

HANDBOOK FOR BSN-DNP STUDENTS (with specialization in Nurse Anesthesia)



Academic Year 2023-2024

Rhode Island College

Zvart Onanian School of Nursing

Rhode Island Nursing Education Center (RINEC)

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<https://www.ric.edu/departments-directory/school-nursing>



Zvart Onanian School of Nursing

Welcome, to the Rhode Island College Onanian School of Nursing! We are excited to have you join us on this fulfilling journey toward one of the most rewarding careers. Nurses make a significant impact on health outcomes and shape the future of nursing whether through practice at the bedside or in the community, across every level. Whether you are just beginning your nursing journey or advancing your career with a graduate certificate or degree, each step you take enhances your knowledge, competence and ability to positively impact the lives of those under your care.

EDUCATE. INNOVATE. LEAD.

EDUCATE. Teaching and learning are at the heart of our mission. Our dedicated faculty provide an exceptional learning experience through innovative teaching and learning strategies, simulation, and comprehensive clinical experiences. We believe that education is the foundation upon which you will build a successful and fulfilling future.

You will have access to state-of-the-art facilities, and resources. We partner with all major healthcare organizations in the state offering the best clinical experiences possible. These placements will allow you to apply classroom knowledge in real-world settings, preparing you for the challenges and rewards of patient care.

INNOVATE. Innovation is a driving force in the field of healthcare, and we encourage you to embrace this mindset. As nursing students, you will be at the forefront of groundbreaking advancements in nursing and healthcare. Throughout the program, you will explore innovative approaches to patient care, technology integration, and evidence-based practices. You will learn to think creatively, challenge the status quo, and contribute to the ever-evolving landscape of nursing.

LEAD. Leadership is a quality we cultivate in our nursing students. Nurses play a crucial role in providing direct patient care and leading change within the healthcare system. Develop your leadership skills, whether it be at the bedside, at the system level, or in policy development. We will support you to become confident and compassionate leaders advocating for the well-being of patients and communities.

Throughout your time at Rhode Island College, we will support you every step of the way. Our faculty and staff are here to guide you, and help you realize your full potential. Engage in extracurricular activities and connect with your fellow nursing students to enhance your educational experience and create lasting friendships.

Nursing is a profession that requires compassion, critical thinking, and a commitment to lifelong learning. Your impact on individuals and communities is profound. Your dedication to quality healthcare will shape the future of nursing and touch countless lives. We are immensely proud of each and every one of you for choosing this noble path and dedicating yourselves to the service of others. Your commitment, resilience, and passion exemplify the core values of nursing, we are confident you will continue to shine in your future endeavors.

Once again, welcome to the Rhode Island College Onanian School of Nursing! We are excited to witness your growth, learning, and positive impact in nursing. Congratulations on taking this important step in your career!

Warm Regards,

A handwritten signature in black ink, appearing to read "Justin DiLibero".

Justin DiLibero, DNP, APRN, CCRN-K, ACCNS-AG, FCNS
Interim Dean, Zvart Onanian School of Nursing

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THE SCHOOL OF NURSING GRADUATE NURSING PROGRAM

Introduction

The Department of Nursing was established in 1970 and reorganized as a School of Nursing in 2006. The Nursing Program at Rhode Island College is the largest baccalaureate nursing program in the State of Rhode Island. In 2007, the Master of Science nursing program was established and admitted its first class. In 2016, the Doctor of Nursing Practice program was established and admitted its first class. Most recently the Bachelors in Nursing to Doctor of Nursing Practice program was established and admitted its first class in 2022. The Nursing Programs at Rhode Island College are highly respected in the state of Rhode Island with the majority of nursing alumni living and working in Rhode Island while serving the health care needs of residents of Rhode Island and beyond.

Accreditation

Rhode Island College is accredited by the New England Commission of Higher Education (NECHE).

The (baccalaureate degree program in nursing/master's degree program in nursing/Doctor of Nursing Practice program and/or post-graduate APRN certificate program) at (institution) is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>)

The baccalaureate program in Nursing is approved by the Rhode Island State Board of Nursing Registration and Nursing education. The Master's program was awarded full, 10 year accreditation status by CCNE in the spring of 2014. The Doctor of Nursing Practice Program was awarded full accreditation through 2023. The nurse anesthesia program is accredited by the Council on Accreditation and is fully accredited through 2026.

Vision, Mission and Values Statement

Vision:

The Zvart Onanian School of Nursing develops exceptional and diverse professional nurses with the competencies to optimize health and well-being of individuals, families, communities, and populations through advocacy, innovative disruption, and transformation.

Mission:

The Zvart Onanian School of Nursing creates a collaborative environment for teaching and learning where a diverse community of students becomes empowered as leaders who enrich the health and well-being of individuals, families, communities, and populations across Rhode Island as well as regionally, nationally, and globally.

Values:

Resilience – We nurture and support individuals to successfully adapt to change and challenging experiences through self-care, self-efficacy, and self-advocacy.

Inclusivity – We embrace all individuals and promote an accepting, positive, collaborative and respectful culture that is equitable, diverse and socially just.

Innovation – We strive to incorporate new ideas, processes, and approaches to education and practice within evolving healthcare systems.

Caring – We provide a compassionate, empathetic, respectful environment for individuals to work, grow, develop, and learn in a culture of kindness.

Success – We provide support and opportunities for individuals to achieve academic excellence and foster personal, professional, and leadership development.

Rhode Island College Onanian School of Nursing Statement on Diversity, Equity, and Inclusion

The Onanian School of Nursing recognizes diversity, equity, and inclusion as critical to nursing education, professional nursing practice, and the health of populations and communities. We are committed to a learning environment that embraces civility and respect, and values the sharing of differences among all students, faculty, and staff. We seek to prepare nurses who can spur system-level transformation, including addressing structural racism and systemic inequity, to promote improved health outcomes for all people.

THE SCHOOL OF NURSING DOCTOR OF NURSING PRACTICE PROGRAM

Doctor of Nursing Practice Program Description

The Doctor of Nursing Practice degree is the terminal degree in nursing for practice. Doctor of Nursing Practice graduates are prepared at the highest level of practice and are prepared to serve in advanced clinical and leadership positions. The DNP is specifically prepared to function as a systems level change leader and practice scholar who is able to effectively and efficiently translate research evidence into practice to drive meaningful, sustainable and transferrable change, and to develop new practice knowledge necessary to bridge the gap between available knowledge and current practice, contribute to the scientific knowledge base for practice, and advance the profession.

The DNP program at Rhode Island College is aligned with the Doctor of Nursing Practice essentials (AACN, 2006) and The Essentials: Core Competencies for Professional Nursing (AACN, 2021) and includes the following program outcomes.

BSN to DNP with Specialization in Nurse Anesthesia

At the completion of the nurse anesthesia program the student will:

BSN to DNP Program Outcomes
1. Demonstrate the integration, translation, synthesis, and application of established and evolving knowledge from basic sciences, nursing and other disciplines that results in clinical judgment founded on a broad knowledge base.
2. Provide person-centered care at the advanced nursing level across the organization/system, provider, patient, and/or population level, that focuses on the individual within multiple complicated contexts, including family and/or important others resulting in the facilitation of shared meaning within the healthcare team, recipient of care, and the health care system, thus creating humanization of wellness and healing.
3. Manage population health that spans the healthcare delivery continuum from public health prevention to disease management of populations. This includes systems-thinking and collaborative activities with both traditional and

non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.
4. Generate, synthesize, translate, criticize, apply, and disseminate nursing knowledge that improves health and transforms health care.
5. Optimize quality and safety through the employment of established and emerging principles of health, quality, safety, and improvement science, through both system effectiveness and individual performance.
6. Collaborate with intention within and across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.
7. Respond to and lead within complex systems of health care through the application of evidence-based methodologies, system-thinking, business, and financial savvy to effectively and proactively coordinate resources to provide safe, quality, evidence-based and equitable care to diverse populations.
8. Utilize information and communication technologies and informatics processes to gather data, support care delivery, and inform decision making, to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.
9. Form and cultivate a sustainable professional nursing identity at an advanced level that includes health care policy advocacy, accountability, perspective, collaborative disposition, and ethical comportment that reflects nursing's characteristics and values.
10. Demonstrate a commitment to ongoing personal, professional, and leadership development that includes participation in self-reflection that foster personal health, resilience, well-being; contribution to lifelong learning; expansion of nursing expertise, and the assertion of leadership

By attaining doctoral level competencies in these areas, students are prepared to participate as full scholars in the effective translation of evidence into practice and achievement of optimal outcomes at the patient, population and system levels.

Program Option

BSN to DNP with Specialization in Nurse Anesthesia

Rhode Island College is pleased to offer the Nurse Anesthesia program in collaboration with the St. Joseph Hospital School of Nurse Anesthesia. This program was initially established as a master's degree in nursing program in 2013 and has now transitioned to the Doctor of Nursing Practice degree as required by the Council on Accreditation for all nurse anesthesia programs. The BSN to DNP with specialization in nurse anesthesia program will accept applications annually for each cohort, between June 15 to October 15.

This program is intended for students who hold a BSN degree. The BSN to DNP option allows students to achieve preparation at the highest level for nursing practice including a preparation in both a nursing specialty area and the core doctoral competencies. Students are prepared with the essential skills and competencies to support them through every aspect of their career. Currently, only the BSN to DNP with specialization in Nurse Anesthesia is offered.

As the only nurse anesthesia program in Rhode Island, the Rhode Island College/Saint Joseph Hospital School of Nurse Anesthesia offers world-class education, state-of-the-art facilities at the Rhode Island Nursing Education Center, and extraordinary faculty. Students who complete the Nurse Anesthesia option will be eligible to sit for the National Board of Certification and Recertification for Nurse Anesthetists (NBCRNA) Nurse Anesthesia certification exam.

