

**Doctor of Nursing Practice
Student Handbook**



2021-2022

NOTICE

The provisions of this handbook are not regarded as an irrevocable contract between the program and the student. The program reserves the right to amend any academic, administrative, or disciplinary policy or regulation (or fee) described in this handbook. A notice will be provided to students if changes are implemented.

The procedures in this *Student Handbook* have been developed by the faculty and administration of the nursing programs at Stockton University. This *Student Handbook* is to be used in addition to the current college-wide policies and procedures as outlined in the Stockton *Bulletin*.

Requirements for graduation, as well as curricula, may change throughout the student's matriculation. Revisions to the handbook may be necessary when changes in professional certification or licensure standards mandate revisions in academic requirements.

It is your responsibility to be knowledgeable about all the information covered in this *Student Handbook* and the *University Bulletin*. If you have any questions, please see a nursing faculty member or your advisor. Be sure to keep a current *Student Handbook* as a reference throughout your enrollment in the program.

Congratulations!

Your admission into the nursing program is the first step toward a challenging and fulfilling professional career. The faculty, staff, and administration welcome you and anticipate that you will be successful in completing the degree requirements for your program.

This handbook is distributed to each student annually in order to provide vital information about the program and I encourage you to refer to its contents throughout your program of study. You will be notified of any revisions made to the handbook or to any policies. An updated version of the handbook can be found on the university website, under the specific program webpage.

On behalf of the faculty and staff, congratulations and best wishes for a successful academic career at Stockton University.

Sincerely,

A handwritten signature in black ink, appearing to read "Sheila A. Quinn, PhD, RN". The signature is written in a cursive style with a large initial "S".

Sheila A. Quinn, PhD, RN
Chief Nurse Administrator and Associate Dean for Nursing

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A. University

1. Academic Honesty

The University Policy on Academic Honesty can be found at:

<https://www.stockton.edu/academic-affairs/agreements/index.html> (Academic Honesty)

The Nursing Program abides by this policy when academic honesty issues arise.

2. Title IV and Clery Act

DISCLOSURE OF SEXUAL MISCONDUCT: As responsible employees under Title IX, a federal law, faculty must report incidences of sexual misconduct disclosed to them. Faculty are obligated to report and provide a full disclosure, to include names, of any allegation of sexual misconduct to the Stockton University's Chief Officer/Title IX Coordinator (Valerie Hayes, 4693). However, typically classroom writings and discussions about sexual misconduct do not give rise to a duty to report. As your faculty, we will use my discretion in these situations and, when uncertain, we will bring concerns to the Chief Officer/Title IX Coordinator and to the Behavioral Intervention Team (Amy L. Jones, 4691) or the Women's, Gender & Sexuality Center (Laurie Dutton, 626-3611) as appropriate, especially with content that is threatening or poses a serious risk of harm. Personal, identifiable information may be omitted at first. For more information, please use the search queue on the Stockton Homepage keyword "Title IX".

CLERY REPORTING AND LIMITED CONFIDENTIALITY: Under the Clery Act, a federal law, faculty have limited confidentiality regarding the disclosure of any reportable crimes as defined in the Clery Act. Faculty are obligated to disclose any allegations of reportable crimes as defined in the Clery Act to a Campus Security Authority, while allowing the victim to remain anonymous at their request. For more information, please use the search queue on the Stockton Homepage keyword "Clery".

3. Grade Appeals

The University Policy on Grade Appeals can be found at:

<https://www.stockton.edu/academic-affairs/agreements/index.html> (Grade Appeals)

The Nursing Programs adheres to this policy.

4. Select University Policies

Please see the University Bulletin for the following policies:

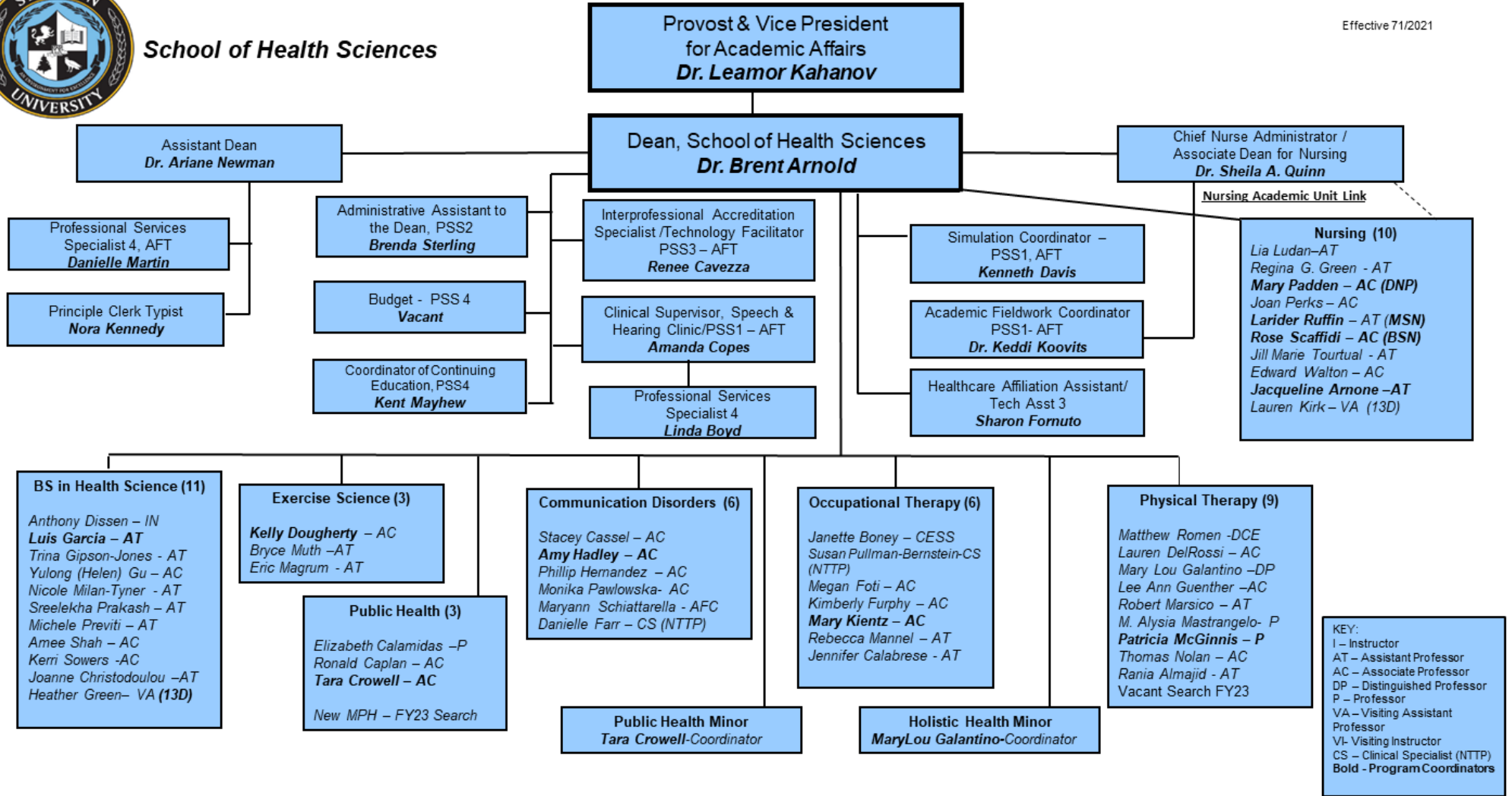
- A. Leave of Absence/Readmission
- B. Preceptorial Advising
- C. Program Preceptors
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- E. Degrees and Credit Hours
- F. Depth and Breadth
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- H. General Education and At Some Distance
- I. The Writing Requirement and Quantitative Reasoning Requirement
 - a. Writing Requirement
 - i. W1- “Writing Intensive Courses”
 - ii. W2- “Writing Across the Curriculum Courses”
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- J. The General Education Attribute Requirement
- K. Graduation Requirements



School of Health Sciences

Effective 7/1/2021

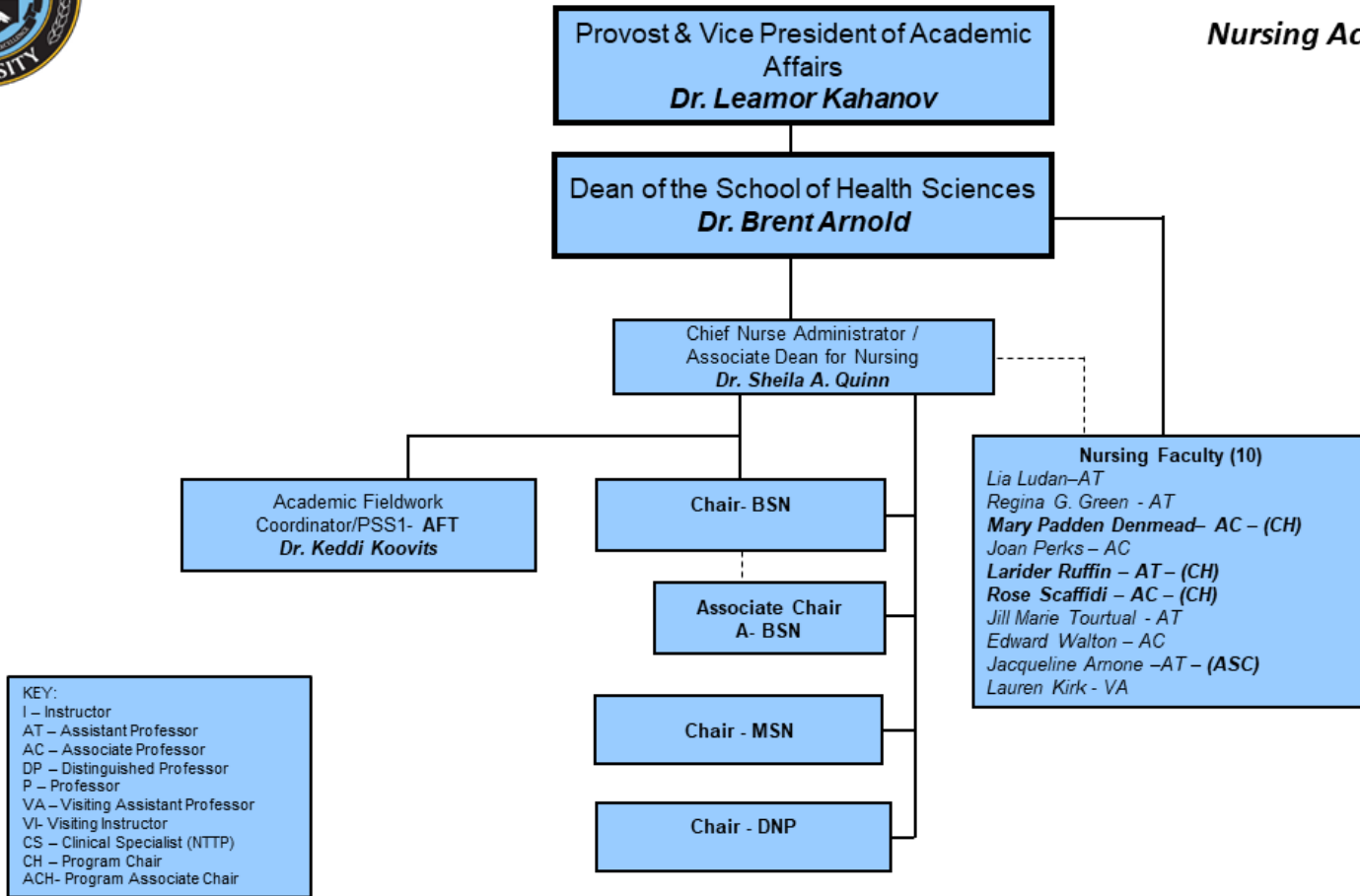




School of Health Sciences

Updated 7/01/2021

Nursing Academic Unit



KEY:
 I – Instructor
 AT – Assistant Professor
 AC – Associate Professor
 DP – Distinguished Professor
 P – Professor
 VA – Visiting Assistant Professor
 VI – Visiting Instructor
 CS – Clinical Specialist (NTTP)
 CH – Program Chair
 ACH- Program Associate Chair

2. Mission, Vision, Philosophy and Organizing Framework of the Nursing Program

Mission

The mission of the Nursing Program of the Stockton University is to prepare nurse generalists and graduate level nurse practitioners as professional nurses with a commitment to life-long learning and the capacity to adapt to change in a multi-cultural, interdependent world. The Nursing Program provides an environment for excellence to a diverse student body, including those from underrepresented populations, through an interdisciplinary approach to liberal arts, sciences and professional education.

The mission of the Graduate Nursing Program is to develop competent nurse practitioners or advanced practice registered nurses to practice in a culturally diverse and rapidly evolving world. The University and the Graduate Nursing Programs remain responsive to community needs. Independent, experiential learning fosters students to choose their education and future professional endeavors. We embrace the University's Guiding Principles, Vision, Values, and the Strategic Plan.

Vision

The vision is to be a provider of exceptional nursing education committed to scholarship, service, health equity and quality of life for all.

Philosophy

Beliefs about Teaching and Learning

Teaching

- Effective teaching occurs in an open and collegial environment
- Education and teaching are rigorous and relevant
- A variety of teaching modalities are critical to address individual learning styles
- Teaching is both an art and a science
- Effective teaching occurs in an environment that fosters intellectual curiosity and critical thinking
- Technology is an important component of the education process
- Teaching is outcome driven
- Educators are responsible and accountable for effective teaching

Learning

- Learning is a dynamic process
- Learning is self-directed with faculty facilitation
- Learners possess varied learning styles and capabilities
- The psychomotor, cognitive and affective domains are critical to effective learning
- Learning is a life-long process
- Learners respond to a variety of educational strategies and settings

- Learning involves depth and breadth
- Learning is most effective when ideas are expressed in an open, non-threatening environment
- Students take responsibility and accountability for their own learning

Beliefs about the Nature of Humans

“Humans are adaptive systems with cognator and regulator subsystems acting to maintain adaptation in the four adaptive modes: physiologic-physical, self-concept, role function, and interdependence”, (Roy, 2009, p. 12).

We further believe humans are biopsychosocial spiritual beings, interacting with, and adapting to their internal and external environments. Humans are unified wholes, seeking balance and equilibrium among the elements of their environments.

Humans are viewed as rational and goal directed with both the freedom and responsibility to determine a particular level of optimal health for themselves and the pathway to achieve it, as long as it does not infringe on the rights of others.

Beliefs about the Nature of Environment

“All conditions, circumstances, and influences surrounding and affecting the development and behavior of persons and groups, with particular consideration of mutuality of person and earth resources” (Roy, 2009, p. 12) define environment and the person’s relation to it.

