERON Gold-TB blood test (you must have QfGold if you have had a BCG vaccination) within the past 12 months

Renewal date will be set for 1 year from the date of the test results. Need the date of skin test placement **and** date read **and** the mm of induration **and** the signature of the healthcare professional who read the results. If QfGold, must submit the lab report. Note that some sites such as the VA will require a TB test within 90 days of the clinical start date.

If you test positive at any time, please notify the clinical coordinator immediately.

CPR Certification: MUST be BLS for Healthcare Providers/Professional Rescuers. The front and back of the card must be submitted and must be signed, certificates of completion with your name and date are acceptable. Renewal date will be based on the expiration of the card or certificate (certification is good for 24 months).

Health Form: Provide documentation for a physical exam completed within the last 12 months. You may use the form we provide, a signed form from your healthcare provider or screenshot of a MyChart. Date must be visible.

Influenza: Documentation of a flu vaccine administered during the current flu season (August-March).

Due date: Original date; then annually on November 1.

Tetanus (Td): Documentation of a Tetanus booster within the past 10 years. Renewal date will be set for 10 years from the administered date of the booster.

Measles, Mumps, Rubella (MMR): Documentation of 2 vaccinations or positive antibody titer (lab report required)

RN License (State License only): Expiration based on date on license.

Due date will be 90 days prior to the 1st day of Advanced Practice Clinical or Practicum, depending on start date of clinical residency.

APPENDIX K

DNP Student Contact Hours Verification Form
Henry Predolin School of Nursing
Edgewood College
1000 Edgewood College Drive
Madison, WI 53711

Course: _____

Date: _____

Student Name: _____

Student Contact Information: _____ _____
                                                    Phone   Email

Category of Activity: _____ non-mandatory professional development

                              _____ professional conference

                              _____ certification exam (time of exam only)

                              _____ serving on health or community organization

                              _____ committee work beyond work role responsibilities

                              _____ other continuing and/or professional

Title of Activity Attended: _____

Number of Contact Hours*: _____

Verified by (Name of sponsoring organization or third party): _____

Authorized individual's signature: _____

Mailing address of sponsoring organization or third party: _____

                                                    _____

                                                    _____

One (1) residency hour = 60 minutes spent in an approved activity as a learner/participant (not including break time)

APPENDIX L

DNP Project Guidelines

Henry Predolin School of Nursing
Edgewood College
1000 Edgewood College Drive
Madison, WI 53711

Title Page
Copyright page
Abstract
Acknowledgements
Dedication (optional)
Table of Contents
List of Tables (if appropriate)
List of Figures (if appropriate)
Chapter One: Introduction
- Background & Significance
  - Include practice, regulatory, reimbursement, policy issues as apply
- Quality Project Purpose & Aims
- Theoretical or Conceptual Framework; or Quality Improvement Method
- Potential Limitations (if known)
- Contribution to Practice

Chapter Two: Review of Literature
- Method of ROL with rationale
  - Inclusion & exclusion criteria; influences on topic: practice, regulatory, reimbursement, policy issues as apply)
- Organizing framework for Review
- Identified Limitations to Theoretical, conceptual or quality framework and identified limitations (as discovered by doing ROL)
- Summary of findings and Gaps identified
- Rationale for project, including problem statement

Chapter Three: Methods
- Intro and project purpose
- Project aims
- Proposed application quality framework or tool; theoretical or conceptual frameworks if appropriate
- Project description & design
- Sample, protection of human subjects
- Definitions of project variables, as applied in clinical setting (operational)
- Measures, interventions for quality process, other
- Procedure descriptions
- Analysis plan, integrity of data protection

Chapter Four: Results
- Findings / Results
  - Qualitative and / or quantitative as applicable
  - Quality Improvement processes (rapid cycles, A-3s, fishbone, reassessments, other as applied)
  - Review of timeframe when data points were collected for quality project (field notes, huddle documentation, staff meetings, etc.)
  - Intervention (change in practice or operation or work flow)
    - E.g. surveys, huddles, go and sees, focus groups, interviews, etc.
  - Review of data points after intervention done, w/ rationale for timeline

Chapter Five: Discussion
- Summary

- Discussion of Findings
    - Quality Improvement Process used (brief recap)
    - Analysis
    - Interpretation
    - Quality reporting
    - Practice change as a result
- Strengths/Limitation of Project
- Implications and Recommendations for Practice
    - Within own institution/focus of project; as applicable
    - Within field of nursing
- Future Implications
- Dissemination plan
- Conclusions

References
Appendix

PLEASE NOTE THAT A FULLY-FORMATTED, ANNUALLY UPDATED DNP PROJECT TEMPLATE WILL BE PROVIDED TO STUDENTS IN NRS 845.

APPENDIX M

Doctor of Nursing Practice-DNP Project Approval Form
Henry Predolin School of Nursing
Edgewood College
1000 Edgewood College Drive
Madison, WI 53711

Student Information

Student Name: _____

Student ID#: _____

Semester/Year of Graduation: _____

Complete DNP Project Title:

Student Agreement

I certify that I have presented my DNP Project Committee with the final copy of my DNP Project for examination and approval:

Student Signature: _____ Date: _____

DNP Project Committee Agreement

I certify that we have examined the final copy of the above student's DNP Project and have found it complete and satisfactory in all respects, and that all revisions required by the final examining committee have been made:

Committee Chair Signature: _____ Date: _____

Print Name: _____ Date: _____

APPENDIX N

DNP Project ProQuest Publishing Procedure

Overview

These instructions will help you publish DNP Project in the electronic format as required by the Henry Predolin School of Nursing (SoN).