Admission Requirements for all Post-Baccalaureate D.N.P. Students

- A completed application accompanied by a fifty-dollar nonrefundable application fee

- A baccalaureate degree in nursing from an NLNAC or CCNE accredited program
- Applicants with international degrees must have their transcripts evaluated for degree and grade equivalency to that of a regionally accredited institution in the United States
- Official transcripts of *all* undergraduate and graduate records
- A minimum grade point average (GPA) of 3.0 on a 4.0 scale in undergraduate course work
- A preferred undergraduate minimum GPA of 3.0 for science courses
- An official report on scores of the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT)
- An official report on the Test of English as a Foreign Language (TOEFL) from international applicants for whom English is not their first language
- A professional resume or curriculum vitae (CV)
- Three professional references. One must be from a clinical supervisor.
- A statement of intent which demonstrates the candidate's leadership and practice experience, and reasons for pursuing doctoral study. The statement should be representative of the applicants writing ability. The statement should be 2-4 typed pages, double-spaced, and written in 12-point font.
- Proof of residency is required for in-state tuition
- An interview is required.

Additional Requirements for Specialization in Nurse Anesthesia

- Completion of Chem 106, or an undergraduate organic chemistry course within the last 7 years, and with a minimum grade of C.
- Current unrestricted licensure for practice in current state of practice. Unrestricted licensure for both the State of Rhode Island and the State of Massachusetts (due to clinical rotations in both states) is required prior to the start of clinical rotations. Current AHA BLS and ACLS certification.
- A minimum of one year of critical care experience. A complete definition of accepted critical care experience is found on the SJHSNA website: www.sjhsna.com
- CCRN certification is preferred.
- Skills and abilities that applicants and students must demonstrate are also on the [SJHSNA website: www.sjhsna.com](http://www.sjhsna.com)
- An interview is required.

Additional Requirements for International Applicants

1. Applicants with international degrees must have their transcripts evaluated for degree and grade equivalency to that of a regionally accredited institution in the United States
2. An official report of scores on the Test of English as a Foreign Language (TOEFL) from international applicants who are from countries where English is not the first language.

Non-Matriculated Status

1. Persons holding a Bachelor's or Master's degree who are pending BSN-DNP application may take courses in a non-matriculating status on a space available basis with the approval of the DNP director.
2. Non-matriculating students must contact the graduate office in order to register for classes. If non-matriculating students later wish to be admitted to a degree program, they must complete the regular admission procedure.

3. Credits earned at Rhode Island College by a student in non-matriculating status before admission to a degree program may be used toward degree requirements only upon the recommendation of the student's advisor or SON Graduate Committee, and with the approval of the Academic Dean. **No more than a total of nine credits of work taken at Rhode Island College by a non-matriculating student may be applied towards degree requirements for the DNP program** ([Rhode Island College Graduate Studies Manual](#)).

Transfer Credits

Students who have been accepted into the BSN to DNP at Rhode Island College and previously completed masters or doctoral level coursework at other nationally accredited institutions, may be eligible to transfer credits into the BSN-DNP program; however, this requires review of transcripts and syllabi by the DNP director. The BSN to DNP does not accept direct transfers, students must apply and go through the admission/acceptance process.

Retention requirements for post-baccalaureate DNP students

1. All students are expected to maintain a cumulative GPA of 3.00 (grade of B) or greater in their graduate program.
2. Students who earn less than a B, including a grade of U, in a required nursing course will have their status reviewed by the DNP program director.
3. Students who do not achieve a minimum grade of B in Advanced Health Assessment, Advanced Pathophysiology or Advanced Pharmacology must repeat the course and may not progress in clinical courses.
4. Students who earn a grade less than B- in the required science courses, including NURS 535 and NURS 536, will be placed on probationary status.
5. Students on probationary status must achieve a minimum grade of B in all required nursing courses over the next 9 credits.
6. Two grades below a B are sufficient cause for consideration of dismissal. The decision regarding a student's status will be made by the DNP program director in consultation with the dean.
7. Students may be required to repeat a course at the discretion of the DNP program director.

DNP Program Advisor

Upon admission to the DNP program you will be assigned an academic advisor. Students enrolled in the Nurse Anesthesia specialty option are also assigned a SJHNA advisor. Your academic advisor will guide you in the development of your program of study, coursework progression, and fostering your development as a practice scholar in your chosen area of interest. You are required to meet with your program advisor at least once per semester. Students are also expected and encouraged to develop strong professional relationships with other faculty, students, and non-faculty mentors in the practice setting. Scholarly endeavor requires the support of a strong and diverse network.

DNP Program Faculty

Faculty within the DNP program bring a wide range of experience and expertise to the program. The majority of program faculty are full-time and all faculty are experts in their areas.

Blackboard

Blackboard is Rhode Island College's Learning Management System, and will be used to organize course material and deliver online content. Students should familiarize themselves with the blackboard platform by reviewing the content at: <https://help.blackboard.com/Learn/Student>

Course Progression: BSN to DNP

Many of the BSN-DNP courses are delivered using Hyflex format, which may include a combination of online, hybrid, and face-to-face courses. These types of courses will offer students the option to participate in more than 50% of classes remotely and will have the ability to choose how to participate in synchronous sessions of hyflex courses either in-person, virtually through video conferencing, or asynchronously through recorded session in Blackboard. This format allowing for the networking and social interaction that foster strong professional relationships, while affording the flexibility required of adult learners with competing demands and priorities. The hybrid format optimizes the use of both online and face-to-face formats, with a focus on delivering world-class education that is accessible to students within Rhode Island, across the region, and across the country. ***Please note that the Nurse Anesthesia specific courses may not always follow this format, most of the NA courses will remain in-person only.*

The sequence of courses in each program option has been carefully designed to provide students with an optimal experience. Coursework focusing on the essential advanced practice concepts of advanced clinical knowledge, scholarship, and leadership are integrated throughout the program. Early coursework focuses on foundational knowledge in each of these three areas, providing a foundation for more advanced focuses in the student's area of specialty.

The DNP program culminates in 4 DNP scholarly project courses through which students will develop and refine a proposal for their DNP Scholarly Project, implement their project within a practice setting, and evaluate and disseminate project outcomes. The DNP scholarly project represents the culmination of learning throughout the program and achievement of all of the competencies required for the clinical doctorate. The final project includes the development of a DNP scholarly project final paper of publishable quality, delivery of a public presentation on the student's DNP Scholarly Project, and development of a poster for professional presentation in a regional, national, or international conference.

Recommended Plans of Study

Nurse Anesthesia

The Nurse Anesthesia option prepares nurses to provide the full scope of anesthesia care across the life span. Constructivist ideology guides nurse anesthesia education including the interdependent concepts of declarative, procedural, and conditional knowledge. The three interdependent components represent a "Skill-Will-Control" approach to nurse anesthesia education and practice. The adult learner possesses self-motivation to apply knowledge and skills, and continually adapt, to an ever-changing situation.

Course Requirements – Full Time Students (Three Years; 10 Semesters)

First Semester –

Summer I

<u>NURS 503</u>	Professional Role Development	3
<u>NURS 524</u>	Healthcare Statistics	3

Second Semester –

Summer II

<u>NURS 702</u>	System Leadership/Quality Improvement	3
<u>NURS 708</u>	Interprofessional Collaborative Practice	3

**Third Semester –
Fall**

<u>NURS 505</u>	Advanced Pharmacology	3
<u>NURS 703</u>	Advanced Epidemiology and Biostatistics	3
<u>NURS 535</u>	Advanced Physiology I	4
<u>NURS 701</u>	Scientific Underpinnings for Clinical Scholarship	3

**Fourth Semester –
Spring**

<u>NURS 504</u>	Advanced Pathophysiology	3
<u>NURS 536</u>	Advanced Physiology II	4
<u>NURS 704</u>	Clinical Research/Analytic Methods	3
<u>NURS 706</u>	Economics, Finance, Business Management	3
<u>NURS 791</u>	Directed Readings I	1

**Fifth Semester –
Summer – Full**

<u>NURS 506</u>	Advanced Health Assessment (Summer Session I only)	3
<u>NURS 514</u>	Advanced Pharmacology for Nurse Anesthesia	4
<u>NURS 517</u>	Foundational Principles of Nurse Anesthesia	3

**Sixth Semester –
Fall**

<u>NURS 516</u>	Advanced Principles of Nurse Anesthesia Practice I	3
<u>NURS 570</u>	NA Clinical Practicum I	2
<u>NURS 709</u>	Population Health	3
<u>NURS 792</u>	Directed Readings II	1

**Seventh Semester –
Spring**

<u>NURS 630</u>	NA Clinical Practicum II	2
<u>NURS 616</u>	Advanced Principles of Nurse Anesthesia Practice II	3
<u>NURS 705</u>	Health Care Policy and Advocacy	3

<u>NURS 720</u>	DNP Project Planning Seminar (Practice immersion required: 50 hours)	1
<i>Eighth Semester – Summer - Full</i>		
<u>NURS 626</u>	Advanced Principles of Nurse Anesthesia Practice III	3
<u>NURS 640</u>	NA Clinical Practicum III	3
<u>NURS 730</u>	DNP Proposal Development (Practice immersion required: 75 hours)	3
<i>Ninth Semester – Fall</i>		
<u>NURS 670</u>	NA Clinical Practicum IV	3
<u>NURS 707</u>	Information Technology/Decision Support (Practice immersion Optional: 65 hours)	3
<u>NURS 740</u>	DNP Project Implementation (Practice immersion required: 75 hours)	2
<i>Tenth Semester – Spring</i>		
<u>NURS 636</u>	Transition to Nurse Anesthesia Practice	3
<u>NURS 691</u>	NA Clinical Practicum V	3
<u>NURS 750</u>	DNP Project Evaluation and Dissemination (Practice immersion required: 50 hours)	1
Total Credit Hours		91

PRACTICUM POLICIES

*Students in the Nurse Anesthesia option should refer to the SJHNSA Student Handbook available on the [SJHNSA website](#) for further information related to clinical practicum requirements.

