



COLLEGE *of* NURSING & HEALTH SCIENCES

VALDOSTA STATE UNIVERSITY

Graduate Student Information

School of Nursing

Valdosta State University

2022

School of Nursing

Graduate Student Handbook

Office:

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Office Hours:	8:00 a.m. to 5:30 p.m.	Monday – Thursday
	8:00 a.m. to 3:00 p.m.	Friday

The College of Nursing and Health Sciences develops regional leaders for health care excellence.

"No person in the United States shall, on the grounds of race, color, sex, religion, creed, national origin, age, veteran status, or handicap, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by the Board of Regents of the University System of Georgia or any of its several institutions now in existence or hereafter established.

*(The Board of Regents for the University System of Georgia,
Sec. 401.2, p.1)"*

Welcome to the School of Nursing. We want you to enjoy your time at Valdosta State University School of Nursing. If you have questions or problems, the faculty and administration of the College are available to assist you in any way that we can.

This handbook was prepared to assist you during your program of study. It contains policies, procedures, and general information relative to the College of Nursing and Health Sciences. In addition, you are referred to the Valdosta State University Graduate Catalog and the Valdosta State University Graduate Student Handbook for other information.

Best Wishes as you progress through the program.

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Message from the School of Nursing Associate Dean

Welcome to the College of Nursing and Health Sciences at Valdosta State University!

Whether you are a prospective student, a current student, or an alumnus, please take time to browse the website to learn about our remarkable programs and the achievements of students, faculty members and alumni. The overriding strength of our educational programs, research opportunities, and clinical services lies in the talented and committed faculty members and clinicians at the College of Nursing and Health Sciences.

The goal of the School is to heighten the level of preparation of our graduates making them more employable and marketable in the workforce and enhancing their ability to assimilate into their professional roles. This is accomplished through the creation of a positive, rich student-centered learning environment well-grounded in didactic knowledge coupled with a strong clinical emphasis. All of the programs in the School share a common theme ingiving back to the communities we serve. Our educational focus, therefore, ensures our students will receive the most up to date, contemporary program supported through clinical partners in our community as well as surrounding counties. The School is located in the Health Sciences Business Administration (HSBA) building which contains instructional classrooms, simulation and lab spaces, and collaborative learning spaces that are second to none. The simulation and lab spaces are outfitted with screening, diagnostic, and treatment equipment to help prepare students for clinical practice. The actualization of the Martin and Laura Lynn Miller Clinic will offer an onsite practice setting for our undergraduate and graduate students in the near future.

It is truly an exciting time to be a Blazer at Valdosta State University!



Mark Reinhardt DNP, FNP-BC, CNS, CEN
SON Associate Dean/Professor

VSU College of Nursing and Health Sciences Mission and Vision

MISSION STATEMENT

The mission of Valdosta State University College of Nursing and Health Sciences (CONHS) is to educate and prepare outstanding healthcare professionals who are committed to meeting healthcare needs of local and global communities through dedicated service, advocacy and continued professional development.

VISION STATEMENT

To improve, transform, and sustain health and well-being through innovative teaching and learning, expert clinical practice, research, community service, and social action.

VSU Core Values

CORE VALUES

The College of Nursing and Health Sciences develops regional leaders for health care excellence. Our core values integrate the Blazer Creed with Excellence & Success.

Civility – a Blazer shows courtesy and compassion, as well as respect, for the dignity of every human being.

Integrity – each Blazer is responsible for his or her own actions, and our community is stronger when we contemplate the context of our decisions and uphold the principles of trust and honesty.

Citizenship – each Blazer has an interest in the community and, therefore, a duty to stay informed to make positive contributions and to support those who need help.

Excellence – each CONHS Blazer is dedicated to creating a culture where transformation is embraced and reflected in evidence-based teaching and learning and is achieved by both faculty and students. All stakeholders value and benefit from exemplary scholarship, service, teaching, and practice.

Success – each CONHS Blazer pursues growth through life-long learning, goal attainment, and collaborative partnerships among all stakeholders who serve to optimize the health of the region.

VSU Program Information and Overview

THE VSYOU DIFFERENCE

Our Doctor of Nursing program allows students to choose from three tracks: the BSN-DNP with a concentration in Family Nurse Practitioner, the DNP/MBA dual degree, and the post-master's Doctor of Nursing Practice. The BSN-DNP program uses a hybrid model during master's level course work consisting of 4-5 weekend class meetings during the semester with doctoral courses offered solely online. The DNP/MBA and DNP courses are offered through an online model. The MSN to DNP is open to all APRNs.

Our Master's of Science in Nursing and Post-Master's Certificate programs allow students to choose from two advanced practice nursing tracks: Family Nurse Practitioner (FNP) and Family Psychiatric Mental Health Nurse Practitioner (FPMHNP). The program is a hybrid model which consists of 4-5 weekend class meetings during the semester and the FPMHNP courses are offered solely online. Our master's programs and post-master's certificates are approved by the Georgia Board of Nursing and accredited by the CCNE, Commission on Collegiate Nursing Education.

WHAT STUDENTS WILL LEARN

Students take a common core that includes Advanced Pathophysiology, Advanced Health Assessment, Advanced Pharmacology and Advanced Evidence-Based Practice. Students also participate in objective structured clinical examination (OSCEs-experiences, synthesizing and applying the clinical and academic dynamics of advanced nursing practice education. At the MSN and Post Masters Certificate level an Exit Exam is utilized to demonstrate successful program completion.

Doctoral students expand upon the master's level competencies and prepare nurses in the areas of scientific underpinnings for practice, informatics, organizational and system leadership, clinical prevention and population health, evidence-based practice, health policy, interprofessional collaboration and advanced nursing practice. Doctoral students complete a DNP project to demonstrate an analytical approach to programmatic, administrative, policy or practice issues in a format that supports the synthesis, transfer and utilization of knowledge.

CAREERS

- **Doctor of Nursing Practice**
- **Family Nurse Practitioner**
- **Family Psychiatric Mental Health Nurse Practitioner**

DNP PROGRAM OVERVIEW

Program Majors:

1. BSN to DNP with concentration in Family Nurse Practitioner (FNP)
2. MSN to DNP

The BSN-to-DNP program offered at VSU is a 10-semester, 81 credit hour program of study that is a pathway for students who have completed their Bachelor of Science in Nursing degree and desire to complete their MSN and DNP degrees. The program offers a seamless transition to obtaining both the FNP and the DNP. The program offers an MSN opt-out option at Semester 7. Upon opt-out declaration students will be granted provisional admission until release of the APRN certification provided by the certifying body of the students' choice. Students desiring certification upon the completion of the NP courses should "opt-out" for the MSN degree and take the certification exam at the time of completion.

If a student chooses to exercise the opt-out option to take their certification exam after the MSN degree requirements have been met, they may continue their doctoral studies the semester immediately following graduation if requested two semesters before graduation. If a student opts out of the BSN to DNP program to receive the MSN-FNP degree, they have 3 years to return to complete the DNP program requirements without academic penalty. The DNP graduate is prepared and equipped for advanced nursing practice and leadership in an increasingly complex health system following the guidelines of the AACN Essentials.

The **MSN to DNP** program offered at VSU is a 5-semester, 38 credit hour program of study. The DNP program prepares graduate Advanced Practice Registered Nurses (APRNs) for leadership roles in an increasingly complex healthcare system utilizing evidence-based practice to design, implement, and evaluate change for improved health outcomes. With its online format, the Post-Master's DNP option allows the working APRN the flexibility to continue their education while working while following the guidelines of the AACN Essentials.

Doctor of Nursing Practice Objectives

1. Present opportunity for seamless transition to advance nursing practice and leadership.
2. Prepare advanced practice nurses for an increasingly complex practice, education, and leadership role.
3. Improve the quality of healthcare by advancing nursing education through evidence-based practice and quality improvement initiatives.
4. Prepare advanced practice nurses with communication skills to foster intra- and inter-professional teams in consulting and collaborating to enhance patient outcomes, including vulnerable populations, and to create change in complex healthcare delivery systems in response to local, regional, and/or global community needs.
5. Prepare to develop, integrate, synthesize, and evaluate scientific underpinnings for advanced nursing practice in the DNP role.
6. Synthesize system theories, health economics, and ethics resulting in improved quality and health outcomes.
7. Critically appraise research findings to design, implement, and evaluate evidence-based practice that result in safe and effective culturally competent clinical outcomes for individuals and populations in the DNP role.

8. Employ information systems and patient care technologies, applying ethical, regulatory, and legal principles, to facilitate system interoperability and transform patient care to maximize healthcare outcomes.

MSN and POST-MASTER'S PROGRAM OVERVIEW

The MSN and Post-Master's curriculum is designed to prepare professional registered nurses for advanced practice (APRN) roles as - defined by the AACN Master's Essentials. All MSN students, are required to take the advanced pathophysiology, advanced health assessment, and advanced pharmacology courses in accordance with the AACN guidelines.

MSN Program Majors:

The MSN program offers the following tracks:

1. Family Nurse Practitioner (FNP)
2. Family Psychiatric Mental Health (FPMH)

MSN Post-Master's Program Majors:

The Post-Master's program offers the following tracks:

1. Family Nurse Practitioner (FNP)
2. Family Psychiatric Mental Health (FPMH)

MASTERS OF SCIENCE IN NURSING OBJECTIVES

1. Synthesize knowledge from a variety of evidence (conceptual models and theories from nursing and related disciplines, practice wisdom and ethics) in advanced nursing practice.
2. Employ scientific inquiry and other ways of knowing to validate, refine, and develop knowledge relevant to advanced nursing practice and the delivery of healthcare services.
3. Effect health policy and promote change through leadership, innovation, and management expertise.
4. Practice advanced nursing in collaborative relationships across disciplines and with communities.
5. Demonstrate healthcare informatics literacy within the context of advanced nursing practice.
6. Promote culturally competent systems that reflect the global context of health.
7. Implement strategies for ongoing personal and advanced professional development through professional involvement, lifelong learning, and fostering an appreciation for doctoral study

Admission, Progression and Graduation

ADMISSION

The admission policy of the School of Nursing Graduate Program is congruent with the admission policy of Valdosta State University. Application is made through the Graduate School, which is located at 903 North Patterson Street, phone 229-333-5694.