The environment consists of a dynamic interrelationship between internal and external conditions and stressors that impact the person. Internal environment is composed of the physiological, psychological, developmental and spiritual selves. The external environment includes the family, community, nation and universe.

Society, as a segment of the environment, should provide an equal opportunity for persons to reach their maximum potential, regardless of gender, race, age, sexual orientation, class or ethnicity.

Beliefs about the Nature of Health

Health is “a state and a process of being and becoming integrated and whole that reflects person and environment mutually” (Roy, 2009, p. 12).

We further believe in the eudaemonistic model of health which includes the non-disease states of achievement, self-control, self-fulfillment, growth opportunities, education, self-determination and well-being.

Beliefs about the Nature of Nursing

Nursing is “a health care profession that focuses on the life processes and patterns of people with a commitment to promote health and full life-potential for individuals, families, groups, and the global society” (Roy, 2009, p. 3).

The goal of nursing is to “promote adaptation for individuals and groups in the four adaptive modes, thus contributing to health, quality of life, and dying with dignity by assessing behavior and factors that influence adaptive abilities and to enhance environmental interactions” (Roy, 2009, p. 12).

Nursing includes those activities that foster adaptation through the manipulation of focal and contextual stimuli. If wellness can no longer be maintained and the person’s state becomes one of illness, permanent disability, progressive debility or death, nurses must provide palliative care with all the skills, knowledge, and wisdom they possess. We believe clients have the right to make decisions regarding their own healthcare. The preservation of human dignity is an integral component of professional nursing.

We believe the major roles for nursing are client advocate, educator, activist, and care giver. Additional roles include change agent, leader, researcher, collaborator, problem solver and care provider. The concepts of altruism, critical thinking and ethical decision making permeate all roles. Nurses must be thoroughly committed to clients and active politically and socially in seeking solutions to the profound human health problems and social injustices of our time.

References

Roy, C. (2009). *The Roy adaptation model*. (3d Ed). Upper Saddle River, NJ. Pearson

Rev: 6/2016

Organizing Framework

The organizing framework of the Nursing Program is based on The Roy Adaptation Model which is congruent with the metaparadigm of nursing. The major elements of person, environment, health and nursing are defined using the totality world view.

3. Stockton University Nursing Programs' Statement in Support of Institutional Change to Eliminate Racism and Discrimination

Provision 1 of the American Nurses Association's ([ANA], ANA.org, 2001) Code of Ethics states, "the nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person;" and Provision 1.5 adds "respect for persons extends to all individuals with whom the nurse interacts. Nurses maintain professional, respectful, and caring relationships with colleagues and are committed to fair treatment, transparency, integrity preserving compromise, and the best resolution of conflicts." The faculty of the Nursing Program of Stockton University adheres to the ANA Code of Ethics and supports the June 2020 ANA Resolution on Racial Justice for Communities of Color (ANA.org). Furthermore, the faculty of the Nursing Program of Stockton University supports the beliefs of Black Lives Matter (2020) and will take the necessary steps to recognize and eliminate racism and discrimination in all forms. Therefore, be it recognized:

For Stockton University Nursing Students, we will:

- Continue to reinforce the ANA Code of Ethics with Stockton University Nursing students across all levels to graduate nurses who are compassionate and respect the inherent dignity, worth, and unique attributes of every person (ANA.org, 2001)
- Continue to thread cultural and spiritual education across the curricula and promote cultural competence in Stockton University Nursing students
- Review all Nursing curricula and eliminate evidence of racism
- Review and revise the curricula for inclusion of content promoting the contributions of Black, Indigenous, and People of Color (BIPOC) to nursing science and healthcare
- Maintain an open and honest dialogue regarding racism and discrimination with our students
- Educate Stockton University Nursing students on the detrimental effects of racism and hate crimes on the health and well-being of individuals, families, and communities
- Revise the curricula to strengthen Stockton University Nursing students in the role of the nurse as an advocate for social justice and fight systemic racism
- Adopt admission policies that are holistic, inclusive, and promote diversity in enrollment in the Nursing program
- Promote diversity and inclusiveness throughout the Nursing Program
- Be role models for students and "maintain professional, respectful, and caring relationships with colleagues" (ANA.org, 2001).
- Prioritize the recruitment of BIPOC faculty to promote and support diversity throughout the Nursing Program
- Reject racism and discrimination in any form among students, faculty, or staff within the Nursing Program
- Be "committed to fair treatment, transparency, integrity preserving compromise, and the best resolution of conflicts" (ANA.org, 2001).

For the School of Health Sciences (SHS), we will:

- Support and adhere to measures the SHS adopts to eliminate racism and discrimination in all forms
- Reject racism and discrimination in any form among students, faculty, or staff within the SHS
- Maintain an open and honest dialogue regarding racism with faculty, staff, and students of the SHS
- Promote and support diversity and inclusiveness in the School of Health Sciences.

For the University, we will:

- Support and adhere to anti-racist and anti-discrimination policies of the University
- Reject racism and discrimination in any form among students, faculty, or staff within the University
- Maintain an open and honest dialogue regarding racism with faculty, staff, and students of the University
- Promote and support diversity and inclusiveness throughout the University.

For the Nursing profession, the community, and society, we will:

- Reject racism and discrimination in any form
- Advance institutional and legislative policies that promote diversity, equity, inclusion, and social justice for all (ANA.org, 2020).
- Condemn brutality by law enforcement and all acts of violence (ANA.org, 2020).
- Educate, advocate, and collaborate to end systemic racism, particularly within nursing (ANA.org, 2020).

This statement was voted and approved by the faculty of Stockton University's Nursing Program on July 3, 2020.

References

- American Nurses' Association (2001). American Nurses' Association's code of ethics with interpretive statements. www.ANA.org.
- American Nurses' Association (2020). June 2020 ANA resolution on racial justice for communities of color. www.ANA.org.
- Black Lives Matter. (2020). What we believe. <https://blacklivesmatter.com/what-we-believe/>

4. Technical Standards and Functions for Nursing Students

Effective: October 1, 2013

Reviewed: May 2015

Revised: August 2020

The Stockton University Nursing Program has a responsibility to educate competent nurses to care for their patients (persons, families and/or communities) with critical judgment, broadly based knowledge, and well-honed technical skills. The Nursing Program has academic as well as technical standards that must be met by students in order to successfully progress in and graduate from its programs.

Nursing is a discipline that requires a range of psychomotor and psychosocial skills. Stockton University's Nursing Program ensures that access to its facilities, programs and services is available to all students, including students with disabilities, as defined by the Americans with Disabilities Act of 1990 ("ADA"), 42 U.S.C. §§ 12101-12212 (2013) (amended 2008) and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 701 et seq. ("Rehabilitation Act"). Stockton University's Nursing Program provides reasonable accommodations to students on a nondiscriminatory basis consistent with legal requirements of the ADA and the Rehabilitation Act. A reasonable accommodation is a modification or adjustment to an instructional activity, equipment, facility, program or service that enables a qualified student with a disability to have an equal opportunity to fulfill the requirements necessary for graduation from the nursing program. To be eligible for an accommodation(s), a student must have a documented disability of (a) a physical or mental impairment that substantially limits one or more major life activities of such individual; (b) a record of such impairment; or, (c) be regarded as having such a condition (Marks & Ailey, 2014). Reasonable accommodations will be made for students with disabilities, provided the accommodation does not fundamentally alter essential academic requirements pursued by the student or any directly related licensing requirement. Student requests for reasonable accommodations will be considered on a case by case basis in consultation with the Learning Access Program (LAP), Stockton University's disability support services office.

Nursing majors at Stockton University should be able to perform the following skills and behaviors:

General Abilities: The student is expected to possess functional use of the senses of vision, touch, hearing, and smell so that data received by the senses may be integrated, analyzed, and synthesized in a consistent and accurate manner. A student must also possess the ability to perceive pain, pressure, temperature, position, vibration, and movement that are important to the student's ability to gather significant information needed to effectively evaluate patients. A student must be able to measure, calculate, reason, comprehend, analyze, integrate and synthesize materials in the context of nursing education and practice. A student must be able to quickly read and comprehend sensitive written material, engage in critical thinking, clinical reasoning and evaluate and apply information in both the classroom and clinical settings. A

student must be able to respond promptly to urgent situations that may occur during clinical training activities and must not hinder the ability of other members of the health care team to provide prompt treatment and care to patients.

Technical Standards: The following description/examples of technical standards are intended to inform prospective and enrolled students of the standards required to complete the nursing science curriculum.

1. These technical standards illustrate the performance abilities and characteristics that are necessary to successfully complete the requirements of Stockton University's Nursing Program. The standards are not requirements of admission into the programs and the examples are not all-inclusive.
2. Individuals interested in applying for admission to the programs should review these standards to develop a better understanding of the skills, abilities and behavioral characteristics required to successfully complete the programs. Key areas for technical standards in nursing include having abilities and skills in the areas of: (1) acquiring fundamental knowledge; (2) developing communication skills; (3) interpreting data; (4) integrating knowledge to establish clinical judgment; and, (5) incorporating appropriate professional attitudes and behaviors into nursing practice capabilities.
3. Examples of the key areas for technical standards in nursing (acquiring fundamental knowledge, developing communication skills, interpreting data, integrating knowledge to establish clinical judgment, and incorporating appropriate professional attitudes and behaviors into nursing practice capabilities) include the following (adapted from Marks & Bailey, 2014):

To acquire fundamental knowledge, students have the ability to:

- Learn in classroom and other educational settings
- Find sources of knowledge and acquire the knowledge
- Be a life-long learner
- Use and apply novel and adaptive thinking

To develop communication skills, students have the ability to:

- Communicate sensitive and effective interactions with patients (persons, families and/or communities)
- Communicate for effective interaction with the health care team (patients, their supports, other professional and non-professional team members)
- Make sense of information gathered from communication
- Apply social intelligence

In the interpretation of data, students have the ability to:

- Observe patient conditions and responses to health and illness

- Assess and monitor health needs
- Apply computational thinking
- Manage cognitive loads

To integrate knowledge to establish clinical judgment, students have the ability to:

- Critically think, problem-solve and make decisions needed to care for persons, families and/or communities across the health continuum and within (or managing or improving) their environments and/or in one or more environments of care
- Intellectualize, conceptualize, and achieve the Essentials of Baccalaureate, Master's, and Doctor of Nursing Practice education (American Association of Colleges of Nursing [AACN], Essentials, 2020)
- Apply information literacy
- Collaborate across disciplines

To incorporate appropriate professional attitudes and behaviors into nursing practice students have the ability to:

- Demonstrate: concern for others, integrity, ethical conduct, accountability, interest and motivation
- Acquire interpersonal skills for professional interactions with a diverse population of individuals, families and communities
- Acquire interpersonal skills for professional interactions with members of the health care team including patients, their supports, other health care professionals and team members
- Acquire the skills necessary to promote change for necessary quality health care
- Acquire cross-cultural competency
- Collaborate virtually

Skills that nursing majors **may** use also include the following.

Motor Function: Sufficient motor function, neuromuscular strength and coordination to effectively perform client care activities. Examples include, but are not limited to:

- Transfer, turn, lift clients
- Push, pull, lift and support 25 lbs.
- Manipulate life support devices
- Use diagnostic instruments for physical assessments
- Achieve and maintain Basic Life Support (BLS) certification to perform cardiopulmonary resuscitation (CPR)
- Apply pressure to stop bleeding
- Manipulate diagnostic and life support devices
- Measure and administer medications by all routes
- Maintain balance, reach above shoulders, reach below waist, stoop and squat

Gross and Fine Motor Coordination: To provide safe and effective nursing care. Examples include, but are not limited to:

- Move about in limited patient care environments
- Perform a variety of treatments and procedures
- Calibrate and use equipment
- Write with a pen/pencil and use keyboard and/or mouse
- Sit, stand, move within classrooms, labs, acute nursing units, operating rooms, emergency rooms, community settings, and long-term care facilities for as long as required.

References

American Association of Colleges of Nursing, (2020). *AACN Essentials*.

<https://www.aacnnursing.org/Education-Resources/AACN-Essentials>

Davidson, P. M., Rushton, C. H., Dotzenrod, J., Godack, C. A., Baker, D., Nolan, M. N. (2016). Just and realistic expectations for persons with disabilities practicing nursing. *AMA Journal of Ethics*, 18(10), 1034-40.

Marks, B. & Ailey, S. A. (2014). *White Paper on Inclusion of Students with Disabilities in Nursing Educational Programs*. California Committee on Employment of People with Disabilities (CCEPD), Sacramento, CA. <https://www.aacnnursing.org/Education-Resources/Tool-Kits/Accommodating-Students-with-Disabilities>

5. Formal Complaint Process

A complaint that is specific to the Nursing Program is handled by the Program and the Dean of the Health Sciences. Complaints are defined as “statements of dissatisfaction that are presented according to the nursing unit’s established procedures.” Complaints include, but are not limited to, discriminatory treatment by a professor, inconsistent and biased grading practices, and lack of respect. Students who wish to submit a formal complaint must adhere to the following

1. The student will first discuss the complaint with the faculty involved.
2. If there is no resolution at the level of the faculty member, the complaint is taken, in writing, to the Program Chair.
3. If there is no resolution at the level of the Program Chair, the complaint is referred, in writing, to the Chief Nurse Administrator and Associate Dean of Nursing in the School of Health Sciences.
4. If there is no resolution at the level of the Chief Nurse Administrator and Associate Dean of Nursing, the complaint is referred, in writing, to the Dean of the School of Health Sciences.
5. If there is no resolution at the level of the Dean of the School of Health Sciences, the complaint is referred, in writing, to the Provost.
6. The Provost’s recommendation is the final decision.

Sexual harassment and handicapped/disability grievances are described in the University Bulletin.

Current students and applicants for admission can submit program complaints to the New Jersey Board of Nursing, 124 Halsey St, 6th Floor, Newark, NJ, 07102, 973-504-6430.

6. Policy to Inform Students of Policy Additions, Changes, and Handbook Revisions

The *Student Handbook* is available to each student electronically on the Nursing Program’s webpage and contains curriculum information and the policies that will pertain to the student during their time at Stockton University. *The Nursing Student Handbook* is reviewed and updated annually in the summer prior to the beginning of the fall semester. New or revised policies that faculty deem important enough to implement immediately upon adoption during the academic year will be provided to students in writing. Such policies can include, but are not limited to, issues of safety, program mission, goals and expected student outcomes. When this occurs, the following process applies:

1. Every student will be provided a written or e-mailed copy of a new policy or a change to an existing policy by the Program Chair.
2. Students will sign a form that they have received the policy change or addition.
3. The Program Chair will forward the receipts to the Chief Nurse Administrator.
4. Students will sign an annual receipt that they have accessed and read the current *Nursing Student Handbook*.