American Heart Association BLS, ACLS, and PALS

Nurse Anesthesia students are expected to maintain current BLS, ACLS & PALS certification at all times throughout their entire program. A student who does not have current BLS, ACLS and/or PALS certification will not be allowed to enroll and/or maintain enrollment in nursing courses (*see COA Standard C5*).

Students must obtain BLS, ACLS, & PALS certification from the American Heart Association. The School will not accept any other certification. It is the student's responsibility to make arrangements to complete any necessary courses and or renewal courses. The School of Nursing does not offer the certification classes.

Background Criminal Identification (BCI)

All graduate nursing students admitted to a clinical track must have a Background Criminal Identification (BCI) done through Castle Branch <https://portal.castlebranch.com/RH11> prior to the start of clinical rotations. The BCI will be

verified by the SON. An information sheet describing how to initiate a background check is available in the graduate program office.

RN License

All graduate nursing students will submit a copy of their RN License(s). All students in the BSN to DNP Nurse Anesthesia track will submit a valid copy of their unrestricted licensure for practice in both the states of Rhode Island and Massachusetts due to clinical rotations in both states. Rhode Island is a Nurse Licensure Compact (NLC) state. Nurses licensed in this state are eligible to practice nursing in all NLC states. Likewise, nurses with a valid license from another NLC state are eligible to practice in the State of Rhode Island.

Attendance

Nurse anesthesia students complete an accreditation required minimum of 600 cases and 2000 hours of practicum experience. DNP students complete a total of 1000 immersion hours (inclusive of their Masters/clinical hours). It is important to be aware that this is the minimum expectation required of all graduate nursing students. Faculty, in consultation with the identified preceptor, as applicable, and the student may determine that additional time is needed to satisfactorily complete the outcomes of the course.

In the event that a student is placed on a medical leave related to a medical illness, the student must notify the clinical faculty immediately. Students on a medical leave must be medically cleared in order to be able to return to clinical.

Students in the NA option will follow the SJHSNA Student Handbook regarding clinical practicum scheduling and attendance.

Practicum Placements

Students in the nurse anesthesia option will follow the SJHSNA Student Handbook regarding the clinical practicums.

Student Uniform

1. Students in all clinical settings must carry Rhode Island College identification and wear a Rhode Island College name pin. This requirement does not apply to students in the nurse anesthesia option whose primary clinical site is the operating room. Students must comply with parking and security regulations as specified at each agency.
2. Graduate students should wear attire appropriate to the clinical site and clinical activities to be accomplished. For example, students providing direct care may wear scrubs. Acute Care students not providing direct care may wear a laboratory coat with the appropriate identification. Population/Public Health students may wear attire deemed appropriate for the activity by their clinical preceptor and faculty.
3. Artificial nails are prohibited. Fingernail polish, long fingernails, excessive makeup, jewelry and rings other than wedding or class rings are not appropriate for the clinical setting.

4. Students with long hair will wear their hair so that it does not fall on the collar. Student attire will be neat and clean at all times. Faculty reserve the right to dismiss a student from the clinical area, if in their judgment, the student does not appear professional.

Transporting Clients

Under NO circumstances shall students transport clients in any motor vehicle.

Incident Reports

If an incident report ([exposure](#) or [non-exposure](#)) is indicated in a practicum setting, it will be completed according to agency policy and a report will be submitted to the Chair of the School of Nursing, the Program Director, and the coordinator of the specialty option immediately, or at least within 24 hours of the incident. The report is signed by the student who was involved and by the faculty member responsible for supervision of the student. The report becomes part of the student's official file. Copies of the incident reports for exposure and non-exposure are found in [Appendix D](#).

Student Performance Improvement Plans

If a student is not progressing satisfactorily in a didactic or clinical course, the student will be issued a Performance Improvement Plan identifying area(s) of improvement, a specific plan, and an associated time frame for completion. Copies will be distributed to the student, the faculty member, and the Program Director. Students in the nurse anesthesia option will additionally follow the SJHSNA Student Handbook.

Liability Insurance

Graduate students should maintain their own malpractice insurance. In addition, students who are actively enrolled as majors in nursing at Rhode Island College are covered by a Medical Malpractice Policy by the Board of Governors for Higher Education.

Cosigning of Orders

Advanced practice student orders must be co-signed by the Licensed Independent Practitioner (LIP) with whom they are assigned in the clinical setting.

Program Evaluation

Student feedback about every aspect of the program courses and infrastructure will be sought through formal and informal processes including course and program evaluations. Student representation is included on the DNP Advisory Board which meets at least twice per year, as well as the Graduate Faculty Committee Meeting which meets monthly. In addition, alumni will receive an end-of program survey to gather feedback.

Financial Aid, Awards and Scholarship

The Office of Student Financial Aid (Craig Lee 050) at the College administers a program of grants, loans and part-time employment opportunities for students who require financial assistance. They may be reached by phone at 456-8033 or financialaid@ric.edu. For further information visit: [Office of Financial Aid | Rhode Island College \(ric.edu\)](https://www.ric.edu/office-of-financial-aid)

Emergency funds for students are available through the RICochet Emergency Grant and through the School of Nursing.

Caring Award

The Caring Award is given to one graduate student each year. The award recipient will be selected by the Graduate Committee with nominations solicited from faculty teaching master's courses. Requirements of this award include: full or part-time enrollment in the Master of Science in Nursing program or DNP Program. Award recipient will receive an award certificate and a check for \$500.00.

Scholarships

The Program Directors regularly sends notification related to scholarship opportunities via the graduate student listserv.

Rhode Island College School of Nursing Graduate Student Scholarship

This scholarship is offered annually based on available funding. The scholarship is intended to support students in low-enrollment graduate nursing programs, and are based on demonstrated leadership and scholarship potential, credit load, and student need.

Leadership Opportunities

Doctor of Nursing Practice Students at Rhode Island College Serve as leaders within the community and profession. A number of leadership opportunities are available for current students including the opportunity to serve as a representative to the DNP Advisory Committee or Graduate Faculty Committee. In addition, a student has the opportunity to serve as the representative to the American Association of Colleges of Nursing (AACN) Graduate Nursing Student Academy (GNSA). Students also have the opportunity to meet with DNP Program and SON leadership at networking events such as the Graduate Welcome Back Event held each year. Students will be informed of additional leadership opportunities as they become available and are encourage to participate depending on availability of time and interest.

Library

Students are encouraged to become familiar with the library resources located at: [Adams Library](#). The Adam's Library phone number for research help is 401-456-8125. Students may also use **google scholar** once signed into our RIC library as a quick way to look up articles, as well as other periodical databases: [Article Searching - Databases - Nursing, Medical and other disciplines](#)

Lib Guides

Helpful lib guides are also posted at the RIC library and may be found which you may link to at the main library page, or at the following links:

[DNP Scholarly Project Resources](#) (contains information, resources and templates related to completion of the DNP scholarly project).

[NURS: Graduate Nursing Advising & Orientation \(DNP Program and advising forms\)](#)

[Orientation Links \(contains links to various RIC webpages, services and other online sources including general RIC information, academic resources, technology resources, SON social media accounts, MyRIC, and student health & support services\).](#)

Guiding Documents

The development of and refinement to the Doctor of Nursing Practice Program is supported by numerous professional standards and guidelines. The major documents used to this program include:

American Association of Colleges of Nursing. (2006). The essentials of Doctoral Education for Advanced Nursing Practice. Washington, DC: AACN. Retrieved from:
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Resources and Technical Assistance

For help with understanding blackboard visit: <https://help.blackboard.com/Learn/Student>

For technical issues contact the helpdesk at helpdesk.ric.edu or 401-456-8803

For Administrative issues Contact Ellen Morais at the Graduate Nursing office: emorais@ric.edu or 401-456-9612

For help with registration visit: [Registration | Rhode Island College \(ric.edu\)](#)

For important dates visit the College Academic Calendar: [Academic Calendar | Rhode Island College \(ric.edu\)](#)

Additional Resources include:

- **School of Nursing Writing Tutor:** There is a graduate assistant assigned to the RI Nursing Education Center specifically to serve as writing tutor to graduate nursing students You can contact the writing tutor at rinec-writing@ric.edu. [Replies are within 48 hours weekdays and 72 hours on weekends.](#)
- **The Writing Center** in the Adams Library Lower Level on the RIC campus
- **The Counseling Center** in Brown Hall; phone number 456-8094 [Counseling Services | Rhode Island College \(ric.edu\)](#)
- **The Office of Academic Support** in Adams Library Lower Level Mall Area; phone number 456-8083 [Office of Academic Support and Information Services \(OASIS\) | Rhode Island College \(ric.edu\)](#)
- **Disability Services** in Fogarty Life Science Room 137; phone number 456-2776 [Disability Services Center | Rhode Island College \(ric.edu\)](#)
- **The Whipple Computer Lab** in Whipple Hall Room 102; phone 456-9113
- **ESL Resources:** Multilingual? Bilingual? Welcome! Project ExCEL is a community for students who are English Language Learners and are looking for language support. In Project ExCEL, you can work with someone one on one to get advice for your assignments. For more information, please contact: Laura Faria-Tancinco lfariatancinco@ric.edu or visit the Project ExCEL website: <http://www.ric.edu/project-excel/Pages/default.aspx>

Academic Policies

Liability Insurance

Graduate students should maintain their own malpractice insurance. In addition, students who are actively enrolled as majors in nursing at Rhode Island College are covered by a Medical Malpractice Policy by the Board of Governors for Higher Education.

