



**GRADUATE NURSING
STUDENT HANDBOOK**

Part 1 - Academics

**NORTHERN ARIZONA UNIVERSITY
SCHOOL OF NURSING**

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Dear Graduate Nursing Student,

Welcome to the School of Nursing!!! Your time as a student in the school will be a wonderful exciting learning experience. In an effort to help you navigate through your nursing program, we have developed a Graduate Student Handbook. This Handbook, as well as the Graduate Catalog of Northern Arizona University, serves as a document of understanding between you and the School. It is a guide for your academic and professional development and contains our policies and procedures. As you are reading the Graduate Student Handbook, if you have questions or find something unclear, your graduate faculty advisor, the program coordinators, and I are available to answer questions or find a source of information. If you think of additional items that we should include in future handbooks or other publications, please let me know.

Best wishes for a challenging and satisfying educational experience.

Sincerely yours,

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Section I

Introduction

SCHOOL OF NURSING OVERVIEW

Mission

The mission of Northern Arizona University's School of Nursing is to provide outstanding education to students at the undergraduate, master's and doctoral level who can provide high quality health care services to individuals and diverse communities in an environment of constant change and emerging health care trends. To achieve our mission, faculty plan, guide, and facilitate learning while supporting the learning needs of a diverse community of students. We believe that learning-centered experiences with rigorous expectations and actively-engaged students result in higher-order thinkers and graduates prepared for leadership in real world practice. We value incorporating rural and global healthcare into a variety of educational experiences. Thus education not only expands the thinking of the learner, but increases opportunities for application. Our service mission is to encourage faculty and students to participate in consultative and professional health related services ranging from local to global settings.

Values

The values upon which the vision and mission are founded are:

1. We value the intellectual life shaped by excellence in knowledge, learning, creativity, intellectual curiosity and scholarship;
2. We value diversity within community with respect for the uniqueness of each person, compassion for each person and accountability to one another; and
3. We value growth and service to others informed by mutual empowerment and risk taking.

SCHOOL OF NURSING PHILOSOPHY

The philosophy of the School of Nursing at Northern Arizona University is based on an ethic of caring that embraces students, faculty and staff, and the university community and the global community within which we live and work. We also believe that caring is a conscious, intentional discipline that is part of nursing's unique body of knowledge and is practiced in interdisciplinary contexts. Caring includes the creation and nurturing of an environment that recognizes that students, staff and faculty have unique ways of viewing the world. This philosophy promotes excellence for nursing education and practice in an environment of constant change and emerging healthcare trends.

The faculty believes the transition to the role of competent professional nurse is a major developmental achievement. We believe that nursing is an art and science that is an integral component of healthcare. Applying the discipline of nursing to practice depends on a foundation of natural and human sciences, humanities and arts, the application of research, and the diverse backgrounds of learners. Societal influences in the evolving healthcare system challenge all involved in nursing education.

Education is a dynamic, life-long collaborative process by which an individual pursues life goals, broadens human potential, develops thinking and clarifies values. The faculty believes that learning is the intentional acquisition, application, and integration of knowledge, skills and attitudes. Learning is shaped by the environment and developmental level of the learner, and is ultimately the responsibility of the learner. Faculty plan, guide, and facilitate learning while supporting the learning needs of a diverse community of students. We believe that learning-centered experiences with rigorous expectations and actively-engaged students result in higher-level thinkers and graduates prepared for real world practice. We value incorporating rural and global healthcare into a variety of educational experiences. Thus education not only expands the thinking of the learner, but increases opportunities for application.

The faculty has developed a philosophy that values diverse persons, environment, health, and nursing, and their inter-relatedness. The following meta-paradigm concepts guide the implementation of the organizing framework for the curriculum.

Person

The faculty defines person as being the individual, family, groups and community. The faculty places a high value on human life and dignity. All life experiences involve dynamic and complex processes of human development and achievement of personal growth through learning. The faculty recognizes the interdependence and interconnectedness of the human experience. People come from diverse backgrounds which influence the ways in which each person perceives reality, sets personal goals and discovers meaning in life experiences. Individuals have the right to choose from multiple options that are available in daily living experiences but must also accept responsibility for their choices.

Environment

Environment is more than the physical surroundings; it is an open, pan-dimensional system in which we strive for health and well-being. The environment is all that exists. It is the totality of forces, both internal and external, which influence the person. To achieve this, environmental sustainability from the individual and local to global scale is essential.

Health

Health is a dynamic process that is defined by individuals, families, groups and communities; it is influenced by personal, family, cultural and societal norms. Health is not merely the absence of disease, but a process that involves constant dynamic adjustments, adaptations, and transitions in response to environmental influences.

Nursing

Nursing as a discipline is both an art and science. Nursing is recognized as a creative endeavor that integrates multiple ways of knowing to nurture the wholeness and uniqueness of the person.

Nursing is a profession of caring that includes the essential elements of compassion, competence, conscience, commitment, comportment and confidence. Nurses use the components of caring to create a healthy, healing environment. Caring is a mutual human process whereby the nurse responds to persons with authentic presence and with intention to create an environment conducive to health.

ORGANIZING FRAMEWORK

The School of Nursing faculty has developed an organizing framework that serves as a guide and provides direction for faculty to organize its programs of education and to focus on research, scholarship, clinical practice and community service. The aim of this framework is to prepare nursing professionals for effective professional and civic engagement. The framework represents a systematic organization of concepts which are the essential components of baccalaureate and graduate education.

Curricular Model

Curriculum includes the planned and unplanned learning that occurs in the process of advancing education in the discipline of nursing. Building on prior life, educational and professional experiences the structure of the nursing curriculum moves the learner along the continuum from novice to more expert levels of nursing practice. Embracing the essential need for lifelong learning in the discipline, the faculty develops curriculum to provide educational advancement from the baccalaureate through graduate levels of nursing practice. The graduate curriculum is based on baccalaureate achievement. The outcome goal of this curricular approach is to integrate and evaluate the concepts depicted in the organizing framework that promote advanced professional nursing.

To achieve the SON goal to provide excellence in nursing education at the bachelor, master, and doctoral levels, the current student learning outcomes for the master's and Doctor of Nursing Practice (DNP) programs

are based on the most current [Essentials of Master's Education in Nursing](#) (American Association of Colleges of Nursing (AACN), 2011) and the [Essentials of Doctoral Education for Advanced Nursing Practice](#) (AACN, 2006). The Family Nurse Practitioner track in the master's program is additionally guided by the [Domains and Competencies of Nurse Practitioner Practice](#) (National Organization of Nurse Practitioner Faculty (NONPF), 2014) and the [Criteria for Evaluation of Nurse Practitioner Programs](#) (NTF, 2016) to prepare graduates for advanced nursing practice roles in the primary care of families. The Master's Generalist track is guided by the Essentials of Master's Education in Nursing (AACN, 2011). The curriculum for the Doctorate of Nursing Practice (DNP) program, intended for nurses already holding national certification as an advanced practice nurse, was informed by the AACN Essentials of Doctoral Education for Advanced Nursing Practice (2006).

GRADUATE EDUCATION

The faculty believes that education is a life-long active process. Education provides a mechanism by which an individual pursues life goals, broadens human potentials and opportunities, develops creative thinking and clarifies values.

Learning-teaching is a collaborative process between faculty and students. The process involves developing and achieving the behavioral changes that are specified in the program and course outcomes. Nursing at the graduate level at the Northern Arizona University involves analysis, synthesis, evaluation and application of knowledge and skills relevant to rural health nursing.

The dynamic interaction between the educational program and the learner facilitates progressive levels of mastery of the nursing process. Graduate education has as its ultimate purpose the scholarly pursuit of knowledge about people in their quest for health and recovery from illness and the consequences of nursing care provided to them.

Research is an integral part of education at the graduate level. An attitude of scientific inquiry is fostered as an essential component of practice. Research at this level emphasizes evidence-based practice and the utilization of research.

Graduate Concept Definitions

Clinical Practice and Prevention: The advanced professional nurse applies and integrates broad, organizational, patient-centered, and culturally responsive concepts into daily practice. Mastery of these concepts based on a variety of theories is essential in the design and delivery (planning, management, and evaluation) of evidence-based clinical prevention and population care and services to individuals, families, communities, and aggregates/clinical populations nationally and globally (AACN, 2011, p. 25).

Communication: The advanced professional nurse serves as a patient advocate, cultural and systems broker, leader and coordinator of inter-professional teams across care environments in order to reduce barriers, facilitate access to care, and improve health outcomes. Leadership is achieved through skill development and demonstrating effective communication, planning, and implementation of care directly with other healthcare professionals. Fundamental to effective inter-professional collaboration is inclusion of patients' expressed values, needs, and preferences for shared decision making and management of their care. The advanced professional nurse will actively communicate, collaborate, and consult with other health professionals to manage care across systems. (AACN, 2011, p. 22)

Critical Reasoning: The advanced professional nurse examines policies and seeks evidence for every aspect of practice, thereby translating current evidence and identifying gaps where evidence is lacking. These nurses apply research outcomes within the practice setting, resolve practice problems (individually or as a member of the healthcare team), and disseminate results both within the setting and in wider venues in order to advance clinical practice.

Advanced professional nurses lead continuous improvement processes based on translational research skills and are engaged in identifying questions needing answers, searching and synthesizing the evidence for potential solutions and innovations, evaluating the outcomes, and identifying additional questions.

Advanced professional nurses lead the healthcare team in the implementation of evidence-based practice. These nurses support staff in lifelong learning to improve care decisions, serving as a role model and mentor for evidence-based decision making (AACN, 2011, pp. 15-16).

Graduates are prepared to gather, document, and analyze outcome data that serve as a foundation for decision making and the implementation of interventions or strategies to improve care outcomes. They use statistical and epidemiological principles to synthesize these data, information, and knowledge to evaluate and achieve optimal health outcomes (AACN, 2011, p. 18).

Leadership: Advanced professional nurses are members and leaders of healthcare teams that deliver a variety of services bringing a unique blend of knowledge, judgment, skills, and caring to the team. As a leader and partner with other health professionals, these nurses seek collaboration and consultation with other providers as necessary in the design, coordination, and evaluation of patient care outcomes. In an environment with ongoing changes in the organization and financing of healthcare, advanced professional nurses have a keen understanding of healthcare policy, organization, and financing. In addition, nursing practice at this level requires an understanding of complexity theory and systems thinking, as well as the business and financial acumen needed for the analysis of practice quality and costs (AACN, 2011, pp. 11-12).

Advanced professional nurses will use their political efficacy and competence to improve the health outcomes of populations and improve the quality of the healthcare delivery system. To effectively collaborate with stakeholders, the advanced professional nurse must understand the fiscal context in which they are practicing and make the linkages among policy, financing, and access to quality healthcare. The graduate must understand the principles of healthcare economics, finance, payment methods, and the relationships between policy and health economics. Advocacy for patients, the profession, and health-promoting policies is operationalized in divergent ways. Attributes of advocacy include safeguarding autonomy, promoting social justice, using ethical principles, and empowering self and others (AACN, 2011, pp. 20-21).

Professionalism and Professional Values: Advanced professional nurses build on the competencies gained in a baccalaureate nursing program by developing a deeper understanding of nursing and the related sciences needed to fully analyze, design, implement, and evaluate nursing care.