BSN to DNP Admission:

Admission to the BSN-DNP program is competitive. The School of Nursing program admits students each Fall semester. The application is available online through the Graduate School. All admission application materials must be received by May 15th for admission consideration to the Fall cohort. To be considered for admission to the Doctor of Nursing Practice Program, an applicant must have:

BSN to DNP

1. Graduated from a NLNAC-accredited or CCNE-accredited Bachelor of Science in Nursing program.
2. A GPA of 3.0 or higher on a 4.0-point scale
3. Evidence of valid (current unencumbered) licensure as a registered nurse.
4. Three letters of recommendation from persons whose observations of the applicant's character and abilities are current. Letters of recommendation must be accompanied by the required General Graduate Recommendation Form.
5. Career Goal Statement: A one- to two-page paper addressing career goals related to advanced practice nursing and the attainment of the D.N.P.
6. Current Vitae or Resume: Including education, work experience and professional development, professional and/or community activities, and research and publications.
7. VSU Medical Form: The form must be completed and signed by the student/applicant. This form must be received prior to enrollment, NOT prior to admission. Applicants who are currently enrolled, and those who attended VSU in the past, are not required to resubmit the Medical Form.
8. Interview: All applicants will be required to participate in an interview with a standardized rubric-based evaluation tool. The department will contact applicants for interview information.
9. Verification of Lawful Presence: (For applicants who believe they qualify for in-state tuition or a residency waiver.) This is not required for individuals who do not qualify for in-state tuition or a residency waiver. This must be received prior to enrollment (if applicable), NOT prior to admission. Citizenship documentation is needed for any applicant who wishes to be considered for in-state tuition. Complete list of accepted documents and [information on residency](#).

Unless otherwise indicated above, all required documents must be received on or before the admission deadline for your file to be reviewed. It is the applicant's

responsibility to allow adequate time for document delivery and to ensure receipt of documents. Please allow at least 7-10 days for delivery by mail.

10. **International Applicants:** This is a partially web-based program. Student visas cannot be issued for programs that are partially online. Please review the information below for specific information and guidelines for students who were educated outside the U.S. or whose native language is not English.

[Test of English as a Foreign Language \(TOEFL\) Exam](#) – Applicants whose native language is not English (based on country of citizenship) must submit official scores on the TOEFL exam with a minimum of 79 on the internet-based test, 213 on the computer-based test, or 550 on the paper-based test. International applicants whose first language is not English but who have earned a bachelor's degree or higher from a U.S. institution may be exempt from the TOEFL requirement.

Evaluation of International Transcripts - Official international transcripts must have a course-by-course credential evaluation by an independent evaluation service that is a member of the American Association of Colleges of Nursing (AACN).

MSN to DNP Admission

Admission to the DNP program is competitive. The School of Nursing program admits students each Fall semester. The application is available online through the Graduate School. All admission application materials must be received by May 15th for admission consideration to the Fall cohort.

To be considered for admission to the Post Master's Doctor of Nursing Practice Program, an applicant must have:

1. Graduated from a NLNAC-accredited or CCNE-accredited Master of Science in Nursing program.
2. Official Transcript from your MSN Degree-Granting School and from any graduate coursework: Transcripts of coursework completed in-residence at VSU will be obtained by the Graduate School. Must hold a Master of Science in Nursing (MSN) from a regionally accredited institution.
A cumulative GPA of 3.0 on a 4.0 scale from a master's degree in nursing program is required.
3. Official international transcripts must have a course-by-course credential evaluation by an independent evaluation service that is a member of the American Association of Colleges of Nursing (AACN). Transcripts from undergraduate institutions are not required.
4. Evidence of valid (current unencumbered) licensure as a registered nurse and as an APRN: Must have current advanced practice nurse certification as a nurse practitioner, clinical nurse specialist, nurse anesthetist, or certified nurse midwife.
Must be actively practicing as an APRN with an unencumbered APRN license.
5. Three letters of recommendation from persons whose observations of the applicant's character and abilities are current. Letters of recommendation must be accompanied by the required General Graduate Recommendation Form.
6. Career Goal Statement: A one- to two-page paper addressing career goals related to advanced practice nursing and the attainment of the D.N.P.
7. Current Vitae or Resume: Including education, work experience and professional

- development, professional and/or community activities, and research and publications.
8. Clinical Hour Certification: [Required Verification of Graduate Clinical and Practice Hours for MSN-DNP students](#). Your Master's program must complete the linked document to certify the number of clinical hours completed (500 hours minimum required).
 9. VSU Medical Form: The form must be completed and signed by the student/applicant. This form must be received prior to enrollment, NOT prior to admission. Applicants who are currently enrolled, and those who attended VSU in the past, are not required to resubmit the Medical Form.
 10. Distance Learning Exemption of VSU Medical Form: The form must be completed and signed by the student/applicant. This form must be received prior to enrollment, NOT prior to admission. Applicants who are currently enrolled, and those who attended VSU in the past, are not required to resubmit the Medical Form.
 11. Interview: All applicants will be required to participate in an interview with a standardized rubric-based evaluation tool. The department will contact applicants for interview information.
 12. Verification of Lawful Presence: (For applicants who believe they qualify for in-state tuition or a residency waiver.) This is not required for individuals who do not qualify for in-state tuition or a residency waiver. This must be received prior to enrollment (if applicable), NOT prior to admission. Citizenship documentation is needed for any applicant who wishes to be considered for in-state tuition. Complete list of accepted documents and [information on residency](#).
Unless otherwise indicated above, all required documents must be received on or before the admission deadline for your file to be reviewed. It is the applicant's responsibility to allow adequate time for document delivery and to ensure receipt of documents. Please allow at least 7-10 days for delivery by mail.
 13. International Applicants: This is a fully web-based program. Student visas cannot be issued for programs that are fully online. Please review the information below for specific information and guidelines for students who were educated outside the U.S. or whose native language is not English.
[Test of English as a Foreign Language \(TOEFL\) Exam](#) – Applicants whose native language is not English (based on country of citizenship) must submit official scores on the TOEFL exam with a minimum of 79 on the internet-based test, 213 on the computer-based test, or 550 on the paper-based test. International applicants whose first language is not English but who have earned a bachelor's degree or higher from a U.S. institution may be exempt from the TOEFL requirement. Evaluation of International Transcripts - Official international transcripts must have a course-by-course credential evaluation by an independent evaluation service that is a member of the American Association of Colleges of Nursing (AACN).

MSN Admission

Admission to the MSN and Post-Master's program is competitive. The School of Nursing program admits students each Fall and Spring semester. The application is available online through the Graduate School. All admission application materials must be received by May 15th for admission consideration to the Fall cohort and by November 15th for consideration in the Spring Cohort. To be considered for admission to the MSN, an applicant must have:

To be considered for admission to the Master of Science in Nursing, an applicant must have

1. Graduated from a NLNAC-accredited or CCNE-accredited Bachelor of Science in Nursing program.
2. A GPA of 3.0 or higher on a 4.0-point scale.
3. Evidence of valid (current unencumbered) licensure as a registered nurse.
4. Three letters of recommendation from persons whose observations of the applicant's character and abilities are current. Letters of recommendation must be accompanied by the required General Graduate Recommendation Form.
5. VSU Medical Form.

Post-Master's Admission:

In addition to the MSN admission criteria listed above, applicants who have a Master's Degree in Nursing and graduated with at least a 3.0 GPA may be admitted to the department's Nurse Practitioner (FNP or FPMHNP) Post-Master's Certificate Program. Because these certification programs utilize past learning experience to satisfy some course requirements, programs of study are highly individualized and tailored to the needs of the students. Therefore, the applicant must meet with the School of Nursing's Graduate Nursing Program Director's to complete a gap analysis (Appendix C) and design a program of study for post-master's requirements. Out-of-state applicants should become familiar with their state's regulations governing distance accessible programs.

TRANSFER CREDIT

Courses considered for transfer credit must: (1) be no more than 5 years of age at the time of admission, unless otherwise approved by the program; (2) be earned at an institution that is regionally accredited; (3) be graduate-level courses; and (4) not exceed specific program limitations on total number of hours. A maximum of 9 credit hours of doctoral level nursing credits or 9 credit hours of master's credits may be applied toward the MSN to DNP or MSN. All transfer requests are subject to approval by the Associate Provost for Graduate Studies and Research. The Graduate Catalog can be found at <http://catalog.valdosta.edu/graduate/>.

Types of Admission

Please refer to the Graduate Catalog for information on types of admission, including probationary, non-degree, and transient admission.

Foreign students are required to pass the Test of English as a Foreign Language (TOEFL). See the Graduate Catalog for minimum acceptable scores.

On admission to the graduate nursing program students are assigned a faculty advisor to assist them in developing an individualized program of study. The Plan of Study (POS) form (available from the College of Nursing and Health Sciences MSN website:

<https://www.valdosta.edu/programs/m-s-degree-with-a-major-in-nursing/>) demonstrates how students will fulfill their degree requirements. A Plan of Study form should be completed and

signed by the student and graduate faculty advisor prior to completion of the second semester of graduate study. If changes are needed to the coursework listed on the Plan of Study form it should be re-written by the student and graduate advisor and attached to the original Plan of Study. Changes to the plan of study may result in delay of program completion.

GRADUATE PROGRESSION

To remain in good standing students must:

Attain a minimum grade of “B” in each nursing course; and maintain a cumulative GPA of 3.0 or higher for all graduate courses. Students receiving two grades of “C” or below (“D,” “F,” “WF,” or “U”) will be dismissed from the program.