Leave of Absence from Nursing Courses

A graduate student who interrupts their nursing program of study for one semester or more, due to military service, prolonged illness or other unusual circumstances, whether before or after they have completed the work prescribed in their Plan of Study, should apply for a Leave of Absence. The request should be made in writing using the [Request for Leave of Absence form](#) (see [Appendix D](#)), be endorsed by the student's advisor and be sufficiently specific to determine whether the leave is warranted. The decision to grant the leave of absence will be made by the DNP Program Director in consultation with the Dean. A leave of absence has the effect of suspending time limitations such as those for completion of the degree or for the removal of incomplete grades. Accordingly, a leave will be granted only for sufficient reason and only if it is to be for one year or less. Students may apply in writing for a **maximum** of one additional year if circumstances warrant.

A student who interrupts their program for two semesters without notifying the Graduate Nursing office may be eligible to register for course(s) needed to complete the program on a space available basis. If the student interrupts their nursing

program for three semesters or longer without having submitted an official leave of absence request, the student must apply for re-admission to the Master's in Nursing program and must meet current admission requirements.

Withdrawal from the DNP Program

Once a student has been admitted and officially matriculated into a DNP program, they must notify the DNP Director **in writing** if they wish to withdraw from the program. This is necessary whether they have been on a leave of absence or active in their courses. A matriculated student who withdraws from a program after having completed any courses will be logged as a *withdrawal from program*. If a student has accepted admission but has not yet completed any courses, the withdrawal will be logged as a *withdrawn application*, whether or not they were matriculated. Students are responsible to return their garage parking pass and building access card upon withdrawal and may be charged a replacement fee if they fail to surrender them.

Grading System:

Cum Index Grade Ranges

4.0	A	93-100
3.67	A-	90-92
3.33	B+	87-89
3.00	B	84-86
2.67	B-	80-83
2.33	C+	77-79
2.00	C	74-76
1.67	C-	70-73
1.33	D+	67-69
1.00	D	63-66
.67	D-	60-62
.00	F	0-60

Petitions

Students seeking appeal of DNP program policies related to academic progression can petition in writing to the Graduate Committee. A description of the petition process is below. The [petition form](#) is available in [Appendix D](#). Petitions are due to the Graduate Department Student and Graduate Outcomes Committee by the Monday of the full week prior to the start of classes in the fall and spring semesters.

Process of Submission of Petitions

The following steps outline the process a student will follow to petition a waiver of a School of Nursing Policy* that is affecting the individual student.

1. The student brings the concern to the attention of his/her advisor within 10 working days of becoming aware of the situation.
2. The student completes the Petition Form (see p. 25-26). The form must be signed by the Advisor, or in the absence of the Advisor, the Program Director.
3. The completed form along with supporting documents is submitted to the Chair of the Graduate Student and Graduate Outcomes Committee within five (5) working days of having met with the Advisor.
4. The Graduate Student and Graduate Outcomes Committee will consider the petition at its next scheduled meeting. The student should contact the graduate chair or appropriate program director to determine the date of the next meeting.
5. Within five (5) working days following the Graduate Student and Graduate Outcomes Committee meeting, the Committee's decision is forwarded to the student and his/her advisor.
6. If the decision is unsatisfactory the student has the option to appeal the decision. The Academic Grievance Procedure that outlines this process is available in the college handbook section 3.11.

*The above process is to be utilized only when the student is appealing a *policy* of the School of Nursing. If appealing a decision made by an individual faculty member (grade dispute) or a College Policy (i.e. disagreement regarding dismissal/probation) the student should follow the Academic Grievance Procedure (see p. 26-28 of this *Handbook*).

Complaints and Grievances

The [*Manual of Academic Policies and Procedures*](#) clearly distinguishes between a complaint and a grievance in Section 11

- (a) A *complaint* may be any point at issue between a faculty member and a student in which a student feels that an abridgement of personal rights or benefits has occurred. A complaint may, but need not, constitute a grievance.
- (b) A *grievance* means a difference, presented in writing that may arise between a faculty member and a student with respect to, but not necessarily limited to:
 - i. violation of established academic policies and regulations (e.g., examination policies, advisement policies, registration procedures);
 - ii. arbitrary and capricious grading practices;
 - iii. violation of the student's academic freedom, defined in the *Student Handbook* as... "the freedom to inquire, to discuss, to seek evidence, to speak, and to exchange ideas";
 - iv. failure to meet obligations to students (adherence to regular class hours, taking timely action, or correcting errors."

As noted in the Manual of Academic Policies and Procedures (section 11), the primary purpose of the grievance procedure is to secure, at the lowest level possible, an equitable solution to the problems of students who have disputes with either an academic unit or classroom or grading conduct of faculty.

According to MSN and DNP program policy, student complaints are first discussed with the faculty member involved. If a resolution is not reached, the student may then institute a formal grievance as outlined below.

Grade Grievances. Consistent with the *Manual of Academic Policies and Procedures*, students who believe that they have received a grade in an arbitrary or capricious manner, meaning that the grading was not properly applied, may request that the grade be reconsidered. Students must first discuss the issue with the faculty member. If the issues is not resolved at this level, a formal written grievance may be submitted through the following process:

Step 1. Faculty Level

1. The student should first attempt to resolve any academic issues with the faculty member involved. If this does not lead to a resolution, a written grievance must be presented to the faculty member involved within ten working days following their initial discussion, except in the case of final grades and then no later than the tenth working day of the next full semester. This time limit shall not apply if a purely clerical error is discovered.
 - a. The grievance statement must include a summary of not more than one page stating the specific policy or policies violated or the exact nature of the grievance, the specific actions upon which it is based, and the remedy being sought. Supplementary materials may be presented to support the grievance.
 - b. Within ten working days of the receipt of the grievance, the faculty member shall meet with the grievant to discuss the grievance. The grievant and the faculty member may each choose to bring to the meeting one person from the Rhode Island College community who is not a family member

of either the grievant or the faculty member. Within ten working days of the meeting, the faculty member shall issue a decision, setting forth the reasons therefore in writing to the grievant.

Step 2. Department Chair Level

2. If the grievance is not resolved through Step 1, the grievant may submit the grievance in writing to the appropriate department chair within ten working days of the grievant's receipt of the decision of the faculty member. Within ten working days of the receipt of the grievance, the department chair shall meet with the grievant and the faculty member (either jointly or separately) to discuss the grievance and may discuss the grievance with the departmental advisory committee.
 - a. The grievant and the faculty member may each choose to bring to the meeting one person from the Rhode Island College community who is not a family member of either the grievant or the faculty member.
 - b. The department chair shall issue a decision, setting forth the reasons therefore in writing to the grievant and the faculty member involved within ten working days of the meeting with the parties involved. In the case of grades, the decision of the department chair shall be final, unless upon appeal the person at the next higher level of appeal determines that the cause of the grievance is other than disagreement with academic judgment. In which case, the grievance may be moved up the chain of command as outlined in the *Manual of Academic Policies and Procedures*.

Step 3. Dean's Level

3. If the grievance is not resolved through Step 2, the grievant may submit the grievance in writing to the appropriate dean within ten working days of the grievant's receipt of the decision of the department chair.
 - a. Within ten working days of the receipt of the grievance, the dean shall meet with the grievant and the faculty member (either jointly or separately) to discuss the grievance. iii. The grievant and the faculty member may each choose to bring to the meeting one person from the Rhode Island College community who is not a family member of either the grievant or the faculty member.
 - b. Within ten working days of the meeting with the parties involved, the dean shall issue a decision, setting forth the reasons therefore in writing to the grievant, the faculty member involved, and the department chair.

Step 4. Provost/Vice President Level

4. If the grievance is not resolved through Step 3, the grievant may submit the grievance within ten working days of the grievant's receipt of the decision of the appropriate dean to the Provost/Vice President for Academic Affairs.
 - a. Within ten working days of the receipt of the grievance, the Vice President shall meet with the grievant and the faculty member (either jointly or separately) to discuss the grievance.
 - b. The grievant and the faculty member may each choose to bring to the meeting one person from the Rhode Island College community who is not a family member of either the grievant or the faculty member.
 - c. Within ten working days of the meeting with the parties involved, the Vice President shall issue a decision, setting forth the reasons therefore in writing to the grievant, the faculty member involved, and the appropriate dean.

Step 5. President's Level

5. If the grievance is not resolved through Step 4, the grievant may submit the grievance within ten working days of the grievant's receipt of the decision of the Provost/Vice President for Academic Affairs to the President.
 - a. Within ten working days of the receipt of the grievance, the President shall meet with the grievant and the faculty member (either jointly or separately) to discuss the grievance.
 - b. The grievant and the faculty member may each choose to bring to the meeting one person from the Rhode Island College community who is not a family member of either the grievant or the faculty member.
 - c. Within ten working days of the meeting with the parties involved, the President shall issue a decision, setting forth the reasons therefore in writing to the grievant, the faculty member involved, department chair, the appropriate dean, and the Vice President for Academic Affairs.

Registration

General registration procedures are described [online](#). Nursing majors may register online for required nursing courses during the regular registration period. NOTE: each student is assigned a unique enrollment appointment window. **Students must be within their enrollment appointment window to enroll in a course.** Enrollment appointments can be viewed in the MyRIC account. Some courses may require enrollment by the department. Students should contact the Graduate Nursing office or their advisor if they experience any issues with enrollment.

Summer Courses

Selected courses are offered during summer sessions. View the [course bulletin](#) for a list of available courses.

