Doctoral Student in Nursing:

Welcome to the Rhode Island College Doctor of Nursing Practice (DNP) program! We are excited to work with you as you progress through this doctoral journey. This handbook provides key information specific to the DNP program and is meant to be used together with college wide handbooks including the Rhode Island College Student Handbook, the Bulletin of Rhode Island College and the Graduate Studies Manual, all of which are available on the Rhode Island College website. Please note that these handbooks are updated periodically. It is your responsibility to update your Handbook with changes as this information becomes available.

The School of Nursing makes every effort to assure that students, faculty, staff, and visitors with special needs are accommodated. It is the responsibility of the person with special needs to identify his/her needs so that accommodations can be made in a reasonable and timely fashion.

The faculty and staff of the School of Nursing are committed to working with you to help you achieve your professional goals. On behalf of the faculty and staff, we welcome you to the Doctor of Nursing Practice program and wish you every success.

Carolynn Masters, PhD, RN
Associate Professor
Dean

Justin DiLibero, DNP, APRN, CCRN-K, ACCNS-AG, FCNS
Assistant Professor
Graduate Chair and DNP Program Director

Lynn Blanchette, PhD, RN
Associate Professor
Associate Dean
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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. Over 3000 nursing alumni, the majority of whom live and work in Rhode Island, serve the health care needs of residents of Rhode Island and beyond. 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.

Accreditation
Rhode Island College is accredited by the North Eastern Association of Colleges and Schools. The baccalaureate program in Nursing is accredited by the Collegiate Commission on Nursing Education (CCNE) and 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.

Mission
Educating and empowering nurses to enrich the health and well-being of all people (Approved May 6, 2015).

Vision Statement
The RIC School of Nursing will be increasingly recognized for its excellent, highly competitive programs, leadership in inter-professional education, and valuable contribution to making a difference in people’s lives. The SON will expand faculty scholarship and practice and strengthen professional and community partnerships to promote significant changes in healthcare. The SON will offer a wide array of educational opportunities to emerging student populations and communities. It will be known for embracing diversity and educating empowered nursing professionals who lead the dynamic healthcare delivery system local, nationally and globally. (Approved August 26, 2011)
Welcome to the Rhode Island College DNP Program

Welcome to the Rhode Island College Doctor of Nursing Practice (DNP) program! We are excited to work with you as you progress through this doctoral journey. This handbook provides key information specific to the DNP program and is meant to be used together with the college-wide handbooks including the Rhode Island College Student Handbook, the Bulletin of Rhode Island College and the Graduate Studies Manual, all of which are available on the Rhode Island College website. Please note that these handbooks are updated periodically. It is your responsibility to update your Handbook with changes as this information becomes available.

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 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 include the following program goals and expected outcomes.

<table>
<thead>
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<th>Program Goals</th>
<th>Program Expected Outcomes</th>
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<tr>
<td>Integrate scientific knowledge from nursing and related disciplines as the</td>
<td>Competency in scientific underpinnings for practice</td>
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<td>basis for clinical practice and practice scholarship.</td>
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<td>Demonstrate leadership and systems thinking to design, implement, and</td>
<td>Competency in organizational and systems leadership for quality improvement</td>
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<tr>
<td>evaluate innovative strategies to ensure quality, cost-effective health care</td>
<td>and systems thinking</td>
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<td>for individuals and populations.</td>
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<tr>
<td>Develop, analyze, implement, evaluate and disseminate evidence based best</td>
<td>Competency in clinical scholarship and analytic methods for evidence-based</td>
</tr>
<tr>
<td>practice and clinical scholarship</td>
<td>practice</td>
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| Impact the selection of and evaluate system, patient care, and population-focused technologies to improve health outcomes | Competency in systems/technology and patient care technology for the improvement and transformation of health care |
| Influence health care policy and advocate for ethical policies, equity and social justice, access to quality, culturally relevant health care, and elimination of health disparities | Competency in health care policy for advocacy in health care |
| Lead interprofessional collaborative teams to improve individual, system, and population-focused health outcomes | Competency in interprofessional collaboration and improving patient and population health outcomes |
| Implement and evaluate health promotion and disease prevention approaches and initiatives to improve individual and population health outcomes | Competency in clinical prevention and population health for improving the nation’s health |
| Demonstrate advanced clinical judgment and systems thinking to impact health care at the individual, system, and population level | Competency in advanced nursing practice |

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 Options**

Two programs options are offered:

1. **BSN to DNP degree**: 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. Additional specialty options will be coming soon.