7. Policy on Classroom, Clinical, and Lab Attendance, Communication

Stockton Nursing faculty believe that class attendance is vital for the success of nursing students. Attending class regularly increases the acquisition of knowledge, increases the opportunities for content clarification and contributes to learning the professional role. Therefore, all nursing students are required to attend all lectures, labs, on campus and off campus clinical experiences, testing situations and field trips as assigned by faculty. It is further expected that every student will be in attendance, on time and prepared to participate when scheduled sessions begin. This policy applies to all courses with a NURS acronym, all clinical assignments and lab assignments.

Vacations, social events and work responsibilities are never an acceptable excuse for missing class, lab, exams, quizzes or clinical. Therefore, nursing faculty will not make accommodations for class, lab, exams, quizzes or clinical based on vacations, social events or scheduled work responsibilities during the academic semester. Students should schedule work responsibilities appropriately and not plan vacations or social events during the school semester. Students should review the academic calendars for class dates and exam dates for their enrolled academic semesters on the Office of the Registrar's webpage (<https://stockton.edu/registrar/index.html>) to assist in scheduling work commitments, social events and vacations. Students should plan on being available during the entire academic semester and exam week.

Due dates for clinical requirements will be communicated to the students via classroom announcements and e-mail messages from either the Academic Fieldwork Coordinator or the Program Coordinator.

Communication is key to your success in this program. It is extremely important that you check your email at least once daily to be sure you do not miss any new changes within the program or course. Your Stockton email will be the only email used to convey information during the semester. You can access Stockton email on your cell phones. Please contact Information Technology Services (ITS) department at Stockton if you cannot set up your phone to receive email.

Individual faculty reserve the right to respond to electronic communications during normal business hours.

8. COVID Vaccination Requirement for Clinical Placement:

Many of the University's clinical partners are updating or have already updated their immunization requirements to include mandatory COVID-19 vaccination. The University's affiliation agreements with those third-party clinical sites require the University's compliance with the standards implemented by the respective sites, including immunization requirements. Please note the following important information, which may affect graduation and program progression:

- **University medical or religious exemptions will not be honored at clinical placements.** Nearly all our clinical facility partners have advised that unvaccinated students will not be permitted to participate in clinical experiences at their facilities, and that University Covid-19 exemptions will not be honored at those sites.
- **Available clinical sites for unvaccinated participants may not be an option.** Where possible, Stockton will assist students to identify alternative options if external vaccination requirements present a barrier to a student’s participation; however, the University cannot guarantee the availability of alternative or comparable sites. Some programs may use certain sites for specific clinical experiences required by the program and alternative sites may not be an option.
- **Program participation and degree completion may be impacted.** Attendance and participation in clinical-based learning is a requirement for nursing students. Unvaccinated students may be permanently excluded from clinical participation due to external clinical site requirements and may be ineligible to continue or to complete the degree program, which may delay graduation, or impact choice of campus and program of study.

Additional information regarding wearing masks. Everyone is required by Stockton University and the nursing programs to wear a mask indoors and particularly in the lab and classrooms. It is a professional student responsibility to adhere to this policy.

9. Program Accreditation Status

The baccalaureate degree program in nursing, master's degree program in nursing and post-graduate APRN certificate program, and the Doctor of Nursing Practice program at Stockton University is accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

10. American Nurses Association Code of Ethics

The nursing programs adhere to the beliefs found in the American Nurses Association Code of Ethics (2015) and require students to practice within the following tenets:

“The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

The nurse’s primary commitment is to the patient, whether an individual, family, group, community, or population.

The nurse promotes, advocates for, and protects the rights, health, and safety of the patient.

The nurse has authority, accountability, and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.

The nurse owes the same duties to self as to others including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.

The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.

The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.

The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities.

The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy” (p. v)

American Nurses Association. (2015). Code of ethics for nurses with interpretive statements. Silver Spring, MD: American Nurses Association.

11. Governance

Nursing faculty believe that nursing students have the right and the obligation to share in academic governance. Student participation in program administration is encouraged and those students who wish to contribute should refer to Article II in the Administrative Practice section of the Nursing Program Bylaws. The Bylaws are available upon request from the Program Chair, Chief Nursing Administrator, or Dean of the School of Health Sciences, and are available to students for review. BSN students nominate class representatives to provide input and perspectives on concerns, issues, or decisions and communicate those to faculty or the Program Chair. Graduate students also provide input and perspectives on concerns, issues, or decision during scheduled Town Halls.

VI. Doctor of Nursing Practice (DNP) Program of Study

Doctor of Nursing Practice (DNP) Program of Study

A. About the DNP Program

The Doctor of Nursing Practice (DNP) enables advanced practice nurses to attain the highest credential or terminal degree in nursing practice. The Graduate Program provides knowledge and skills for nurses to excel as advanced practice nurses in an increasingly complex health care environment. The Doctor of Nursing Practice (DNP) will prepare nurses seeking an advanced degree with the ability to balance proficiencies, practice, theory, and scientific inquiry in the advanced nursing role. Stockton's DNP program is designed for working nurses with a curriculum that is offered as in an online blended format and can be completed on a part-time basis. Courses are offered asynchronously and synchronously online.

The DNP program is designed to create nurses with the ability to balance proficiencies in practice, theory, and scientific inquiry in the advanced nursing role. The DNP program provides education in organizational and systems leadership knowledge and skills necessary to critically develop and evaluate new models of care delivery and to create and sustain change in all levels of healthcare. Principles of advanced practice and nursing scholarship are linked to the American Association of Colleges of Nursing's Essentials to improve health outcomes for clients, families and diverse communities. The practitioner-scholar role of the DNP prepared nurse develops new knowledge in the practice environment that has an impact on health outcomes and quality of care.

The DNP program was founded on the American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice (2008), the AACN Essentials of Master's Education in Nursing (2011), and the Essentials of Doctoral Education for Advanced Practice (2006) and revised in the spring of 2021 according to AACN's The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021). The Essentials at each degree and certificate level are integrated throughout each degree program and cross-walked through DNP and MSN course syllabi as appropriate.

The post master's DNP curriculum is built upon the essentials for a practice doctorate. The post BSN-DNP curriculum is based upon the national standards for NP curriculum development and concentration specialty and role specific courses and the doctoral essentials of a practice doctorate. Curriculum for development of these programs is endorsed and validated by national nursing organizations including the Commission on Collegiate Nursing Education (CCNE) which is the accreditation body of Stockton's BSN, MSN, and post-MSN APRN certificate programs. Documents appropriately incorporated into the development of this curriculum include:

- The Essentials: Core Competencies for Professional Nursing Education (AACN, 2021)

- The Essentials of the Doctoral Education for Advanced Nursing Practice (AACN, 2006)
- The Doctor of Nursing Practice: Current Issues and Clarifying Recommendations (AACN, 2015)
- The Essentials of Master's Education in Nursing (AACN, 2011)
- Consensus Model for APRN Regulation: Licensure, Accreditation, Certification and Education (National Council of States Board of Nursing, 2008)
- Nurse Practitioner Core Competencies (NONPF, amended 2012)
- Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP) Competencies (AACN, 2010)
- Population Focused Nurse Practitioner Competencies (FNP) (AACN, 2013)
- ANA Scope and Standards of Practice (2010) and the ANA Code for Nurses (2015)

B. Goals of the Doctor of Nursing Practice Program

1. Develop graduates that demonstrate professional, ethical, skilled, and evidence-based practice competencies in their roles.
2. Prepare graduates that influence health and health outcomes of individuals, families, and communities through the application of evidence, clinical analysis, and discovery.
3. Prepare graduates to represent the nursing profession in health organizations and health policy at the local, state, national, and international levels.

C. Doctor of Nursing Practice Student Learning Outcomes for Students Enrolling Prior to Spring 2021.

The Doctor of Nursing Practice curriculum is designed to produce an advanced nurse with the ability to do the following.

1. Performs advanced nursing practice that emanates from a personal examination of the complex interaction among personal values, professional standards, and cultural context.
2. Maximizes, through advanced nursing practice, the quality of life and prevention of disease for individuals, families and communities through primary, secondary, and tertiary health measures.
3. Employs professional practice interventions for which empirical findings demonstrate efficacy in optimizing health outcomes.
4. Synthesizes theoretical and empirical knowledge from the physical and behavioral sciences and humanities with nursing theory including the Roy Adaptation Model and advanced nursing practice.
5. Collaborates among and between health care providers, clients, families, and community members to maximize health and improve health outcomes.
6. Contributes to the evidence-based literature that derived from practice initiatives.
7. Exercises leadership skills through interaction with consumers and providers in meeting health needs and advance the nursing profession.

8. Incorporates the determinants of health that affect the health of societies at the local, state, national, and international level into APN practice.

D. Doctor of Nursing Practice Student Learning Outcomes for Students Enrolling in the Spring 2021.

The Doctor of Nursing Practice curriculum is designed to produce an advanced nurse with the ability to do the following.

1. Performs nursing practice with competence that emanates from examination of the complex interaction of personal values, culture, ethics, and professional standards.
2. Maximizes, the quality of life and prevention of disease for individuals, families and communities through the Four Spheres of Care – wellness, disease prevention; chronic disease management; regenerative/restorative care; and hospice/palliative care.
3. Advocates and employs safe, systems based, practice that optimizes cost effective quality healthcare outcomes.
4. Synthesizes theoretical and empirical knowledge from the physical and behavioral sciences and humanities with nursing theory including the Roy Adaptation Model and for nursing practice.
5. Communicates and collaborates with health care providers, clients, families, and community stakeholders to maximize health and improve health outcomes.
6. Contributes to the science of nursing and evidence-based literature derived from research and practice initiatives.
7. Uses leadership skills in practice interacting with consumers and providers to address diverse healthcare issues, to improve healthcare, and to advance the nursing profession.
8. Incorporates the determinants of health into practice and advocates for the health of local, regional, national, and international populations.

E. DNP Program Outcomes

1. Eighty percent (80%) of matriculated students will complete the program within 5 years as demonstrated in graduation data. (CCNE – Program effectiveness)
2. One hundred percent (100%) of graduates who seek certification will attain or maintain certification in their specialty within 12 months of graduation as reported on exit and alumni surveys and certification bodies. (CCNE, SLO 2)
3. Eighty percent (80%) of program graduates will be employed within six months of graduation as measured by capitation, exit and alumni surveys. (CCNE)
4. One hundred (100%) of students will prepare a DNP project for dissemination at the program and university level as reported by course assignments. (SLO 6)
5. Ninety-five (95%) of alumni will agree that they were prepared to integrate theory into advanced professional practice as reported on exit and alumni surveys. (SLO 4)
6. Eighty-five percent (85%) of program graduates will agree they experienced opportunities to influence improvements in the practice setting within one year of graduation as reported on exit and alumni surveys. (SLO 3)

7. Students will execute a leadership role 100% of the time during the proposal and implementation of the DNP final project as reported on clinical evaluations. (SLO 7)
8. Ninety-five (95%) of alumni will agree that they were prepared to collaborate with other health professionals on exit and alumni surveys. (SLO 5)
9. Ninety-five (95%) of alumni will agree that they were prepared to incorporate the determinants of health that affects the health of societies at the local, state, national, and international level into advanced level practice on exit and alumni surveys. (SLO 8)

VII. Academic Policies and Procedures

A. Schedule of Courses

See University Bulletin for course descriptions. The DNP curriculum was revised in the spring of 2021. The curriculum for students enrolling prior to the spring of 2021 and the curriculum for students enrolling in the spring of 2021 and after can be found at the following link.

https://stockton.edu/graduate/doctor_nursing_practice.html#Curriculum2-d14e117

B. Writing Resources

Stockton University has a Writing Center with resources available for tutoring for students who struggle with writing. Eddie Horan is the tutor assigned to the graduate students. “Uncle Eddie” can be reached at 609-652-4313 or via email at Edward.horan@stockton.edu.

<https://stockton.edu/tutoring-center/writing-center/index.html>

C. Grading Policy

The University grading scale is as follows:

A = 93-100	A- = 90-92	B+ = 87-89	B = 83-86
B- = 80-82	C+ = 77-79	C = 73-76	C- = 70-72
D+ = 67-69	D = 63-66	D- = 60-62	F = <60

All grades in nursing are calculated to the one hundredth (two decimal places). This includes all class assignments, tests and final grades. Grades will not be rounded under any circumstances. B- grades are considered minimum passing grades in all 6000 level courses. All grades below a B- are considered a failure and the student will need to repeat the course to progress in the program. Students are only permitted to repeat a course once to progress in the program. Inability to obtain a B-grade or above in the repeated course will result in academic dismissal from the program. **A grade lower than a B- or 80% in any 6000 level course will require the student to successfully repeat the course with a B- or higher grade. If the course has a clinical corequisite, the student is required to successfully repeat both the didactic and clinical components with a B- or higher grade to progress in the program.**

Graduate Nursing students must maintain a 3.0 GPA and receive the letter grade of B- in no more than two courses. Any student receiving two B- grades, regardless of the grade after repeating the course, will be academically dismissed from the program.

For students matriculated before the fall of 2019

A grade of B is a minimal passing grade in a clinical course or a course with a clinical corequisite (NURS 5333, NURS 5422/5922, NURS 5423/5923, NURS 5424/5924, NURS 5541/5941, NURS 6101/6903 and NURS 6601/6904). **A grade lower than a B in a clinical course or a course with a clinical corequisite will require the student to successfully repeat both the didactic and clinical components to progress in the program.**

In nonclinical courses or courses without a clinical or lab, the letter grade of a C is considered the minimum passing grade. All grades below a C are considered a failure and the student will need to repeat the course to progress in the program. Students are only permitted to repeat the course once to progress in the program. Inability to obtain a C grade or above in the repeated course will result in academic dismissal from the program. Any student receiving two grades below a C, regardless of the grade after repeating the course, will be academically dismissed from the program.

D. Clinical Course Progression and Grading

For post BSN students enrolling after fall 2020, NURS 5333 Advanced Health Assessment, NURS 5332 Pharmacology and NURS 5421 Advanced Pathophysiology must be completed before taking clinical courses.

NURS 5332 Pharmacology must be taken before NURS 5333 Advanced Health Assessment. Advanced Health Assessment must be taken the semester immediately preceding NURS 5422 Adult Nursing I.

- All criteria on the practicum evaluation must be graded at “MEETS STANDARD” (or a 2) on the final evaluation to pass NURS 5922, 5923, 5924, 5941, 6903, 6904. If the student receives a “BELOW STANDARD” grade on any criteria on the final evaluation, they will receive an F grade for the course.
- A student is expected to participate in remediation activities if the student received a “BELOW STANDARD” rating on any practicum criteria or is not progressing toward meeting the critical core competencies by the mid-term of the clinical course. The goal of the remediation activities is for the student’s performance to demonstrate “MEETS STANDARD” on the practicum evaluation criteria and fulfill other requirements to pass the course (completion of clinical hours, submission of clinical documentation in a timely fashion). Remediation activities will be determined by the clinical instructor and may include:
 1. remediation plan developed by the student with feedback from the clinical instructor and preceptor;
 2. weekly communication with the clinical instructor to discuss progress;

3. additional site visits by the clinical instructor to monitor progress;
4. additional practicum evaluations by the preceptor to monitor progress.