In addition, students must present and maintain documentation of:

1. Unencumbered RN/APRN Nursing license.
2. Current physical examination by a licensed health care provider affirming that they are free from communicable disease and able to function safely in a clinical environment.
3. Vaccination, immunity or exemption for:
 - a. Measles, Mumps and Rubella,
 - b. Tetanus toxoid,
 - c. Hepatitis B vaccination,
 - d. Varicella titer,
 - e. TB (students should receive TB screening annually for students with negative test).
Accepted tests include:
 - i. a single blood assay for M. tuberculosis (BAMT) TB blood test (QFT-GIT or T-Spot)
 - ii. or
 - iii. 2 step tuberculin skin tests (TST)
 - iv. or
 - v. Chest X-ray followed by a Symptom check list annually
4. Drug testing as required by affiliating clinical agencies.
5. Maintain current certification through a recognized Healthcare Provider CPR program.
6. Maintain current student malpractice insurance with minimum coverage of \$1,000,000/\$3,000,000.
7. Maintain current health insurance. Nursing students are mandated by the USG to maintain health insurance. Registration will be automatic, and the charge will be applied to your student bill. Waivers may be applied for via the USG waiver portal. See VSU web site for information. <http://studentcenter.uhcsr.com/valdosta>.

Proof of all progression requirements are due the first-class day of each TERM.

Full time graduate students normally take between 6 and 12 credit hours each term. The program is planned using a hybrid format with in-class meetings on weekends approximately once a month during the semester and the balance of coursework on-line.

During or on completion of the last term of coursework, each student must successfully pass a comprehensive or standardized examination in the MSN, Post Master's and BSN to DNP. Students who are unsuccessful on the second attempt of the comprehensive exam will receive an incomplete (I) in NURS 7590 and will need to re-take NURS 7590 and remediation as identified by the course instructor and the graduate nursing director. Remediation can include a plan of study, documentation of student success center mentoring, and documentation of completion of a NP certification review course. In the event of a failure on the 4th attempt of the exit exam, students will receive an F in NURS 7590 and be required to take remediation course(s) as well as re-take the Capstone course at their own expense. The remediation plan of study will be based upon knowledge deficits identified by a group of NP faculty's analysis of the students exit exams results. Graduation dates will be delayed based upon the scheduling of the required remediation course(s) and the re-taking of NURS 7590. Students who do not to pass the exit exam on the 5th attempt, will receive an F in the course and be dismissed from the program.

PROGRESSION

Students have five years from admission to the graduate program to complete the requirements for the degree. If the degree is not completed within the five-year limit, coursework more than five years old may need to be repeated.

READMISSION

Students dismissed from the Graduate Nursing Program due to academic and/or clinical performance, progression, and/or unprofessional behaviors meet the criteria for sanctions and/or dismissal. If the student is dismissed from the nursing program, the student may appeal to the Graduate Faculty Committee per policy. If the dismissal is upheld, the student's right to continue enrollment in the nursing program will be permanently terminated. Dismissed students will not be considered for re-admission. Dismissal from nursing major does not affect the ability of the student to progress in the University in another major.

APPLICATION FOR GRADUATION

To be eligible for graduation students in the Graduate Program must meet the following requirements in addition to any other requirements mandated by the Graduate School and listed in the Valdosta State University Graduate Catalog.

1. Candidates must have achieved a cumulative graduate GPA of 3.0 or better on a 4.0 scale as well as a "B" or better in all graduate nursing courses. **No course grade below a "C" will be credited toward graduation.**
2. Satisfactory completion of the comprehensive or standardized examination and/or DNP Project.

Students must submit an application for graduation one semester prior to their expected graduation date. Students are responsible for obtaining the application form from the Office of the Registrar and contacting their School of Nursing faculty advisor to schedule a meeting to review their academic record and complete the application for graduation.

It is the student's responsibility to submit the completed application for graduation, with all appropriate documentation and fees, to the Office of the Registrar by the required date.

Students are expected to be aware of and meet all deadlines for graduation.

MISCELLANEOUS EXPENSES

Graduate nursing students will incur expenses throughout the program above the fees identified in the Valdosta State University Bulletin. Listed below are some of the major additional costs.

Transportation to and from clinical practice is the responsibility of the student. Travel to some clinical agencies may require several hours' time and public transportation is not available. It is, therefore, necessary that students have (or can arrange for) dependable transportation.

Professional liability insurance must be purchased and maintained throughout the College of Nursing and Health Sciences academic program. Proof of this insurance coverage is required before students can participate in clinical experiences.

Certification in American Heart Association Healthcare Provider Cardiac Life Support (CPR) is also a requirement during the program. The cost of the certification is determined by the offering agency.

Following expenses that will be incurred during the nursing program:

- Cost of Books
- Immunization Tracker (Castle Branch)
- Electronic Portfolio (Typhon)
- Name Tag (to be purchased at bookstore)

There are costs occurring at the end of the program related to graduation. They are:

- Exit Exam – approximately \$65 (BSN to DNP, MSN and Post Master's Certificate Programs)
- Graduation Application Fee - approximately \$40

Many students discover that a personal computer is an asset to their studies.

The University provides computer labs; however, for many students the convenience of having a computer outweighs the additional expense. Students will be required to follow policies related to using BlazeVIEW, email and computing resources on campus. Information related to requirements

for using BlazeVIEW may be found on the VSU Distance Learning web site at : <https://www.valdosta.edu/academics/elearning/blazeview.php> and the Information Technology website on policies at <https://www.valdosta.edu/administration/it/helpdesk/>.

Course Information

ACADEMIC INTEGRITY

Academic integrity and honesty are vital to the purposes of the University and the nursing profession. The University policy regarding student conduct and academic integrity is stated in the Valdosta State University Student Handbook and is applicable to nursing students. The School of Nursing has adopted an Honor Code (see Appendix B).

Students should be aware that sanctions in the nursing profession are imposed because of the vital nature of health care as it affects client well-being. Due to the unique nature of the clinical experience in the nursing program and to the relationship of responsibility for the welfare of the client, it is necessary for the College of Nursing and Health Sciences to expand upon the University's definition of academic irregularity. While the University relates academic irregularity to behaviors, such as plagiarism or cheating, the College of Nursing and Health Sciences must also relate violations to unsafe, irresponsible, and nonprofessional behavior in the clinical setting. Academic irregularity in the clinical setting includes, but is not limited to, failure to assume and/or maintain responsibility for assigned client(s) and the failure to report errors made in providing client care. Students must attend clinical prepared to provide competent care and conform to ethical standards explicit in the ANA Code of Ethics and contained within the guidelines of the Nurse Practice Act. This means that students must provide safe client care during assigned clinical hours unless and until relieved by clinical faculty and are required to notify clinical faculty immediately concerning any error, they believe they have made or might have made in the clinical area so that attention may be given to the affected client(s).

A single violation of academic integrity in the clinical setting may disqualify a student from continuing in the College of Nursing and Health Sciences at Valdosta State University.

CLASS ATTENDANCE

Students are expected to demonstrate punctual attendance during all classroom and clinical experiences. Absence of more than 20% of online activities, classroom, or clinical hours in each course may constitute failure of the course; and excessive tardiness may, at the instructor's discretion, result in a lower grade in the course.

On-campus MSN Orientation and DNP Intensive are required the first semester of the cohort entrance. Students are expected to come to campus to present their project.

The DNP Project

The Valdosta State University Doctor of Nursing Practice degree program requires students to obtain preceptor and advanced field experience sites in their local area. In order to ensure success in the DNP project experience the student must follow the delineated process in completing the project (See Appendix G and H). Students in the DNP will complete a clinical project which includes a presentation to faculty and peers and may be completed on-campus or through synchronous video-conferencing technologies. This project, along with other assignments/experiences, will account for the 500 minimum required clinical hours for the post-master's DNP per accreditation standards.

The DNP Project is used to demonstrate the student's ability to translate scientific evidence for clinical practice. The DNP Project provides students opportunities to examine structures and processes encountered in clinical practice that interfere with the effectiveness of health services. Students are expected to identify a potential change in practice that targets a practice or health problem that is not satisfactorily managed through current standards of care or healthcare system organization. Students are required to design, implement, and evaluate the effect of the change in practice on patients, patient populations, or health systems. Examples of potential DNP Projects include but are not limited to:

- evidence-based intervention or change initiative,
- program evaluation,
- pilot study
- evaluation of a practice model,
- consultation project,
- research utilization project,
- policy initiative

The student, with faculty support, is responsible for the selection of the DNP Project focus. Students are expected to focus their DNP Project on the health care issue or clinical problem identified in the application essay and/or admission interview. These processes are utilized to match the student, projected DNP Project, and CONHS faculty for the DNP program and project. It is critical students establish the project focus early for successful and timely completion of the program. Throughout the DNP program, students will demonstrate expert nursing leadership behaviors and professional collaboration in completing the DNP Project. Students, in consultation with their Chair, are responsible for writing the DNP Project Proposal, preparing and submitting IRB proposals as indicated, completing the DNP Project Report, and preparing a Project Executive Summary for the DNP Portfolio. The culminating products include but are not limited to a DNP Project Presentation. Students in both BSN-DNP and Post-Master's options will provide a presentation to faculty and peers which may be completed on-campus.

DNP Project Team:

The DNP Project is directed by a DNP Team who works with the student to create relevant protocols that enhance the delivery of quality health services and improve health outcomes for diverse patient

populations. The team consists of a minimum of two faculty members, the DNP Chair and the DNP Project Second. An additional member of the team, a Content Expert, is optional, or in the case a Graduate Faculty Representative is not appointed, the Content Expert may serve as the second member of the team.

- a. **DNP Chair** - The DNP Coordinator assigns each student a DNP Chair. The DNP Chair is a full time, CONHS tenure-track faculty member who is considered an expert in the student's area of scholarly effort (or will support the student in finding such an expert) and will remain an advisor to the student through graduation unless a change is sought by the student or is necessary due to a change in faculty circumstances.

The DNP Chair not only assists the student as a primary academic advisor in completion of their program but also has the following responsibilities in assisting the student to complete the DNP project:

- i. Leading the DNP Team to guide the focus and methods of the DNP project from planning through evaluation;
 - ii. Overseeing and approving accurate completion of Typhon clinical hours and portfolio by the student;
 - iii. Communicating with the student's Preceptor or Facilitator to ensure student and project are progressing as expected and to troubleshoot problems;
 - iv. Working with the DNP Team to evaluate the proposal and the finished project.
- b. **DNP Project Second** –This is a full time, CONHS faculty member who will provide expertise as the student identifies experiences relevant to the DNP project. The Project Second will work with the student's Chair, as needed, to guide the focus and methods of the project and assist in evaluation of the proposal and finished project report. The Project Second should be experienced in the DNP Project area of focus and should assist the student and Chair to determine a Content Expert, as needed. DNP Project Seconds should be identified by the first or second semester of their first program year (First Fall or Spring).
- c. **DNP Community Content Expert** - Each student, with the guidance of the DNP Chair and Second, may select a content expert to support the completion of their DNP Project, if needed. This person is intended to provide specialized expertise to support students with content specific support, insights and/or networking opportunities. The Content Expert does not have to be a full time, CONHS tenure-track faculty member but must hold a graduate degree. This member of the student's DNP team must be selected by the end of the second semester of the first program year (Spring 1).