2. **Master’s degree to Doctor of Nursing Practice**: This program is intended for students who already hold an MSN degree, or a BSN and a master’s degree in a related field. The Masters to DNP provides preparation at the highest level focusing on the core doctoral competencies. This option is available to students across a broad range of specialties and practice settings such as APRNs, educators, population and public health nurses, and nurses in formal leadership positions.
BSN to DNP Option

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. Additional specialty options will be coming soon.

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 is currently preparing to transition 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 begin accepting applications for the next cohort, which begins in the summer of 2022 (Application period August 15 through December 15), pending approval by the Council on accreditation.

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 Nurse 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.

Application Period:

Applications for the BSN to DNP program are accepted between August 15 to December 15. Classes start Summer Session I.

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

1. A completed application accompanied by a fifty-dollar nonrefundable application fee
2. A baccalaureate degree in nursing from an NLNAC or CCNE accredited program
3. 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
4. Official transcripts of all undergraduate and graduate records
5. Completion of an undergraduate level statistics course (MATH 240 or its equivalent) with a minimum grade of C
6. A minimum grade point average (GPA) of 3.0 on a 4.0 scale in undergraduate course work
7. A preferred undergraduate minimum GPA of 3.0 for science courses
8. An official report on scores of the Graduate Record Exam (GRE) or the Miller Analogies Test (MA)
9. An official report on the Test of English as a Foreign Language (TOEFL) from international applicants for whom English is not their first language
10. A professional resume or curriculum vitae (CV)
11. Three professional references. One must be from a clinical supervisor.
12. 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.
13. Proof of residency is required for in-state tuition
14. An interview may be required.

Additional Requirements for Specialization in Nurse Anesthesia

1. Completion of two courses in chemistry (Chem 105, 106) with at least 8 credits total which have been completed within the last 10 years, and with a minimum grade of C
2. Completion of a 3-credit graduate level course in chemistry (CHEM 519 or equivalent) completed within the last 5 years, and with a minimum grade of B-
3. Current unrestricted licensure for practice in both the State of Rhode Island and the State of Massachusetts (due to clinical rotations in both states)
4. Current AHA BLS and ACLS certification
5. 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
6. Skills and abilities that applicants and students must demonstrate are also on the SJHSNA website: www.sjhsna.com
7. An interview is required

Retention requirements for post-baccalaureate DNP students

All students are expected to maintain a cumulative average of B (3.00) or greater in their graduate program. Students who do not maintain a cumulative B (3.00) average will have their status reviewed by the DNP program director. Students who achieve less than a B, including a grade of ‘U’, in any course will be placed on probationary status. Students on probationary status must achieve a B or better in each
required course over the next 9 credits. Two grades below B are sufficient cause for consideration of dismissal; the decision regarding students’ status will be made by the DNP program director in consult with the dean. Students may be required to repeat a course at the discretion of the DNP program director.

Students who do not achieve a B or greater in Advanced Health Assessment, Advanced Pathophysiology, or Advanced Pharmacology must repeat the course and may not progress in clinical courses. Students who earn a grade of less than B- in the required science courses including Chem 519, BIO 535 and BIO 536 will be placed on probationary status. Students on probationary status must achieve a B or better in each required course over the next 9 credits. Two grades below B are sufficient cause for consideration of dismissal; the decision regarding students’ status will be made by the Doctor of Nursing Practice program director in consult with the Dean. Students may be required to repeat a course at the discretion of the Doctor of Nursing Practice program Director.