Publication in this format is encouraged as the final step in your DNP journey. Publication is NOT a requirement of the program. If you choose to publish your DNP Project, the process is not difficult and we are available to help you with any questions you may have.

The publisher:
- ProQuest/UMI, the electronic publisher

What you need:
- A computer with internet access
- A final, electronic version of your DNP Project as a PDF (with a copy of your completed DNP Project Approval Form)
- A valid credit card (only if you chose to register for U.S. copyright)

Once complete, you will be able to fully celebrate the completion of this amazing accomplishment.

Step 1: Complete the research project publication approval form

The publication process begins when you, the author, complete and submit the Final DNP Project Approval Form (signed by your Committee Chair and Committee Members).

1. This form must be submitted to Quinn Mullikin in DeRicci 343B to place in SoN archive

---

Step 2: Create a ProQuest/UMI account for electronic publication

1. Go to http://www.etdadmin.com/cgi-bin/school?siteId=18

2. Click "**Submit my dissertation/thesis**"

3. Click "**Create an Account**"

    a. Complete all fields
    b. Use an email address that you can access while completing the submission
    c. Write down your user name and password for future reference

4. Activate the account using the link in the confirmation email which UMI sends to the email you provided

Troubleshooting: Technical support is available 8:00 AM - 7:00 PM (EST) Monday through Friday at (877) 408-5027
Step 3: Submit to ProQuest/UMI

The submission steps are outlined in the left sidebar on the UMI site and each page provides detailed information about the step. Below are the Edgewood guidelines for publication.

Instructions Tab
1. Read through information
2. Click "**Continue**" when ready

Publishing Tab
1. Choose "**Traditional Publishing**" under type of publishing
2. Choose "**Yes**" for major search engines to discover your work
3. Choose **"No"** for third party retailers to sell your work

4. Click "**Save and Continue**"

Traditional Publishing Tab
1. Read through information
2. Click "**Accept**"

Contact Tab
1. Complete required fields
2. Click "**Save and Continue**"

Dissertation/Thesis Details Tab
1. Enter the exact title of your DNP Project
2. Select the year the manuscript was completed
3. Select the year your degree was awarded
4. Select "Doctor of Nursing Practice-Leadership" for degree awarded
5. Select "Department of Nursing" for department
6. Enter your primary advisor's full name, without degree information
7. Enter committee member names, without degree information
8. Select your subject categories
9. Enter any keywords or phrases related to your DNP Project
10. Copy abstract without title
11. Paste into abstract box and edit if need be
12. Click "**Save and Continue**"

PDF Tab
1. Upload your work as a PDF
2. Click "**Save and Continue**"

Supplemental Files Tab
1. Leave blank
2. Click "**Save and Continue**"

Notes Tab
1. Leave blank
2. Click "**Save and Continue**"

Register U.S. Copyright Tab
1. Answer whether previous copyright was requested
2. Select either "Do not file for copyright" or "File for a new copyright"
Note: There is a $55 fee for UMI to file the copyright with the U.S. Office of Copyright.
3. Click "**Save and Continue**"

From the ProQuest/UMI website, they state the benefits of copyright as:

Register U.S. Copyright

At ProQuest, we make copyright registration easy - by submitting your application to the United States Office of Copyright on your behalf and providing you with the certificate from the Library of Congress. Registering your copyright via ProQuest is the fastest and most efficient method currently available.

How to take advantage of our copyright service:

Registering with the U.S. Office of Copyright **establishes your claim** to the copyright for your dissertation/thesis and **provides certain protections if your copyright is violated.** Because of the availability of content on the open web via repositories and other avenues, registering for U.S. copyright can be a significant benefit for the protection of your work. By registering for U.S. copyright, you can protect your dissertation or thesis and become immediately eligible for statutory damages and attorney fees. Registering for copyright allows for the claimant to receive statutory damages set out in Title 17, Section 504 of the U.S. Code, which range from $750 - $150,000 USD plus attorney fees per copyright infraction. This contrasts with those who do not register for copyright - authors without copyright registration can claim only actual damages and no attorney fees.

If you wish, ProQuest/UMI Dissertation Publishing will act on your behalf as your agent with the United States Copyright Office and apply for copyright registration as part of the publishing process. Learn more

We will:

- Prepare an application in your name
- Submit your application fee
- Deposit the required copy or copies of the manuscript
- Mail you the completed certificate of registration from the Library of Congress

Order Copies Tab
1. If you chose to order copies of your DNP Project, fill this page out accordingly

(If needed) Shipping Address Tab
1. Click "**Save and Continue**"

Submit Tab
1. Review information on the screen
2. Click "**Submit Dissertation/Thesis**"

Preview Information
1. Review all of the information for accuracy
2. View the PDF for content
3. If revision necessary, use "Review/Revise Existing Submission" link
   Note: DO NOT SUBMIT REVISED DOCUMENT TWICE, use revision link for changes
4. If complete, log out

This completes the electronic publication of your DNP Project.