All project team members must complete and sign the **DNP Project Proposal Approval Form** (Appendix E). This form is uploaded into the designated platform and a final signed copy forwarded to the Program Coordinator. If there is a change in project team membership, then an amended document must be signed and submitted to the Chair /Program Director for approval.

Once the project has been discussed and approved by all project team members and faculty the **DNP Project Proposal Approval Form** must be completed and uploaded into the designated platform.

The student will provide contact information to all members and chair of the project. The student will communicate with the project team based on course objectives. The student will implement project team feedback into the scholarly project. The feedback received is to be uploaded by the student into the designated platform. Examples of feedback would be the review of literature, methods, results evaluation and interpretation)

Project Team Responsibility

Project team members will represent and expand upon area of interest. They will guide the student's project in collaboration with the faculty chair of record. They will provide timely feedback as determined by the Project Team Chair on course documents, project plan and interact with other project members as needed. Project team members will provide feedback on paper assignments manually or through track changes in Microsoft Word and return to the student for upload to the designated platform with changes to be made. Project team members agree to allow publication of the documents. Project team members agree to be present at a mutually pre-confirmed time for the final scholarly project presentation in person or via video conferencing.

DNP Project Presentation

The student must formally present their DNP project to the project team and public. The student should be prepared to address any questions. The student should be prepared to present (via video conferencing (online student) or in person (on-ground students) for at least an hour presentation providing highlights of the project. The student will have to submit the final printed/electronic version of the presentation and project to the project team chair prior to the presentation. The form entitled "Approval Form for Final DNP Project Completion" will be completed by the project team after the presentation and the student made aware of the status. This form will be uploaded by the Chair or full- time faculty member into the designated platform. Once the student is granted final presentation approval the form entitled "Approval of Dissemination of Scholarly Project" will be signed by student and Chair.

Institutional Review Board:

Students are expected to protect human participants and disseminate the results of their DNP Project through professional presentation or manuscript. Therefore, students, in consultation with their DNP Chair, should plan early submission of their project protocol to the VSU Institutional Review Board (IRB). During the DNP Proposal course NURS 8316, the instructor will familiarize students in how to complete the "Not Human Subjects Research Request" form located on the VSU Research Compliance website. The form includes completion of a Quality Improvement Project Template summarizing the project protocol. Students will complete these forms, in consultation with their DNP Chair, who will be listed as the "Faculty Lead." Within the IRB, the protocol will be listed under the DNP Chair's name and the student's name. The IRB protocol must be approved before a project involving human subjects can be implemented. The agency in which students are completing the project may also require that its IRB review the protocol prior to implementation.

Manuscript Author Guidelines

Students who choose to disseminate their work through manuscript publication submission or oral/poster presentation at a professional conference are encouraged to do so and must follow the International Committee of Medical Journal Editors authorship guidelines found at: <http://www.icmje.org/recommendations/browse/rolesand-responsibilities/defining-the-role-of-authors-and-contributors.html>.

DNP Practice Experiences:

Students enrolled in the MSN to DNP program are required to complete a minimum of 500 hours Post Master's clinical project hours. A practice experience is an experiential learning activity completed under the guidance of content experts in a relevant setting through which the student acquires and applies knowledge, skills, and attitudes that expand a student's professional framework. Students should refer to the Graduate Clinical Experience Handbook for additional practice experience information.

MSN Practice Experience:

Students enrolled in the MSN, FNP program are required to complete a minimum of 1,000 hours of postbaccalaureate practice experiences (often classified as clinical practice) during the program (AACN DNP Essentials).

GRADUATE GRADING SCALE

The grading scale in the College of Nursing for Graduate students, is:

A	=	90–100
B	=	80–89
C	=	70–79
D	=	60–69
F	=	59 & below

No rounding per CONHS policy; NO EXCEPTIONS

Graduate students are expected to earn course grades of at least “B” in all graduate courses per the School of Nursing and Graduate School policies.

Again, grades of C, D, or F are not sufficient for progression in the curriculum.

ADA STATEMENT

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 229-245-2498 (V/VP) and 229-219-1348 (TTY).

Clinical Information

CLINICAL DRESS

Graduate students are expected to adhere to professional attire and behavior standards. Dress requirements specific to individual clinical courses are included in course syllabi. Students are to wear VSU School of Nursing name badges during all clinical experiences.

DRUG TESTING AND CRIMINAL BACKGROUND CHECK

All students and faculty are subject to the rules and regulations of the clinical facilities with which we affiliate. Students will submit to drug screening and criminal background checks as requested by clinical agencies at their own expense. Inability to access clinical facilities due to drug screening or criminal background check may be grounds for dismissal from the program.

HEALTH CARE LICENSES

Students must maintain current licensure as a Registered Nurse or Advanced Practice Nurse prior to beginning graduate nursing courses and throughout the graduate nursing curriculum. Any change in licensure status, including renewal, shall be reported to the Associate Dean's office within 72 hours of occurrence.

HEALTH AND ACCIDENT INSURANCE

All graduate nursing students must enroll in the mandatory Student Health Insurance Plan as required by the Board of regent of the University System of Georgia or **request a waiver each semester**. Students are responsible for the cost of treatment of any accident or injury occurring while a student in the College of Nursing and Health Sciences, whether the incident occurs in the classroom, clinical experiences, or personal activities. Students enrolled in clinical nursing courses must maintain personal health/accident insurance. Proof of coverage from a carrier of choice must be presented on the first day of class each semester. Any student without insurance or the required proof will not be allowed to attend clinical until such requirements are met.

PROFESSIONAL LIABILITY INSURANCE

Students must show proof of professional liability insurance, minimum amount of \$1,000,000/\$3,000,000 on the first-class day of each semester. Any student without insurance or without the required proof will not be allowed to attend clinical, including mandatory orientations, until this requirement is met. It is the responsibility of the student to maintain coverage throughout the nursing curriculum and to have the documentation available on request of any appropriate person.

BASIC CARDIAC LIFE SUPPORT

Students enrolled in clinical nursing courses must maintain current certification for basic cardiac life support – adult one and two rescuer, infant, and child CPR and obstructed airway. It is the nursing student's responsibility to acquire this certification and maintain it at all times. Proof of certification for the duration of the semester is required for participation in all clinical practicums. Students must have valid and current documentation of the certification and may be required to successfully demonstrate the ability to give cardiopulmonary resuscitation according to the American Heart Association Healthcare Provider criteria.

Students must show a current certification card, good for the entire semester, to the nursing instructor or designee on the first day of class each semester and must submit a photocopy of a current certification card to be placed in the student's file in the College of Nursing and Health Sciences.

CLINICAL EXPERIENCES

Graduate students must plan all clinical experiences with the faculty. Selected experiences must be consistent with course objectives. It is preferred that clinical experiences occur in agencies different from the one in which the student is/has been employed. In no case should students obtain clinical experience within the actual setting (unit, department, clinic, et cetera) in which they currently work. **No time during which students are being reimbursed (employment time) may be counted as clinical time for course credit.**

The College of Nursing and Health Sciences maintains memoranda of understanding (MOU) with over 90 clinical agencies. **Clinical experiences will be obtained as directed by course faculty. Clinical experiences generally occur within the VSU 41 county service area.**

STUDENT RESPONSIBILITIES WHEN WORKING WITH A PRECEPTOR

Students are assigned a preceptor for selected clinical experiences. A standardized clinic log records activity and incorporates evaluation of achievement. Students are expected to maintain communication between the preceptor and faculty about any unusual circumstances. Students are to meet the responsibilities assigned by the preceptor, to maintain prompt and consistent attendance, and to keep the preceptor fully informed of all clinical activities. Students may not work in the clinical area if the preceptor is not available. The faculty member is responsible for evaluating the experience and will consider input from both the student and the preceptor and others as appropriate. Students need to complete an evaluation of the preceptor, the clinical area, and the practicum at the end of the clinical experience.

CONFIDENTIALITY

Students enrolled in the College of Nursing and Health Sciences must hold in confidence all patient related information. Failure to protect any patient's right to confidential treatment may result in a failing course grade and dismissal from the College of Nursing and Health Sciences. To meet College and clinical agency requirements all students are required to affirm their understanding of the patient's right to privacy and need for confidentiality by signing a Confidentiality Statement. A copy of this statement is in Appendix A of this handbook.

HIPAA STATEMENT

The Health Insurance Portability and Accountability Act of 1996 (HIPAA) requires health care providers to abide by the regulations for privacy and confidentiality of protected health information and covers all individually identifiable health information whether the information is electronic, paper or spoken. All students are provided HIPAA guidelines and instructions for conduct regarding protection of patient/client information in each course and are responsible for implementing HIPAA standards and procedures as specified in each clinical setting in which student are placed. Violation of HIPAA may result in dismissal from

the nursing program.

Recommendation for Student/Faculty Clinical Health/Immunization Requirements

The goal of these requirements is to protect students, faculty, patients and staff from diseases and harm. Published standards from the CDC were used to create these recommendations and referenced below.