Advanced professional nurses understand the intersection between systems science and organizational science in order to serve as integrators within and across systems of care. Care coordination is based on systems science (Nelson et al., 2008). Care management incorporates an understanding of the clinical and community context, and the research relevant to the needs of the population. Nurses at this level use advanced clinical reasoning for ambiguous and uncertain clinical presentations, and incorporate concerns of family, significant others, and communities into the design and delivery of care.

Advanced professional nurses use a variety of theories and frameworks, including nursing and ethical theories in the analysis of clinical problems, illness prevention, and health promotion strategies. Knowledge from information sciences, health communication, and health literacy are used to provide care to multiple populations. These nurses are able to address complex cultural and spiritual issues and design care that responds to the needs of multiple populations, who may have potentially conflicting cultural needs and preferences (AACN, 2011, p. 9).

Global Health: The advanced professional nurse is prepared to provide nursing and healthcare within an interconnected, interdependent, diverse, culturally rich global world while promoting and maintaining local and global sustainable environments.

References

AACN. (2011, March). The essentials of master's education in nursing. Located at:
www.aacn.nche.edu/education-resources/MastersEssentials11.pdf

Nelson, E.C., Godfrey, M.M., Batalden, P.B., Berry, S.A., Bothe, A.E, McKinley, K.E., . . .Nolan, T.W. (2008). Clinical microsystems, Part 1. The building blocks of health systems. *The Joint Commission Journal on Quality and Patient Safety*, 34(7), 367-378.

SCHOOL OF NURSING PROGRAM OUTCOMES

BSN Program Outcomes	MS Program Outcomes and Post Masters FNP Certificate	DNP Program Outcomes
<p><u>Clinical Practice and Prevention</u></p> <p>Integrate theory, evidence, professional perspectives, and patient preferences into clinical judgment to provide holistic patient-centered care across the lifespan and healthcare continuum, and in healthcare environments.</p>	<p><u>Clinical Practice and Prevention</u></p> <p>Design patient-centered and culturally responsive strategies in the delivery of clinical prevention and health promotion interventions and/or services to individuals, families, communities, and aggregates/clinical populations.</p>	<p><u>Clinical Practice and Prevention</u></p> <p>Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion and disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.</p>
<p><u>Communication</u></p> <p>Incorporate effective communication into professional nursing practice.</p>	<p><u>Communication</u></p> <p>Develop and collaborate within interprofessional teams and partnerships by using effective communication strategies.</p> <p>Advance patient education, enhance accessibility of care, analyze practice patterns, and improve health care and nurse sensitive outcomes by using information and communication technologies.</p>	<p><u>Communication</u></p> <p>Develop and implement practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products using effective communication and collaborative skills.</p> <p>Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems.</p>
<p><u>Critical Reasoning</u></p> <p>Synthesize evidence and nursing knowledge to evaluate and modify clinical nursing practice, in order to provide holistic, safe, comprehensive, patient-centered care.</p> <p>Integrate reliable evidence from multiple ways of knowing to inform practice and make clinical judgments.</p>	<p><u>Critical Reasoning</u></p> <p>Integrate theory, evidence, clinical judgment, research, and interprofessional perspectives using translational processes to improve practice and associated health outcomes for patient aggregates.</p>	<p><u>Critical Reasoning</u></p> <p>Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.</p> <p>Use science-based theories and concepts to determine the nature and significance of health and health care delivery phenomena, describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and health care</p>

BSN Program Outcomes	MS Program Outcomes and Post Masters FNP Certificate	DNP Program Outcomes
		<p>delivery phenomena as appropriate and evaluate outcomes.</p> <p>Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national and/or international benchmarks to determine variances in practice outcomes and population trends.</p>
<p><u>Leadership</u></p> <p>Integrate knowledge and skills in leadership, quality improvement, health care policy and patient safety into practice to provide high quality care.</p>	<p><u>Leadership</u></p> <p>Analyze how policies influence the structure and financing of health care, practice, and health outcomes.</p> <p>Examine the effect of legal and regulatory processes on nursing practice, healthcare delivery, and outcomes.</p>	<p><u>Leadership</u></p> <p>Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on belief systems and scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences.</p> <p>Demonstrate leadership ability in the development and implementation of institutional, local, state, federal, and/or international health policy.</p>
<p><u>Professionalism and Professional Values</u></p> <p>Integrates professional values and their associated behaviors into the practice of nursing.</p> <p>Incorporates ethical and legal principles and professional standards into nursing practice.</p> <p>Integrates caring’s affective characteristics into patient-centered care and with other healthcare professionals.</p>	<p><u>Professionalism and Professional Values</u></p> <p>Advocate for patients, families, caregivers, communities and members of the healthcare team.</p> <p>Incorporate core scientific and ethical principles in identifying potential and actual ethical issues arising from practice, and assisting patients and other healthcare providers to address such issues.</p>	<p><u>Professionalism and Professional Values</u></p> <p>Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research.</p> <p>Ensure accountability for quality of health care and patient safety for populations with whom they work.</p> <p>Guide, mentor, and support other nurses to achieve excellence in nursing practice</p>

BSN Program Outcomes	MS Program Outcomes and Post Masters FNP Certificate	DNP Program Outcomes
<p><u>Global Health</u></p> <p><u>Global Engagement</u> Advocates for health equity and social justice for vulnerable populations and the elimination of health disparities both locally and globally.</p> <p><u>Diversity Education</u> Promotes safety and quality of health care outcomes for diverse populations incorporating principles of advocacy, leadership and collaboration</p> <p><u>Environmental Sustainability</u> Participates in collaborative efforts to improve aspects of the environment that negatively impacts health both locally and globally.</p>	<p><u>Global Health</u></p> <p><u>Global Engagement</u> Transforms health care systems to address health equity and social justice thus reducing health disparities in vulnerable populations.</p> <p><u>Diversity Education</u> Assumes leadership and/or research roles in developing, implementing, and evaluating culturally reinforcing nursing and other health care services from local to global perspectives.</p> <p>Prioritizes the social and cultural factors that affect health in designed and delivering care across multiple contexts.</p> <p><u>Environmental Sustainability</u> Creates partnerships that promote sustainable environmental health policies and conditions.</p> <p>Analyzes and promote social, political, and economic policies that influence sustainable environments and reduce human health exposures in a global society.</p>	<p><u>Global Health</u></p> <p><u>Global Engagement</u> Develop creative solutions for health care systems to address health equity and social justice thus reducing health disparities in rural and/or disadvantaged populations.</p> <p><u>Diversity Education</u> Analyzes social and cultural components of health and wellness to create solutions that are culturally and socially relevant and acceptable.</p> <p><u>Environmental Sustainability</u> Synthesize inter-professional and interdisciplinary knowledge and approaches that promote sustainable environmental health policies and conditions as well as reduce human health exposures.</p>

GRADUATE PROGRAM CURRICULUM

The Graduate Nursing Program at Northern Arizona University provides the opportunity to select one of several specialties that are used in the healthcare of individuals, families, groups and communities. The Masters of Science (MS) Degree prepares nurses to deliver care in rural health settings in the advanced nursing specialty roles of family nurse practitioner (FNP), and generalist. The MS curriculum focuses on advanced practice with culturally diverse populations. Upon completion of the MS-FNP track or the Post-Master's FNP Certificate, the graduate qualifies for seeking both national and state certification as a Family Nurse Practitioner. Currently, there is no certification of the MS-Generalist graduate.

<http://nau.edu/CHHS/Nursing/Degrees-Programs/Graduate-Studies/MS-Nursing/>

The Doctor of Nursing Practice (DNP) builds on master's education to provide expanded and unique knowledge and expertise. These graduates will have a broader capability to provide high quality healthcare in a complex and increasingly under-funded healthcare system. The Doctor of Nursing Practice (DNP) is a clinical doctorate with emphasis on enhancing leadership expertise in rural and underserved populations.

<http://nau.edu/CHHS/Nursing/Degrees-Programs/Graduate-Studies/Doctor-Nursing-Practice/>

The master's and the DNP program at Northern Arizona University are accredited by the Commission on Collegiate Nursing Education (One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791). The graduate nursing program curricula consists of required core and specialty graduate courses. All students may be required to travel to rural communities for clinical practicum experiences. Students are responsible for their own housing and transportation expenses.

REQUIRED GRADUATE COURSES

Masters (MS) CORE Graduate Courses (REQUIRED)

NUR 510 (3):	Knowledge Development in Nursing
NUR 520 (3):	Applied Pathophysiology for APNs
NUR 530 (3):	Advanced Principles of Evidence-based Practice
NUR 540 (3):	Pharmacology for Advanced Practice Nurses
NUR 550 (3):	Family Nursing Theory and Practice
NUR 560 (3):	Rural Theory and Health Policy
NUR 650 (3):	Advanced Nursing Assessment
NUR 675 (2):	Advanced Roles Transition
NUR 676 (3):	Healthcare Systems: Technology, Quality, and Economics

Total CORE Courses = 26 credit hours

Masters (MS) FAMILY NURSE PRACTITIONER (REQUIRED)

Requires all CORE Graduate Courses, plus the following required Specialty Courses:

NUR 660 (3):	Family Primary Care I
NUR 661 (3):	Family Primary Care Practicum I (180 clinical hours)
NUR 662 (3):	Family Primary Care II
NUR 663 (5):	Family Primary Care Practicum II (300 clinical hours)
NUR 664 (3):	Family Primary Care III
NUR 665 (5):	Family Primary Care Practicum III (300 clinical hours)

Total = 48 Credit Hours

Total Clinical Hours = 780

Post-Master's *FAMILY NURSE PRACTITIONER* Certificate (REQUIRED)

These CORE Graduate Courses may be required by post-master's certificate students and are determined on an individual basis:

NUR 520 (3):	Applied Pathophysiology for APNs
NUR 540 (3):	Pharmacology for Advanced Practice Nurses
NUR 550 (3):	Family Nursing Theory and Practice
NUR 560 (3):	Rural Theory and Health Policy
NUR 650 (3):	Advanced Nursing Assessment

Specialty Courses required:

NUR 660 (3):	Family Primary Care I
NUR 661 (3):	Family Primary Care Practicum I (180 clinical hours)
NUR 662 (3):	Family Primary Care II
NUR 663 (5):	Family Primary Care Practicum II (300 clinical hours)
NUR 664 (3):	Family Primary Care III
NUR 665 (5):	Family Primary Care Practicum III (300 clinical hours)

Total = 22 - 39 Credit Hours

Total Clinical Hours = 780

Masters (MS) *NURSE-GENERALIST* (REQUIRED)

Requires all CORE Graduate Courses, plus the following required Specialty Courses:

NUR 605 (2):	Graduate Research Seminar
NUR 682 (2):	Nursing Leadership Applications

Total = 30 Credit Hours

Total Clinical Hours = 120

Post-Masters *DOCTOR OF NURSING PRACTICE* (REQUIRED)

The Doctor of Nursing Practice (DNP) curriculum consists of a minimum of 30 credit hours of coursework completed at NAU* that directly supports the DNP requirements. Students may transfer up to 41 credit hours of coursework completed in their advanced practice specialty master's degree for a total of 71 credit hours.