See Table 1, “Required 5000 Level Courses for the MSN Degree or to Apply for Certification as a Post-BSN-DNP Student” for *the* courses that must be successfully completed to apply for the MSN degree or apply to take a nurse practitioner certification exam:

Students who apply and earn the MSN degree are then eligible to apply to take the AGPCNP certification exam.

Students who apply and earn the MSN degree who wish to pursue an FNP certification may enroll in the post-MSN FNP courses – NURS 5541 Assessment and Care of the Family with Young Children and NURS 5941 Pediatric Practicum (200 clinical hours) and then are eligible to apply to take the FNP certification exam.

Earning the MSN and achieving certification will allow the new MSN graduate to practice as a nurse practitioner while completing the DNP degree. With either option, students interested in completing the DNP will enroll in DNP courses as “Direct Admit.”

Post BSN-DNP students who do not wish to apply for the MSN degree, will earn the DNP degree with either the AGPCNP concentration or the FNP concentration and will still be able to apply to take an NP certification exam once all 5000 level courses outlined above are successfully completed. However, the certifying body will hold the student’s certificate and the student will be ineligible to practice as a nurse practitioner until the DNP degree is conferred.

Table 1

Required 5000 Level Courses for the MSN Degree or to Apply for Certification as a Post-BSN-DNP Student

MHAL 5000 Management & Leadership Development in Health Care	NURS 5422 Adult I
NURS 5330 Advanced Pathophysiology	NURS 5922 Adult I Practicum (168 clinical hours)
NURS 5326 Biostatistics & Epidemiology in Population Health	NURS 5423 Adult II
NURS 5327 Theory, Research, and Evidence Based Practice	NURS 5923 Adult II Practicum (168 clinical hours)
NURS 5332 Pharmacology	NURS 5424 Adult III
NURS 5325 Healthcare Systems & Policy	NURS 5924 Adult III Practicum (168 clinical hours)
NURS 5333 Advanced Health Assessment	NURS 5590 Prof Role Dev.

Pre-requisites and Co-requisites for the DNP Program Courses for Students Enrolling Prior to Spring 2021

Please see Table 2 for information on pre-and co-requisites to Graduate Nursing courses in the DNP program. Please refer to this table when planning to academic advisement and registration.

Courses without pre-requisites are NURS 5331, NURS 5432, NURS 5421, NURS 5336. Courses available to nonmatriculated graduate students – NURS 5432, NURS 5421, NURS 5336.

E. Pre-requisites and Co-requisites for the DNP Program Courses for Students Enrolling After Fall 2020

See Table 3 titled, “Pre-requisites and Co-requisites for the required DNP Program Courses for Students Enrolling After Fall 2020”.

Non-matriculated Student Courses for Students in Fall 2021

Available courses for non-matriculated students were selected based on the type of course and ease of transferability to another program. Non-matric courses are available to individuals with a BSN degree or Stockton University 4th year BSN student with a cumulative 3.5 GPA or above. The tuition for the courses is included in the flat rate tuition but the student will incur the cost of the difference between the undergraduate and graduate cost per credit. Stockton 4th year BSN students must consult with their preceptor and complete a Graduate Course Access form to enroll in a graduate level course.

Table 2
DNP Pre-Requisite and Co-Requisite Courses for Students Enrolling Prior to Spring 2021 (table continues on the next page)

Course	Pre-Requisite	Co-Requisite	Special Information
NURS 5332 Pharmacology	NURS 5421	None	Complete the semester prior to NURS5333
NURS 5335 Professional Role Development	NURS 5422	NURS 5423	
NURS 5333 Advanced Health Assessment	NURS 5332 NURS 5331	None	Cannot be transferred in from another institution
NURS 5422 Adult Nursing I	NURS 5333*	NURS 5922 Practicum I	Cannot be transferred in from another institution
NURS 5423 Adult Nursing II	NURS 5422*	NURS 5923 Practicum II	Cannot be transferred in from another institution
NURS 5424 Adult Nursing III	NURS 5423*	NURS 5924 Practicum III	Cannot be transferred in from another institution
NURS 5541 Assessment and Care of Families with Young Children	NURS 5424*	NURS 5941 Pediatric Practicum	Cannot be transferred in from another institution
NURS 5952 Transition to the AGPCNP Role	NURS 5424/5924	None	Cannot be transferred in from another institution
NURS 6331 Clinical Prevention and Population Health	NURS 5432	None	

Course	Pre-Requisite	Co-Requisite	Special Information
NURS 6102 Leadership and Healthcare Policy	NURS 5336	None	Cannot be transferred in from another institution
NURS 6103 Improving Health Outcomes	NURS 5331 NURS 6331/NURS 5423	May take NURS 5331 as a co-requisite/ NURS 5424	Cannot be transferred in from another institution
NURS 6203 DNP Research I	NURS 6103 NURS 6102	None	Cannot be transferred in from another institution
NURS 6204 DNP Research II	NURS 6203	None	Cannot be transferred in from another institution
NURS 6101 DNP Project Proposal	NURS 6204	NURS 6903	Cannot be transferred in from another institution
NURS 6601 DNP Project Implementation	NURS 6101	NURS 6904	Cannot be transferred in from another institution

*Minimum grade requirements to progress

1. Students matriculated prior to fall of 2019 – B in all clinical or lab courses
2. Students matriculated in or after fall of 2019 – B- in all graduate level coursework

Table 3

Pre-requisites and Co-requisites for the required DNP Program Courses for Students Enrolling After Fall 2020

Acronym & Name	Credits	Clinical Hours	Prerequisites	Corequisites
NURS 6105 Scholarly Writing	3	25	None	None
NURS 6106 HC Economics, Policy & Management	3	25	None	None
NURS 6205 Advanced Research Methods & Evidence for Practice	3	25	NURS 6105	
NURS 6103 Improving Health Outcomes	3	25	NURS 6205	NURS 6205
NURS 6300 Leadership for Safety, Quality, & Program Improvement	3	50	NURS 6103	
NURS 6901 DNP Project I: Proposal	5	100	NURS 6300	
NURS 6902 DNP Project II: Implementation	5	150	NURS 6901	
NURS 6903 DNP Project III: Dissemination	5	100	NURS 6902	

F. Non-matriculated Student Courses for Students in Fall 2021

Available courses for non-matriculated students were selected based on the type of course and ease of transferability to another program. Non-matric courses are available to individuals with a BSN degree or Stockton University 4th year BSN student with a cumulative 3.5 GPA or above. The tuition for the courses is included in the flat rate tuition but the student will incur the cost of the difference between the undergraduate and graduate cost per credit. Stockton 4th year BSN

students must consult with their preceptor and complete a Graduate Course Access form to enroll in a graduate level course.

The three courses available for non-matriculated students are:

NURS 5325 Health Care Systems & Policy – (Prior to fall 2021 NURS 5336 Healthcare Systems)

NURS 5330 Advanced Pathophysiology –(Prior to Fall Semester 2021 NURS 5421)

NURS 5326 Biostatistics, Epidemiology, & Population Health – (Prior to fall 2021 - NURS 5432 Statistical Methods)

Please see the link for the Graduate Course Access form to be completed by undergraduate 4th year BSN students wishing to take graduate courses.

<https://stockton.edu/graduate/helpful-links.html>

G. Procedure for Transfer of Graduate Credits

- A graduate student may transfer up to 9 credits into the Graduate Program to meet degree requirements. Courses with a clinical component or related to the NP role (NURS5333, NURS 5422 5922, NURS 5423/5923, NURS 5424/5924, NURS 5541/5941) must be taken at Stockton. Pharmacology (NURS 5332) must be completed within one year of program matriculation to be considered.
- Students complete a Transfer of Credit form, available at:
- <https://stockton.edu/graduate/helpful-links.html> (Graduate Transfer Equivalency Form)
- The completed form is submitted to Graduate Studies prior to matriculation or the Graduate Coordinator after matriculation. This form must be accompanied by an official transcript sent directly to the Office of Graduate Studies by the appropriate authority at the institution where the credits were earned.
- Students are responsible for submitting a course syllabus or description of the course taken as requested.
- All transfer credits must be of “B” quality or better.
- All transfer credits must be from an accredited institution.
- All transfer credits must be taken prior to matriculation in Stockton University.

The most current policy on transfer credits can be found in the University Bulletin.

H. Transfer to the Post BSN DNP track from Stockton’s MSN Track

As of September 8, 2020, students may no longer transfer from the Stockton University MSN degree track to the post BSN DNP degree track. Students enrolled in the post BSN MSN degree track who wish to pursue the DNP must earn the MSN degree and apply for admission into the post MSN DNP degree track.

I. Grade of Incomplete

A student may be eligible to request an incomplete from the instructor, if it is determined that 1) the student is doing satisfactory work, and 2) due to an illness or emergency the student will be unable to complete the course work within that academic term. If an incomplete is granted, remaining course work must be completed and submitted by the agreed upon date of completion defined on the Agreement to Complete Course Work form.

Please see the complete grading policy

<https://www.stockton.edu/academic-affairs/agreements/grading-system.html>

The **Agreement to Complete Course Work** can be found at the web link

<https://stockton.edu/about-stockton/e-forms.html> (Agreement for Completion of Course Work (I-Form))

This form needs to be completed and signed by the student prior to submitting to the course instructor. The course instructor will determine if the agreement to complete course work after the end of the semester will be granted.

J. Membership in a Professional Nursing Organization

All graduate nursing students at Stockton University must maintain and provide proof of membership in a professional nursing organization of the student's choice. Students may choose to join the Graduate Nursing Student Academy at no cost. See the link for more information:

<https://www.aacnnursing.org/GNSA>

K. Nurse Practitioner Certification for Post BSN-DNP Students

For students enrolling in the post BSN-DNP nurse practitioner tracks for AGPCNP or FNP prior to the spring of 2021: Post-BSN to DNP students that complete the courses in the 5000 level MSN Adult-Gerontology Primary Care track and **NURS 6203 DNP Research I and NURS 6204 DNP Research II** may apply to graduate with their MSN degree are eligible to sit for the American Nurses Credentialing Center's Adult-Gerontology Primary Care Nurse Practitioner certification exam or the American Academy of Nurse Practitioners Certification Board's Adult-Gerontology Primary Care Nurse Practitioner certification exam. Upon achieving certification, students choosing this option may seek employment as a Nurse Practitioner while completing the DNP project courses.

The Post-BSN to DNP students that complete the courses in the 5000 level MSN Adult-Gerontology Primary Care track and **NURS 6203 DNP Research I and NURS 6204 DNP Research II** may apply to graduate with their MSN degree. Students may take the post masters family nurse practitioner course while completing **NURS 6203 DNP Research I and NURS 6204 DNP Research II** and are then eligible to sit for the American Nurses Credentialing Center's Family Nurse Practitioner certification exam or the American Academy of Nurse Practitioners Certification Board's Family Nurse Practitioner certification exam. Upon achieving

certification, students choosing this option may seek employment as a Nurse Practitioner while completing the DNP project courses.

Post-BSN to DNP students in either the Family Nurse Practitioner track or the Adult-Gerontology Primary Care track who choose not to apply to graduate with the MSN degree, may still apply to take the corresponding certification exam. However, without an earned advanced degree (MSN or DNP) the certifying bodies will hold the certificate until the DNP degree is conferred and the student is ineligible to practice until the degree is conferred and the certificate is received.

L. For students enrolling in the post BSN-DNP nurse practitioner tracks for AGPCNP or FNP after the fall of 2020:

Post-BSN to DNP students that complete the courses in the 5000 level MSN Adult-Gerontology Primary Care track, earn their MSN degree are eligible to sit for the American Nurses Credentialing Center's Adult-Gerontology Primary Care Nurse Practitioner certification exam or the American Academy of Nurse Practitioners Certification Board's Adult-Gerontology Primary Care Nurse Practitioner certification exam. Upon achieving certification, students choosing this option may seek employment as a Nurse Practitioner while completing the DNP degree.

The Post-BSN to DNP students that complete the courses in the 5000 level MSN Adult-Gerontology Primary Care track, earn their MSN degree, and take the post masters family nurse practitioner course and are eligible to sit for the American Nurses Credentialing Center's Family Nurse Practitioner certification exam or the American Academy of Nurse Practitioners Certification Board's Family Nurse Practitioner certification exam. Upon achieving certification, students choosing this option may seek employment as a Nurse Practitioner while completing the DNP degree.

Post-BSN to DNP students in either the Family Nurse Practitioner track or the Adult-Gerontology Primary Care track who choose not to apply to graduate with the MSN degree, may still apply to take the corresponding certification exam. However, without an earned advanced degree (MSN or DNP) the certifying bodies will hold the certificate until the DNP degree is conferred and the student is ineligible to practice until the degree is conferred and the certificate is received.

M. Non-Nurse Practitioner Post-MSN to DNP Student

Please note, non-nurse practitioner, post-MSN to DNP students are not eligible to sit for any nurse practitioner exams at program completion. Any Post-MSN to DNP students seeking nurse practitioner certification will be referred to Stockton's Post-Master's certificate programs. Post-MSN to DNP students do complete the required 1000 clinical hours, based on the gap analysis of previous clinical course work and clinical hours during the Practice Immersion courses.

N. Excused Absence

Excused absences require written supporting documentation to the Course Coordinator prior to missing a class, lab, exam, quiz or clinical (i.e. Health Provider's note, court appointment, etc.). On occasion, a student may miss class, lab, exam, quizzes or clinical because of unavoidable or extenuating circumstances such as religious holidays (see University course attendance policy), pregnancy (see University course attendance policy), personal injury or illness, death in the immediate family (may include mother, father, sister, brother, grandparents, spouse, children, stepchildren, grandchildren, step mother, step father), court appointed dates, and military service. An approved, documented absence, under these circumstances, is considered an excused absence. (All other absences are considered unexcused) In these circumstances, the Course Coordinator or Clinical Instructor will meet with the student and faculty will determine a plan for required make-up. If a student misses a scheduled exam or quiz the faculty member will determine if a make-up quiz or exam will be arranged and the student will make up the test at the faculty member's availability. Make up exams and quizzes may be in the essay format. Students with more than two excused absences will be at risk for not successfully completing this course. These cases will be reviewed on a case-by-case basis by the Nursing faculty.