Evidence	Reference
Measles, Mumps and Rubella*	
Documentation of 1 dose of MMR or Laboratory evidence of immunity or Documented history of disease Born before 1957, laboratory evidence of immunity or should consider 2 doses of MMR at proper intervals for measles and mumps or should receive 1 dose of MMR for rubella	MMWR, June 14, 2013
Varicella*	
Documentation of immunization with 2 doses of vaccine Laboratory evidence of immunity History of varicella disease (date, age, description) Diagnosis of herpes zoster by healthcare provider	MMWR, June 2007
Hepatitis B*	
Documentation of 3 doses of Hepatitis B vaccine with post vaccination laboratory evidence of immunity Laboratory evidence of immunity Declination signed	MMWR, December 20, 2013
Tdap/Td (tetanus, diphtheria, Pertussis) *	
Proof of immunization including at least 1 dose of Tdap if received Td >2 years ago, otherwise Td within 10 years.	MMWR, February, 2013
Annual TB Screening*	
Two-step tuberculin skin test (TST) 1-3 weeks apart if 1 st is negative. If previous documented negative TST within last 12 months, single TST. Previous BCG vaccination – TST as above If previous documented positive TEST – n TST. Baseline chest x ray or result documented. Annual symptom screen if previous positive TST	MMWR, December 30, 2005
Influenza Vaccine	
Annual vaccination against influenza is recommended for health care personnel to reduce risk of contracting the flu and to reduce the risk of transmitting it to others	MMWR, August 5, 2010 Recommendations of Advisory Council on Immunization Practices 2010
Health Exam*	
Performed by healthcare provider (physician, NP, PA) upon NS admission and when change in physical health occurs that may affect ability to fulfill educational requirements. Thereafter, a health form is completed by student/faculty including TB screening questions and change in health status.	
*Required CDC Morbidity and Mortality Weekly reports can found at http://www.cdc.gov/mmwr	

General Information

APPOINTMENTS WITH FACULTY

Appointments with faculty members should be scheduled in advance. Scheduled office hours for faculty members are posted on their office door and in course syllabi. If these posted hours are not convenient the student may request an appointment with the faculty member by email or phone. Please remember that faculty members are scheduled in clinical agencies one or two days a week so it may take some time to receive a response.

Academic Advising for DNP Students:

Academic advisement for DNP and BSN-DNP students is provided by the DNP Program Coordinator. The DNP Program Coordinator will assist students with class registration issues, course sequencing, graduation procedures, academic progression, and utilizing existing university facilities, such as financial aid. Each DNP student is responsible to meet or hold a phone conference with the DNP Program Coordinator prior to or during each registration period. The purpose of this meeting is to inform the student of current offerings in the nursing program and to review the student's progress in the degree plan. •Students should consult the DNP Program Coordinator when events affect their ability to complete courses, progress through the program or interfere with registration. Each student is responsible for awareness and successful completion of all degree requirements.

Academic Advising for MSN Students:

Academic advisement for MSN students is provided by the FNP and PMHNP program coordinators and the graduate faculty. The FNP and PMHNP program coordinators and graduate faculty will assist students with class registration issues, course sequencing, graduation procedures, academic progression, and utilizing existing university facilities, such as financial aid. Each MSN student is responsible to meet or hold a phone conference with their graduate faculty advisor prior to or during each registration period. The purpose of this meeting is to inform the student of current offerings in the nursing program and to review the student's progress in the degree plan. Students should consult their corresponding program coordinators or graduate faculty advisor when events affect their ability to complete courses, progress through the program or interfere with registration. Each student is responsible for awareness and successful completion of all degree requirements.

CHANGE OF ADVISOR

Students will be assigned an advisor in the School of Nursing. The student's advising folder will be maintained in the Administrative Suite in the College of Nursing and Health Sciences. If the student perceives a problem with the assigned advisor, the student will communicate this concern to the advisor and attempt to resolve the problem. If resolution of the problem is not achieved to the student's satisfaction, the student may submit a written request to the Associate Dean for a change of advisor. The student will be notified in writing of the resolution to the request.

COURSE AND FACULTY EVALUATION

Students have the opportunity to evaluate all courses, as well as clinical and classroom instruction, at the end of each semester. Evaluations are part of the overall College evaluation process and faculty will use the student evaluations to plan for appropriate course changes. Faculty will provide instructions to students regarding participation in the evaluation process near the end of the course. All evaluation content will remain anonymous, and faculty will be provided with aggregate evaluation data only after submission of all final semester grades for the course being evaluated.

DRUG FREE SCHOOLS AND WORKPLACE

The College of Nursing and Health Sciences adheres to the policies established by Valdosta State University and specified in the Drug Free Workplace (6/91), Drug Free Schools and Communities Act (9/90), and the Drug and Alcohol Prevention Program (9/90).

In accordance with Valdosta State University's Drug Free Workplace Policy, the College of Nursing and Health Sciences has a responsibility to provide a safe and healthy environment for faculty, staff, and students. Faculty, staff, and students are prohibited from the use, distribution, sale, personal possession, manufacture, or purchase of illegal drugs or alcohol while at work, or in class on the University premises, or while at clinical experience sites. The Valdosta State University College of Nursing and Health Sciences is dedicated to maintaining a drug free workplace and learning environment. An impaired faculty member, staff member, or student constitutes a potential threat to faculty, staff, student, and client safety. Faculty, staff, and students who are suspected to be drug dependent or have an addiction problem are encouraged to seek diagnosis, counseling, and treatment from qualified professionals. The VSU Counseling Center will treat requests for evaluation or therapy confidentially and will provide short-term assistance (5 sessions). Long-term counseling or therapy is the individual's responsibility.

An impaired faculty member, staff member, or student's completion of a program for rehabilitation and treatment facilitates the possibility of return to work or to class following release from treatment.

The inappropriate use of drugs or alcohol is not condoned. Any faculty member, staff member, or student reporting to work, class, or clinical experience sites exhibiting signs/symptoms of alcohol or substance abuse will be requested to submit to a blood and/or urine test for chemical analysis to determine the presence of toxic, hazardous, illegal, or foreign substances. Any faculty member, staff member, or student who declines to submit to testing for reasonable cause will be subject to disciplinary action up to and including discharge or expulsion.

Reasonable suspicion of inappropriate use of drugs or alcohol may come from supervisory observation, co-worker or classmate reports, performance decline, attendance or behavioral changes, or involvement in a workplace, classroom, clinical, or vehicular accident. Suspicion must be verified by at least two witnesses.

A faculty member, staff member, or student suspected of inappropriate use of drugs or alcohol will be escorted to the VSU Student Health Center (if on campus) or to the hospital or agency laboratory (if at a clinical site) where testing will be done according to established protocol. Such testing will be done at the expense of the individual.

Faculty members, staff members, and students charged with a drug violation by law enforcement authorities will be suspended from employment, class, and clinical experience sites. If the charges are dropped, or the involved individual is ruled innocent, the individual may return to employment, class, and clinical experience sites as appropriate.

If the involved individual is convicted of a drug violation, the individual is subject to termination or expulsion. If a faculty member or staff member is convicted of violating any criminal drug statutes the faculty or staff member must notify the Personnel Office within five calendar days of conviction. Students convicted of violating any criminal drug statutes must notify the Dean, College of Nursing and Health Sciences within five calendar days.

CONDUCT GREIVANCE

Disciplinary hearings at Valdosta State University are hearings to arrive at decisions regarding student behavior. These decisions affect the involved students and their relationship with the University. The administration of discipline is an educational process, and the procedures will be determined by educators. Such procedures will give cognizance to the test of fairness, justice, truth, and the requirements of due process. The procedures to be followed by all disciplinary committees are specified in the Valdosta State University Student Handbook.

ACADEMIC GREIVANCE

Students in the College of Nursing and Health Sciences must adhere to the student regulations as outlined in the Valdosta State University Student Handbook. Individual faculty members retain primary responsibility for assigning grades and evaluations. The faculty member's judgment is final unless compelling evidence is presented. The College of Nursing and Health Sciences encourages students to seek open discussion and resolution to grievance by applying the following procedure:

1. The nursing student with a problem is obligated first to seek a resolution to the problem with the involved faculty member. Records of the grievance and resolution will be prepared by each faculty involved. Official appeal of course grades must be initiated within 30 days of the grade's posting on BANNER. Grade appeal forms are available from the Registrar's Office. (<http://www.valdosta.edu/academics/registrar/forms/>)
2. If a satisfactory resolution cannot be reached between faculty and student, the student should submit a written request for review with supporting evidence to the Assistant Dean of Nursing.
3. If a satisfactory resolution cannot be reached between the student and the Assistant Dean,

the student may appeal in writing to the Dean of the College of Nursing and Health Sciences.

4. The student's complaint and the faculty's response will become part of the student's record.

STUDENT PARTICIPATION IN COLLEGE GOVERNANCE

Graduate students are encouraged to participate in the governance of the College. They may participate through the course, faculty, and clinical evaluations done each semester. They may also meet with the Dean during Open Hours that are scheduled once or twice each semester. Additionally, students may participate through the formal committee structure. The committees that have student representation are listed below:

COMMITTEE	OVERVIEW	STUDENT REPRESENTATION
Graduate Nursing Faculty Committee	Monitors the development, implementation, coordination, and evaluation of the graduate nursing curricula.	Two (2) elected faculty members, one (1) member appointed by the Dean, and one (1) graduate nursing student (non-voting member).
Student Affairs	Facilitate student self-governance, student scholarly activities, and student participation in the activities of the CONHS.	Five (5) undergraduate students [from both the Health Science & the undergraduate nursing programs] and two (2) graduate student: one (1) from the MSN program and one (1) from the DNP program.

Honor Code

HONOR CODE

An honor code was developed by students of the College of Nursing and Health Sciences with the assistance and approval of the faculty. The code was developed to instill a body of trust within the students and faculty of the College of Nursing and Health Sciences. Through abiding by this code, students and faculty contribute to their own personal success, as well as the success of all those who are affiliated with the College of Nursing and Health Sciences (adapted from Georgia Baptist College of Nursing and Health Sciences). The Honor Code is

located in (Appendix B); all students are expected to sign a copy of this code for their student record and to abide by the code.

The following guidelines are established as definitions of expected or unacceptable behavior for those students enrolled in the VSU College of Nursing and Health Sciences:

EXPECTED BEHAVIOR

MAINTAINING ETHICAL RELATIONSHIPS

All students are expected to exhibit appropriate, responsible behavior consistent with nursing profession codes of conduct. Responsibilities include but are not limited to the following:

1. nursing students will provide nursing care in a prompt, safe, compassionate, and professional manner.
2. no student will attempt to perform a procedure/intervention without the approval of the clinical instructor or preceptor.
3. students will avoid willful or intentional physical or emotional harm to clients or any other persons involved in assigned duties; and,
4. students are directed to report any known or suspected deviations from policies and procedures to faculty and other proper authority.