NUR 677* (3):	Methods for Evidence Based Practice
NUR 700* (3):	Introduction to DNP
NUR 701* (3):	Healthcare and Policy for Advanced Practice Nursing
NUR 703* (1-9):	Doctor of Nursing Practice Clinical Immersion
NUR 704* (3):	Evidence Based Practice: Project Evaluation
NUR 705* (3):	Leadership for Advanced Practice Nurses in Clinical Practice
NUR 706* (2):	Evidence Based Practice: Dissemination
NUR 712* (3):	Evidence Based Practice: Project Planning and Implementation
NUR 714* (3)	Health and Vulnerable Populations
NUR 716* (3)	Organizational and Systems Leadership for Quality Care

*Must be taken at NAU

Total = 71 (30 NAU/DNP Credit Hours + 41 graduate level coursework)

Total DNP Clinical Immersion Hours = 240

Section II

Graduate Program Policies

POLICY OVERVIEW

Graduate students are expected to be familiar with and abide by University, Graduate College, and School of Nursing policies. These policies are updated regularly and students are encouraged to review them at least annually to ensure they are aware of changes. In addition, School of Nursing policies represent rules and regulations regarding clinical practice and behavior required by the Arizona State Board of Nursing and accreditation bodies.

The policies are available from the following sites and represent those most likely to affect graduate nursing students. Students with questions about these, or other NAU policies, should contact the Graduate College or their adviser for assistance.

Policies & Handbooks are available at the following websites

NAU Academic Catalog: <http://catalog.nau.edu/>

NAU Student-Life Handbook: <http://nau.edu/student-life/student-handbook/>

NAU Graduate Academic Catalog Policies: <https://policy.nau.edu/policy/results.aspx?type=g>

NAU Graduate College Homepage: <http://nau.edu/gradcol/>

NAU Graduate Policies and Handbooks: <http://nau.edu/gradcol/policies-and-forms/policies/>

SCHOOL OF NURSING Policies and Handbook:

ADMISSION

Conditional Admission Standards

Conditionally admitted students must meet the conditions within the time period specified in the conditional admission letter.

Advising

Each graduate student registered for full or part-time study is assigned a graduate faculty advisor. Assignments are made through the School of Nursing. Students are urged to maintain contact with their graduate faculty advisor and to consult with him/her regularly concerning the program of study course information and matters related to the academic program and professional development.

Faculty Advisor's Responsibilities are:

- To be acquainted with the student's interests/needs.
- To discuss the program of study plan for program completion.
- To sign any change of status forms (this is required).
- To be informed about the student's progress in the program.
- To counsel regarding academic questions or problems of the student.
- To counsel regarding work load and course requirements to achieve a successful academic outcome.
- To review the completed Capstone portfolio and project, as graded by course faculty, for the student's academic record prior to graduation.

Graduate Student Advisement Responsibilities are:

- To complete, at the beginning of the student's program of study.
- To review the degree requirements in the catalog and monitor progress.
- Consult with the graduate faculty advisor each semester and schedule an appointment (telephone, face-to-face) with the graduate faculty advisor to discuss the Proposed

- Sequencing Plan and plan of program completion.
- To inform the graduate faculty advisor of academic progress in the program.
- To seek the counsel of graduate faculty advisor regarding work-load, and course requirements to achieve a successful academic outcome.
- To provide to the graduate faculty adviser the appropriate forms (e.g. Change of Status Form and Application for Graduation, available in the Advisement Center), which will require the signature of the graduate faculty advisor.
- To discuss with the advisor any known changes in registration and/or change of status.
- To obtain the signature of the graduate faculty advisor and program coordinator on a Change of Status Form.
- To pre-register during April, November and March for Fall, Spring, and Summer course work.
- To submit the completed MS-FNP Capstone Project, Post-MS-FNP Certificate Capstone Project, MS-Generalist Capstone Project and DNP Project, as graded by course faculty, for the student's academic record prior to graduation.

PROGRESSION/ADVANCEMENT

Academic Requirements (#100319) <https://policy.nau.edu/policy/policy.aspx?num=100319>

SON graduate students must maintain good academic standing in order to continue in or return to the University. This is demonstrated by: 1) a 3.00 GPA for all courses taken including those required in the program; 2) no course grades of "C" or "F"; 3) Failure to meet these requirements will lead to probation or dismissal.

Non-Degree Graduate student

If you are a graduate non-degree student, you can continue as a graduate student as long as you maintain a cumulative graduate grade point average of 2.5 or better.

School of Nursing Grading System

Passing grade is 84% or greater. If you receive less than 84% in a course, you must repeat the course in order to progress. See course repeat policy.

- 93-100% A
- 84-92% B
- 78-83% C
- Less than 78% F

MS Program Requirements

A grade of 84% or better is required to pass a graduate nursing course. If a student earns less than 84% in a graduate nursing course, the student must repeat the course. Therefore, a graduate course with a C or less must be repeated. Students are also required to earn an 84% or better on the final Capstone project which includes the dissemination of the Capstone project. The student's coursework related to the development and completion of the Capstone will be submitted in their portfolio for partial fulfillment of the graduation requirements for the Master's of Science (MS) degree in Nursing.

DNP Program Requirements

A grade of 84% or better is required to pass a DNP graduate course. If a student earns less than 84% in a DNP graduate course, the student must repeat the course. Therefore, a graduate course with a C or less must be repeated.

Students are also required to earn a score of 84% or better on the scholarly project or paper in each DNP course, which will be submitted in the portfolio for partial fulfillment of the graduation requirements for the Doctor of Nursing Practice. If a student earns less than 84% on the course scholarly project or paper, the student will not pass the course and the course must be repeated.

For all tracks and programs

Repeating a Course (#100318) <https://policy.nau.edu/policy/policy.aspx?num=100318>

- A grade of a “B” or better is required to pass a SON graduate course. Students receiving a C or less must be repeated.
- The first earned “C” or “F” will lead to probation and the course can be repeated.
- The second earned “C” or “F” will lead to dismissal.

Withdrawal

- Withdrawal from a course (#100305): <https://policy.nau.edu/policy/policy.aspx?num=100305>
- Withdrawal from all courses: <https://nau.edu/registrar/student-resources/withdrawing/>
- Term withdrawal (#100325): <https://policy.nau.edu/policy/policy.aspx?num=100325>

Incomplete (I) or In-Progress (IP) Course Grade (#100406):

<https://policy.nau.edu/policy/policy.aspx?num=100406>

- All courses must be completed before starting FNP specialty courses.

Leave of Absence ((#100326): <https://policy.nau.edu/policy/policy.aspx?num=100326>

Extension of Time

Students are required to complete their degree within 6 years, however the program realizes there may be situations where students may need more time. The Graduate College will consider extensions of time for one year on a case-by-case basis. Contact either your program advisor or the Graduate College for details regarding this policy.

Continuous Enrollment (#100326): <https://policy.nau.edu/policy/policy.aspx?num=100326>

Graduate nursing students who have not enrolled in classes for three consecutive terms (not counting summer) will be considered withdrawn from the university.

Probation (#100319): <https://policy.nau.edu/policy/policy.aspx?num=100319>

Criteria for Probation in the Graduate Nursing Program included but is not limited to: 1) A GPA of less than 3.00; 2) Earning one grade of “C” or less; 3) Failure to meet the terms of the University, Graduate College, or School of Nursing Policies; 4) Unprofessional conduct.

Dismissal for Academic Reasons (#100319):

<https://policy.nau.edu/policy/policy.aspx?num=100319>

Criteria for Dismissal from the Graduate Nursing Program includes, but is not limited to: 1) Earning a second grade of “C” or “F”; 2) Failure to meet the terms of the University/School of Nursing Probation; 3) Failure to meet academic or unprofessional conduct as defined by the

University, Graduate College, or School of Nursing Policies; 4) Failure to notify the school of non-matriculation for three consecutive semesters (excluding summers); 5) Failure to complete the program within required timeframe; and 5) not successfully passing required program examinations.

RELATED ADVANCEMENT ISSUES

Student Concerns

If a student has a concern regarding a course, the student should first request a meeting with the faculty member to discuss the concern. If not resolved, the student may seek input from their advisor. The student will then meet, with or without their advisor, with the faculty member and program coordinator. If not resolved, the student, faculty member, and program coordinator will meet with the Associate Director. If not resolved, all (or their designee) will meet with the Director. If not resolved, the student may be referred to the appropriate formal procedures with the Dean of CHHS or if appropriate, initiate an academic appeal to the UGCHP.

Grade Appeals (policy #100105): <https://policy.nau.edu/policy/policy.aspx?num=100105>

Academic Appeal Process, Graduate (policy #100103):

<https://policy.nau.edu/policy/policy.aspx?num=100103>

A student may appeal academic actions such as dismissal from a program for academic reason, procedural matters, and any academic issues not addressed by other university policies or procedures by following the university policy, which can be found at:

Request for Readmission after Dismissal (#100319):

<https://policy.nau.edu/policy/policy.aspx?num=100319>

Graduation: <http://www.nau.edu/gradcol/student-resources/graduation/>

ACADEMIC INTEGRITY (# 100601)

<https://policy.nau.edu/policy/policy.aspx?num=100601> The University takes an extremely serious view of violations of academic integrity. As members of the academic community, NAU's administration, faculty, staff and students are dedicated to promoting an atmosphere of honesty and are committed to maintaining the academic integrity essential to the education process. Inherent in this commitment is the belief that academic dishonesty in all forms violates the basic principles of integrity and impedes learning. Students are therefore responsible for conducting themselves in an academically honest manner. Individual students and faculty members are responsible for identifying instances of academic dishonesty. Faculty members then recommend penalties to the department director/chair or college dean in keeping with the severity of the violation. The complete policy on academic integrity can be found at <https://policy.nau.edu/policy/policy.aspx?num=100601>

UNPROFESSIONAL CONDUCT

Graduate Nursing Students are required to adhere to the Code of Ethics established by the American Nurses Association, the Arizona Revised Statutes, including those specific laws pertaining to nursing practice inclusive of rules and regulations of the Board of Nursing, and the NAU Code of Conduct adopted by the Board of Regents and NAU policies. Incidents of unprofessional conduct and violations will be reviewed by the course instructor in accordance

with the communication of concerns. Violations may result in a range of responses, including probation or dismissal from the program.

ANA Code of Ethics: <http://www.nursingworld.org/codeofethics>

Arizona Board of Nursing: <https://www.azbn.gov/>

NAU Student Code of Conduct: <http://nau.edu/student-life/student-handbook/>

Student Life: <https://nau.edu/student-life/student-conduct-safety/student-disciplinary-procedures/>

Academic Integrity: <https://policy.nau.edu/policy/policy.aspx?num=100601>

Unprofessional conduct includes but is not limited to:

1. Nursing behavior that jeopardizes the rights of others and/or the health and welfare of clients/patients.
2. Poor judgment that jeopardizes the safety and/or comfort of clients/patients.
3. Performing procedures with inadequate preparation and/or supervision.
4. Verbally or physically abusing another person.
5. Failure to safeguard client/patient confidentiality.
6. Failure to safeguard client/patient welfare.
7. Leaving a nursing assignment without properly notifying appropriate personnel.
8. Manipulating drug supplies, narcotics, medications or patient records.
9. Falsifying client/patient records or intentionally documenting incorrectly.
10. Misappropriating medications, supplies or personal items of the individual or agency.
11. Resorting to fraud, misrepresentation, or deceit in the areas of theory or theory application.
12. Failing to report through proper channels incompetent, unethical, or illegal practice of any person.
13. Aiding, abetting or assisting any person to violate or circumvent any law, rule or regulation intended to guide the conduct of nurses.
14. Clinical attendance under the influence of alcohol or other drugs.
15. Attending clinical when physically or psychologically impaired by illness, fatigue, or during the communicable phase of an illness.
16. Non-compliance with policies and/or procedures in the Northern Arizona University Student Handbook and/or course syllabi.
17. Non-compliance with Arizona State Board of Nursing Rules and Regulations.
18. Non-compliance with American Nurses Association Code of Ethics for Nurses.
19. Academic dishonesty, such as plagiarism and cheating.
20. Violation of any provisions of this Handbook or of the Code of Conduct adopted by the Arizona Board of Regents.