**MSN To DNP Option**

The Master’s degree to DNP program is designed for students who hold a BSN in Nursing and an MSN in nursing or a master’s degree in a related field (i.e. MPH, MHA, etc.). The program builds on the knowledge, skills and experience of students preparing them at the highest level for practice. Graduates of the DNP program are prepared to serve in clinical and administrative leadership positions at every level and are prepared with the knowledge and skills necessary to improve outcomes at the system and aggregate/population levels.

Students serve across a broad range of advanced nursing practice roles including APRNs, administrative leadership positions, academic and clinical educators, and population/public health nurses for example.

**Admission Requirements for All Master’s to D.N.P. Students**

Admission to the Doctor of Nursing Practice program is competitive. Ideal candidates demonstrate a history of academic success, strong leadership, and potential for future success in leadership and practice scholarship. Applications are submitted on-line through CollegeNET and are available at: [https://www.applyweb.com/ricg/](https://www.applyweb.com/ricg/).

Specific Requirements for admission include:

1. A completed application accompanied by a fifty-dollar nonrefundable application fee.
2. Current unrestricted Registered Nurse licensure in the state of intended practice
3. Masters of Science in Nursing (MSN) or Bachelor of Science in Nursing (BSN) and master’s degree in nursing or a related field
4. Attainment of a cumulative master’s GPA of 3.0 or higher
5. Transcripts from all post-secondary schools attended
6. Completion of a graduate level inferential statistics course within the past five years with a minimum grade of C is required prior to matriculation. Students who have not completed a graduate statistics course may be admitted to the program and may complete this requirement within one year of matriculation. Students may not progress beyond 12 months until this requirement is met.

7. Verification of the number of clinical/experience hours completed at the masters/graduate level. Verification should be provided by the program director or chairperson on school letterhead.

8. A statement of intent which should demonstrate the candidate’s leadership and practice experience, reason for pursuing doctoral study, and the student’s potential area of focus for the DNP Scholarly Project. This statement should be representative of the applicants writing ability. Statement should be 2-4 pages, double-spaced and written in 12-point font.

9. Current resume or curriculum Vitae

10. Three letters of recommendation

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.

Applicants may be asked to participate in an interview prior to admission

Retention Requirements for All General Declared Nursing Majors

Students who earn less than a B in a required nursing course will be placed on probationary status and must earn a minimum grade of B in all required nursing courses over the next 9 credits.

Retention Requirements for Master’s to DNP students

All Master’s to DNP students are expected to maintain a cumulative average of B (3.00) or better in their graduate program. Students who do not maintain a cumulative B (3.00) average will have their status reviewed by DNP program director. **Students who achieve less than a B, including a grade of ‘U’, in any course will be placed on probationary status.** Students on probationary status must achieve a B or better in each required course over the next 9 credits. Two grades below B are sufficient cause for consideration of dismissal; the decision regarding students’ status will be made by the DNP program director in consult with the dean. Students may be required to repeat a course at the discretion of the DNP program director.
Accepted Status

1. To be accepted as a DNP degree candidate, applicants are expected to have attained an average of B (3.00 on a 4.00 scale) in their undergraduate and graduate work. However, provisional acceptance may be granted and determined on an individual basis to students with a cumulative grade point average of less than 3.0. Applicants with graduate averages below this level may be admitted to degree candidacy upon the submission of other evidence of academic potential, i.e., satisfactory performance in post-baccalaureate work, professional experience as evidenced by publications and/or letters of recommendation.
2. Students who are considering admission must also meet program pre-requisites before they are considered matriculated.

Non-Matriculated Status

1. Persons holding a Master’s degree who are pending DNP application may take courses in a non-matriculating status on a space available basis.
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).

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 SJHSNA 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

The DNP courses are delivered using a combination of online, hybrid, and face-to-face courses. 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.