UNACCEPTABLE BEHAVIOR

MAINTAINING PROFESSIONAL DEMEANOR

Plagiarism

Using the words, ideas, or conclusions of another person without giving proper credit is a form of intellectual dishonesty known as plagiarism. This behavior has been and still is unacceptable and dishonest. Exact quotes must be cited according to the APA Style Manual (7th Ed.) (Refer to the APA Style Manual Index to locate more detailed information.)

Paraphrasing means to restate; therefore, the wording must be completely changed. "Altering a few words or phrases is not sufficient. . .the entire passage must be restated in your own words" (Tomberlin, 1995). Also, if you use five or more words in a row from someone else's work, you must use that material as a direct quote.

Cheating

Using unauthorized information, as defined by faculty in the course, obtained from students or other sources that may be used to gain academic advantage through false representation or pretense. If the student is in doubt about what constitutes unauthorized information, the student must seek clarification about the matter with the faculty member responsible for the course.

Falsification of Data

Gross negligence or dishonesty in collecting, analyzing, or reporting data in any setting where information is considered pertinent in the accomplishment of the nursing student responsibilities.

Aiding and Abetting Dishonesty

Providing unauthorized information or assistance to another person that may consequently result in grade enhancement or other advancements.

Breaching Confidentiality

Sharing private information and includes, but is not limited to, sharing personal access codes to BlazeView.

CONHS Disposition Policy

PURPOSE

The purpose of the Disposition Policy process is for faculty to identify students who may need intervention to successfully complete both the pre-professional and professional requirements for their program of study. Dispositions are the values, qualities, and professional ethics that influence one's behaviors toward students, families, colleagues and communities. Dispositions can affect student learning, motivation and development of personal and professional growth.

DISPOSITIONAL EXPECTATIONS

1. Demonstrates ethical behavior as defined by the profession: American Nurses Association Code of Ethics: <https://www.nursingworld.org/coe-view-only>
2. Demonstrates professional behaviors as defined by Graduate Nursing Handbook.
3. Adheres to university, class, and clinical policies. Classroom examples include punctuality; adhering to schedules; and observing the classroom structure as outlined in the course syllabi. Clinical examples include adhering to policies of students' program of study; adhering to workplace policies of various clinical sites; punctuality; and meeting the expectations of clinical sites.
4. Exhibits appropriate and professional interactions with faculty, staff, preceptors, and peers. Examples include demonstrating the ability to work with diverse individuals; demonstrating courtesy and respect for all; commitment to diversity; open-mindedness and support of others; and willingness to accept constructive criticism from preceptors and faculty of the student's program of study.
5. Maintains professional appearance, communication and mannerisms. Examples include dressing appropriately for the situation and learning environment; exhibiting competence and professionalism in oral, written, social media, and electronic communications; exhibiting fair and equitable treatment of all; maintaining confidentiality of client records, correspondences, and conversations; demonstrating truthfulness as well as honesty; and working collaboratively

- with peers, faculty and staff.
6. Exhibits appropriate level of preparedness in classroom and clinical settings. Examples include communicating with professors and instructors regarding absences; being prepared to contribute to class discussions on the selected topic; being respectful and attentive in class and at clinical sites; fulfilling course and clinical obligations; completing assignments in a timely manner; exhibiting critical thinking skills; providing ongoing and competent client/patient care; willingness to approach tasks in an organized and skillful manner; and demonstrating self-reflection and the ability to make improvements based on preceptor and faculty feedback.
 7. Demonstrates a collaborative approach with peers, students, faculty, parents, clinical preceptors and administration when seeking solutions to problems. Students demonstrate problem-solving skills in the classroom, among peers, and at clinical sites. Examples include asking questions when a student is unsure about content material or ongoing client/patient care; sharing thoughts and ideas in order to better problem solve; and interacting positively with others in order to create a team-driven, client/patient-centered approach to problem solving.
 8. Displays qualities of lifelong learning through engagement in completion of course requirements, continuous professional development, and academic preparedness. Lifelong learning is a term that applies to continuing one's education through university, community-based, or profession-based programs.

Examples of Actions Necessitating Completion of Disposition Forms, (including, but not limited to)

- Excessive absences or lateness for class or clinical assignments (see University policy and course syllabus).
- Lack of professional dress or demeanor when interacting with other students, clients/patient, preceptors or faculty as defined by student's major department.
- Disruptive behavior toward faculty, staff, preceptors, peer student or guest speakers. This includes classroom disruptive behavior. This extends to clients/patients and preceptors when students are in a clinical area affiliated with their program of study.
- Inability to contribute effectively to a group setting.
- Lack of proficiency and/or professionalism in written and/or oral language skills, electronic forms of communications (i.e., e-mail, text, social media, etc.).
- Lack of professionalism, responsibility, respect for others, confidentiality and accountability on social media.
- Lack of content/ clinical knowledge, including appropriate skill progression, in any content area at the student's current level. Appropriate content knowledge and skill progression is important when working with clients/patients
- Removal from a clinical experience.
- Plagiarism or cheating on any graded activity (see University Academic Integrity policy as outlined in the VSU Student Handbook: <http://www.valdosta.edu/administration/student-affairs/student-conduct-office/student-resources.php>).
- Dishonesty.

- Breach of confidentiality (in accordance with the Health Insurance Portability and Accountability Act).
- Compromising the well-being of a client, patient, or colleague.
- Harassment of clients, preceptors, peer students, faculty, or staff (see University Sexual Harassment, Violence, & Assault policy as outlined in the VSU Student Handbook: <http://www.valdosta.edu/administration/student-affairs/student-conduct-office/student-resources.php>).
- Any other disposition issues outlined by the student's major/field of study

Procedures for Assessing Dispositions

A student's professional dispositions will be assessed in classes, clinical, and community settings. The instructor or preceptor who identifies a deficiency or behavior inconsistent with established dispositions will follow these procedures:

1. Upon a student's action which necessitates the completion of a disposition report, the instructor or preceptor will schedule an informal meeting. The purpose of the meeting with the student is to discuss the area of concern and offer possible solutions and remedies.
 - a. The date of the meeting, the instructor's specific concerns and potential solutions will be documented on the Disposition Report Form (Appendix A) and placed in the student's file.
 - b. Both instructor and student will receive a copy of the completed form.
 - c. The faculty member must complete either a VSU Student Conduct Incident Report or a VSU Academic Integrity Report if applicable. This can be found at <http://www.valdosta.edu/administration/student-affairs/student-conduct-office/>.
2. If a second meeting becomes necessary, based on the same deficiency or additional behaviors of concern, through completion of a second disposition form, the following steps will be implemented.
 - a. The instructor will schedule a meeting to include the student and an ad hoc committee consisting of the student's advisor, the department chair/assistant dean, program coordinator, and the instructor. Students have the option to request an additional committee member outside of the student's program of study, if desired.
 - i. In the event that the program director/coordinator is the person bringing the second disposition issue forward, another committee member must be secured.
 - ii. In the event that the program director/coordinator and the advisor are the same person, another committee member must be secured.
 - b. The faculty member scheduling the formal meeting must complete either a VSU Student Conduct Incident Report or a VSU Academic Integrity Report if applicable. This can be found at <http://www.valdosta.edu/administration/student-affairs/student-conduct-office/>.
 - c. This meeting must occur within 5 university business days of the reported deficiency or behavior. At this time, the instructor who completed the second disposition report will review the prior behavioral concerns recorded in the student's file, as well as the continued or additional concerns that initiated the second report. The student will have

the opportunity to explain her/his position and provide additional relevant information. The department chair or program coordinator will determine whether additional faculty, staff or school personnel are required to support or refute the observed behavior and will meet with those persons to gather the information.

- d. The result of this meeting may be a recommendation that the student be allowed to continue her/his program, development of a remediation plan, or a determination to remove the student from the program. The department chair or program coordinator will make the final recommendation with input from the committee and ensure the decision is delivered to the student within 5 university business days of the meeting occurring. Documentation of the meeting's content, including any written agreements or action plans, will be placed in the student's file. Each attendee will receive a copy.
 - e. The student has a right to appeal the committee's decision within 5 university business days of the student being notified of the decision. He or she must submit the appeal in writing to the Dean of the College of Nursing and Health Sciences. The Dean will review the request and all related documents in the student's file, will meet with the student, instructor and department chair as needed to review the appeal, and will render a decision in writing.
 - f. If a satisfactory resolution is not reached, graduate students may appeal to the Dean of the Graduate School and undergraduates may appeal to the Vice President of Academic Affairs
3. Upon receiving three disposition forms, or any single incident considered a significant violation of ethical or professional behavior, the student may be removed from his or her Program of Study. Ethical and professional behaviors are referenced above, and are defined by each profession in the College of Nursing and Health Sciences
 - a. The faculty member completing the third disposition form must complete either a VSU Student Conduct Incident Report or a VSU Academic Integrity Report if applicable. This can be found at <http://www.valdosta.edu/administration/student-affairs/student-conduct-office>

APPENDIX A

College of Nursing and Health Sciences Disposition Report Form on the Share Drive

Date: _____
Student Name: _____ **ID No.** _____
Major: _____ **Advisor:** _____
Name of Instructor/ Preceptor Initiating Disposition Form: _____

Complete the following:

1. Give evidence for area(s) of concern. Attach copies of documentation.
2. Student response to the completion of the disposition form (student writes response below):
3. Meeting details (department head, faculty member, and student).
4. Action plan (if applicable):
5. The department head, faculty member, and student must sign the appropriate statement below.

Department Head: Statement: I have met with the student and faculty member to discuss this concern and an action plan has been outlined and discussed with the faculty member and the student.

Department Head Signature _____ Date Met: _____

Faculty Statement: I have met with the student and discussed the concern(s).

VSU Faculty Signature _____ Date Met: _____

Student statement: I understand that failure to comply with the outlined action plan may result in my not completing my program of study.

Student: Signature _____ Date: _____

6. Distribute copies of this form to the Student Advising Folder; Department Head, and Faculty Member.

APPENDIX B



Valdosta State University School of Nursing

CONFIDENTIALITY STATEMENT

In accordance with the Law (Official Code of Georgia, Annotated, Sections 37-3,37-4,377) every patient's right to confidential treatment must be protected.