PROBATION POLICY AND PROCEDURE

1. Definition: Probation is the status of the student whose progression in the program may be delayed, interrupted or conditional due to the criteria listed below.
2. Criteria for Probation in the Graduate Nursing Program
 - A. A GPA of less than 3.00.
 - B. Earning one grade of “C” or less.
 - C. Withdraw-failing from any graduate course.
 - D. Failure to meet the terms of the University, Graduate College, or School of Nursing Policies.
 - E. Unprofessional conduct.

3. Probation Procedure
 - A.
 1. Students who meet the criteria for probation after meeting with their advisor and/or coordinator from the Nursing Program will be referred to the Associate Director for review of possible actions.
 2. If the student has not been afforded the opportunity to present her/his case to the Associate Director the student, may request do so in writing.
 3. The student may be accompanied by her/his graduate faculty advisor during the Associate Director review process.
 - B. Following the review, if deemed a concern, the Associate Director will recommend one or more of the following actions to the Director of the School of Nursing:
 1. Referral to the Dean of the CHHS or the School of Nursing Graduate Committee.
 2. Probation period while in the School of Nursing program.
 3. Referral of the student to the Northern Arizona University Dean of Students or his or her designee to address any alleged violations of the University Code of Conduct.
 4. When indicated, report of the incident to the local law enforcement agency and/or other appropriate agencies or institutions.
 5. A written recommendation from the Associate Director will be made to the Director of the School of Nursing.
 - C. Should the concern be referred to the Director, one or more of the following will occur following the review:
 1. Referral to the School of Nursing Graduate Program Committee.
 2. Probation period while in the School of Nursing program.
 3. Referral of the student to the Northern Arizona University Dean of Students or his or her designee to address any alleged violations of the University Code of Conduct.
 4. When indicated, report of the incident to the local law enforcement agency and/or other appropriate agencies or institutions.
 5. A written recommendation from the Director will be made to the Dean of the College of Health and Human Services.
 - D. For any concern referred to the School of Nursing Graduate Program Committee or the NAU University Dean of Students (or his/her designee), the final decision will be made by the committee, or university official reviewing the case for probation, and will be delivered to the student in writing.

GRIEVANCE PROCEDURE FOR PROBATION

The student has the right to review and grieve a probation decision. The steps are as follows:

1. The student is to meet with the faculty member(s) and/or coordinator recommending the probation.
2. If the grievance is not resolved by meeting with the faculty member, the student will meet with the Associate Director of the School of Nursing to review and grieve the probation.
3. If the grievance is not resolved with the Associate Director, the student will meet with the Director to review and grieve the probation.
4. If the grievance is not resolved by meeting with the Director, the student may request a hearing with the Dean of CHHS, the Graduate College to review and grieve the problem. The decision of the Graduate College is final.

DISMISSAL POLICY AND PROCEDURE

1. **Definition:** Dismissal is the removal of a student from the School of Nursing Program. A student who is dismissed from the program may not continue in the graduate nursing program
2. **Criteria for Dismissal from the Graduate Nursing Program**
 - A. Earning a second grade of "C" or less.
 - B. Withdraw-failing two or more graduate courses
 - B. Failure to meet the terms of the School of Nursing Probation Letter of Expectation whether for academic or unprofessional conduct reasons.
 - C. Unprofessional conduct.
 - D. Failure to notify the school of non-matriculation for three consecutive semesters (excluding summers) results in automatic removal from School of Nursing. Person must re-apply for admission.
3. **Dismissal Procedure for Unprofessional Conduct**
 - A. Students who meet the criteria for dismissal from the Graduate Nursing Program will be referred to the Academic Standards Committee (ASC) for review of possible actions.
 1. If the student has not been afforded the opportunity to present her/his case to the ASC, the student, if requested in writing to the ASC, may do so.
 2. The student may be accompanied by her/his graduate faculty advisor during the ASC review process.
 - B. Following the review, if deemed a concern, the ASC may recommend one or more of the following actions:
 1. Dismissal from the School of Nursing.
 2. Referral of the student to the Northern Arizona University Dean of Students or her/his designee to address any alleged violations of the University Code of Conduct.
 3. When indicated, report of the incident to the local law enforcement agency and/or other appropriate agencies or institutions.
 - C. A written recommendation from the Chairperson of the ASC will be made to the Director of the School of Nursing.
 - D. The final decision will be made by the university official reviewing the case for dismissal, and will be delivered to the student in writing.

GRIEVANCE PROCEDURE FOR DISMISSAL

1. Within ten (10) days of the student receiving the written decision of dismissal from the graduate program, the student may request in writing to meet with the School Director (if the decision was made by School of Nursing Graduate Program Committee) or the Dean of the College of Health and Human Services (if the decision was made by the Director).
2. The Director (SON) or Dean (CHHS) will render a written decision within ten (10) days of the meeting with the student and if the matter remains unresolved the student may follow procedures described by the student Disciplinary Procedures Sections 5-403-A-4, 5-403-D-G, and the University Code of Conduct.

DRUG/ALCOHOL POLICY

Please see Graduate Nursing Student Handbook Part 2: clinical

SELECTED GRADUATE PROGRAM POLICIES

Safe Environment Policy

NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university. It is important that students with concerns about this policy contact the departmental chair, dean's office, the Office of Student Life (928-523-5181), or NAU's Office of Affirmative Action. Students may obtain a copy of this policy from the NAU's Affirmative Action website: <http://nau.edu/affirmative-action/>

Rights Responsibilities and Student Safety

The Office of Student Life is the hub for information and resources to make sure the student's experience at Northern Arizona University is the best it can be. Here you will find information about student organizations, the Student Handbook, Student Conduct and Safety, State Law on Campus Disorder, and student disciplinary procedures. For more information go to:

<https://nau.edu/student-life/>

Students with Disabilities

If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), dr@nau.edu (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation (www.nau.edu/dr) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523- 3312).

Non-Discrimination Policy

In all that we do, NAU maintains a strong commitment to affirmative action and equal opportunity. NAU prohibits discrimination against or harassment of any individual on the basis of age, race, color, religion, sex, sexual orientation, national origin, physical or mental disability, or status as a Vietnam-era veteran, other protected veteran, newly separated veteran, or special disabled veteran in our admission, employment, and educational plans and activities. NAU's nondiscrimination policy complies with Arizona Board of Regents and NAU policy and with state and federal laws including the Civil Rights Act of 1964 as amended, the Age Discrimination in Employment Act of 1967, Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans Readjustment Assistance Act of 1974, the Americans with Disabilities Act of 1990, and the Civil Rights Act of 1991. NAU's Safe Working and Learning Environment Policy addresses all types of discrimination and harassment prohibited by university policy. NAU undertakes affirmative action for minorities, women, individuals with disabilities, and Vietnam-era veteran, other protected veteran, newly separated veteran, or special disabled veteran as required by Executive Order 11246 as amended, the Vietnam Era Veterans Readjustment Assistance Act of 1974 as amended, and Section 503 of the Rehabilitation Act of 1973.

You may inquire about the application of these regulations or NAU's Safe Working and Learning Environment Policy by contacting the Office of Affirmative Action and Equal Opportunity, NAU, PO Box 4083, Flagstaff, AZ 86011-4083 (928-523-3312, TTY 928-523-1006).

Academic Contact Hour Policy

The Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: —an hour of work is the equivalent of 50 minutes of class time...at least 15 contact hours of recitation, lecture, discussion, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each unit of credit. The reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g., preparation, homework, studying.

Sensitive Course Materials

If an instructor believes it is appropriate, the syllabus should communicate to students that some course content may be considered sensitive by some students. University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.

Institutional Review Board (IRB)

Any study involving observation of or interaction with human subjects that originates at NAU—including a course project, report, or research paper—must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities. The IRB meets monthly. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures.

A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office or on their website:

<http://nau.edu/Research/Compliance/Human-Subjects/> If you have questions, contact the IRB Coordinator at; IRB@nau.edu or by phone 928-523-7288

University Use of E-mail

The use of e-mail is to be considered an official method for the communication of NAU business related information for students and employees. The University may send communications to students and employees via e-mail. Students and employees are responsible for the consequences of not reading in a timely fashion University-related communications sent to their official NAU e-mail account. Students and employees are expected to check their NAU official e-mail on a frequent and consistent basis in order to remain informed of University-related communications.

Reference: <https://nau.edu/ITS/Policies/EmailPolicy/>

Section III

Appendices

APPENDIX A: SERVICE & RESOURCES

Faculty and Staff Contact Information

<http://nau.edu/CHHS/Nursing/Faculty-Staff/>

Online Orientation for New MS Graduate Students

<http://tinyurl.com/nau-nursing>

Course Packs

Many faculty post course syllabi prior to the start of classes at the following site:

http://jan.ucc.nau.edu/~nurse-p/students/course_packs.php

Institutional Review Board (IRB)

A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office or on their website:

<http://www.research.nau.edu/vpr/IRB/index.htm>. If you have questions, contact Office of Grant and Contract Services, at 928-523-4340.

Bookstore

As an online student, you can access the NAU Bookstore using the url:

<http://www.bookstore.nau.edu> or by phone 928-523-4041 to inquire about textbooks or other items. Depending on your place of residence, you may visit the bookstore in person. NAU's Bookstore offers everything from textbooks and other kinds of books to personal and office supplies, imprinted clothing and gifts, class rings, USGS maps, computer software for IBM and Macintosh computers, and various brands of computer hardware. For your convenience, they also have automated teller machines outside.

It is recommended that you call the Bookstore for accurate hours of operation. Traditionally, during the academic year, Bookstore hours are from 8 am to 6 pm Monday through Thursday and 8 am to 5 pm on Friday. The hours for weekends and holidays are posted. During the summer operating hours usually are from 7:30 am to 6:00 pm Monday through Thursday and 7:30 am to 4:30 pm on Friday. The hours for weekends and holidays are posted. For more information, contact the Bookstore, NAU, PO Box 6044, Flagstaff, AZ 86011-6044, or call at 928-523-4041.

University Library

The Cline Library offers millions of items in its collections, including books, periodicals, videos, sound recordings, government publications, and archival materials related to the Colorado Plateau and Northern Arizona University. Access more than 100 electronic resources and find more than 80,000 electronic journals and books, searchable via our web site

<http://library.nau.edu/>.