O. Unexcused Classroom Absences and Lateness

Students are required to attend all lectures and arrive on time and stay until the class is dismissed. Once a student has one unexcused absence/lateness the student will submit-via email-a written description of their reason for absence/lateness, a written plan for making up the missed work and an action plan to the Course Coordinator within one week. Should there be a second unexcused absence/lateness student is responsible for scheduling a meeting with the Course Coordinator within a week. During this meeting the Course Coordinator will review the policy, discuss options for improvement and provide a final written warning. A third unexcused absence/lateness will result in failure of the course.

P. Clinical and clinical lab absences

All pre-scheduled clinical days **MUST** be documented in Typhon under Student Scheduling. Please include the preceptor, site address and hours at the site in the entry. Students are required to attend all clinical experiences for the full length of the scheduled clinical day. The only exception would be an approved, documented excused absence. This includes on campus and off campus clinical assignments. Excused absences require written supporting documentation to the Course Coordinator for missing a class, lab, exam, quiz or clinical (i.e. Health Provider's note, court appointment, etc.). You must notify your clinical instructor, clinical site and preceptor at least 24 hours in advance if you need to cancel a previously scheduled clinical day.

There are no unexcused absences allowed for clinical/lab experiences.

Clinical Lateness

Students must report to the Clinical Site and Preceptor by phone whenever they cannot arrive at the clinical site by the expected time. All lateness must be reported to the Clinical Instructor, regardless of the degree of lateness, prior to the expected arrival time. Lateness is defined by the start time at your clinical site/lab.

Early Dismissal

Students will not be permitted to leave early from a scheduled class, lab or clinical. Leaving class, lab or clinical or post conference prior to instructor dismissal will result in an unexcused absence and will be managed as an unexcused class/clinical absence.

No Call/No Show

Any student who is absent from clinical/ lab and does not notify the clinical instructor in advance of the absence will meet with the course faculty or Course Coordinator to discuss the incident and corrective action which may include dismissal from the program.

Appeals

Students dismissed from the program due to absence/lateness infractions may submit a written appeal to the Nursing Faculty. A 2/3 vote of the faculty will decide the outcome. This applies to classroom, labs and all clinical experiences.

Note: 2/3 faculty vote means 2/3 of the committee or full faculty must vote and majority rules. In case of a tie, the case will be decided in favor of the student.

Q. Maintenance of Matriculation and Leave of Absence

Student's needing to take time away from their degree program should review the College Bulletin for the Maintenance of Matriculation. **Failure to apply for a maintenance of matriculation or leave of absence as defined by the policy can result in program dismissal. It is the student's responsibility to consult with their preceptorial advisor to modify their academic plan if taking a maintenance of matriculation or leave of absence.**

Students who wish to interrupt their Graduate Nursing education for one or more semesters due to health or personal reasons must submit a written request for a leave of absence (LOA) to the DNP Chair. The request must be received prior to the next semester. The written request must include the reason for the LOA, anticipated date of return, and a description of how the reason for the LOA is resolved upon return to the Graduate Nursing program.

The program awards a maximum of a 1 year (2 consecutive semesters) or a total of 2 non-consecutive semesters of LOA. The program reserves the right to limit, modify and/or deny a LOA request. A LOA that exceeds 2 consecutive semesters or a total of 2 nonconsecutive semesters may result in program dismissal. The student may reapply to the program but will be subject to current admission criteria.

Should the LOA be approved by the DNP Chair, the student must then follow university wide LOA procedures as described in the *University Bulletin*. An additional request for a LOA is required if the student will extend their LOA. Failure to maintain a current request for LOA will result in dismissal from the program. The student will need to reapply and meet admission requirements to complete the Graduate Nursing program.

R. Academic Warning, Probation, and Dismissal

- A graduate student must maintain a cumulative GPA of 3.00 to be considered making minimum academic progress.
- The student will receive notification of an Academic Warning when the semester GPA is below 3.00.
- Students earning GPAs of less than 3.0 will be placed on Academic Probation for a maximum of 9 credits toward the graduate degree or post-master's certificate. The timeline on probation will begin on the 1st term of probation and will end when the student completes 9 credits toward the degree or certificate. The student has the completion of 9 credits to raise the cumulative GPA to at least 3.0.
- If a graduate nursing student's cumulative GPA is below 3.0 after completing 9 credits, academic probation has ended. The student will receive an Academic dismissal from the program.
- If the student is dismissed from the Graduate Nursing Program based academic performance, the student may reapply to the program if they can meet all admission criteria. The student should consult with the Office of Graduate Studies for guidance with program readmission.
- **STUDENTS RECEIVING PROGRAM DISMISSAL BASED ON BEHAVIOR ARE NOT PERMITTED TO REAPPLY TO STOCKTON UNIVERSITY GRADUATE NURSING PROGRAM. (See below for dismissal based on student behaviors).**

S. Grounds for Program Dismissal based on Student Behaviors

Certain unethical and egregious behaviors while a student is in the Nursing Program at Stockton University may be grounds for the action of dismissal from the Program. Please review the Student Code of Conduct in the University Bulletin for off campus actions and behaviors. The following behaviors fall into this category:

- Unprofessional behaviors (i.e. making disparaging remarks about others, use of profanity, texting or the use of the phone in the patient care area, abusive or offensive language, bullying or harassment, threats of violence or retribution, persistent lateness or multiple absences, demands for special treatment, unwillingness to discuss issues with colleagues in a cordial and respectful manner);
- Diverting client's medications or other supplies;
- Engaging in behaviors that result in harm or any attempt to harm the client;
- Falsifying clinical or course documents;
- Fabricating vital signs and other client information on clinical documents;
- Documentation of clinical procedures that were not performed;

- Taking medical supplies from the Nursing clinical labs or any other clinical site;
- Engaging in unfamiliar clinical procedures without the presence of a clinical instructor or agency professional nurse representative present;
- Coming to class and/or any clinical site under the influence of drugs and/or alcohol;
- Engaging in sexual activity with a client;
- Sexual harassment of a client;
- A HIPAA violation to include inappropriately revealing health information about clients or fellow students;
- Sleeping at the site while participating in clinical hours;
- Using other methods to access patient health records (i.e. employee or preceptor access);
- Any violation of the ANA Code of Ethics (see page 9);
- Reckless and grossly unsafe clinical behaviors; and
- Failure to pass a Criminal Background Check and 10 Panel Drug Screen prior to NURS 5922, NURS 6101, or NURS 6901.
- Failure to maintain membership in a professional organization.

If any of the above stated infractions are alleged to have taken place, the student shall be charged. If the charges are sustained after a hearing, will be dismissed from the Nursing Program. The process followed by the Nursing Program is:

1. The student is notified by the charging faculty member, both verbally and in writing of the allegation via read receipt email and certified mail. This notification occurs within three (3) business days of knowledge of the infraction by someone in the Stockton University Nursing Program and the notice will include the reasons and evidence for the action. The DNP Program Chair and the Associate and Dean of Health Sciences will be notified and copied on the email notification from the charging faculty member to the student.
2. If the student chooses to appeal, the student must respond in writing of the intention to appeal the notice of potential dismissal to the Associate Dean and Dean of Health Sciences within five (5) business days of receipt of the written notification. If no appeal is received within that five (5) day period, the allegations will be found to be sustained and the dismissal from the Nursing Program will be based on the initial notification letter.
3. When an appeal is filed, a nursing faculty committee of at least six (6) members will meet to consider the written appeal. The committee does not include the nursing faculty member(s) involved in bringing the allegation. The faculty committee will consider the appeal through a student hearing process. In addition to the faculty committee, the DNP Chair and/or the Associate Dean of Nursing will be present at the hearing to act as a non-voting convener of the hearing. This hearing will occur within five (5) business days of notification of the student's appeal. The student may bring one representative who shall act only in an advisory capacity and not participate in the hearing. The student may also bring witnesses to provide testimony and provide evidence at the hearing in addition to making their own statement. The

- student will be notified in writing via certified mail and read receipt email, within five (5) business days, of the committee's decision.
4. If the student is not satisfied with the outcome, the appeal will then go to the Dean of Health Sciences for review. If the decision is upheld and the student is still not satisfied, the appeal will then go to the Provost who will make the final determination regarding the dismissal of the student from the Nursing program.

STUDENTS RECEIVING PROGRAM DISMISSAL BASED ON BEHAVIOR ARE NOT PERMITTED TO REAPPLY TO STOCKTON UNIVERSITY GRADUATE NURSING PROGRAM.

Please note that some behaviors may also trigger charges of academic dishonesty. For example, falsifying clinical documents, fabricating vital signs and other client information and documentation of clinical procedures that were not performed could fall in this category. The student would then be charged with academic dishonesty based on the University's Academic Honesty Procedure and if the charges are sustained may include sanctions up to and including expulsion. (The University Policy on Academic Honesty can be found at <https://www.stockton.edu/academic-affairs/agreements/index.html> (Academic Honesty))

T. Remote Testing

The graduate program in Nursing is delivered in an online blended format. Respondus Lockdown Browser is the program required for testing. The link with information and to download the program is available at:

<https://download.respondus.com/lockdown/download.php?id=353467840>

It is the student's responsibility to conduct a system check prior to accessing an exam to prevent difficulties during testing. A system check involves but is not limited to:

- Determining and adjusting their system requirements for compatibility with Respondus Lockdown Browser (example: Chromebooks are incompatible with Respondus Lockdown)
- Downloading Respondus Lockdown Browser prior to the date of the exam for first time use
- Checking WIFI links and turning off extraneous electronics that may interfere with WIFI strength during testing
- Removing all extraneous items from the testing environment (books, notebooks, cell phones, IPOD watches, etc.) as per faculty instructions for the exam
- Providing a video of the students testing environment immediately prior to accessing the exam
- Providing a photo ID of the student who is testing
- Adjusting lighting in the testing environment so the student's full face can be visualized on camera throughout the exam. Back lighting is not acceptable.

During an exam the student will:

- Maintain facial detection alerts "on" throughout the exam

- Maintain seating so the students full face is visualized on camera throughout the exam
- Keep computer microphones “on” throughout the exam

It is the student’s responsibility to seek assistance from the professor before beginning the exam. The Stockton University HELP desk may also be of assistance to students at 609-652-4309 or at helpdesk@stockton.edu.

U. Preceptorial Advising

Preceptorial advising is an important part of every student’s education. Preceptors and students work together on academic planning before, during, and after completion of the program. The registration/preregistration periods are most demanding of preceptorial advising. Special blocks of time are designated during those time periods to aid students and preceptors in their efforts. Students are responsible to seek guidance from their preceptor each semester regarding their academic plan and progression to degree.

V. Graduate Assistantships

Each semester graduate assistantship funds are available in which the number of credits available may vary. Graduate students may apply for an assistantship if they meet the following criteria.

1. Must be matriculated in the DNP program.
2. Must have a GPA of at least 3.2
3. Must have completed one graduate level nursing course.

Graduate Assistantship handbook is available online on the Office of Graduate Studies webpage under the ‘Financial Information’ tab. Interested students will complete the Nursing Program’s Graduate Assistant Application. This application may be obtained through the Office of Graduate Studies.

Completed applications are due to the DNP Chair no later than October 31 for the spring semester and March 31 for the fall semester. The DNP Chair and faculty recommend students for assistantships and final decisions are determined by the DNP Program Chair.

Note: Preregistration is required before the proceeding term to ensure eligibility for a Distinguished Research Fellowship, Stockton Scholarships and/or a Graduate Assistantship may be jeopardized.

W. Sigma Theta Tau International Honor Society in Nursing

Sigma Theta Tau, the International Honor Society in Nursing, is committed to the support of nurse scholars, researchers, and leaders. Since its inception, the nursing honor society has focused on academic and professional enrichment programs and informational resources for professional nursing education.

Stockton University's Chapter, Theta Sigma, was chartered in 1986. Membership requires outstanding academic achievement and ability in nursing. Students are invited to join this prestigious group by the College chapter who determines eligibility requirements and conditions for membership. Credentials demonstrating academic achievement and leadership are required.

X. Program Distinction

Program distinction will be awarded by the nursing faculty members to DNP nursing students with a GPA of 3.7 at graduation and who demonstrated outstanding leadership, service, and clinical excellence in the nursing profession and the community. Program distinction will be awarded at graduation.

Y. Direct Entry

Students completing the MSN degree may apply with direct entry into the DNP program. Students must have at least a 3.2 GPA when the application is submitted.

Students completing the DNP program may apply with the direct entry application into the Post-Master's NP certificate. Students must apply for graduation from the DNP prior to applying direct entry for the Post-Master's. To be direct entry eligible, the student must:

1. Have at least a 3.2 GPA when the application is submitted.
2. Have completed or will complete the DNP within 12 months of the application date.

Z. Student Dress Code Policy

All students must adhere to the dress code policy when a uniform is needed for clinical experience/study. Personal appearance must demonstrate neatness, cleanliness, and good hygiene. Extremes in appearance or accessory attire potentially interfering with patient care or perception are not acceptable. Anyone in violation of this policy will be required to leave the clinical area.

1. **Scrub Jackets/Lab Coats (All graduate students are required to wear a white $\frac{3}{4}$ length lab jacket):**
 - a. White jacket must be worn. Only white is acceptable. It must be $\frac{3}{4}$ length
2. **Student identification badge**
 - a. Identification badges are to be clearly visible, above the waist.
 - b. Student photographs on identification badges must be worn face out, with no defacement (pins, stickers).
 - c. If the site did not provide an identification badge, the student must wear their Stockton student ID.
 - d. Clip on ID badge must be worn on your uniform top (No lanyards).
 - e. No work ID badges are permitted to be worn during clinical hours as an NP student.
3. **Hair must be clean, neatly groomed and controlled.**
 - a. Long hair must be secured away from the face and off the collar.
 - b. Hair decorations must be kept plain and simple.
 - c. Extreme styles and unnatural colors are not permitted.