As a student and/or provider of care, I understand that the patient's right to privacy must be protected, and treatment must remain confidential. While providing care, I may become knowledgeable of certain patient related information. This information may include patient identity, information related to a patient's treatment, diagnosis, or to other services received.

I understand that at all times I am restricted from discussing or transmitting any information pertaining to a patient with anyone other than VSU College of Nursing and Health Sciences faculty, clinical instructors, or hospital personnel directly responsible for the patient's care. I understand this includes other students outside of post conference.

Personally, identifying information is any information which is readily used to identify a particular patient including but not limited to: name, address, room number, diagnosis, Social Security number, physical description, names of family members, and photographs. I further understand that if I do discuss patient information, I subject myself to civil liability and may be subject to a failing course grade and dismissal from Valdosta State College of Nursing and Health Sciences.

Signature: _____ Date: _____

Printed Name: _____

APPENDIX C



Valdosta State University School of Nursing

The Honor Code

As a member of the Valdosta State University (VSU) School of Nursing community, I am bound by honor to uphold standards of honesty and integrity; to pursue intellectual, ethical, spiritual, and moral development; and to accept my personal, academic, and professional responsibilities in the community. To attain these ideals, I embrace this Honor Code as my way of life.

By my signature I acknowledge my responsibility and accountability to uphold this code of honor.

Signature: _____ Date: _____

Printed Name: _____

*Adapted from Georgia Baptist College of Nursing

APPENDIX D

GAP ANALYSIS FOR POST-GRADUATE NP STUDENT

Name of Candidate: _____

New National NP Certification Sought: _____

NP National Certification Previously Completed: _____ School: _____ Yr: _____

Instructions:

A gap analysis form is completed for students who are nationally certified NP's seeking partial credit or waiver of coursework towards completion of a post-master's certificate in another NP practice area. The form provides an analysis of completed coursework and clinical experiences compared with the program requirements and national NP competencies necessary for certification in the second NP population-focused area of practice.

- Column 1 lists the courses for the standard required program of study for preparation in the DESIRED NP area of practice.
- Column 2 list courses from the student's transcript that will be used to waive courses from column 1.
- Column 3 identifies and describes clinical hours and experiences needed to meet the required competencies for the new or desired area of NP practice. Students must meet the clinical course requirements of the program of study using both clinical courses previously taken and indicated on the transcript and courses to be completed.
- Column 4 lists all coursework to be completed for the certificate (all courses from column 1 not waived). This column, in combination with column 3, will constitute the student's individualized program of study.

GAP ANALYSIS FOR POST-GRADUATE NP/DNP STUDENT

List Required Courses for the DESIRED NP area of practice	List Courses from Transcript that Satisfy Required Courses listed in Column 1	Type and Number of Clinical Experiences Needed by Student	Coursework to be Completed by the Student for the Certificate

Signature of Program Director: _____

APPENDIX E

DNP Project Proposal Approval Form	
<p>The DNP Project Approval Form is to be submitted by the student to the DNP Project Team and signed and submitted to the DNP Program Coordinator. Once reviewed and approved the proposal may then be submitted to the Institutional Review Board (IRB).</p>	
Student Name:	Date:
Student Signature:	Email:
DNP Project Title	
<p>I hereby accept this proposal for the above-named student and approve it being submitted to the Institutional Review Board.</p>	
DNP Chair:	Date:
Signature:	Email:
DNP Second:	Date:
Signature:	Email:
DNP Community Content Expert:	Date:
Signature:	Email:
DNP Program Coordinator:	Date:
Signature:	Email: mailto:knlee@valdosta.edu

- ☐ Proposal Complete
- ☐ Researcher Certification for Protection of Human Rights Complete
- ☐ IRB Approval received

Returned to student with team notification on ____/____/____ by DNP Program Coordinator.

DNP Program Coordinator Signature: _____

Appendix F

(DNP PROJECT PROPOSAL TEMPLATE)

**[THIS TEMPLATE IS NOT AUTO-FORMATTED
USE IT AS GUIDE AND CREATE AND FORMAT YOUR OWN PROPOSAL
TEMPLATE ACCORDING TO THE INSTRUCTIONS HEREIN]**

Full Title of the Proposal (Title Case)

Author's Name (no professional initials)

Valdosta State University

School of Nursing

Chair: Type your advisor's name here

Second: Type your practice site preceptor/mentor's name here

DNP Community Content Expert: Type your practice site preceptor/mentor's name here

Date of Submission: Month, Day, Year

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Measurement Instrument(s)	10
Data Collection Procedure	11
Data Analysis	11
Results (for final work only)	
Interpretation/Discussion (for final work only)	

Cost-Benefit Analysis/Budget	11
Timeline	12
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Abstract

An abstract is a brief (approximately 500 words—no longer than one page) summary of the contents of the proposal. The abstract includes an overview of the proposed project's introduction and background and review of literature, purpose, method, plan, [results, interpretation/discussion, and conclusion are added when project completed]. Abstract does not contain personal comments **and should not contain citations.**

Required Headers:

Background and Review of Literature:

Purpose:

Methods:

Implementation Plan/Procedure:

Implications/Conclusion:

Keywords, such as those below, are words you used to perform database searches for the proposal.

Keywords: APA style, sixth edition, publication manual

[This template is a guide to writing a DNP project proposal in APA Style, 7th edition. It provides the necessary sections, headings, and subheadings required in a proposal, as well as the line and paragraph spacing, page breaks, page numbering, and referencing styles. It is formatted with one inch top, bottom, left, and right margins; Times New Roman font in 12 point; double-spaced; aligned left; and paragraphs indented 5-7 spaces. The page number appears one inch from the right edge on the first line of each page. APA 7th Edition allows one or two spaces between each sentence. For more information about APA Style, see the *Publication Manual of*

the American Psychological Association (7th ed.), the APA Style web site:
<http://www.apastyle.org>.

Add Full Title of the Proposal (Title Case), Centered, Doubled-Spaced

Introduction

In this introductory section, begin by writing a concise paragraph that gives an overview of your problem telling why the problem within your chosen population is important.

Background

The Background section includes the detailed evidence of the problem. It can be a few paragraphs up to a few pages in length. Build a case for the need for the project that you propose by discussing **key indicators** that are missing, lacking or inadequate. Describe key data about the magnitude of problem, dynamics leading to problem, population characteristics, attitudes and behaviors that are causing or exacerbating your problem. Support this with findings from the literature; include relevant statistics (national, regional, and/or local), and cite them according to APA Style, 7th ed. Public Health Departments and the Centers for Disease Control (CDC) are great places to look for these statistics. As O'Leary (2010) states, the main job of this section is "to ... convince your readers that the problem you want to address is significant and worth exploring" (p. 64). **Example of appropriate citation for quote, but remember, use quotes sparingly.**

Note that all source material used in this proposal must be documented in the body of the paper by citing the authors and dates of the sources (See Appendix A for basic citation guidelines). **When you have multiple sources in one parenthetical citation, they are listed within the citation in alphabetical order of the first author of each article.** The full reference to each citation must appear on a separate reference page entitled 'References'. The reference pages at the end of this template provide examples of types of references frequently used in academic papers. Reference entries are typed in *hanging indent* format, meaning that the first

line of each reference is set flush left and subsequent lines are indented.

Problem Statement

Your introduction section should smoothly transition into a problem statement. It should flow logically from the information you provided. Take all that you have written about your population, problem, and what is lacking in practice and encapsulate it into one to three sentences that succinctly summarize the problem. Then, lastly, explain your Quality Improvement (QI) project approach and how your approach will address the problem.

Organizational “Gap” Analysis of Project Site

Include a description of the gap analysis of the project site to identify why this project is appropriate for the site where it will be implemented. Use your Agency for Health Care Research and Quality (AHRQ) Guide and other resources to outline this section.

Review of the Literature

This section should always start with a paragraph describing your search terms, databases you searched, number of articles found and exclusion and inclusion criteria for choosing articles to review about **the intervention or solution options** for your population problem. The goal of a review of literature is to present an in-depth, current state of knowledge about your particular topic and QI approach to solving the population problem. **Rather than just summarizing and listing research studies, one after another, conducted on your topic, summarize, compare and contrast the works, and then *synthesize* the key concepts of the literature you have read.** Identify any major trends, patterns, or gaps you may have found in the literature and identify any relationships among studies. In general, there is a **five-year span from the present** for the date of literature you should use except for an older, landmark/hallmark study, which should be identified as such. The review of literature for your proposal should provide the context

your future capstone project through your narrative that fully explores the best evidence based practice options to address the problem.

The review of the literature should clearly describe your search strategy, the results from each database, the number of articles yielded, how you eliminated any articles and the final count – as well as types – of articles used. The search process should be precisely described such that if anyone wanted to replicate your search, they would get similar results.

Organize your main findings by using subheadings called Level 2 headings, which are typed in bold face type, in upper and lower case letters (Title Case), and typed flush with the left side of the paper. Use Level 3 headings to further subdivide topics. Level 3 headings are indented, typed in lowercase letters, in boldface, and followed by a period. Examples of Level 2 and 3 headings can be found in this paper under **Project Design**. The APA Manual or the Purdue Owl Writing Center website provides more information about all five levels of headings in APA Style, 6th edition. Use quotes sparingly and only to emphasize or explain an important point. More than one quote per scholarly paper, may be one quote too many!

Do not make broad statements about the conclusiveness of research studies, either positive or negative. Be objective in your presentation of the facts. Each paragraph should begin with a significant statement, well cited! and describe only one key point. The idea is the next paragraph should logically flow from the content of its predecessor.

Conclude the review of literature with a concise summary of your findings and provide a rationale for conducting your DNP project based on your findings.

Evidence Based Practice: Verification of Chosen Option

This section includes a brief statement about the evidence-based practice/s (EBP) [specific practice or educational intervention, program intervention or evaluation, presentation and toolkit, or policy change] QI option that you have chosen and that you will be implementing based on the review of the literature.