The library is building 28, on Knoles Drive on the Flagstaff campus. The library is open 7 days a week with the exception of some holidays. For more information, visit <http://library.nau.edu/> or <http://library.nau.edu/services/request/askalibrarian.html> to Ask-A-Librarian Contact the **Health and Human Services Library Team** at: 928-523-7100 or Library.Health@nau.edu Call 928-523-2173 with general services and information questions. For research assistance call 928-523-6805. In addition, you can call toll-free at 1-800-247-3380 or drop us a line at Cline Library, Northern Arizona University, PO Box 6022, Flagstaff, AZ 86011-6022.

Library Services: You can access on-demand services and quality research 24/7 through the Library's information rich website.

- Learn how to get connected to licensed library resources at **library.nau.edu/connecting.html**
- Access important online health resources such as: CINAHL Plus (**library.nau.edu/cinahl.html**), BMJ Clinical Evidence (**library.nau.edu/bmjclinical.html**), Medline (PubMed) (**library.nau.edu/medline.html**), and Mosby's Nursing Consultant (**library.nau.edu/nursingconsult.html**)
- Search the library catalog to locate videos, DVDs, sound recordings, books, journals, and other resources in the library's collections.
- Visit the library's Colorado Digital Archives (library.nau.edu/speccoll.html) and experience a taste of the region and culture. You'll find letters, photographs, maps, and more about the Colorado River, Grand Canyon, Native American history and culture (Four Corners area), land use, and the environment.
- Need some quick or intensive one-on-one assistance? You can get personalized research assistance at the front desk via email during the library's approximately 100 open hours.
- Renew books and check your library record
- Can't find something you need for a project? Use the library's Document Delivery Service (illiad.nau.edu/illiad/) to submit your request online. We'll get books, articles, movies, and music from other libraries from around the world at no cost to you.
- Need to watch a movie for a class? If you have a TV and live on campus, you can schedule a movie to be shown via the campus cable delivery system online or by calling Media Services.
- Check out a wireless laptop for use within the Library.
- Create a "wow" presentation by using the multi-media computers with scanners, audio/video production and editing software.
- Need a place to study with a group of friends or classmates? Check out an individual or group study room.
- Cline Library's Special Collections and Archives offer a wealth of unique and diverse materials that document the history and development of the Colorado Plateau
- Meet with a member of the Health and Human Services Library Team. Schedule an appointment via email at: Library.Health@nau.edu .

Bilby Research Center

On the university campus, NAU provides a variety of research and other facilities that support and enrich its academic programs. One of these is the Bilby Research Center. Bilby supports multi-disciplinary research at NAU by providing researchers in the biological sciences, palynology, chemistry, geology, paleontology, anthropology, archaeology, and forestry with space and access to their analytical services laboratory.

Bilby also provides editing and manuscript preparation support and can assist with presentation materials. For more information, Bilby Research Center can be contacted at 928-523-2933. Their mailing address is Bilby Research Center, NAU, P.O. Box 6013, Flagstaff, AZ 86011-6013, or <http://www.bilby.nau.edu/> .

Campus Health Services

For on campus students, NAU's Campus Health Services offers basic health services, and specialized services are available at specific clinics on campus. The staff is equipped and trained to help with complex as well as common problems, such as routine gynecology, preventive medicine, and mental health services. For additional information, contact Campus Health Services, NAU, PO Box 6033, Flagstaff, AZ 86011-6033, phone them at 928-523-2131, or see their web page at: <http://nau.edu/campus-health-services/>

Campus Health Services is open from 8 am to 5 pm, Monday, Tuesday, Thursday and Friday, from 9 am to 5 pm on Wednesday during spring and fall semesters, and from 11 am to 2 pm on Saturdays (most during academic year). Hours vary for holidays and in the summer. It is an outpatient facility staffed by full-time physicians, nurse practitioners, registered nurses, and health educators. They offer laboratory, x-ray, and pharmacy services during most hours that they are open. They also offer wellness services, including group and individual health education, weight control, stress management, and health counseling.

Financial Assistance

Financial assistance for Graduate Nursing students is available in the form of scholarships, traineeships, stipends, and loans. Scholarships, traineeships, and stipends may be awarded to students with regular admission status and satisfactory academic standing. In addition to information on financial assistance students are advised to consult the Office of Financial Aid, PO Box 4108, Flagstaff, AZ 86011 928.523.1778, <http://www4.nau.edu/finaid/>.

Sigma Theta Tau International

Sigma Theta Tau International is the National Honor Society of Nursing. Constituent chapters are established in accredited collegiate schools of nursing. The organization recognizes superior achievement and the development of leadership qualities, fosters high professional standards, encourages creative work and strengthens commitment to ideals of the profession. Membership is by invitation only.

Invitations will be sent to candidates selected by the faculty who have leadership and research abilities, who have completed one-half of the nursing program, and who have a cumulative grade point average of 3.50. Those students who are invited to apply for membership in this prestigious organization are encouraged to investigate the many advantages of membership. More information about Sigma Theta Tau International is available on their webpage, www.nursingsociety.org

Lambda Omicron, the local chapter at NAU, offers opportunities for leadership, scholarship, research and collegial networking through meetings, conferences and funding.

Graduate students who are currently members of Sigma Theta Tau International through other chapters are invited to transfer membership to Lambda Omicron and to participate in meeting with the School of Nursing membership.

APPENDIX B: PROGRAM SPECIFIC INFORMATION

MS-FNP CAPSTONE: CLINICAL PRACTICUM PROJECT WITHIN MS-FNP GRADUATE CURRICULUM

Description

The *MS-FNP Capstone: Clinical Quality Improvement Project (CQIP)* and *Portfolio* represent the culmination of work completed in the MS core courses and the MS-Generalist specialty courses (NUR 661, 663, 665). The program is designed to weave the study of evidence-based scholarship, quality improvement practice and project management skills to prepare the graduate to become a nursing leader capable of producing positive change in the healthcare sector both locally and globally. Throughout the program students will direct their work towards developing knowledge and skills to apply toward their clinical practicum experience and the *MS-FNP Capstone: CQIP*. The *MS-FNP Capstone: Clinical Practicum* will demonstrate integration of best practice in a clinical setting, and reflect the School of Nursing Master's Program Outcomes where applicable. The *MS-Generalist FNP CQIP* will include development and submission of a scholarly report and presentation. The *Portfolio* will contain assignments from *MS-FNP* coursework demonstrating a progression of knowledge and skills over the duration of the *MS-FNP* program.

Portfolio Components

In the *MS-FNP* core courses, students will work with course faculty and the program coordinator to develop the necessary knowledge and skills needed in clinical practice and to develop the final *MS-FNP Capstone: CQIP*. Students will be expected to submit their final paper/project report for each of the core MS-FNP upon program completion. Each course will develop new knowledge and skills that the *MS-FNP* student will be expected to incorporate into the design, plan, intervention, and evaluation of their *Graduate Capstone: CQIP*.

Use of BlackBoard Learn (BBL)

The use of BBL will be considered the official method for the communication of course-related information for students and faculty in the *MS-FNP* program. The faculty may send communications to students via BBL and students are responsible for the consequences of not reading in a timely fashion any course-related communications. Students are expected to access their BBL course on a frequent, if not daily basis, to remain informed of course-related communications.

NUR 510: Knowledge Development

In this course students will identify concepts and theories applicable to topics and practice. This knowledge can be applied to development of the *MS-FNP Capstone: Clinical Practicum Project*. The course syllabus, rubric for the course paper/product and the final course paper/product will be included in the *MS-FNP Portfolio*.

NUR 530: Advanced Principles of Evidence-based Practice

In this course students learn how to formulate a clinical question and to search and critically appraise the literature as a preliminary step towards identification of best practices. This knowledge can be applied to development of the *MS-FNP Capstone: Clinical Practicum Project*. The course syllabus, rubric for the course paper/product and the final course paper/product will be included in the *MS-FNP Portfolio*.

NUR 550: Family Nursing Theory and Practice

In this course students will examine family nursing theory and practice. This knowledge can be applied to development of the *MS-FNP Capstone: Clinical Practicum Project*. The course

syllabus, rubric for the course paper/product and the final course paper/product will be included in the *MS-Generalist Portfolio*.

NUR 560: Rural Theory and Health Policy

In this course students will have an opportunity to analyze the impact of rural theory and health policy on health care delivery. The course syllabus, rubric for the course paper/product and the final course paper/product will be included in the *MS-FNP Portfolio*.

NUR 675: Advanced Roles Transition

In this course students will examine the nurse generalist role as a leader and innovator in the delivery of health care. The course syllabus, rubric for the course paper/product and the final course paper/product will be included in the *MS-FNP Portfolio*.

NUR 676: Healthcare Systems: Technology, Quality, and Economics

In this course students will examine how technology, cost, quality, economics, and ethical issues influence the delivery of health care. The course syllabus, rubric for the course paper/product and the final course paper/product will be included in the *MS-FNP Portfolio*.

Development of the MS-FNP Capstone: Clinical Quality Improvement Project:

All FNP students must complete the Capstone Clinical Improvement Project.

NUR 661: Family Primary Health Care Practicum I

Students will incorporate previous knowledge and skills from the curriculum core courses as they continue their inquiry into best practices for health promotion and disease management. It is at this juncture the student will identify an opportunity to integrate an evidence-based practice project into the clinical setting to improve health outcomes for an identified population. The student will work with their preceptor and supervising clinical faculty to determine an appropriate health issue, setting, and population.

A scholarly paper will be submitted in NUR661 describing the health or healthcare issue, population and setting being addressed through the project, including pertinent background and/or historical context, and why this is an important issue in the clinical setting. This paper should also contain discussion of the relevance of the issue to health policy, family health theory, and rural and underserved communities.

NUR 663: Family Primary Health Care Practicum II:

Students will continue development of their *FNP Capstone: CIP* project by focusing on best practices related to their topic. The *FNP Capstone* proposal will be discussed with the preceptor and supervising clinical faculty. The scholarly paper from NUR663 will discuss the planned project, the project design, future implementation, and any perceived barriers. This paper will comprise a portion of the final paper for the *FNP Capstone: CIP*.

NUR 665: Family Health Care Practicum III:

Students will continue refinement and initiate implementation of their *FNP Capstone: CIP* project. This project should be implemented in the clinical setting in collaboration with supervising clinical faculty and preceptors. The project will be implemented prior to mid-term. Students will also be expected to prepare and present a narrated 15-20 minute presentation of their overall project experience for their course colleagues, mentors, and faculty.

Portfolio

Students will set up their portfolio using a word-processing software package (e.g., MS WORD®) and are to save all documents within each folder in Adobe Portable Document Format (pdf). The student's portfolio is due at the end of NUR 665. Each course (see below) will have its own folder. The course syllabus, course paper/product rubric information and final paper/product from each course will be added to the correct folder for that course within the portfolio. Students must make corrections in their course paper/product suggested in faculty feedback to ensure their best work is being submitted.