- d. Facial hair must be kept neat and well-trimmed.
 - e. Fashion headscarves or skullcaps are not permitted.
 - f. A white or black head scarf may be worn as part of the nursing uniform for religious purposes only. No other colors or printed material is acceptable
 - g. Hair bands are permitted if they are solid white or solid black.
4. **Nails must be neat, clean, and support the functional use of hands and fingers.**
- a. Artificial fingernails/tips are prohibited for all students who touch or transport patients.
 - b. Nail polish/gel/dip and decorative designs are prohibited.
 - c. Length of natural nails will be kept at less than ¼ inch long.
5. **Jewelry must be plain and inconspicuous. Jewelry must not interfere with patient care or present a hazard to the student.**
- a. Up to two pairs of small post earrings that do not dangle from the earlobes are permitted.
 - b. No necklaces are permitted.
 - c. Bracelets or armbands are not permitted unless they are a Medical Alert bracelet
 - d. Only one ring or ring set is allowed.
 - e. A form-fitting wristwatch/fitness band is permitted.
 - f. Facial piercing jewelry (i.e. eyebrow, nose, tongue, lip, etc.) is prohibited. Exception: If a nose ring is worn for religious purposes, the student must supply the instructor with proper documentation to support this.
6. **No perfume is permitted.** No fragrances (perfume/cologne/after shave/incense/strong scents) may not be worn. The smell of cigarettes, e-cigarettes, 2nd hand smoke, or marijuana odor **MUST NOT** be present (Review the Smoking Policy in the University Handbook).
7. **All tattoos must be covered.**
8. **Footwear should be clean, appropriate for clothing, protective and fit securely.**
- a. Shoes must have a closed toe and closed heel.
 - b. Canvas shoes or “cros” with holes are not permitted in patient care areas.
9. **Uniform Accessories:**
- a. Buttons, hats, pins (or other types of insignia) are prohibited.
 - b. Cloth stethoscope covers or decorative items attached to stethoscope are not permitted.
 - c. Communication through cell phones and/or smart watches are not permitted in the patient care areas.
10. **Uniform/Clothing Standards:**
- a. Undergarments must be worn and inconspicuous under uniform or clothing.
 - b. Clothing must be clean and neatly pressed.
 - c. Faded/yellowish, discolored or ripped clothing is not acceptable.
 - d. All clothing should fit loosely (not skintight), be non-see through, with no visible cleavage or low-rise pants that show the top of the buttocks. No spandex/ tight fitting leggings are permitted.

Special note: If you are working with a preceptor outside of a clinical area, ask about the expected dress code for the site. For example, if you are a male and the male preceptor wears a tie, you should plan to wear one as well. It is important to present yourself and the Nursing Program in the best possible professional manner. The course coordinator may determine the appropriate dress requirements when described as “casual dress”.

A. Process to Request a Clinical Placement for the DNP Project

1. The student submits the Project Plan to the Project Team Leader.
2. The student will receive written confirmation from the Project Team Leader approving the Project Plan (this can be done via email). As per the revised DNP Project Teams (information shared with your last spring), your Project Team Leader also approves and oversees your clinical experiences (may also be identified as your "clinical instructor"). Your Project Team Leader is the faculty for your NURS 6903 Practice Immersion I clinical course and is not your preceptor.
3. Once your Team Leader has approved your project plan in writing, the student may submit a clinical placement request via https://forms.office.com/Pages/DesignPage.aspx#FormId=pyAPehlflkiwAgeV3-feVfo1Gy_UGkdK11ZhnbdDsDdUN11PRDI4SDJHMDZGUjNZQkRKUEw0NzAwQS4u
4. Once the form is completed and submitted, the student will send an email to the Academic Fieldwork Coordinator (AFC), copy the Team Leader and the DNP Chair with the alert that a clinical placement request has been submitted. This will allow us to follow up promptly on your request. The AFC and your Team Leader will communicate final placement approvals and arrangements with the student.

B. Clearance for Clinical

Students who are scheduled for clinical courses must meet requirements set by health care facilities in the community in which these requirements are non-negotiable. Students must insure they have successfully fulfilled all required clinical and health requirements prior to the start of their first clinical course (NURS 5922 Practicum I; NURS 6101, or NURS 6901). Failure to do so may prevent access to the clinical site.

Students entering NURS 5922, 6101, or 6901 will receive two emails to their Stockton accounts: one from Certiphi and one from myRecordtracker. Certiphi will manage the student’s criminal background check and 10 panel drug screen. The myRecordtracker account will manage the student’s health and professional requirements. The emails will be sent at the end of the semester prior to starting clinical. Students need to follow registration information on both emails and pay the required fees.

Students assume financial responsibility to complete all health and other requirements to be cleared for clinical. Students will maintain clinical clearance and submit updated information during all clinical courses at Stockton.

C. Health Requirements for Clinical

1. Provide laboratory results (within 2 years of clinical clearance) for the following titers:
 - a. Hepatitis B
 - b. Measles
 - c. Mumps
 - d. Rubella
 - e. Varicella
 - f. COVID-19 Testing may also be required

NOTE: If you are currently in the immunization process, you must supply proof of the status. If any of the titers are below the appropriate protection range, additional immunizations may be required and a titer retest.

2. Provide documentation current TDap vaccine status- (within 5 years).
3. Annual influenza vaccine is due by the last day of classes in the fall semester unless the site requires proof during the fall semester for the student to continue in clinical. If you are not eligible to receive an influenza vaccine, a letter from your health care provider explaining the rationale must be submitted. You may be required to wear a mask in the presence of patients to participate in clinical.
4. Initial tuberculosis screening must include a recent two step PPD or a single Quantiferon test. After the initial screening tuberculosis screening a single PPD or Quantiferon should be updated annually. PPD may not expire between the dates for the current school year.

D. Professional Requirements

- Proof of RN malpractice insurance with a documented rider as a NP student or malpractice insurance as an APRN. The policy must be current during a clinical semester and cover the student for practice in the clinical agency AS A STUDENT (not an employee).
- A clear Criminal Background check and urine drug screen completed by the agency required by Stockton University.
- CPR – BLS for Healthcare Providers through the American Heart Association. This may not expire during a clinical semester.
- RN/APRN license in NJ and any other state that the student is completing clinical. The student should enter only the license number on the student account page of Typhon for verification. If the name or address on the RN/APRN license is different, please indicate this on the student account page. This may not expire during a clinical semester.
- Membership in a professional nursing organization

E. Criminal Background Check (CBC) Requirements:

The Nursing Program at Stockton University adheres to policies required by clinical affiliates where student clinical learning experiences occur. Since clinical affiliates require criminal background checks (CBC) and drug screenings for all students coming to their facility, all nursing students will conform to the following policy mandates. Students are responsible for all costs related to criminal background checks.

Each student must complete a Criminal Background Check and 10 Panel Drug Screen via the agency required by Stockton University. The Graduate Coordinator will provide students with the information for the agency. The Criminal Background Check and 10 Panel Drug Screen must be completed prior to the start of their first clinical course (NURS 5922, NURS 6101, or NURS 6901).

- Results of criminal background check will be valid for two years.
- Students must use the agency assigned by Stockton University for the criminal background and urine drug screen – no other results will be accepted.
- History of the following infractions will disqualify the student from progressing in the Graduate Nursing Program:
 - Felony convictions
 - Misdemeanor convictions, probated sentences or felony deferred adjudications involving crimes against persons – including physical or sexual abuse.
 - Misdemeanor convictions related to moral turpitude – including prostitution, public lewdness/exposure, theft, etc.)
 - Felony probated sentences or deferred adjudications for the sale, possession, distribution or transfer of narcotics or controlled substances.
 - Registered sex offenders
- If the nursing student leaves the Program for more than two semesters, a new CBC is required prior to return.
- **A nursing student who is charged/convicted of a criminal offense must report the charge or conviction to the Graduate Coordinator in writing within three days of the charge.**
- A nursing student's criminal background reveals any of the infractions noted above, will be disqualified from participating in any clinical experience and dismissed from the Program.

F. Drug Screening Requirements

All graduate nursing students will need to undergo a 10 Panel urine drug screening prior to starting clinical rotation (NURS 5922, NURS 6101, or NURS 6903). The 10 Panel Urine Drug Screen should be completed at the same time as the criminal background check using the agency assigned by Stockton University. Students are responsible for all costs related to drug screens.

- Results of the drug screening will be valid for two years, unless there is reason for a faculty member to initiate a random drug screening.
- Students must use the agency assigned by Stockton University and follow the agency's instructions and registration for the drug screening.

- Urine panel screenings will consist of the following 10 chemicals: barbiturates, cocaine, opiates (heroin & codeine), propoxyphene, amphetamines, benzodiazepines (valium and librium), methadone, phencyclidine (PCP), cannabinoids.,
- A positive admissions drug screen will result in dismissal from the Nursing Program. A prescribed medication that shows up on a drug screen requires a letter to the DNP Chair from the prescribing licensed physician or nurse practitioner within one week of the formal notification of the drug screen report.
- If any graduate nursing student has a positive drug screen, the student will not be permitted to participate in the clinical component of a nursing course and is required to withdraw from all nursing courses for a period of one year. Students may apply to the DNP Chair for immediate reinstatement warranted by individual circumstances. The application for reinstatement due to individual circumstances must occur within a period of 5 days of the positive drug screen results in the form of an electronic communication to the DNP Chair. When a challenge to a screening is issued by a student, only the original urine sample will be used.
- A student who had a positive drug screen and wishes to return to the program in one year, and does not appeal for immediate reinstatement, must undergo chemical dependency evaluation and treatment by a therapist specializing in addiction behaviors. In order to be considered for full reinstatement at the end of the year, a statement is required by the addiction behavior therapist indicating rehabilitation related to the substance identified in the drug screening. The documentation must also include a statement that the student is able to function effectively and provide safe care for clients in all clinical sites. The student is responsible for communicating intent to return in one year, electronically, to the DNP Chair within 5 days of the positive drug screen results.
- A second positive drug screening by the same student, after reinstatement in the program, will result in dismissal from the Nursing Program with no appeal process.
- All students are subject to random drug screening at the discretion of a nursing faculty member with due cause.

Note: Individuals with a history of any disqualifying behavior on the CBC or drug screen, will only be considered for readmission to the Program if the NJ Board of Nursing issues a statement that the student is eligible to maintain NJ license as a registered profession nurse and be able to apply for APN status upon completion of the program.

G. Professional Behaviors in the Clinical Setting

In the clinical setting, students are always expected to act in a professional manner. Students are expected to demonstrate professional behaviors as identified in the ANA Code of Ethics and New Jersey Board of Nursing Statues and Regulations.

Students are responsible for obtaining a nursing license for the state where clinical experiences will be completed. Students are responsible for reporting their nursing license number to the program for verification. Students are also responsible to report to the Nursing Program if their nursing license in any state has been suspended or revoked during program matriculation.

Students without the appropriate nursing license or compliance with all immunization and background checks cannot participate in a clinical course.

Before clinical. Students are required to purchase access to the Typhon Clinical Database. Faculty will email students a link with an invitation and temporary password to sign up for access. There is a one-time student fee of \$80.00 for Typhon access. Stockton's account number for Typhon is 3043.

Student seeking to arrange their own clinical rotations may do so after consultation with the course leader or DNP Chair. The Graduate Nursing program faculty members make the final decision on clinical site placements. Any requests for new clinical contracts must go the course leader or DNP Chair at least one semester prior to the clinical rotation.

Students will not enter in any patient care role in a clinical site without a current clinical contract between Stockton University and the clinical site.

The following items are required prior to student placement in clinical:

1. Student clinical clearance documents (see clinical clearance section for a list of documents) are uploaded in myRecordtracker and remain up to date through the semester of clinical.
2. A completed background check and drug testing through the required agency as appointed by the university.
3. Registration in the didactic and clinical portion of the course.
4. An up to date clinical contract or a contract in the final stages of processing.
5. Approval from the course leader or DNP Chair.

Students will receive email notification from the course leader regarding clinical placements. The email notification will include a letter to the preceptor and site representative regarding the placement, dates of rotation, instructor and student contact information. Students should not reach out to the clinical site to plan clinical days until the preceptor/site receives the email notification from the course leader.

Students may attend any required orientations at the clinical agency prior to the start of clinical if the orientation does not occur in a patient care area. Any completion of in person or at home clinical agency orientations DOES NOT count toward the required clinical course hours but are mandatory for site placement. Students not in compliance with any required clinical agency orientations will be removed from the clinical site.

During the clinical course. Students are expected to follow the guidelines and orientation information established by the clinical faculty.

Any time a preceptor or clinical instructor assesses that a student is unable to carry out the appropriate standards of clinical practice due to alcohol, illegal, or mind altering drugs, lack of

preparedness, or any other substantive reason, the clinical instructor will remove the student from the clinical area. The clinical instructor will consult with the DNP Chair to determine if the student is safe to return to the clinical area. If the student is removed from the clinical area due to the inability to carry out the standards of clinical practice, it is the clinical instructor's discretion to assign a failing grade for that clinical rotation.

Students are expected to coordinate the clinical schedule with the preceptor including the day of the week, starting and ending times of the clinical day **based on the clinical site and preceptor schedule. This schedule must be reported to the clinical instructor through Typhon under the Student Schedules tab.** Students are expected to attend, be on time for, and to be prepared for each clinical day. Students should not be absent from clinical unless there are unanticipated, uncontrollable situations. A student should call the assigned preceptor and the assigned clinical instructor as soon as possible and reschedule the clinical experience if they will be absent.

Incompletes for clinical courses will only be granted if the student experiences extenuating circumstances (major illness, loss of site placement or preceptor after the semester started). Students should collaborate with the clinical instructor prior to the end of the semester to determine they qualify for an incomplete. It is the faculty's and the Dean's discretion to honor the requested incomplete.

No incompletes will be granted for clinicals in NURS 6903 or NURS 6904.

After clinical. All students are required to prepare and submit written assignments per departmental and course guidelines. Failure to complete assignments by the due dates can result in course failure.

At all times, students are required to maintain patient safety and patient confidentiality. Failure to maintain standards of safe patient care, academic or professional misconduct could result in course failure and/or program dismissal. See the University *Bulletin* and *Student Code of Conduct* regarding behaviors at off campus sites.

Accident and Injury Policy

Whenever you suffer an injury or become ill while at the clinical worksite, report immediately to the worksite supervisor.

In the case of an apparent serious injury or illness, the worksite supervisor must either call 911 and arrange for transportation to the hospital or drive you immediately to the nearest hospital emergency room if safe to do so.

The preceptor or designee, at the host site must immediately notify, by telephone, the designated people (clinical instructor, Graduate Coordinator) of the injury/illness and name and location of the destination hospital. A university representative will notify the emergency contact provided by the student.

H. What to Do If You've Had a Needle Stick

Follow the steps as outlined by the agency where you are being treated. Cleaning the wound, appropriate testing and retesting are critical components of the procedure. You can access additional information at the Clinicians Hotline: 1-888-448-4911. You can reach experts at the National Clinicians' Post Exposure Prophylaxis Hotline, 24 hours a day, 7 days a week at the same number.

IX. DNP Final Project

A requirement for graduation from the Doctor of Nursing Practice (DNP) Program is completion of an evidence-based project and clinical hours. Consistent with the CCNE standards, the DNP project courses occur in concert with practice immersion experiences. Students work independently and design and complete a project that will improve nursing practice, patient care, or the delivery of healthcare (Roush & Tesoro, 2018).

The purpose of the evidence-based project in the DNP Program is to synthesize course and clinical experiences to improve practice in a healthcare setting. The background practice and scholarly foundation for this project begins in NURS 5331 Nursing Theory for post BSN DNP students enrolled prior to spring of 2021 and in NURS 6105 Scholarly Writing for students enrolling in spring of 2021. The project is the culmination of a process that builds logically and sequentially throughout progression in the DNP program. Evidenced based quality improvement methods will be used to address a problem or practice-based issue identified by the student. The intended end result will be improved nursing practice, improved patient care, or improved delivery of healthcare for a select patient population.