Code of Academic Honesty

The School of Nursing at Rhode Island College recognizes that the nursing profession is based on a standard of honesty and personal and professional integrity. In order to achieve the mission of the College and the School of Nursing, and develop the high ethical standards required for nursing practice, academic honesty is an integral part of the nursing program. Students and faculty are jointly responsible for maintaining an honest environment and all must work together to ensure the success of the academic honesty policy. All students within the School of Nursing are expected to maintain the code of academic honesty and must have a signed [Academic Honesty Attestation Form](#) on file with the Graduate Nursing office (see [Appendix D](#)). This means that all academic work is presented without plagiarism, cheating or unauthorized assistance.

The Goals of the Academic Honesty Policy in the School of Nursing are to:

- Promote a culture of academic honesty within the School of Nursing.
- Increase understanding of acts that are designated as academically dishonest behaviors.
- Maintain the academic reputation of the School of Nursing.
- Clearly define the process related to matters of academic dishonesty.

Violation of the Code of Academic Honesty

Incidents of academic dishonesty will be adjudicated through the College's usual disciplinary process. Specifically, when a faculty member suspects a student has committed academic dishonesty, the faculty member will confront the student and may determine the appropriate action to be taken. Penalties could include repercussions on the assignment/test, up through failure for the course. A student who disagrees with the faculty member's decision may appeal to the Board of College Discipline; or a faculty member may elect to send the case immediately to the Board without passing judgment. The Board has a full range of sanctions available to it, from a warning up through suspension or expulsion from the College.

Behaviors that constitute Academic Dishonesty are prohibited. Examples of academic dishonesty include but are not limited to the following:

(Adopted from Academic Honesty policies from West Hills Community College, University of Maryland Baltimore, School of Nursing; University of Rochester, University of Arkansas/Fayetteville, University of Houston/Clear Lake, University of Michigan, and Rhode Island College Handbook of Policies, Practices and Regulations).

- Plagiarism – Any attempt to present someone else's work as one's own, on quizzes, examinations, reports, or term papers, etc., constitutes plagiarism, an act closely analogous to the theft of money or goods to any form of swindling or fraud, and in the academic world, just as deplorable. There are various forms of plagiarism of which the following are most common:
 - **Word-for-word plagiarism.** This includes (a) the submission of another person's work as one's own; (b) the submission of work from any source whatever (book, magazine, or newspaper article, unpublished paper, or thesis) without proper acknowledgement by footnote or reference within the text of the paper; (c) the submission of any part of another's work without proper use of the quotation marks.
 - **Patchwork plagiarism.** This consists of piecing together of unacknowledged phrases and sentences quoted verbatim (or nearly verbatim) from a variety of sources. The mere reshuffling of other people's words does not constitute "original" work.
 - **Unacknowledged paraphrase.** It is perfectly legitimate to set forth another author's facts or ideas in one's own words, but if one is genuinely indebted to the other author for these facts or ideas, the debt must be acknowledged by footnote or reference within the text of the paper.
- Unauthorized assistance:
 - Using books, notes, calculators and technological devices in an unauthorized manner to assist with quizzes, exams or lab work.
 - Copying answers to an exam.
 - Giving or receiving answers to a scheduled exam.
 - Submitting work done by another individual and portraying it as one's own.
- Providing false information:
 - Giving false reasons (in advance or after the fact) for failure to complete academic work. This includes, for example, giving false excuses for failure to attend an exam or attend the clinical practicum.
 - Falsifying the results of any laboratory or clinical work or fabricating any data or information, including patient related information.
 - Giving false information or testimony in connection with any investigation or hearing under this policy.
 - Presenting previously submitted academic work and portraying it as new material.
 - Multiple Submissions: Submitting for credit, when a student has not been given permission to do so, any work that is the same or substantially the same as work that has been submitted for credit in another course. Many professors allow reworking or building on prior work; however, multiple

submissions are permitted only with the prior permission of the instructor(s), and only when the student acknowledges the multiple submission in the work itself.

- Theft:
 - Procuring unauthorized materials related to academic work such as exams, grade books, and class files.

Faculty and students share the responsibility for upholding the Academic Honesty Policy. Students are expected to report instances of academic dishonesty to the faculty. A faculty member is responsible for confronting a student who violates the code and determining the appropriate action to be taken with respect to the class. As noted in the [Manual of Academic Policies and Procedures](#) (section 9.1) and the [Graduate Studies Policy and Procedure Manual](#) (VII.1), a faculty member may take action up to and including failing a student accused of academic dishonesty. In all cases, a report describing the nature of the dishonesty and subsequent action taken by the faculty member shall be filled with the Provost/Vice President for Academic Affairs. Additionally, the faculty member may recommend that the Academic Integrity Board recommend further action. In the case of graduate students, the faculty member will also inform the Director of the DNP program of the nature of the dishonesty and the subsequent action taken by the faculty member and may recommend that further action be taken.

As per section 9.1.D.(c), in the case of graduate students, the director of the DNP program may convey the recommendations of a penalty of probation or dismissal from the program to the academic dean of the school in which the student is enrolled (revised by vote of the Council (May 3, 2013), and approved by the President (May 24, 2013).

The School of Nursing reserves the right to impose additional penalties when students have been found in violation of the code of Academic Honesty, including dismissal from the School of Nursing. Such penalties will be imposed by the Dean in consultation with the faculty member. Students have the right to appeal. The appeals procedure is outlined in the [Manual of Academic Policies and Procedures](#), section 9.1.D(e).ii.

All graduate students will be asked to sign an attestation stating they have read the Academic Honesty statement and attest to maintaining academic honesty in all academic assignments, clinical documentation and to maintain professional integrity.

Social Media Policy

HIPPA – Compliant use of Mobile Devices, Social Media and the Internet

The purpose of this policy is to maintain the protection of sensitive and confidential information related to the School of Nursing and uphold the professional reputation of the School of Nursing and Rhode Island College. This policy applies to the use of mobile devices, social media and internet communications related to confidential information about the School of Nursing (including the faculty, staff, students, classroom and clinical activities), patients, and (SON) clinical affiliates.

SON students, faculty and staff must always protect individuals' rights to privacy and confidentiality, and communicate sensitive and confidential information in accordance with the **Health Insurance Portability and Accountability Act (HIPAA)** and the **Family Educational Rights and Privacy Act (FERPA)**. Social media are web-based or mobile technologies used for interactive communication. RICSON encourages responsible use of Mobile Devices to access electronic information that can be helpful in forming plans of care for patients and for professional communication. Examples of social media include but are not limited to, collaborative projects (e.g. Wikipedia), blogs and microblogs (e.g. Twitter), content communities (e.g. YouTube), social networking sites (Facebook), virtual game worlds, and virtual social worlds (e.g. Second Life).

Members of the SON community are expected to observe the American Nurses Association's (ANA) Principles for Social Networking (American Nurses Association, 2011. Navigating the World of Social Media).

ANA's Principles for Social Networking

1. Nurses must not transmit or place online individually identifiable patient information.
2. Nurses must observe ethically prescribed professional patient – nurse boundaries.
3. Nurses should understand that patients, colleagues, institutions, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring content that could harm a patient's privacy, rights or welfare to the attention of appropriate authorities.
6. Nurses should participate in developing institutional policies governing online conduct.

The policy requires that all:

- Be aware of the necessity of maintaining professional boundaries while using electronic media.
- Follow HIPAA guidelines at all times. Identifiable information concerning patients/clinical activities must not be posted in any online forum.
- Protect confidential, sensitive and proprietary information. Do not share or post any information related to nurse-patient contact or about the SON.
- Do not post comments on social media sites about patients, clinical facilities, employees of facilities, faculty or other students as these posts violate the individual's right to privacy and may incur liability – even if the posts do not specifically identify individuals.
- Do not use mobile devices to take photos of patients or patient information.
- Use PDAs and other devices only as authorized by faculty and clinical affiliates.
- Have a responsibility to report any breach of confidentiality or privacy to a School of Nursing administrator or faculty member.

Consequences:

- Violations of patient privacy will be subject to HIPAA and FERPA procedures/guidelines and consequences.
- Students who share confidential or unprofessional communication may be subject to disciplinary action, up to and including dismissal from the program.

Classroom Etiquette

Class participation and attendance are expected. Students who are unable to attend class should notify the faculty member in advance. Students should come to class prepared, having completed all assignments so that constructive class participation is likely. Students will be engaged and respectful of others in the classroom; as reflected by not talking while others are speaking, using electronic devices only for class activities, being on time and staying until the class ends. Students who do not conform to expected classroom etiquette may be asked to leave the classroom.

Cancellation of Classes

Students are informed about cancellation of classes or clinical practice, e.g., snow days, by announcements on local radio stations, communications from individual instructors, or by visiting the College website. Calling the School of Nursing office is NOT APPROPRIATE. The current [Student Handbook](#) contains complete information about policies and rules. Students in the nurse anesthesia option follow the SJHSA Student Handbook during the clinical internship.

HEALTH AND WELLNESS POLICIES

Nursing Health & Immunization Requirements

All nursing students must have the following information on file in RIC HEALTH SERVICES, located in Brown Hall on the RIC campus. Tel (401) 456-8055; FAX: (401) 456-8890.

1. **COVID-19 vaccination** required (1-2 doses based on manufacturer of vaccine)
2. An Admission **Physical Exam**
3. **One** dose of **Tetanus-Diphtheria-Pertussis (Tdap)** if it has been two or more years since the last dose of Td.
4. **Two MMR's (Measles, Mumps, Rubella) or blood titers** confirming immunity.
5. **Three** doses of **Hepatitis B** vaccine. A **Hepatitis B Surface Antibody titer** to confirm sero-conversion is recommended 1-2 months after the final dose.
6. Provider documented proof, including date or age, of **Chicken Pox** disease or a **Varicella titer** confirming immunity or **two doses of Varicella vaccine**.
7. Annual **Quantiferon Gold negative blood test or an initial 2-step PPD**** tuberculin skin test **and yearly** PPD updates (or Chest X-Ray if PPD positive and **yearly TB assessment**, which is completed at Student Health Services).
8. **Flu vaccine** each fall semester.
9. Color Blind Testing

*Health care workers born on or before December 31, 1956 are only required to have documentation of one dose of measles, mumps and rubella or titers confirming immunity.