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 lifespan. 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)

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<td>NURS 524</td>
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<td>NURS 702</td>
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<td>BIOL 535</td>
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<td>NURS 701</td>
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<th>Fourth Semester – Spring</th>
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<td>NURS 706</td>
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<tr>
<td>BIOL 536</td>
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<td>NURS 504</td>
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<table>
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<th>Fifth Semester – Summer – Full</th>
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<td>NURS 506</td>
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<td>(Summer Session I only)</td>
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<td>NURS 517</td>
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<td>NURS 514</td>
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<th>Sixth Semester – Fall</th>
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<td>NURS 709</td>
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</table>
Course Progression: MSN to DNP

The DNP courses are delivered in hybrid 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.

A total of 36 credit hours is required for completion of the program. The program requires completion of all coursework within 7 years; however, a maximum of 4 years is recommended. The typical plan of study allows completion of coursework in 3 years (7 semesters including 1 summer semester), although full-time students may complete the program in 2 years.

Students begin the program with NURS 702 Leadership/Quality Improvement as this course is designed to introduce foundational concepts related to the role of the DNP as a systems level change leader and practice scholar. Students will build upon these concepts as they progress through program courses. 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 within the program and achievement of all of the competencies required for the practice 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 for 2 years/5 semester and 3 years/7 semesters are provided below.
**Recommended Plans of Study**  
**Course Requirements – Full Time Students**  
*(Two Years; 5 Semesters)*

<table>
<thead>
<tr>
<th><strong>First Semester – Fall</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 702</td>
<td>Leadership/Quality Improvement</td>
</tr>
<tr>
<td>NURS 701</td>
<td>Scientific Underpinnings for Clinical Scholarship</td>
</tr>
<tr>
<td>NURS 703</td>
<td>Advanced Epidemiology and Biostatistics</td>
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<table>
<thead>
<tr>
<th><strong>Second Semester – Spring</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>NURS 704</td>
<td>Clinical Research/Analytic Methods</td>
</tr>
<tr>
<td>NURS 791</td>
<td>Directed Readings I</td>
</tr>
<tr>
<td>NURS 708</td>
<td>Interprofessional Collaborative Practice</td>
</tr>
<tr>
<td>NURS 720</td>
<td>DNP Project Planning Seminar</td>
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<table>
<thead>
<tr>
<th><strong>Third Semester – Summer</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 730</td>
<td>DNP Proposal Development</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Fourth Semester – Fall</strong></th>
<th></th>
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<tbody>
<tr>
<td>NURS 707</td>
<td>Information Technology/ Decision Support</td>
</tr>
<tr>
<td>NURS 709</td>
<td>Population Health</td>
</tr>
<tr>
<td>NURS 792</td>
<td>Directed Readings II</td>
</tr>
<tr>
<td>NURS 740</td>
<td>DNP Project Implementation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Fifth Semester – Spring</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 706</td>
<td>Economics, Finance and Business Management</td>
</tr>
<tr>
<td>NURS 705</td>
<td>Health Policy and Advocacy</td>
</tr>
<tr>
<td>NURS 750</td>
<td>DNP Project Evaluation and Dissemination</td>
</tr>
</tbody>
</table>

| **Total Credit Hours** | 36 |
# Course Requirements – Part Time Students  
(Three Years; 7 Semesters)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Semester – Fall</strong></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>NURS 702</td>
<td>Leadership/Quality Improvement</td>
<td>3</td>
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<tr>
<td>NURS 701</td>
<td>Scientific Underpinnings for Clinical Scholarship</td>
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<tr>
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<tr>
<td>NURS 704</td>
<td>Clinical Research/Analytic Methods</td>
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<tr>
<td>NURS 791</td>
<td>Directed Readings I</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>NURS 708</td>
<td>Interprofessional Collaborative Practice</td>
<td>3</td>
<td></td>
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<tr>
<td><strong>Third Semester – Fall</strong></td>
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<tr>
<td>NURS 703</td>
<td>Advanced Epidemiology and Biostatistics</td>
<td>3</td>
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<td>Population Health</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURS 792</td>
<td>Directed Readings II</td>
<td>1</td>
<td></td>
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<tr>
<td><strong>Fourth Semester – Spring</strong></td>
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</tr>
<tr>
<td>NURS 706</td>
<td>Economics, Finance and Business Management</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURS 720</td>
<td>DNP Project Planning Seminar</td>
<td>1</td>
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</tr>
<tr>
<td><strong>Fifth Semester – Summer</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>NURS 730</td>
<td>DNP Proposal Development</td>
<td>3</td>
<td></td>
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<tr>
<td><strong>Sixth Semester – Fall</strong></td>
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</tr>
<tr>
<td>NURS 707</td>
<td>Information Technology/ Decision Support</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>NURS 740</td>
<td>DNP Project Implementation</td>
<td>2</td>
<td></td>
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<tr>
<td><strong>Seventh Semester – Spring</strong></td>
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<tr>
<td>NURS 705</td>
<td>Health Policy and Advocacy</td>
<td>3</td>
<td></td>
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<tr>
<td>NURS 750</td>
<td>DNP Project Evaluation and Dissemination</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credit Hours</strong></td>
<td></td>
<td></td>
<td>36</td>
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</table>
PRACTICUM POLICIES (The below section applies to students enrolled in Clinical Specialty Options ONLY)