For Post-BSN to DNP students, it is expected that the project will have an impact in primary care. It is expected that the project be completed during the final project courses of the DNP program in courses NURS 6101 DNP Project Proposal and NURS 6601 DNP Project Implementation for students enrolling prior to spring of 2021 and in NURS 6901, 6902, and 6903 for students enrolling in the spring of 2021. The two clinical co-requisite courses are NURS 6903 Practice Immersion I and NURS 6904 Practice Immersion II for students enrolled prior to spring 2021. Students will identify achievement of DNP Essentials (2006), Student Program Learning Outcomes (2020-21), and/or course learning outcomes from clinical experiences. Students will identify achievement of the AACN Core Competencies (2021), Student Program Learning Outcomes (2021-22), and/or course learning outcomes from clinical experiences NURS 6901, 6902, and 6903. For more information on Clinical Requirements for NURS 6903 Practice Immersion I and NURS 6904 Practice Immersion II see Appendix A, a template for the Project Plan (Appendix B), and Documentation of Practice Immersion Clinical Hours in Appendix C.

A. The Process

Faculty have established criteria to assist students in organizing the steps toward project completion. It is the student's responsibility to meet the outcomes of the project in a timely manner. Ultimately, it is the student's responsibility to stay on track, meet deadlines, and complete the project in two consecutive semesters if enrolling prior to spring of 2021 and in three semesters if enrolling in the spring of 2021. This is your guide throughout the project. Refer to it often and please ask questions if you are unclear.

For students enrolling prior to spring of 2021, the execution of your DNP Project occurs in sequential semesters in - NURS 6101 DNP Project Proposal and NURS 6601 DNP Project Implementation during the final year of the program. The first course, NURS 6101 DNP Project

Proposal, the student completes the project proposal and the Institutional Review Board (IRB) application and receives approval from the Advisory Team to proceed with project implementation. In the second course, NURS 6601 DNP Project Implementation, the student implements the project, collects data, analyzes the data, prepares, and disseminates the findings. Evaluation of the final DNP Project is the responsibility of the Stockton University Nursing faculty.

If for some reason students do not complete these courses in this sequence, there may be elements of the project that need to be repeated due to the lapse of time between semesters.

Students are expected to build upon earlier coursework in the program to develop the project. For example, for students enrolled prior to spring 2021 in Nursing Theory, students develop a middle range theory that can be used as the theoretical framework. For students enrolled after spring of 2021, the literature review completed in Scholarly Writing is expanded in subsequent courses. In Improving Health Outcomes, students explore a clinical question from multiple perspectives and analyze initiatives to improve health outcomes. In the DNP Research courses, students develop research and quality improvement methodologies, and draft proposals for the project. The review of the literature is developed throughout all course work. To be successful, students should enter the final two DNP project semesters with an identified topic, a cogent review of related literature, a proposed methodology to address the problem, potential clinical areas/sites to implement the project, and a written plan to complete the DNP Essentials through identified clinical experiences (Appendix B).

B. Revised 2021-22 DNP Project Team Member Roles and Responsibilities

Project Teams are assigned after completion of NURS 6204 or NURS 6300 depending upon the date of enrollment.

1. Project Course Coordinator

The Project Course Coordinator functions is the second team member on all DNP projects. This team member meets with students face to face/synchronously online at least twice a month and coordinates meetings with the student and the Project Team Leader for the project courses, NURS 6101 and NURS 6601. The Project Course Coordinator determines final grades for NURS 6101 DNP Project Proposal Course and the NURS 6601 DNP Project Implementation course.

2. Project Team Leader

The Project Team Leader is a doctorally-prepared, nursing faculty member of Stockton University. The Project Team Leader is a Stockton faculty member of the DNP Project team and identified as the Clinical Instructor/Clinical Expert and shares a similar practice background or shares interest in the DNP student's project focus. The Project Team Leader approves clinical experiences, rotations, and hours. The Project Team Leader may perform the teaching responsibilities typically assigned to the current population-based, practicum courses for the Post-BSN DNP track graduate practicum course faculty at Stockton. These responsibilities may

also include evaluating student's clinical progress through site visits, midterm and final clinical evaluations, review and validation of case and time logs, and communication with the on-site preceptor.

The Project Team Leader is available to the student during the academic semesters of the project proposal and implementation. The Team Leader monitors and evaluates the student's progress, validates project milestones, reports student progress to the DNP faculty, serves as a primary investigator on IRB-related applications at Stockton. Project Team Leaders mentor assigned DNP students synchronously or asynchronously and collaborate with the Project Course Coordinator to support a responsible, ethical, efficient, scholarly effort that improves nursing practice, improves patient care, or improves the delivery of healthcare for a selected patient population. Project Team Leaders will support the student with individual advising during NURS 6101 and NURS 6601 and project immersion courses NURS 6903 and NURS 6904.

Faculty assigned as DNP Project Team Leader will meet at minimum monthly with the student during the student's enrollment in NURS 6101 DNP Project Proposal and NURS 6601 DNP Project Implementation and more frequently when necessary. Additional meeting times will be scheduled according to the Project Team's availability.

The Project Team Leader will be assigned, with student input, prior to the end of NURS 6204. Students will complete and submit the Graduate Nursing Clinical Initiation & DNP Project Form (Appendix D) to the DNP Coordinator.

3. The Third Project Team Member

A third member of the DNP student project team may be required by the DNP Project Team Leader. This is a voluntary role. A third project team member may be required when a post BSN DNP student is conducting a project at a clinical site with a preceptor and the preceptor may be the third project team member. The Third Project Team Member may be a full time Stockton faculty member, a faculty member from another college or university, or a stakeholder from outside of academia. The Third Project Team Member's role may provide feedback throughout the project ensuring ethics, rigor, applicability and impact of the work as well as recommend sources for dissemination of outcomes. Third Project Team Members outside of academia may be key stakeholders and may include preceptors in the clinical areas, collaborative physicians, community partners, or members from regional or national nursing organizations. Students may suggest a Third Team Member, but the Third Member will be approved by the DNP faculty. The Third Member may be consulted during the project process and is invited to be present during the student's proposal presentation and at the final project presentation.

Revised and approved by Graduate Faculty on April 7, 2021.

D. Students Enrolling in the Spring of 2021 Project Team Responsibilities

Students enrolling in or after the spring of 2021, will also be assigned a Project Team Leader and a second Team Member according to faculty assignments for NURS 6901, 6902, and 6903.

Team Leaders will be assigned upon completion of NURS 6300 Leadership for Safety, Quality, and Program Development. The roles of the Project Team members will remain as outlined above with exception to the courses as delineated (the old curriculum).

D. Criteria for Evidence-Based Project

Elements of the DNP project must be consistent among students. The practice immersion experiences will be discussed to validate the student is competent in the DNP Essentials or AACN Core Competencies set forth by the American Association of Colleges of Nursing (2006; 2021). DNP faculty will collaborate on decisions regarding the student's work to validate project milestones. Strategies and recommendations to support successful mentoring of the DNP student will also be discussed regularly by the DNP faculty members.

DNP Final Projects generally adhere to a standard format for evaluation. Program faculty will review these criteria as students progress through the curriculum. The final project format will be evaluated using a rubric combining the SQUIRE 2.0 (Ogrinc et al., 2015) and STaRI (Pinnock et al., 2017) methods of reporting and the structure outlined in Chapters One through Five below. Chapters One through Three will be included in the student's written proposal and proposal presentation. The final project follows this format:

Chapter 1 – The Problem (Level 1 Headings)

Introduction – (Paragraph with no heading)

Background – (Level 2 Heading)

Problem Statement -(Level 2 Heading)

Significance -(Level 2 Heading)

Purpose -(Level 2 Heading)

Definition of Terms-(Level 2 Heading)

Theoretical Framework-(Level 1 Heading)

Organization Assessment-(Level 2 Heading) – (Quality Improvement Projects only)

Chapter Summary-(Level 1 Heading)

Chapter 2 – Review of the Literature (Level 1 Headings)

Introduction- (Paragraph with no Heading)

Literature Review-(Level 2 Heading)

Subheadings may be necessary

Summary of the Literature Reviewed-(Level 2 Heading)

Justification for the Project/Study-(Level 2 Heading)

Chapter Summary (Level 1 Heading)

Chapter 3 – Methods (Level 1 Heading)

Introduction- (Paragraph with no Heading)

Design-(Level 2 Heading)

Setting-(Level 2 Heading)

Participants/Demographic Data-(Level 2 Heading)

Informed Consent-(Level 2 Heading)

Intervention-(Level 2 Heading)

Data Collection Methods-(Level 2 Heading)

Instruments/Measurements-(Level 2 Heading)

Data Analysis (for research studies) -(Level 2 Heading)

Threats- (Level 2 Heading) (for research projects only)

SWOT Analysis - Level 2 Heading) (for quality improvement projects only)

Chapter Summary-(Level 1 Heading)

Chapter 4 - Analyses (Level 1 Heading)

Introduction- (Paragraph with no Heading)

Data Analyses-(Level 2 Heading)

Results-(Level 2 Heading)

Chapter Summary-(Level 1 Heading)

Chapter 5 - Discussion, Limitations, Implications, and Recommendations -(Level 1 Heading)

Introduction- (Paragraph with no Heading)

Discussion of Findings-(Level 2 Heading)

Limitations-(Level 2 Heading)

Implications for Nursing Practice-(Level 2 Heading)

Recommendations-(Level 2 Heading)

Chapter Summary-(Level 1 Heading)

References

Appendices

E. Funding

Students have the option of seeking internal and external funding for their projects. If funding is sought, policies and procedures of the Office of Research and Sponsored Programs will be followed. For information on funding sources see <https://www.stockton.edu/research-sponsored-programs/student-research.html>. Students who are members of Sigma Theta Tau, Theta Sigma Chapter are encouraged to seek funding from this organization.

F. Institutional Review Board

Students will apply to Stockton University's Institutional Review Board (IRB) upon the project committee's approval of the DNP Project Proposal. The Project Advisor will serve as the principal investigator and will review and approve the IRB application materials prior to submission. The project cannot be implemented without IRB approval, as noted in Federal Research guidelines. Given the short timeline to implement the project, it is strongly suggested that students develop a proposal that meets criteria for an expedited review by the IRB. These criteria will be discussed in the DNP research courses and the project proposal course. Also, it is essential that students investigate the IRB requirements of the project implementation site. **It is the student's responsibility to investigate IRB requirements of the project implementation site.** After receiving Stockton's IRB approval and with the Project Team's approval, the student may begin the external IRB or project approval process. Organizational research requirements will vary. Approvals may vary from accepting Stockton's IRB approval to requiring the submission of the organization's IRB application following the organization's procedure. Be aware that multiple IRB applications may delay project implementation and data collection. Students must plan accordingly. Students are also encouraged to seek funding for their projects if appropriate and available. Seek advice from course faculty and your Project Advisor on these matters prior to developing the project proposal to assist with planning.

Students will complete Collaborative Institutional Training Initiative (CITI) research ethics education in the DNP research courses. This training is required prior to submitting an IRB application and is effective for two years. Information on the IRB application, dates of submission, IRB review dates and CITI training can be found on the Office of Research and Sponsored Programs website.

<https://stockton.edu/research-sponsored-programs/irb.html>

G. The Final Project

The final project will be presented to and graded by the Project Team. Upon approval from the Project Team, students will create a poster for display or a podium presentation at the Graduate Research Symposium. The poster or podium presentation will be approved by the Project Team prior to display at the Symposium.

The final written report of the project will be formatted as per the Publication Manual of the American Psychological Association (APA; 2019) seventh edition guidelines. Grading will follow a rubric based upon the Criteria for the Project and the SQUIRE 2.0 Guidelines for Quality Improvement Reporting Excellence (Ogrinc et al., 2015) or the Standards for Reporting Implementation Studies (STaRI) (Pinnock et al., 2017).

Once the DNP project paper has been approved and signed off (the student receives the signature form signed by all Team members) by the Advisory Team, students will upload the final paper in ProQuest following the guidelines established by ProQuest. See Appendix F. Please be aware that there is a fee for ProQuest. See <https://www.etdadmin.com/main/home?siteId=887>

In addition to the above process, as with any research or evidence-based practice project, students are encouraged to disseminate their findings to advance the science of nursing. Consider presenting at local, regional, national and international professional conferences as well as publishing in reputable peer reviewed journals.

References

- American Association of Colleges of Nursing. (2006). The Essentials of Doctoral education for advanced nursing practice. Washington, DC: Retrieved from <http://www.aacn.nche.edu/publications/position/DNPEssentials.pdf>
- American Association of Colleges of Nursing (2015). The Doctor of Nursing Practice: Current Issues and Clarifying Recommendations. Report from the Task Force on the Implementation of the DNP. Washington, DC.
- APA, (2019). Publication manual of the American Psychological Association (APA). (7th Ed) Washington, DC: American Psychological Association.
- Milner, K., Zonsius, M., Alexander, C. & Zellefrow, C. (2019). Doctor of Nursing Practice Project Advisement: Roadmap for faculty and student success. *Journal of Nursing Education*, 58(12), 728-732. <https://doi.org/10.3928/01484834-20191120-09>
- Ogrinc, G., Davies, L., Goodman, D., Batalden, P., Davidoff, F., & Stevens, D. (2015). SQUIRE 2.0 (Standards for QUality Improvement Reporting Excellence): Revised publication guidelines from a detailed consensus process, *Journal of Continuing Education in Nursing*, 46(11), 501-507.
- Pinnock, H., Barwick, M., Carpenter, C. R., Eldridge, S., Grandes, G., Griffiths, C. J.... Taylor, S. J. C. (2017). Standards of Reporting Implementation Studies (STaRI) statement, *BMJ*, 356, 1-9. doi: 10.1136/bmj.i6795
- Roush, K. & Tesoroa, M. (2018). An examination of the rigor and value of final scholarly Projects completed by DNP students, *Journal of Professional Nursing*, 34, 437-44

H. Out of Sequence Courses and Grades of Incomplete

Completing your project out of sequence can cost you additional tuition, fees and time repeating elements of your project. If you do not meet the project benchmarks in NURS 6101 by the final day of the semester, you will need to take an incomplete in the course. You will consult with the course faculty to determine an acceptable time to complete the course work. However, if you wish to take NURS 6601 in the preceding semester, you must complete the incomplete work by the first week of the spring semester (see the academic calendar for the dates to drop/add full

term courses). Once the incomplete grade converts to a grade in NURS 6101 you can register for the sequential course, NURS 6601 and continue with your project. An incomplete will not be awarded for the Practice Immersion courses (NURS 6903/6904).