****2-Step PPD** – two separate TB tests planted at least one week apart but not more than a year apart prior to entering nursing clinical.

HEALTH REQUIREMENTS

All nursing students must provide RIC Health Services (located in Browne Hall) with documentation of an admission physical exam and immunizations as listed above, and will need to submit their printed report from student health services to the DNP Program Director on admission and at the start of each academic year. Information may be submitted in person, by fax or on-line through the [Medicat Patient Portal](#) which may be accessed through “My RIC”.

Call RIC Health Services at (401) 456-8055 to review your record.

Physical exams, most vaccines and TB testing (PPD's) are available with an appointment in Health Services. If you are unable to find your vaccine record, blood titers to prove immunity can be ordered by Health Services staff.

INSTRUCTIONS FOR PATIENT PORTAL

RIC [Student Health Services](#) has a secure “Patient Portal” through our Electronic Health Record (EHR) called [Medicat](#). This Portal will allow you to update and print out your immunization record, complete medical history forms, upload personal and insurance information, submit copies of physical exams from your primary care provider and update emergency contact information. You will also be able to receive secure messages from Student Health Services staff.

The Portal can be accessed [here](#) or by a link found on the bottom, right side of **MyRIC** Homepage. First time users will need to register with a username (**no** e-mail addresses) and password. **You must be registered for classes to access the Portal.**

After Registering for the Portal:

1. **Step 1: Enter your immunization dates and click “Submit” at the bottom of the page** (if you are a current student and supplied us with an immunization record in the past, the dates will already be entered).
2. **Step 2:** Upload a **verified** immunization record (must be an official vaccine document or signed by a health care professional). Take a picture of your record with your smartphone or scan to your computer to upload. You may also fax or mail the document to Health Services. *The staff of Health Services will verify your record within the next 1-2 business days.*
3. **Step 3:** Complete personal information with emergency contact numbers and health insurance information. Upload a copy of your physical exam from your PCP or schedule an appointment in Health Services if your exam was done more than a year ago. Sample forms can be found on the portal but your provider may use their own forms. If you have any difficulty using the Portal, **please call our office during business hours so we can assist you.**
4. Once your records have been reviewed, they will appear as “verified.” A copy of your verified record should be sent to the DNP program director.

RIC Student Health Services

Browne Hall

Tel: (401) 456-8055

Fax: (401) 456-8890

Student Self-Identification of Risk Factors

Students with any condition such as, but not limited to pregnancy, viral infections, allergies, immunosuppression, surgical wounds, or mobility issues that potentially places them and/or patients at risk in the clinical setting are responsible for informing the instructor of their condition. This information should be discussed with each clinical instructor prior to the start of the semester, or as soon as the students become aware of the condition. Students who are unable to work due to medical conditions are not allowed to participate in clinical activities until they have received medical clearance.

Professionalism and Substance Abuse Policy

Philosophy: Nursing students at Rhode Island College are expected to conduct themselves as professionals at all times. This professionalism includes dress, in-class attendance, academic integrity and the successful completion of course responsibilities as well as behavior in nursing courses on campus and at practicum locations. Adherence to student policies of the College and the Nursing School fosters professionalism. Non-adherence to the professional

standards of behavior requires corrective action. Failure by the student to comply with expectations will result in discipline ranging from written warning to dismissal from the Nursing major.

Rhode Island College School of Nursing is committed to health promotion and maintenance of a healthy lifestyle. To fulfill this expectation, nursing students must be free of chemical impairment during participation in any aspect of the nursing program including classroom, laboratory and clinical settings. Substance abuse is a major problem that compromises the learning environment and impairs judgment interfering with the ability to provide safe, effective and supportive care. Appropriate treatment of substance abuse and addiction is critical to nursing education and practice.

Substance Use Disorder is defined as a disease that affects a person's cognitive function and behavior and interferes with one's ability to fulfill role expectations. A student who misuses substances, while in the academic or clinical setting, either separately or in combination, may include substances such as, alcohol, over-the-counter medication, illegal drugs, prescribed medications, inhalants, or synthetic designer drugs.

Procedures: This health problem must be immediately addressed when identified within the nursing student population. Following are the procedures to be followed when a student is suspected of being chemically impaired.

1. Remove the student to a private area. Discuss the sign(s) and/or behavior(s) observed and allow the student to provide an explanation. Question the student regarding the use of any substance and, if used, what, when, and how much was used and by what route it was taken. When impairment signs/behaviors are observed during a clinical practicum session, the student is removed from the area and relieved of further nursing responsibilities for the day. A written warning is issued, a make-up assignment may be given and the student is instructed to arrange for transportation home.
2. A report of observed student behavior is prepared by the involved faculty member in concert with the clinical preceptor when applicable and is submitted to the master's or DNP program director. A copy of the report will be placed in the student's file.
3. A group conference will be convened within one week. The conference group consists of the involved student and faculty member, the master's or DNP program director and the graduate chairperson. The purpose of the group conference will be to convey concern for the student's welfare and to present the student with procedural requirements. If chemical impairment is the problem, these procedures require student agreement to enter into a "Student Wellness Contract" for professional evaluation of chemical dependency status and determination of a treatment plan.
4. During the conference the academic consequences resulting from chemical impairment will be explained. The student will be requested to agree to the contract and to confirm understanding of both the terms and the academic consequences of the contract by signature. Should the student choose not to agree to the contract, he/she will be dismissed from the nursing major.
 - a. Participation in clinical nursing courses will not be permitted until the terms of the contract are fulfilled.
 - b. A semester grade of "I" (Incomplete) or "W" (Withdraw) will be assigned for these courses depending upon the amount of course work completed to date, the time remaining in the semester, the ability of the student to satisfactorily complete the course requirements and the treatment recommendation of the chemical dependence evaluator.
5. Following the initial screening, the evaluator will determine the prescribed treatment. If no treatment is required, the evaluator will prepare a written report to the Master's or DNP program director and

chairperson. Upon receipt of the written recommendation of the chemical dependency evaluator that no treatment for chemical impairment is required, the student may return to all courses in progress.

6. When treatment is indicated, completion terms of the contract must be fulfilled. Upon completion of the program, the student may resume participation in clinical nursing courses contingent upon the approval of a written request for reinstatement submitted for the semester he/she desires to return. If additional chemical impairment occurs subsequent to implementation of these procedures, the student will be dismissed from the nursing major.

(Sources noted in Policy Manual)

BSN to DNP with Specialization in Nurse Anesthesia Student Handbook – Appendices

Appendix A: Plan of study

See next page

**SCHOOL OF NURSING GRADUATE
PROGRAM**

Name_____ID#_____Date_____

Address_____Phone_____

Department: Nursing

Program: Post Baccalaureate Doctor of Nursing Practice with Specialization in Nurse
Anesthesia

Please submit a signed original to the office of the Dean of the School of Nursing. This form is to be completed by the student with the assistance and approval of the Graduate Adviser. Although an applicant may be recommended for acceptance to a graduate program, the applicant cannot be considered as an officially accepted degree candidate until an approved Plan of Study is on file in the office of the Dean of the School of Nursing. **Changes in the Plan of Study can be made with the graduate adviser's approval by completing the Request for Changes in the Plan of Study form.**

PLAN OF STUDY

<u>DEPT.</u>	<u>COURSE NO.</u>	<u>COURSE TITLE</u>	<u>CREDITS</u>
NURS	503	Professional Role Development	3
NURS	504	Advanced Pathophysiology	3
NURS	505	Advanced Pharmacology	3
NURS	506	Advanced Health Assessment	3
NURS	514	Advanced Pharmacology for Nurse Anesthesia	4
NURS	516	Advanced Principles of Nurse Anesthesia Practice I	3
NURS	517	Foundational Principles of Nurse Anesthesia	3
NURS	524	Healthcare Statistics	3
NURS	535	Advanced Physiology I	4
NURS	536	Advanced Physiology II	4
NURS	570	NA Clinical Practicum I	2
NURS	616	Advanced Principles of Nurse Anesthesia Practice II	3
NURS	626	Advanced Principles of Nurse Anesthesia Practice III	3
NURS	630	NA Clinical Practicum II	2
NURS	636	Transition to Nurse Anesthesia Practice	3
NURS	640	NA Clinical Practicum III	3
NURS	670	NA Clinical Practicum IV	3
NURS	691	NA Clinical Practicum V	3
NURS	701	Scientific Underpinnings for Clinical Scholarship	3
NURS	702	Systems Leadership/Quality Improvement	3
NURS	703	Advanced Epidemiology and Biostatistics	3
NURS	704	Clinical Research and Analytic Methods	3
NURS	791	Directed Readings I	1
NURS	705	Health Care Policy and Advocacy	3
NURS	706	Economics, Finance, Business Management	3

NURS	707	Information Technology/Decision Support	3
NURS	708	Interprofessional Collaborative Practice	3
NURS	709	Population Health	3
NURS	792	Directed Readings II	1
NURS	720	DNP Project Planning Seminar	1
NURS	730	DNP Proposal Development	3
NURS	740	DNP Project Implementation	2
NURS	750	DNP Project Evaluation & Dissemination	1

Credits transferred: _____

TOTAL for Program 91

Student _____ Date _____

Advisor _____ Date _____

DNP Program Director _____ Date _____

Dean, School of Nursing _____ Date _____

cc: Records Office

Student

06/15/2022 JD/KM



Appendix B: DNP Project Team Roles and Responsibilities and Mentor Agreement Form

About the Doctor of Nursing Practice Degree – Focus on Practice Scholarship

The following is intended to provide a basic overview of the scope and focus of the DNP Scholarly Project. The DNP program faculty will help students to develop their projects so that they demonstrate an appropriate focus. This is not the responsibility of the organizational mentor, but is provided for information purposes only.