Folder 1	NUR 661: <ul style="list-style-type: none">• <i>Learning contracts</i>• <i>Site evaluation(s)</i>• <i>Paper time logs</i>• <i>Final Paper/Product</i>
Folder 2	NUR 663: <ul style="list-style-type: none">• <i>Learning contracts</i>• <i>Site evaluation(s)</i>• <i>Paper time logs</i>• <i>Final Paper/Product</i>
Folder 3	NUR 665: <ul style="list-style-type: none">• <i>Learning contracts</i>• <i>Site evaluation(s)</i>• <i>Paper time logs</i>• <i>Final Capstone project</i>

Rural Health Professions Program

Arizona Rural Health Professions Program (RHPP)

The Arizona Rural Health Professions Program (RHPP) is a core program supported by Arizona AHEC annually since fiscal year 2007. The Arizona Legislature created RHPP in 1997 (Arizona Statute 15-1754) to address shortages of health professionals in Arizona's rural communities. RHPP provides rural training experiences for students from the University of Arizona (UA), Arizona State University (ASU) and Northern Arizona University (NAU). RHPP is voluntary for student participation but mandatory for the three participating state universities. Please contact Dr. Christina Moorooian-Pennington (christina.moorooian-pennington@nau.edu) the NAU RHPP Director directly to determine FNP Student participant eligibility.

RHPP is central to the mission of Arizona AHEC to help prepare the health workforce for rural and urban underserved populations. Arizona AHEC initiated financial support of RHPP to the participating schools with the goal of increasing the numbers of students who participate in RHPP. While RHPP by history focuses on rural Arizona communities, Arizona AHEC also supports clinical rotations in Arizona's urban medically underserved communities.

Mission

The Rural Health Professions Program of Northern Arizona University School of Nursing contributes to the pool of Advanced Practice Registered Nurses whose goal is to become a skilled rural primary care provider, specifically Family Nurse Practitioners, through innovative educational experiences, engaging clinical residences in rural and medically-underserved communities across Arizona, and the application of evidence-based translational scholarly

projects that seek to mitigate rural health disparities, and improved the health-related quality of life of rural and medically-underserved populations across the lifespan.

RHPP Tenets

The RHPP program is designed around the following tenets: (1) Prepare Family Nurse Practitioner Rural Health Primary Care Providers; (2) Support rural health interprofessional education and training opportunities through a state-wide network with other rural health profession programs; and (3) Active participation in evaluating RHPP program outcomes through various qualitative and quantitative measures.

Program Goals

1. Support the development of the FNP students' interest in seeking careers in rural settings
2. Support opportunities (didactic, clinical, and financial) for students to experience the challenges and rewards of rural primary care practice
3. Encourage nurse practitioner students to enter rural primary care practice following program completion.

Program Details

Annually, an informational meeting is held in May during the first week FNP Intensive and clinical coursework (NUR 661) to explain the Rural Health Professions Program (RHPP) to second year Family Nurse Practitioner (FNP and Post masters FNP) students. FNP students who are interested in the rural focus opportunity must submit an application to RHPP director by May 31'st of their enrollment in NUR 661. Only 10-20 students (depending upon annual funding received) will be selected for the rural focus opportunity. The RHPP students, who are accepted into the rural focus, engage in additional learning and skills-based experiences throughout the final courses of their FNP program of study. A requirement for application submission to the RHPP is the successful completion of NUR 560 Rural Theory and Health Policy. In addition to the standard nurse practitioner core coursework, RHPP participants will receive additional exposure to rural health policy, rural health theory, and special considerations of rural primary care practice. RHPP participants will complete more than 400 hours of primary care in a rural setting, and conduct a rural focused Evidence-Based Practice Project and present their project in the form of a poster at the Annual Arizona AHEC Interprofessional Education Conference, held each year on the campus of the University of Arizona Health Science Center in Tucson.

Financial Support

Funding per student will vary based upon the following information and Arizona AHEC Annual Funding.

1. Clinical site how far the RHPP student needs to travel from their home and, if overnight accommodations are needed to safely complete their assigned clinical rotation.
 - A. For students who live less than 60 miles from their clinical site each way, no overnight support will be offered, and the maximum amount of support offered will be up to \$1,000 per semester. *
 - B. For students traveling 60 or more miles RT and do not stay overnight, they may receive up to \$1,000 to \$1,500 each semester. *
 - C. For those students who travel greater than 60+ miles, and are assigned to a rural clinical site requiring overnight accommodation will receive up to \$3,500. *
2. Funding is contingent on the student being in a passing mode in current coursework, good academic standing throughout the entire FNP Program of Study, meeting RHPP Director report submission guidelines (discussed during May information session and assigned), and active participation in informal training and interprofessional education (IPE) experiences.

NOTICE: Should financial need surpass available funding, priorities will be as follows:

1. Rural clinical placements > 60 miles EACH way and requiring an overnight accommodation if student is assigned to consecutive days at the same clinical site,
2. Rural clinical placements > 40 but < 60 miles EACH way, but do not require an overnight accommodation, AND the student is assigned to consecutive days at the same clinical site,
3. Rural clinical placement \leq 40 miles and is assigned to consecutive days at the same clinical site, with no overnight accommodation.
4. A. Rural, then B. Medically-Underserved clinical placements \leq 40 miles, with no overnight accommodation.

For purposes of funding the NAU Arizona student address will be used to determine funding related to travel. Documentation must be submitted monthly to the RHPP Director to receive funding throughout the RHPP experience.

MS-GENERALIST CAPSTONE: CLINICAL PRACTICUM PROJECT WITHIN MS-GENERALIST GRADUATE CURRICULUM

Description

The *MS-Generalist Capstone: Clinical Quality Improvement Project (CQIP)* and *Portfolio* represent the culmination of work completed in the MS core courses and the MS-Generalist specialty courses (NUR 605 and NUR 682). The program is designed to weave the study of evidence-based scholarship, quality improvement practice and project management skills to prepare the graduate to become a nursing leader capable of producing positive change in the healthcare sector both locally and globally. Throughout the program students will direct their work towards developing knowledge and skills to apply toward their clinical leadership experience and the *MS-Generalist Capstone: CQIP*. The *MS-Generalist Capstone: Clinical Practicum* will demonstrate integration of best practice in a clinical or community setting, and reflect the School of Nursing Master's Program Outcomes where applicable. The *MS-Generalist CQIP* will include development and submission of a scholarly report and presentation. The *Portfolio* will contain assignments from *MS-Generalist* coursework demonstrating a progression of knowledge and skills over the duration of the *MS-Generalist* program.

Portfolio Components

In the *MS-Generalist* core courses, students will work with course faculty to develop the necessary knowledge and skills needed in clinical practice and to develop the final *MS-Generalist Capstone: CQIP*. Students will be expected to submit their specific course syllabi, as well as their final paper/project report for each of the core graduate courses upon program completion. Each course will develop new knowledge and skills that the *MS-Generalist* student will be expected to incorporate into the design, plan, intervention, and evaluation of their *Graduate Capstone: CQIP*.

Use of BlackBoard Learn (BBL)

The use of BBL will be considered the official method for the communication of course-related information for students and faculty in the *MS-Generalist* program. The faculty may send communications to students via BBL and students are responsible for the consequences of not reading in a timely fashion any course-related communications. Students are expected to access their BBL course on a frequent, if not daily basis, to remain informed of course-related communications.

NUR 510: Knowledge Development

In this course students will identify concepts and theories applicable to topics and practice. This knowledge can be applied to development of the *MS-Generalist Capstone: Clinical Practicum Project*. The course syllabus, rubric for the course paper/product and the final course paper/product will be included in the *MS-Generalist Portfolio*.

NUR 530: Advanced Principles of Evidence-based Practice

In this course students learn how to formulate a clinical question and to search and critically appraise the literature as a preliminary step towards identification of best practices. This knowledge can be applied to development of the *MS-Generalist Capstone: Clinical Practicum Project*. The course syllabus, rubric for the course paper/product and the final course paper/product will be included in the *MS-Generalist Portfolio*.

NUR 550: Family Nursing Theory and Practice

In this course students will examine family nursing theory and practice. This knowledge can be applied to development of the *MS-Generalist Capstone: Clinical Practicum Project*. The course

syllabus, rubric for the course paper/product and the final course paper/product will be included in the *MS-Generalist Portfolio*.

NUR 560: Rural Theory and Health Policy

In this course students will have an opportunity to analyze the impact of rural theory and health policy on health care delivery. The course syllabus, rubric for the course paper/product and the final course paper/product will be included in the *MS-Generalist Portfolio*.

NUR 675: Advanced Roles Transition

In this course students will examine the nurse generalist role as a leader and innovator in the delivery of health care. The course syllabus, rubric for the course paper/product and the final course paper/product will be included in the *MS-Generalist Portfolio*.

NUR 676: Healthcare Systems: Technology, Quality, and Economics

In this course students will examine how technology, cost, quality, economics, and ethical issues influence the delivery of health care. The course syllabus, rubric for the course paper/product and the final course paper/product will be included in the *MS-Generalist Portfolio*.

Development of the *MS-Generalist Capstone: Clinical Quality Improvement Project*:

All MS-Generalist students must complete the Clinical Quality Improvement Project.

NUR 605: Graduate Research Seminar

Students will apply previous course knowledge and skills as they design their Graduate Capstone Clinical Quality Improvement Project (CQIP) utilizing the organizing framework of project management. Project management is a process of coordinating and directing resources to meet the formal, defined, approved goals and objectives outlined in your CQIP. Students will be expected to identify an opportunity to integrate a CQIP working in concert with their community-based clinical agency to facilitate a system change or improve health outcomes for an identified need. The student will work with their course instructor to determine an appropriate health-related topic, setting, population, and mentor. When there is agreement between the student and course instructor this process will be formalized into a measurable project proposal that will be implemented and evaluated in NUR 682.

The CQIP proposal will be expected to incorporate the NAU School of Nursing Program Outcomes wherever practical. This CQIP proposal will serve as the foundation for the 120-hour practicum and culminating scholarly report in NUR 682.

NUR 682 Nursing Leadership Applications

Students will continue refinement and initiate implementation of their *MS-Generalist Capstone: Clinical Quality Improvement Project (CQIP)* developed and approved in NUR 605. The project must be concluded and evaluated by the 12th week of the semester, and the final scholarly CQIP report will be due at the beginning of the last week of the semester. Students will also be expected to prepare and present a narrated 15-20 minute presentation of their overall project experience for their course colleagues, mentors, and faculty.

Portfolio

Students will set up their portfolio using a word-processing software package (e.g., MS WORD®) and are to save all documents within each folder in Adobe Portable Document Format (pdf). The student's portfolio is due at the beginning of NUR 605. Each course (see below) will have its own folder. The course syllabus, course paper/product rubric information and final paper/product from each course will be added to the correct folder for that course within the portfolio. Students must make corrections in their course paper/product suggested in faculty feedback to ensure their best work is being submitted.

Folder 1	NUR 510: <i>Final Paper/Product</i>
Folder 2	NUR 530: <i>Final Paper/Product</i>
Folder 3	NUR 550: <i>Final Paper/Product</i>
Folder 4	NUR 560: <i>Final Paper/Product</i>
Folder 5	NUR 675: <i>Final Paper/Product</i>
Folder 6	NUR 676: <i>Final Paper/Product</i>
Folders 7 & 8	NUR 605 and NUR 682: <i>Capstone Clinical Practicum Project/Product and Scholarly Report</i>

DNP SUMMARY

DNP Project and Program Portfolio

The school of nursing requirements for a Doctor of Nursing Practice (DNP) degree includes successful completion of all courses, and the summary work from each course, with a grade of 'B' or better.