Theoretical Framework or Evidence Based Practice Model

In this section, name and define the theoretical or conceptual framework or evidence based practice model that underpins your proposal and future capstone project. Place a diagram of the model as appropriate at the end of the paper in an appendix, after the Reference pages and refer to the diagram in this section. **Demonstrate, using examples, how this framework is used to guide the DNP project.** Remember, your theoretical framework is not an implementation strategy such as Plan/Do/Check/Act (Plan/Do /Study/Act is used for research studies). You may discuss an implementation strategy, including PDCA in the methods section below.

Goals, Objectives and Expected Outcomes

Describe your goals and objectives for the DNP project. Remember the acronym SMART when writing your objectives and expected outcomes. They should be Specific, Measurable, Assignable (specify who will carry them out), Realistic, and Time-specific. You can include a table or a numbered list in this section. Make sure your goals and Objectives match your Expected Outcomes. Make sure that the Expected Outcomes are reasonable for your project design, plan, and timeframe and are *measurable*. Avoid using vague terms such as “understand” for this section.

Example: Four (4) sixty-minute educational presentations from 3pm - 4pm each Wednesday during October 2018 to staff on the the Toolkit vPowerPoint format.

Project Design

In this section, clearly explain your Quality Improvement Project design (what type of project you will be implementing: *Educational intervention, Practice Intervention, Process Improvement, Program Evaluation, Integrative Review with Presentation of Toolkit, or health policy change*) and, the methods (quantitative and qualitative) you will use to obtain the desired data for your project. Use the **future tense** to explain what you **will do** in your DNP project. Convince the reader that your approach is practical and will lead to a credible solution to your proposed problem.

Write a paragraph describing each of the following subheadings as they apply to your project.

Project Site and Population

Describe the setting where the project will take place and the necessary resources for the project. This includes the description of the community, its makeup, current services, the participants and stakeholders, and the role they will play in the project. Describe the characteristics of the participants (providers, patients, community dwellers, administrators, staff, litigators, public health personnel, etc.), and selection or recruitment strategies, if applicable. List the inclusion and exclusion criteria.

Describe how the project site or practice is organized, the services offered, current procedures, staffing patterns, etc. and how you will interact with site personnel and patients (clients) to implement your project. If you are able to get a letter of support for your project on the agency letterhead, please include in the appendices.

Describe the resources, constraints, facilitators and barriers that will influence the implementation of your DNP project. Additionally, describe how you plan to overcome the barriers or roadblocks to actualization of project.

Methods

The Plan is the ‘HOW TO’ part of your proposal. This section includes is a detailed description about how you will actualize (from set-up to data collection) and complete your project. This section should be precisely described such that if anyone wanted to replicate your proposal / project, they could do so.

Measurement Instruments

In order to evaluate the DNP Project there will be data you need to measure. You will need to identify when and how you will measure this data (pre-post intervention, post intervention, at different intervals – a time series etc.) You may start this section: *In order measure the outcomes of this DNP Project the following instruments will be used: Selects either established tools or you may choose to create your own surveys.* In either case you must describe which surveys or tools you will be using to evaluate your DNP Project and include copies in the appendix. You should describe the *strength* of any established tools you choose to use based on the literature.

Data Collection Procedures

Describe all the steps of your project in narrative form, including your plan for implementation and plan for evaluation. You can use subheaders that define your approach. You can use the Plan, Do, Check, Act PDCA framework or key parts of your theory as subheaders to tie together the parts of your plan. Include projected recruitment, steps in actualizing the

intervention, data collection procedures, and evaluation. You can organize your procedures by stages or phases (pre-intervention, intervention, postintervention) of your project implementation and/or according to a timeline.

Data Analysis

Fully address how you plan to describe and or analyze the quantitative and/ or qualitative data that you will collect. Descriptive statistics alone are fine for projects with less than 12-15 participants- consider using graphical representations of your data. These data may be from the measurement instruments you listed or from focus groups, individual or group discussions, or observations

Cost-Benefit Analysis/Budget

Provide an account of costs – financial, time or otherwise and who will bear them. If you are using a clinical site, make sure to show how you offset costs with benefits to site, providers, and patients within the site. Do not include costs for such things as your personal computer use, or your personal transportation unless you are specifically traveling to multiple sites to conduct the project. Place Cost-Benefit Analysis/Budget Table in appendix and refer to it here.

Timeline

Outline in detail the timeline you propose for actualization of your project, starting with proposal approval and continuing through data collection through analysis of and interpretation of outcomes. Remember that your proposal may not be approved until 3-4 weeks into the fall semester. Make a Table for Timeline and place in appendix--See Appendix B for example.

Ethical Considerations/Protection of Human Subjects

Use these narrative sentences to launch this section: “The Valdosta State University Internal Review Board (IRB) approval will be obtained prior to initiating the DNP Project”.

The official IRB Determination Form will be submitted as soon as the proposal is approved. Then, refer to the informed consent document in Appendix XX. Describe how HIPPA and *Standards of Care* assist you to protect your participants. Describe any ethical considerations, risks and benefits, if applicable.

One Example: All participants were protected by the Health Insurance Portability and Accountability Act of 1996 (HIPAA) which, among other guarantees, protects the privacy of patients’ health information (Modifications to the HIPAA Privacy, Security, Enforcement, and Breach Notification Rules, 2013). Additionally, the DNP student and practice personnel who carefully conducted this project followed the *Standards of Care* for practice in a primary care office. All information collected as part of evaluating the impact of this project was aggregated data from the project participants and did not include any potential patient identifiers.

The risk to patients participating in this project was no different from the risks of patients receiving standard XXX care. Participant confidentiality was assured by coding the participants using individual identification numbers. The list of participants and their identifying numbers were kept in locked filing cabinets each practice office, only accessible to the project coordinators. All electronic files containing identifiable information were password protected to prevent access by unauthorized users and only the project coordinators had access to the passwords.

Note: Once you submit the IRB Determination Form and get letter of approval or waiver of Human Subjects, include notice in final work and as an appendix item.

Conclusion

Summarize briefly your clinical problem, the evidence you have presented and your plan for addressing the problem in your specific practice setting. This summary should not include introduction of new citations, but rather explaining how what you have found in your review fits together.

Once you complete the entire proposal, go back to the Table of Contents to fill in the subheaders you have chosen to use for your project proposal narrative and the page numbers that are appropriate for each section and sub-section header. When you do revisions, you will have to go back to the TOC to make sure the subheaders and page numbers are still correct and correctly leveled.

As previously mentioned, all literature cited in the proposal must be referenced in APA Style, 6th edition, on a separate reference page(s). **Please do not list works you have not cited in the text all all citations must have a corresponding reference.** The following list shows the more commonly used references. For more information on how to reference, refer to the *Publication Manual of the American Psychological Association* (7th ed.), the APA Style tutorial web site found at <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>.

Note that appendices appear after the reference page(s). They are used to present detailed information that adds to the body of the paper, for example, sample questionnaires, tables, or figures. Tables usually show numerical values or textual information arranged in an orderly display of columns and rows. Any type of illustration other than a table is a figure. Figures present data in the forms of graphs, charts, maps, drawings, and photographs..

If your manuscript has only one appendix, label it *Appendix* in italics. If it has more than one, label each appendix with a capital letter, for example, ***Appendix A***, ***Appendix B***, according

to the order in which you refer to it in your text. Label each appendix with a title, but refer to it in the text by its label, for example: (see the *Appendix A* for basic APA, 7th edition, citation styles).

References

(Sample citation format)

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- Clay, R. (2008, June). Science vs. ideology: Psychologists fight back about the misuse of research. *Monitor on Psychology*, 39(6). Retrieved from <http://www.apa.org/monitor>
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- Ross, D.L. & Hvizdash, S. (2002). Integrating religious practices in home health care: A case study of collaborative between the health care system and the Orthodox Jew. *Home Health Care Management & Practice*, 14(6), 457-460. 10.1177/108482202236699
- Schiraldi, G. R. (2003). *The post-traumatic stress disorder sourcebook: A guide to healing*. (Adobe Digital Edition version). Doi: 10.1036/10071393722
- Smith, M. (2001). Writing a successful paper. *The Trey Research Monthly*, 53(1), 149-150.

Appendix

(Align Appendices sequentially from first inclusion

in narrative through last inclusion.

Start each new Appendix item on separate page in your actual work)

Appendix A

(or whatever letter will be Costs Table)

Appendix B

Timeline

Table 1

Simplified Project Timeline (yours will have more Task Headers and will be more detailed)

Task	October	November	December	January	February	March	April
Recruitment of eligible participants	X	continued	?				
Intervention; Evaluation; Toolkit	X	X	X	X	X		
Post-test and Analysis of outcomes				X	X	X	X
Results presented to local providers							X

APPENDIX G

BSN to DNP Project Milestones and Timeline

Task	Summer 9th Semester	Fall 10th Semester	Spring 11th Semester
Identify DNP Project Team	X		
CITI Training Completion	X		
Complete DNP Project Team with DNP Coordinator Approval	X		
Determine scope of project	X		
Identify and utilize current scholarly resources	X	Continued	Completion
Utilize Typhon (weekly) as a Documentation Platform to classify Project Hours Completion to successfully complete program requirements	X	Continued	Completion
Complete a written DNP project proposal to team and then IRB	X		
IRB Submission and Approval	X		
Implement approved DNP project		X	Completion
Analyze findings from the approved DNP project			X
Synthesize findings and draw conclusions from the approved DNP project			X
Prepare and submit a final manuscript for dissemination		X	Completion
Successfully complete an oral presentation of the final DNP Project			X

APPENDIX H

MSN to DNP Project Milestones and Timeline

Task	Summer 3 rd Semester	Fall 4th Semester	Spring 5th Semester
Identify DNP Project Team	X		
CITI Training Completion	X		
Complete DNP Project Team with DNP Coordinator Approval	X		
Determine scope of project	X		
Identify and utilize current scholarly resources	X	Continued	Completion
Utilize Typhon (weekly) as a Documentation Platform to classify Project Hours Completion to successfully complete program requirements	X	Continued	Completion
Complete a written DNP project proposal to team and then IRB	X		
IRB Submission and Approval	X		
Implement approved DNP project		X	Completion
Analyze findings from the approved DNP project			X
Synthesize findings and draw conclusions from the approved DNP project			X
Prepare and submit a final manuscript for dissemination		X	Completion
Successfully complete an oral presentation of the final DNP Project			X