The Doctor of Nursing Practice is a practice focused versus a research focused doctoral degree. As practice scholars, Doctor of Nursing Practice students are prepared to generate new *practice* knowledge. Key areas of difference in practice versus research scholarship are outlined below as taken from the American Association of Colleges of Nursing (2015) Report from the Task Force on the Implementation of the DNP:

1. Graduates of both research- and practice-focused doctoral programs are prepared to generate new knowledge. However, research-focused graduates are prepared to generate knowledge through rigorous research and statistical methodologies that may be broadly applicable or generalizable; practice-focused graduates are prepared to generate new knowledge through innovation of practice change, the translation of evidence, and the implementation of quality improvement processes in specific practice settings, systems, or with specific populations to improve health or health outcomes. New knowledge generated through practice innovation, for example, could be of value to other practice settings. This new knowledge is considered transferrable but is not considered generalizable.
2. Organizational and systems leadership knowledge and skills are critical for DNP graduates to develop and evaluate new models of care delivery and to create and sustain change at the organization and systems levels. Practice includes leadership, advancing the quality of nursing care and the profession of nursing through policy evaluation, development, and advocacy, and the creation and maintenance of healthy work environments. The development and trial of new models of care delivery may be partially based in generalizable evidence, based in transferrable evidence from another practice site, or when no evidence exists, based on experience and new/innovative thinking. The ability to develop and adapt care delivery and evaluate outcomes is essential for DNP graduates to mold practice and improve the health and well-being of populations. For example, evaluation of outcomes may include rapid cycle testing or rapid cycle prototyping used in quality improvement processes...
3. These delineations in knowledge generation are not to be construed as a hierarchical structure of the importance of these two types of knowledge generating methods. The application and translation of evidence into practice is a vital and necessary skill that is currently lacking in the healthcare environment and the nursing profession. The DNP graduate will help to fulfill this need. As a result DNP and PhD graduates will have the opportunity to collaborate and work synergistically to improve health outcomes.

The DNP Scholarly Project should:

- a. Focus on a change that impacts healthcare outcomes either through direct or indirect care
- b. Have a systems (micro-, meso-, or macro- level) or population/aggregate focus
- c. Demonstrate implementation in the appropriate arena or area of practice
- d. Include a plan for sustainability (eg. Financial, systems or political realities, not only theoretical abstractions)
- e. Include an evaluation of processes and/or outcomes (formative or summative). DNP project should be designed so that processes and/or outcomes will be evaluated to guide practice and policy. Clinical significance is as important in guiding practice as statistical significance is in evaluating research
- f. Provide a foundation for future practice scholarship

(American Association of Colleges of Nursing, 2015).

The DNP program culminates in a final DNP Scholarly Project. Throughout the DNP program, students complete coursework contributing to the requisite knowledge and skills for successful completion of the final project including coursework in Leadership and Quality Improvement, Interprofessional Collaboration, Advanced Epidemiology and Biostatistics, Clinical Research and Analytic Methods, Health Care Policy and Advocacy, Economics, Finance and Business, and Information Technology and Decision Support. During many of these courses, students will also complete practice immersion hours in the practice setting focusing on opportunities for professional development related to the DNP essentials and to the coursework. Examples of immersion hours includes activities such as attending a regional or national conference, developing an abstract and/or presenting in a local, regional or national forum, developing collaborative relationships and/or developing an understanding of organizational processes and infrastructure such as by attending or participating in meetings/committees. Organizational mentors may assist with activities related to the practice setting and as agreed upon.

Students also complete course work directly related to their scholarly project including Directed Readings I and II, DNP Project Planning Seminar, DNP proposal Development, DNP Project Implementation, and DNP Project Evaluation and Dissemination. Students typically move through this course sequence from proposal development through implementation and evaluation within the period of 4 semesters as follows:

NURS 720 DNP Project Planning – Spring Semester

NURS 730 DNP Proposal Development – Summer Semester (IRB application should be ready for submission by the end of the summer semester or sooner).

NURS 740 DNP Project Implementation – Fall Semester

NURS 750 DNP Project Evaluation and Dissemination – Spring Semester

Students are supported in the completion of the DNP project by a team including members with varying roles and responsibilities. At Rhode Island College the DNP Project Team consists of the following members:

DNP Academic Advisor (DNP Program Director)	Kara Misto, PhD, RN	401-456-9735 kmisto@ric.edu
DNP Project Advisor (RIC Faculty/1st reader)		
Content Expert-Faculty (RIC Faculty/2nd reader)		
Project/Organizational Mentor		

The roles of each DNP project team member are as follows:

1. DNP Program Director: Provides initial guidance through the preliminary phases of project development. Assists the student in identifying project team members. Provides high level oversight to ensure appropriate progression through the DNP Project Course Sequence and Timeline
2. The DNP Project Advisor/1st reader: Requirements for this role include doctoral preparation (DNP or PhD), currently serving in a faculty role at Rhode Island College. The DNP project advisor is assigned by the DNP program director in consultation with the Graduate Chair and is selected based on consideration of best fit. The project advisor may have expertise with the student's project areas of interest, methodologies, etc. The DNP project advisor is responsible for guiding students through all phases of project development, from preliminary planning, through proposal development, implementation and evaluation. In addition, the DNP project advisory serves as 1st reader for the student's written paper.
3. Faculty Content Expert/2nd reader: Requirements for this role include doctoral preparation (DNP or PhD), currently serving in a faculty role at Rhode Island College. The faculty content expert is selected based on area of expertise and alignment with the student's DNP project. This member provides additional guidance to the student in collaboration with the DNP project advisor/1st reader and also serves as a second reader for the student's written work.
4. DNP Project Organizational Mentor: The organizational mentor is a member from the practice setting who is selected by the student. The individual does not need to hold RIC faculty appointment nor a doctoral degree. The organizational mentor serves as a mentor to students as they pursue advanced experiences related to practice, leadership and scholarship, and helps the student navigate through organizational process as they progress through the DNP scholarly project. The student and organizational mentor are responsible for reviewing the information below and signing the organizational mentor agreement.

DNP Scholarly Project – Team Member Specific Responsibilities

Student Responsibilities:

1. Identify learning objectives and alignment with DNP essentials for all classes
2. Distribute objectives for organizational mentor (as appropriate) and faculty for approval by the second week of the term or as stated on the syllabus
3. Provide organizational mentor with organizational mentor agreement form, course materials and evaluation forms.
4. Return signed Organizational Mentor Form and CV/Resume to DNP Program Director

5. Maintain professionalism in all aspects of practice experience
6. Seek assistance and feedback from organizational mentor and DNP project advisor throughout practice experience
7. Demonstrate achievement of outcomes and objectives
8. Distribute all evaluations and return completed forms to DNP Program Director at the completion of the semester
9. Provide feedback to mentor following completion of the practice experience.

Specific Responsibilities of the Organizational Mentor:

1. Provide a CV/Resume kept on file at the RIC SON DNP Program Office
2. Provide a signed copy of the Organizational Mentor Agreement form
3. Provide feedback to the student on identified learning objectives
4. Assist students to successfully navigate organizational processes
5. Assist students in navigating the IRB process at the practice agency (NOTE: in some settings the organizational mentor is required to be listed as the Primary Investigator (PI) in the practice setting)
6. Assist students in identifying organizational resources and organizational contacts relevant to the students project and learning needs
7. Complete an evaluation of the student at the end of the term.
8. The organizational mentor will serve as a ^{3rd} reader of the students DNP paper at the completion of the program. The paper will have already been approved by the faculty ^{1st} and ^{2nd} reader. The Organizational mentor will review to ensure that the paper is logical and factually sound. The ^{3rd} reader is not expected to provide detailed editing review.

DNP Project Advisor/Faculty Responsibilities

1. Assist student with identification of learning goals and outcomes for the course
2. Approve planned practice activities, in conjunction with the organizational mentor and consistent with the student learning outcomes.
3. Monitor student progress in achieving student learning outcomes and provide feedback, as required, to the student and mentor.
4. Provide guidance, feedback and evaluation for all aspects of project design and development
5. Provide guidance, feedback and evaluation of all written work
6. Make self available to the student and mentor to determine the efficacy of the practice experience and assess the student's performance.
7. Evaluate each student's achievement and progress in relation to the clinical outcomes, with input from the organizational mentor.



RHODE ISLAND COLLEGE

**Doctor of Nursing Practice Program
Organizational Mentor Agreement Form**

I have reviewed and agree to the above guidelines and responsibilities

Organizational Mentor (Print): _____

Signed: _____ Date: _____

Student (Print): _____

Signed: _____ Date: _____

To be completed by DNP Program Director

- ☐ The CV/resume for the organizational mentor has been received and individual is approved to serve as the organizational mentor for the student listed

Name (Print) _____

Signed: _____ Date: _____

Appendix C: DNP Essential Competency Information

The below provides additional information on the essential competencies of the DNP as taken from *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006):

Essential #1: Scientific Underpinnings for Practice

The DNP program prepares the graduate to:

1. Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.
2. Use science-based theories and concepts to:
 - a. Determine the nature and significance of health and health care delivery phenomena;
 - b. Describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and health care delivery phenomena as appropriate;
 - c. and evaluate outcomes.
3. Develop and evaluate new practice approaches based on nursing theories and theories from other disciplines.