Summation of the DNP program will include:

- 1) Oral presentation of project proposal
- 2) Submission of a final written project document
 - a. Scholarly paper or
 - b. Manuscript for submission to a peer-reviewed journal, or
 - c. Executive summary, or
 - d. White paper
- 3) Dissemination of the scholarly project
 - a. Abstract submission to regional, national, or international conference, or
 - b. Presentation to stakeholders or community of interest directly related to the project
- 4) Final oral presentation of the scholarly project
 - a. Presented at the NAU campus
- 5) Completion of a portfolio
 - a. The primary work from each course.
 - b. Documentation of personal learning objectives, short and long-term goals, and program outcomes.
 - c. Achievement in meeting the DNP Essentials.
 - d. Documentation of clinical immersion hours.
 - e. Details of clinical immersion activities.
 - f. Documentation of project progress as per timeline.

DNP Project Benchmarks

The following benchmarks are suggested to facilitate successful completion of the DNP project. Depending on the type of project, some students may complete work earlier.

Semester 1 & 2

NURS 700 & NUR 677

- Identification of project topic
- Investigation of phenomenon of interest
- Identification of problem or opportunity for investigation or improvement
- Development of clinical question
- Completion of literature search
- Synthesis of literature findings

* *NUR 703 (1 credit hour = 60 hours)*

Semester 3

NUR 712

- Identification of DNP Project faculty Mentor
- Development of project methods

- Completion and oral presentation of project proposal
- IRB application (if needed)

* *NUR 703 (1 credit hour = 60 hours)*

Semester 4

- Project implementation
- Data collection

* *NUR 703 (1 credit hour = 60 hours)*

Semester 5

NUR 704

- Project implementation (*continued*)
- Data collection (*continued*)
- Data analysis

* *NUR 703 (1 credit hour = 60 hours)*

Semester 6

NUR 706

- Dissemination of project findings
- Oral presentation
- Completion of portfolio
- Submit for publication

* *NUR 703 (1 credit hour = 60 hours)*

NUR 703 – A total of 240 hours or 4 credit hours are required over the course of the program. The number of hours for which a student registers will vary.

Overview of DNP Project

Doctoral education (practice or research) is distinguished by the completion of a specific project that demonstrates synthesis of the student's work. For the DNP student, requiring a dissertation or other original research is contrary to the intent of the clinical practice degree. The DNP primarily involves mastery of an advanced specialty within nursing practice. Therefore, alternate methods are used to distinguish achievement of mastery.

As described in the AACN Essentials of Doctoral Education for Advanced Nursing Practice (2006) and the Report from the Task Force on the Implementation of the DNP (2015) Retrieved from <http://aacn.nche.edu>:

The final DNP project produces a tangible and deliverable academic product that is derived from the practice immersion experience and is reviewed and evaluated by an academic committee. The final DNP product documents outcomes of the student's educational experiences, provides a measureable medium for evaluating the immersion experience, and summarizes the student's growth in knowledge and expertise. The final DNP product should be defined by the academic unit and utilize a form that best incorporates the requirements of the specialty and the institution that in awarding the degree. The work may take a number of forms. Whatever form the final DNP product takes, it will serve as a foundation for future scholarly practice. All DNP Projects should include:

- a. Focus on a change that impacts healthcare outcomes either through direct or indirect care.
- b. Have a systems or population/aggregate focus.
- c. Demonstrate implementation in the appropriate arena or area of practice.
- d. Include a plan for sustainability.
- e. Include an evaluation of processes and/or outcomes (formative or summative).
- f. Be designed so that processes and/or outcomes will be evaluated to guide practice and policy.
- g. Provide a foundation for future practice scholarship.

Selection of DNP Project Team

The DNP project team is led by faculty Mentor. The Mentor is a doctoral-prepared faculty member of the School of Nursing with requisite expertise and experience to provide substantive assistance and direction to the student. The Mentor is selected to match the scholarly interest, clinical expertise, and/or method of inquiry identified by the student and occurs in the first semester of study. The Mentor will meet with the student initially to discuss DNP project ideas and help in selecting a practice mentor, organizational partners and practicum sites.

The project team will also include at least one other member. The team member will be a content expert and be selected based on their specific strengths and perspectives related to the problem or topic being addressed. Additional team member(s) may be SON or NAU faculty with a masters or doctoral degree or they may be from an outside agency or organization.

Once the Mentor and other team members have been selected, the student must complete the DNP Project

Team Appointment Request form and obtain appropriate signatures four semesters before expected graduation date. The original form is forwarded to the DNP Program Coordinator, who will sign and place it in the student's file.

It is recommended that students meet with their Mentor regularly during each semester. The Mentor will meet with the student initially to discuss DNP project ideas and help in selecting other team members, organizational partners, and practicum sites. Meetings with the Mentor and other team members should occur at least twice each semester four semesters before expected graduation date. The student is responsible for scheduling these meetings and is advised to document the agenda, actions, and target dates.

DNP Project Mentor Responsibilities

- Guide the student in the development of the project
- Critique the readiness of the project proposal for presentation
- Mentor the student during the implementation and scholarly reporting phases of the project
- Evaluate the student's performance on both the proposal and final project.

DNP Project Oral Proposal

- Student will deliver a 20-minute PowerPoint assisted oral presentation describing the key components of their project proposal at the end of NUR712.

- There will be a minimum of four faculty/practice evaluators: the project mentor and a committee member or two committee members, DNP Program Coordinator, one other graduate SON or NAU faculty member.
- Students will provide a copy of the presentation to their DNP Project Team at least 2 weeks before the presentation date and a copy of their project proposal to the DNP Program Coordinator at least 1 week before the proposal presentation.
- Students will complete the DNP Project Evaluation form (DPEF) by typing in their information and bring it with them to the presentation. A copy of the DPEF with recommendations as appropriate, will be returned to the student at the completion of the presentation. All Project Team members will sign the DPEF. Copy of the form will be submitted to the DNP Program Coordinator who will sign and place it in the student's file.
- Students must pass the proposal presentation before they can progress to the implementation phase of their project.
- If the student does not pass the proposal presentation they have one year to revise the proposal and must be continuously enrolled at NAU for each of the following semesters.

DNP Project Written Proposal

Each student will develop a written project proposal following the prescribed format outlined in this document. The Project Team will provide guidance to the student as needed. Working with the team regarding expectations throughout the process is encouraged. Students will provide drafts of the written proposal to the Mentor and make revisions based on the feedback obtained. Once the proposal is finalized and reviewed by the Mentor, the student is ready to present the proposal to other committee members and DNP faculty.

Title and abstract

- Title Page
 - Title should reflect the focus of the project; student's name and academic credentials, Northern Arizona University School of Nursing, and date
- Abstract
 - Concise statement that summarizes all key information from various sections of the paper. The abstract must not exceed 250 words.

Section 1: Introduction to the Problem (1-2 pages)

- Background information
- The clinical problem or the need
- Intended Improvement
- Clinical Question
- Purpose of this project

Section 2: Review of the Literature (5-6 pages)

- Define the search
- Review of literature, from the literature:
 - Describe the pertinent and related concepts/topics to the clinical problem
 - Relate this evidence to the specific identified problem, setting, and population
 - Review the gaps or needs
 - Review possible solutions and expected outcomes
 - Develop a narrative review that reflects a synthesis of all key concepts and findings that support the clinical problem and project implementation and analysis.

- Describe the Theoretical Model/s
 - Describe theory or theories that guide or explain the project and its implementation
- Summarize-link the literature review to the project implementation plan.

Section 3: Project Implementation Plan (2-3 pages)

- Expected outcomes/goals
- Population and setting/organization
 - Describe the population (individual or group)
 - Describe the organization and setting
- Identify issues: such as resources/barriers/ethical issues/IRB
- Project Implementation Plan
 - Present the Evidence based practice change/protocol in detail
 - What are you going to do?
 - Who or where or what are you making the change?
 - What method and tools are you going to be using to evaluate your project?
 - What is the timeline?

Section 4: Evaluation and Data Analysis Plan (1 page)

- Describe data analysis techniques
- Describe your expected results/outcome

5: Discussion, Conclusions, and Recommendations (1-2 pages)

- How you hope to use this information
- Significance/importance

Section 6: Reference List

Section 7: Appendices (as needed)

- Evaluation tables
- Evidence tables
- Theoretical or practice model (schematics)
- Data collection tools

DNP Proposal Power point Presentation should include:

- I. Title slide
- II. Statement /Description of the Problem
- III. Literature review
 - a. A slide for each major concept/topic
- IV. Theoretical Model/s
- V. Project Implementation
 - a. Setting and population
 - b. Expected outcomes
- VI. Project Implementation Plan: what is the protocol?
 - a. Describe what you are going to do, how you are going to do it, what tools are you using? what is the timeline
- VII. Evaluation and Data analysis Plan
 - a. How will the project be evaluated

Institutional Review Board (IRB)

If appropriate, prior to implementation of the project, DNP Projects may require review by the Northern Arizona University (NAU) Institutional Review Board (IRB) to establish benefits and risks and the need for protection of human subjects. If IRB is required Collaborative Institutional Training (CITI) must be completed.

Collaborative Institutional Training (CITI): <https://www.citiprogram.org/>

IRB Submission Information: <https://www.irbnet.org/release/index.html>

Site of Project Implementation

Supporting documentation is required from the site/organization/clinic where the project is to be implemented. A letter of permission from the site is required and will be submitted as an attached to the IRB form. The letter must:

- 1) Be written on site letterhead
- 2) Signed by an authorized representative of the site
- 3) Be dated within 6-months of IRB submission
- 4) Include a description of permitted activities to be undertaken at the site as part of the project

IRB Eligibility Letter

A letter of permission from the DNP Program Coordinator will be provided to each student.

DNP Scholarly Project Final Oral Presentation

DNP students must successfully complete the final DNP Project paper and oral presentation to be eligible for graduation. The Mentor, in consultation with other team members, determines when the final draft of the project is ready for presentation. The presentation is open to the public, including faculty, students, and individuals outside of the University. All DNP Project team members are expected to be in attendance. All presentations must be scheduled ahead of time in coordination with the Mentor, team members, and the DNP Program Coordinator. The DNP Program Coordinator will facilitate the presentation.

The DNP student will make a PowerPoint presentation of her/his project and be prepared to discuss their project for approximately 20-minutes.

The final DNP project Power Point presentation should include:

- I. Title slide
- II. Statement /Description of the Problem
- III. Literature Review
- IV. Theoretical Design
- V. Project Implementation Plan
 - a. Background of the problem
 - b. Setting and population
 - c. Expected outcomes
- VI. Evaluation and Data Analysis Plan
- VII. Report Results
- VIII. Implications for Practice, Implications for Future Activities

- IX. Lessons Learned
- X. Questions/ Discussion

Following the presentation, the student is excused and the committee will determine the results of the examination. Results of the examination will be reported to the candidate at that time. All members of the project team will sign the DNP Project Evaluation form. Students will bring this form, with their information typed in, to the presentation. This form must be submitted to the DNP Program Coordinator and will be placed in the student file.

The project must be successfully presented at least 3-weeks prior to the semester end for the student to be eligible for graduation. This allows the student time to make any requested corrections to the final product. Once the committee has agreed that the student has met all the requirements for graduation, the student will submit an electronic version of the final written paper (along with all other portfolio documents) to the Mentor, Committee members, and the DNP Program Coordinator for final approval by the Director of the School of Nursing.