I. Maintenance of Matriculation

Students who do not complete the DNP Project while enrolled in NURS 6601 will enroll in Maintenance of Matriculation each semester until project completion. The Maintenance of Matriculation fee is \$50.00 per semester.

Appendix A

Clinical Requirements for NURS 6903 Practice Immersion I and NURS 6904 Practice Immersion II or NURS 6901, 6902, and 6903.

Clinical experiences may take place in a wide variety of health care agencies. Students may achieve the total 1,000 clinical hours in a number of ways. The number of hours required during NURS 6903 and 6904 or 6901, 6902, or 6903 will vary according to the student's status as either a post MSN or post BSN student as some students may complete more than 500 hours in 5000 level clinical courses. Students will earn 200 (50 hours each) of the 1000 hours in the following courses, NURS 6331 Clinical Prevention and Population Health, NURS 6103 Improving Health Outcomes, NURS 6203 DNP Research I, and NURS 6204 DNP Research II. If enrolled after fall 2020, students will earn 25 clinical hours in NURS 6105, 6106, 6205, 6103, and 50 hours in NURS 6300, in addition to 100 hours in NURS 6901, and 6903 and 150 hours in NURS 6902. The following types of experiences are acceptable and may count towards clinical hours:

<ul style="list-style-type: none"> • Providing Direct Patient Care Under Supervision at an Approved Clinical Site 	<ul style="list-style-type: none"> • Attending a Professional Conference or participating in an learning activity required to implement the project. 	<ul style="list-style-type: none"> • Meetings with Clinical Experts & Resources at Clinical Sites for Project Planning
<ul style="list-style-type: none"> • Data Collection for the DNP Project 	<ul style="list-style-type: none"> • Data Analysis for the DNP Project 	<ul style="list-style-type: none"> • Creating Educational Programs for Staff, Patients, & the Community
<ul style="list-style-type: none"> • Offering Staff, Patient , or Community Education Activities 	<ul style="list-style-type: none"> • Volunteering for Community Health Related Activities 	<ul style="list-style-type: none"> • Participating in a Clinical Residency

Approval of Clinical Experiences

It is also the student's responsibility to develop a written plan (See Appendix B) to complete their clinical hours. The student should develop a plan that will earn the student 300 clinical hours by Project completion. It is also the student's responsibility to seek the Clinical Instructor's and the Course Coordinator's approval prior to engaging in clinical activities to ensure that contracts are in place.

Process to Request a Clinical Placement

1. The student submits the Project Plan to the Project Team Leader.
2. The student will receive written confirmation from the Project Team Leader approving the Project Plan (this can be done via email). As per the revised DNP Project Teams (information shared with your last spring), your Project Team Leader also approves and oversees your clinical experiences (may also be identified as your "clinical instructor"). Your Project Team Leader is the faculty for your NURS 6903 Practice Immersion I clinical course and is not your preceptor.
3. Once your Team Leader has approved your project plan in writing, the student may submit a clinical placement request via https://forms.office.com/Pages/DesignPage.aspx#FormId=pyAPehlflkiwAgeV3-feVfo1Gy_UGkdK11IZhnbDsDdUN11PRDI4SDJHMDZGUjNZQkRKUEw0NzAwQS4u
4. Once the form is completed and submitted, the student will send an email to the Academic Fieldwork Coordinator (AFC), copy the Team Leader and the DNP Chair with the alert that a clinical placement request has been submitted. This will allow us to follow up promptly on your request. The AFC and your Team Leader will communicate final placement approvals and arrangements with the student.

Direct Patient Care Hours

Students providing direct patient care while completing clinical hours towards the DNP degree must be supervised by a preceptor. When students are completing clinical hours providing direct patient care, students must be rated as “competent” by the clinical preceptor and the clinical instructor in order to successfully complete the course. Failure to be rated "competent" at the final clinical evaluation will result in a grade of Unsatisfactory or "U" for the course. Clinical failure can be due to unsatisfactory professional behavior or lack of clinical competence.

DNP Projects at Student Employment Locations

It is the policy of the DNP program that the student’s clinical learning experiences for the DNP project are separate and apart from his or her position of employment. However, in situations where the student’s project has the potential to benefit the student’s employer, the student may conduct the project at the place of employment when two conditions have been met:

1. The employer agrees in writing to allow the student to conduct the project at the worksite.
2. The student and the employer agree in writing that data collection and project work will not take place during the student’s paid working hours.

Documentation

It is the student’s responsibility to maintain a complete and accurate accounting of the type and number of clinical hours completed. See the Monthly Clinical Log for the DNP Program Scholarly Project in NURS 6101, 6601, 6901, 6902, and 6903 (Appendix C).

Students will adhere to the guidelines above and the Stockton University Policy on Academic Honesty throughout the DNP Project

Appendix B
Stockton University
Nursing Program

Plan for Clinical Hours for the DNP Scholarly Project in NURS 6903 and 6904 or 6901, 6902, & 6903.
It is the responsibility of the student to track and maintain their clinical hours.

Student Name: _____

Clinical Instructor Name _____

<u>Date of Planned Activity</u>	<u>Activity</u>	<u># of DNP Essential,</u>	<u>Estimated Time involved</u>	<u>Explain How this Activity Meets the Identified DNP Essential</u>

Appendix C
Stockton University
Nursing Program

Monthly Clinical Log for the DNP Program Scholarly Project in NURS 6903 and 6904 or 6901, 6902, & 6903.

It is the responsibility of the student to track and maintain their clinical hours.

Name: _____

Total Number of Hours Required: _____

<u>Date</u>	<u>Activity</u>	<u># of DNP Essential, PLO, or Course Outcome Met</u>	<u>Time in Minutes</u>	<u>Verifying Signature</u>	<u>Total Cumulative Time</u>	<u>Comments</u>

Student Signature _____

Clinical Instructor Signature _____

Students will keep a copy of this form and submit a copy to the Team Leader/Clinical Instructor and the Course Coordinator for NURS 6101, NURS 6601, 6903.

Appendix D
Stockton University
Nursing Program

Graduate Nursing Initiation & DNP PROJECT Form

Directions: In preparation for the upcoming Scholarly DNP Project, please complete the following and submit to the DNP Coordinator. This form must be completed at least 3 months prior to beginning NURS 6101 or NURS 6901. Students understand that all requests may not be accommodated.

Student Name: _____

Scholarly Project Requirements:

1) PICOT Question:

2) Requested Project Advisor: _____

3) Requested Clinical Instructor/Second Reader: _____

4) Number of clinical hours to complete: _____

5) Clinical Site(s) Requested _____

6) Third Reader Name _____ Students may request a Third Reader. If the Third Reader is external, the Third Reader must be approved by the DNP faculty. The student will request the proposed Reader submit a current curriculum vitae to the DNP Coordinator for approval.

Student Signature: _____

Date Submitted: _____

Date Approved: _____

Scholarly DNP Project Advisor Signature: _____

Appendix F

Overview of the Doctor of Nursing Practice (DNP) Project Process and Manuscript Preparation

The execution of the DNP Project occurs in two sequential semesters in - NURS 6101 DNP Project Proposal and NURS 6601 DNP Project Implementation during the final year of the program if enrolled prior to spring 2021. The first course, NURS 6101 DNP Project Proposal, the student completes the project proposal, receives approval from the Project Advisory Team to proceed with the Institutional Review Board (IRB) application. In the second course, NURS 6601 DNP Project Implementation, the student implements the project, collects data, analyzes the data, prepares, and disseminates the findings. Evaluation of the final DNP Project is the responsibility of the Stockton University Nursing faculty. The project is completed in three sequential semesters if enrolled after the fall of 2020 with NURS 6901 as the Proposal writing course, NURS 6902 for the actual implementation of the project, and in NURS 6903 the student analyzes the data and disseminates the findings,

To assist students in further understanding of the process, the DNP Project is completed in four phases in the final DNP Project courses. Throughout all phases the student is communicating and meeting with the Project Team seeking ongoing feedback and guidance for a successful project.

In **Phase One** in the NURS 6101 or in NURS 6901 DNP Project Proposal course, the student submits a written proposal and a formal power point presentation outlining the proposed project to the Project Team.

Once the Project Team has approved the project, in **Phase Two** while enrolled in NURS 6101 or early in NURS 6601 or NURS 6902, the student submits the Institutional Review Board (IRB) application to Stockton University. Upon receipt of approval from Stockton's IRB the student may then submit IRB applications and seek approval to conduct the project at the participating institutions/sites. It is the student's responsibility to investigate and follow the guidelines for the IRB approval process at the participating site.

Once all approvals have been obtained, the student may begin the project/data collection. The actual implementation of the project, data collection, and data analysis constitutes **Phase Three** and is completed in NURS 6601 DNP Project Implementation. The actual implementation of the project, data collection takes place in NURS 6902 for students enrolling in spring of 2021 and data analysis and dissemination takes place in NURS 6903.

In **Phase Four** while still enrolled in NURS 6601 or in NURS 6903, the student completes the written project manuscript and with approval of the Project Chair, formally presents the findings to the Project Team and to the University at Graduate Research Symposium. The completion of the project manuscript includes revision of Chapters 1 and 3 from future tense to past tense and completing chapters 4 and 5. Once the project manuscript is completed and approved by the Project Team, the student submits the completed manuscript in pdf format to ProQuest for publication. See Preparing Your Manuscript for Submission for more information.

Students who do not complete the DNP Project while enrolled in NURS 6601 will enroll in Maintenance of Matriculation each semester until project completion. The Maintenance of Matriculation fee is \$50.00 per semester.

FINAL MANUSCRIPT PREPARATION

Style Guidelines

Students are expected to adhere to all guidelines and standards of the style guidelines, including citations and referencing for electronic and online sources. ProQuest includes additional guidelines for font, spacing, the use of italics, etc. See Preparing Your Manuscript for Submission and ProQuest Resources and Guidelines for more information:

<https://media2.proquest.com/documents/Preparing+Your+Manuscript+for+Submission+Revised+31jul2015.pdf> .

Printing

All printing must be letter quality. The manuscript must be free of typing errors.

Font

Times New Roman size 12-point font is required for the body of the manuscript. Use bold face type for headings and subheadings. Before submitting the document in ProQuest, follow the ProQuest instructions for embedding fonts. Typeface in appendices may vary, however, see ProQuest as different typeface may affect the appearance of the document. See Preparing Your Manuscript for Submission for more information:

<https://media2.proquest.com/documents/Preparing+Your+Manuscript+for+Submission+Revised+31jul2015.pdf> .

Margins

All margins are 1 inch. Material placed lengthwise (landscape) on the page is printed so that its width is the length of the page.

Spacing

See ProQuest guidelines for spacing throughout the manuscript. See Preparing Your Manuscript for Submission for more information:

<https://media2.proquest.com/documents/Preparing+Your+Manuscript+for+Submission+Revised+31jul2015.pdf> .

Sequence of Project Manuscript Elements and Pagination

All page numbers (Arabic) should be placed at the bottom center of the page $\frac{3}{4}$ inch from the edge of the page.

Sequence	Pagination
Title page	not numbered
Copyright	not numbered
Signature Page	not numbered
Dedication	begin with lower case Roman numeral (i)
Acknowledgments (optional)	lower case Roman numeral ii
Abstract	lower case Roman numeral iii & consecutive pages
Table of Contents	lower case Roman numeral iii & consecutive pages
List of Figures (if applicable)	continue consecutive Roman numerals
List of Tables (if applicable)	continue consecutive Roman numerals
List of Illustrations (if applicable)	continue consecutive Roman numerals
List of Appendices	continue consecutive Roman numerals
Body of text	begin with Arabic page 1
References	continue consecutive Arabic numerals
Appendices (if applicable)	continue consecutive Arabic numerals
Give each Appendix a letter (as in Appendix A) and title, as in the Tables and Figures.	

Formatting

The format of the abstract and remainder of manuscript will follow the American Psychological Association ([APA], 2020) seventh edition guidelines. Tables and figures will be included within the body of the text and single spaced as per ProQuest guidelines. The contents of the final manuscript will be organized according to the following chapters, headings, and subheadings. Level 4 subheadings will be incorporated as needed according to topics and content areas. For instance, the “Definition of Terms” section may require Level 4 subheadings as each term is defined theoretically and operationally. Level 3 and 5 subheadings in italics will not apply as ProQuest will only accept italics in non-English words and quotations. See Preparing Your Manuscript for Submission for more information: <https://media2.proquest.com/documents/Preparing+Your+Manuscript+for+Submission+Revised+31jul2015.pdf> .

Chapter 1 – The Problem (Level 1 Headings)

- Introduction – (Paragraph with no heading)
- Background – (Level 2 Heading)
- Problem Statement -(Level 2 Heading)
- Significance -(Level 2 Heading)
- Purpose -(Level 2 Heading)
- Definition of Terms-(Level 2 Heading)
- Theoretical Framework-(Level 1 Heading)
- Organization Assessment-(Level 2 Heading) – (Quality Improvement Projects only)
- Chapter Summary-(Level 1 Heading)

Chapter 2 – Review of the Literature (Level 1 Headings)

Introduction-(Paragraph with no Heading)

Literature Review-(Level 2 Heading)

Subheadings may be necessary

Summary of the Literature Reviewed-(Level 2 Heading)

Justification for the Project/Study-(Level 2 Heading)

Chapter Summary (Level 1 Heading)

Chapter 3 – Methods (Level 1 Heading)

Introduction-(Paragraph with no Heading)

Design-(Level 2 Heading)

Setting-(Level 2 Heading)

Participants/Demographic Data-(Level 2 Heading)

Informed Consent-(Level 2 Heading)

Intervention-(Level 2 Heading)

Data Collection Methods-(Level 2 Heading)

Instruments/Measurements-(Level 2 Heading)

Data Analysis (for research studies) -(Level 2 Heading)

Threats- (Level 2 Heading) (for research projects only)

SWOT Analysis - Level 2 Heading) (for quality improvement projects only)

Chapter Summary-(Level 1 Heading)

Chapter 4 - Analyses (Level 1 Heading)

Introduction-(Paragraph with no Heading)

Data Analyses-(Level 2 Heading)

Results-(Level 2 Heading)

Chapter Summary-(Level 1 Heading)

Chapter 5 - Discussion, Limitations, Implications, and Recommendations -(Level 1 Heading)

Introduction-(Paragraph with no Heading)

Discussion of Findings-(Level 2 Heading)

Limitations-(Level 2 Heading)

Implications for Nursing Practice-(Level 2 Heading)

References

Appendices

Submitting the Manuscript to ProQuest

Once approved for submission, the student submits the completed manuscript to ProQuest via this [access to Stockton University ProQuest](#) . There is also a link to ProQuest on the Stockton University Graduate Research page at <https://stockton.edu/graduate/research.html> .

Congratulations on successfully completing your DNP Project!