Essential #2: Organizational and Systems Leadership for Quality Improvement and Systems Thinking

The DNP program prepares the graduate to:

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

Essential #3: Clinical Scholarship and Analytical Methods for Evidence-Based Practice

The DNP program prepares the graduate to:

1. Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.
2. Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends.
3. Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.
4. Apply relevant findings to develop practice guidelines and improve practice and the practice environment.
5. Use information technology and research methods appropriately to:
 - a. Collect appropriate and accurate data to generate evidence for nursing practice.
 - b. Inform and guide the design of databases that generate meaningful evidence for nursing practice.
 - c. Analyze data from practice.
 - d. Design evidence-based interventions.
 - e. Predict and analyze outcomes.
 - f. Examine patterns of behavior and outcomes.
 - g. Identify gaps in evidence for practice.
6. Function as a practice specialist/consultant in collaborative knowledge-generating research.
7. Disseminate findings from evidence-based practice and research to improve healthcare outcomes.

Essential #4: Information systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care

The DNP program prepares the graduate to:

1. Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems.
2. Analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology.
3. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases.
4. Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology.

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

Essential #5: Health Care Policy for Advocacy in Health Care

The DNP program prepares the graduate to:

1. Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums.
2. Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy.
3. Influence policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve health care delivery and outcomes.
4. Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes.
5. Advocate for the nursing profession within the policy and healthcare communities.
6. Develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery.
7. Advocate for social justice, equity, and ethical policies within all healthcare arenas.

Essential #6: Interprofessional Collaboration for Improving Patient and Population Health Outcomes

The DNP program prepares the graduate to:

1. Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products.
2. Lead interprofessional teams in the analysis of complex practice and organizational issues.
3. Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.

Essential #7: Clinical Prevention and Population Health for Improving the Nation's Health

The DNP program prepares the graduate to:

1. Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.
2. Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.

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

Essential #8: Advanced Nursing Practice

The DNP program prepares the graduate to:

1. Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.
2. Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences.
3. Develop and sustain therapeutic relationships and partnerships with patients (individual, family, or group) and other professionals to facilitate optimal care and patient outcomes.
4. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.
5. Guide, mentor, and support other nurses to achieve excellence in nursing practice.
6. Educate and guide individuals and groups through complex health and situational transitions.
7. Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues.

Appendix D: Forms

[Exposure Incident Report](#)

[Non-Exposure Incident Report](#)

[Request for Leave of Absence Form](#)

[Graduate Nursing Petition Form](#)

[Academic Honesty Attestation Form](#)

RHODE ISLAND COLLEGE - SCHOOL OF NURSING

EXPOSURE INCIDENT REPORT

Student's Name:

Faculty Name:

Agency/Location of Exposure:

Nursing Course:

Date:

SUMMARY OF EXPOSURE INCIDENT: (Describe circumstances of exposure incident and results of immediate follow-up, i.e. blood testing of student/ source of contact)

FOLLOW-UP The Agency representative has informed the student of the results of the medical evaluation and told him/her of any medical conditions which may result from exposure to blood or other potentially infectious materials which require further evaluation or treatment.

A copy of this document has been provided to the student.

Agency Name:

Date:

Agency Representative Name:

Date:

I have been given a copy of the CDC, US Public Health Service Guidelines for the Management of Occupational Exposure to HBV, HCV, and HIV and Recommendations for Post Exposure Prophylaxis (April 25, 2014)
<https://www.cdc.gov/mmwr/PDF/rr/rr5011.pdf>

SIGNATURES:

Student Name (please print):

Student Signature:

Date:

Faculty Name (please print) :

Faculty Signature:

Date:

RHODE ISLAND COLLEGE – SCHOOL OF NURSING

NON-EXPOSURE INCIDENT REPORT

Student's Name: _____ Date: _____

Nursing Course: _____ Faculty Name: _____

Date of Incident: _____ Time of Incident: _____ Location of Incident: _____

SUMMARY OF INCIDENT:

Who was notified regarding the incident?

Campus Police _____

Health Services _____

Agency Security _____

Human Resources _____

Other _____

FOLLOW-UP/ACTION PLAN:

Was an incident report filed at the site of the incident? Yes _____ No _____

Site Name: _____

Site Representative Name: _____

A copy of this document has been provided to the student, Dean, Department Chairperson, and site representative.

SIGNATURES:

(Student) (Date)

(Faculty) (Date)

A PDF fillable version of this form is available [here](#)

Request for Leave of Absence

Graduate students who must leave the college for a period of one semester or more, due to military service, prolonged illness or other unusual circumstances, whether before or after they have completed the work prescribed in their Plan of Study, should apply for a Leave of Absence. The request should be made in writing to the appropriate Academic Dean, include an endorsement from the adviser or Program Director, and should be sufficiently specific to enable the Academic Dean to determine whether the leave is warranted. A leave of absence, granted under such unusual circumstances, has the effect of suspending time limitations such as those for completion of the degree or for the removal of incomplete grades.

Accordingly, a leave will be granted only for sufficient reason and only if it is to be for one year or less. Students may apply in writing for a maximum of one additional year if circumstances warrant.

Name _____ Student ID _____ Date _____

Graduate Program _____ Date of Plan of Study _____

Start Date of LOA _____ End Date of LOA _____

Explanation:

Student

Date

Adviser or Program Director

Date

Academic Dean

Date

Completed original is filed with Academic Dean's office, with a copy sent to Dean of Graduate Studies.

A PDF fillable version of this form is available [here](#)

RHODE ISLAND COLLEGE - SCHOOL OF NURSING

Graduate Nursing Petition

The *Handbook for MSN Graduate Students* includes the policies governing students who are enrolled in the School of Nursing MSN Graduate Program. The policies concern issues such as retention, progression, and dismissal. You may wish to refer to these policies when submitting a petition to the Graduate Student and Graduate Outcomes Committee. Please follow the process outlined below:

1. Confer with Faculty Advisor or Program Director.
2. Complete identification and request sections.
3. Obtain faculty Advisor's/Program Director's signature.
4. Submit completed form to the Chair of the Graduate Student and Graduate Outcomes Committee.
5. Chair of Graduate Student and Graduate Outcomes Committee will notify the student and student's advisor of the decision.

IDENTIFICATION

Date: _____ Student ID# _____

Name (print): _____ Phone #: _____

Address: _____ City/State/Zip: _____

RIC email address: _____

Student Signature: _____

I have discussed this petition with the student:

(Signature* of Faculty Advisor &/or Program Director)

Date: _____

*Signature does not imply approval or disapproval, although the advisor may provide additional information in support or opposition to the petition.

(Please type or print clearly)

- ## COMMITTEE DECISION

Signature of Chair of Graduate Student and Graduate Outcomes Committee: _____

A PDF fillable version of this form is available [here](#)

**Rhode Island College
School of Nursing
Graduate Department**

Academic Honesty Attestation

The School of Nursing at Rhode Island College recognizes that the nursing profession is based on a standard of honesty and personal and professional integrity. In order to achieve the mission of the College and the School of Nursing and develop the high ethical standards required for nursing practice, academic honesty is an integral part of the nursing program. Students and faculty are jointly responsible for maintaining an honest environment and all must work together to ensure the success of the academic honesty policy. All students within the School of Nursing are expected to maintain the code of academic honesty. This means that all academic work is presented without plagiarism, cheating, unauthorized assistance or falsifying records.

The Goals of the Academic Honesty Policy in the School of Nursing are to:

- Promote a culture of academic honesty within the School of Nursing.
- Increase understanding of acts that are designated as academically dishonest behaviors.
- Maintain the academic reputation of the School of Nursing.
- Clearly define the process related to matters of academic dishonesty.

As cited in the Graduate Studies Manual, Section VII Academic Integrity:

In pursuing graduate study, all students are expected to adhere to the accepted standards of scholarly integrity in all presentations, examinations, research and writing of papers and theses/projects. Academic integrity is the foundation of the academic community. Students who violate college rules on academic dishonesty are subject to disciplinary penalties, including the possibility of failure or removal from a course, disciplinary probation, and/or dismissal from the college. Individual schools may have additional standards and policies related to academic honesty.

According to Manual of Academic Policies and Procedures, Adjudicating Alleged Violations of Academic Integrity

In the case of graduate students, the faculty member will also inform the director of the graduate program of the nature of the violation and the subsequent action taken by the faculty member, and may recommend that the director of the graduate program take further action.

Graduate Programs Role. In the case of graduate students, the director of the graduate program may convey the recommendation of a penalty of probation or dismissal from the program to the academic

dean of the school in which the student is enrolled. *(Revised by vote of the Council (May 3, 2013, and approval of the President (May 24, 2013))*

Academic Integrity Board Role. The Council of Rhode Island College created the Academic Integrity Board (AIB), composed of students, faculty and administration. The AIB has authority to establish, publish and implement procedures for adjudicating alleged violations of academic integrity by students. It is authorized to hear and adjudicate charges against individual students in cases of violations of academic integrity.

The Academic Integrity Board shall consider cases referred to it by a faculty member or the Vice President for Academic Affairs, and has the option to recommend any penalties ranging from those available to the faculty member to placing the student on academic probation or expelling the student from the College.

Appeal. Any student accused of a violation of academic integrity may appeal action taken by the instructor in a case to the Academic Integrity Board.

Appeals Procedure:

- Appeals or referrals to the Board will follow the standard procedure of the Board.
- The Board shall inform the student, the faculty member, and Vice President for Academic Affairs of its decision

I have read this document and attest to maintaining academic honesty in all academic assignments, clinical documentation and to maintain professional integrity.

Student signature: _____

Student printed name: _____

Date: _____

Faculty signature: _____

Date: _____