If the student fails to pass the final presentation, the DNP Project Team, the DNP Program Coordinator, and the student will develop a plan for remediation. This plan will be submitted to the Associate Director for approval within one week of the date of the project presentation. Remember, the project must be successfully presented at least 3-weeks prior to the semester end for the student to be eligible for graduation.

DNP Scholarly Project Final Paper

The format for the final written document will be based on the type of project completed and whether it is a Scholarly Paper, Manuscript, Executive Summary, or White Paper.

- 1) Scholarly Paper or
- 2) Manuscript for submission to a peer- reviewed journal, or
- 3) Executive summary, or
- 4) White Paper

Scholarly Paper

Note, this is a general format for writing a scholarly paper and will vary depending on the type of final document you are developing. Review the outline and approach with your faculty chair before starting the final development process.

Title Page

- Title should reflect the focus of the project; student's name and academic credentials, Northern Arizona University School of Nursing, and date

Acknowledgement page

Dedication page

Abstract

- Concise statement that summarizes all key information from various sections of the paper. The abstract must not exceed 250 words.

Section 1: Introduction to the Problem

- Background information
- The clinical problem or the need
- Intended Improvement
- Clinical Question
- Purpose of this project

Section 2: Review of the Literature

- Define the search
- Review of literature, from the literature:
 - Describe the pertinent and related concepts/topics to the clinical problem
 - Relate this evidence to the specific identified problem, setting, and population
 - Review the gaps or needs
 - Review possible solutions and expected outcomes
 - Develop a narrative review that reflects a synthesis of all key concepts and findings that support the clinical problem and project implementation and analysis.
- Describe the Theoretical Model/s
 - Describe theory or theories that guide/s this project
- Summarize-link the literature review to the project implementation plan.

Section 3: Project Implementation Plan

- Outcomes and goals

- Population and setting/organization
 - Describe the population (individual or group)
 - Describe the organization and setting
- Identify issues: such as cost, resources, barriers, ethical issues, irb
- Project Implementation Plan
 - Present the evidence based practice change/protocol in detail
 - Describe what you did
 - Describe the methods/tools you used to evaluate the project

Section 4: Evaluation and Data Analysis Plan

- Describe data analysis techniques
- Describe project results

Section 5: Discussion, Conclusions, and Recommendations

- Discuss the project results
- Implications of results to healthcare, nursing and/or advance practice nursing
- Recommendations
- Key lessons learned
- Conclusions

Section 6: Reference List

Section 7: Appendices (as needed)

- IRB letter
- Letters of support
- Evaluation tables
- Evidence tables
- Theoretical or practice model (schematics)
- Data collection tools

Manuscript

Follows the author guidelines for a specific journal in content and format or the general format for a scholarly paper.

Executive summary

Written to recommend a specific course of action and is a condensed version of a longer report, approximately 10 pages long. The report summarizes the evidence, the intervention or findings, makes a specific recommendation for action, justification for proposed action, and may include budget or policy information. Every executive summary is different based on the nature of the project. Components may include (but are not limited to): Background and significance of project/intervention, theoretical framework, project description including literature review and synthesis and congruence to organizations strategic plan to project (if applicable), and project objectives, project design (include evidence based project/intervention plan, timeline, resources, etc.), evaluation plan, results, and significance for practice. Your committee chair will guide you in the development of the outline for the executive summary.

White paper

An authoritative report or guide to understanding an issue or problem, or make a decision. This type of report is used to argue a specific position or propose a solution to a problem. Specific components include an introduction, background (history of the issue or problem, expertise and scholarship available to address issue or problem), need (definition of the problem or need, significance), solutions (outline of solutions, how/when/ and with what resources the solutions will take place, detailed methodology to be implemented, time-line of project), benefits (how solution will bring new and revolutionary thought to the issue, how solution will benefit stakeholder), evaluation (how solution will be evaluated, validating the success/failure of the project), costs (what costs would be involved in the solution).

DNP Portfolio

The purpose of the DNP Portfolio, along with the DNP Project, is to demonstrate program completion requirements and the ability to apply the DNP Essentials to practice (DNP Competencies).

Portfolio Components

- a) The primary work from each course.
- b) Documentation of personal learning objectives, short and long-term goals, and program outcomes.
- c) Achievement in meeting the DNP Essentials.
- d) Documentation of clinical immersion hours.
- e) Details of clinical immersion activities.
- f) Documentation of project progress as per timeline.

The portfolio can also provide an opportunity for students to demonstrate how students (for example):

- a) Accept responsibility, assess situations, make or recommend decisions based on the assessment, and evaluate the progress of effectiveness of their work.
- b) Adapt well to work in difficult situation, manage time effectively and use the agency resources, procedures, and structure effectively.
- c) Present ideas, negotiate and resolve conflicts in a professional manner.
- d) Work effectively in diversified task-oriented groups as well as with patients.
- e) Adhere to commitments made to the agency, colleagues, and patients, with professional integrity and impartiality.

Portfolio Set-up

Students will set up their portfolios in *Typhon* using the following format:

Create a page for each semester:

- Home (default) Page (add your CV or resume here)
- Page 1: Semester 1
- Page 2: Semester 2
- Page 3: Semester 3
- Page 4: Semester 4
- Page 5: Semester 5

Each page (semester) will include the following areas/headings:

- ***Course papers***
 - Add primary work from each course
- ***Project documents***
 - Add description of work/activities completed towards your project
- ***Clinical log***
 - Add completed clinical log
- ***Clinical immersion activities***
 - Add clinical immersion summary (completed at the end of each semester). This document describes how your clinical activities have addressed your short and long term goals, personal and program objectives, and DNP Essentials.
 - Add clinical immersion documentation.
- ***DNP Program Outcomes***
 - List each Outcome 1-14 and add documentation or examples of activities that demonstrate meeting the specific outcomes.
- ***DNP Essentials***
 - List each Essential 1-8 and add documentation or examples of activities that demonstrate meeting the specific essentials.

Virginia Henderson Global Nursing e-Repository

All DNP Scholarly project papers, once approved by the committee and program coordinator are uploaded to the Virginia Henderson Global Nursing e-Repository (<http://www.nursinglibrary.org/vhl/>). This open access repository does not require membership to Sigma Theta Tau International. Students will submit their final approved project document to the program coordinator at least 2 weeks prior to graduation. Specific instructions for uploading the project will be sent upon approval. Once submitted and approved by peer review the students name will be sent forward to the Graduate College indicating the final requirement for the degree has been fulfilled. This will trigger the conferring of the Doctor of Nursing Practice degree.

APPENDIX C
Upholding Professional and Ethical Standards
Within a Discipline

Students are required to adhere to certain professional behaviors as well as professional and/or ethical standards as defined by and observed within the discipline, program, and/or department in which they are enrolled.

Students are required to adhere to the Code of Ethics established by the American Nurses Association

<http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/Code-of-Ethics.pdf>, the Arizona Revised Statutes including those specific laws pertaining to nursing practice (inclusive of rules and regulations of the Board of Nursing), and the NAU Code of Conduct adopted by the Board of Regents.

Failure to adhere to, and violations of established behaviors, professional, and/or ethical standards within a program and/or department may jeopardize a student's ability to successfully complete a program. Professional behaviors and the professional, and/or ethical standards of a program are a vital part of a student's academic training within a discipline. Violations of these standards may limit a student's ability to perform in a class, clinic, or laboratory, thus, preventing a student from making good academic progress.

If infractions of professional behavior or any professional and/or ethical standards observed by program representatives occur, the program/department will intervene and give feedback to the student via verbal and/or written notification (this should be documented and saved in the student's departmental file). Barring life-threatening or egregious violations of standards, persistent infractions or more serious violations of professional behavior and/or professional and ethical standards may result in academic probation for the student.

Students who are on academic probation are required to meet with their advisor to discuss the steps necessary to remediate problems that led to probation and to devise a written action plan. This written action plan must be submitted to the department chair/director and the Graduate College for final approval.

Addressing Student Behavior (General)

Students are required to follow the NAU Student [Code of Conduct](#) adopted by the Arizona Board of Regents and policies outlined in the NAU [Student Handbook](#). Violations of these policies will begin with processes outlined by the Office of Student Life, in cooperation with the program and/or department and the Graduate College.

**APPENDIX D
FORMS**

**Graduate Handbook Acceptance
ACKNOWLEDGMENT FORM**

I have read and understand the Northern Arizona University School of Nursing Graduate Student Handbook. I agree to abide by these regulations.

Signature: _____ Date: _____

This agreement will be a part of my permanent student record in the School of Nursing. The form is completed during orientation and each fall to acknowledge updates or changes. The signed form should be returned to graduatenuersing@nau.edu or faxed to 928.523.7171

Academic Dishonesty Reporting Form

Date: _____ Course Prefix _____ Course Number _____
Course Title _____
Instructor _____
Student Name _____ Student EMP # _____

ACADEMIC DISHONESTY is a form of misconduct that is subject to disciplinary action under the Student Code of Conduct and includes the following (please check the appropriate block).

- Plagiarism:** any attempt to knowingly or deliberately pass off other's work as your own.
- Cheating:** any attempt to gain an unfair advantage over one's fellow students.
- Fabrication:** any attempt to present information that is not true when the author knows the information presented is false.
- Fraud:** any attempt to deceive an instructor or administrative officer of the university.
- Facilitating Academic Dishonesty:** any attempt to assist an act of academic dishonesty by another individual.

Description of the Academic Dishonesty:

ACADEMIC VIOLATIONS GUIDELINES

It is the responsibility of the individual faculty member to identify instances of academic dishonesty and recommend penalties to the department chair and associate dean in keeping with the severity of the violation. If it is determined that the violation is minor, the faculty member may decide the only necessary action is a conference with the student for counseling. Should it be determined that the violation merits a more severe penalty than verbal counseling, the faculty member may decide that one of the following progressive penalties is appropriate (please check the recommended action):

- Assign the student extra course work.
- Require the assignment or examination to be repeated.
- Reduce the grade on the assignment or examination.
- Award a zero grade on the assignment or examination.
- Reduce course grade by one letter grade.
- Award a failing grade in the course.
- Other, please specify _____

If the academic dishonesty occurs prior to the last withdrawal date of the semester, the faculty member may require the student to remain enrolled in the course.

Before taking action on a penalty, the faculty member must check with the department director/chair and associate director for any record of previous academic dishonesty. The severity of the penalty shall depend on the nature of the infraction, the degree to which the academic project involved affects the course grade, and the past record of academic dishonesty of the student.

If the student has a past record of academic dishonesty, the minimum penalty shall be a failing grade in the academic project connected with the violation. In addition, the faculty member may, through appropriate departmental channels, recommend actions more severe than those listed above such as suspension, and/or dismissal from the university.

WRITTEN DOCUMENTATION OF THE PENALTY IMPOSED AT ANY LEVEL MUST

**BE FORWARDED TO THE ASSOCIATE PROVOST FOR ACADEMIC
ADMINISTRATION.**

Date received by Associate Director: Date returned to Director:
Date reviewed by Director: Date of summary:
Date sent to Associate Provost for Academic Administration:
Summary of Reply from Associate Provost for Academic Administration: Date Summary:

Date of notification to faculty member:
Date of notification to student:
Summary of outcome:

File: SON Graduate Student Handbook Part 1-Academics_AY 17-18_