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

CPR (Cardiopulmonary Resuscitation) Certification

Students need to present proof of CPR Certification. CPR Courses are regularly offered by Ocean State Educational Seminars, Inc. (651-5777) or Medpro (273-9188). Courses are also offered by the American Heart Association (330-1700). The certification you need is “BLS Provider.”

ACLS (Advanced Cardiac Life Support) Certification

ACLS is required for all graduate nursing students in the Adult/Gerontology Acute and Nurse Anesthesia specialty options and must be completed prior to the start of clinical coursework.

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](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)

Attendance

Students enrolled in a clinical track are required to complete a minimum of 500 hours (NP students complete a minimum of 600 hours) of clinical practicum experience over the course of the program. 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. Flexibility in scheduling is encouraged; students should negotiate clinical hours per week with the faculty member supervising the clinical experience and the clinical preceptor as applicable.

In the event of an unavoidable absence, the student must contact the clinical faculty member and the preceptor and make arrangements to re-schedule the time missed. Failure to do so may result in a clinical practicum warning.

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**

The student placements will be negotiated between the clinical faculty member, the clinical preceptor and the student. Students in the nurse anesthesia option will follow the SJHSNA Student Handbook regarding the clinical practicums.

Prior to each semester, the student should meet with the faculty of the upcoming clinical course to plan placement for the upcoming semester. The student should identify clinical interests and personal objectives and meet with the clinical faculty member to discuss the Handbook for Doctor of Nursing Practice Students, outcomes of the course and to identify ways that the student’s clinical learning needs can be best met. The faculty and student will discuss potential clinical sites and preceptors and identify an agreed upon plan of clinical experiences. The student will submit finalized personal clinical objectives to the clinical faculty for approval; it is essential that these meetings occur prior to the end of the semester before the clinical experience being planned.

The student will be responsible for providing the approved objectives along with the course syllabi to the clinical preceptor as applicable prior to the start of the semester. Students must correspond with the faculty member at least weekly via completion of the required clinical log or journal. Students are expected to complete the semester’s required clinical hours during that semester, prior to when final grades are due. If 50% of the semester’s required clinical hours are NOT completed prior to mid-semester, students will be given a mid-semester clinical warning. If the semester’s required clinical hours are not completed when final grades are due, the student will receive an incomplete for the
course. Students with an incomplete will not be allowed to progress to the next theory and clinical course.

**Typhon Tracking System**

The Typhon system will be used to track patient encounters, time logs and organize clinical experiences. Conference hours are entered in Typhon as well. Clinical log submission for each patient encounter into the Typhon system is mandatory for Acute Care NP students. Each student is responsible for maintaining clinical experience logs. All encounters, whether seen independently, in collaboration with preceptor, or as an observer, requires an entry into Typhon. These records are confidential and should not identify the client by name.

Acute Care CNS, Acute Care NP and Population/Public Health students must enter clinical hours on a weekly basis. Faculty reserve the right and will periodically verify documented clinical hours with the assigned preceptors.

**Conference Attendance**

Master’s and DNP students may request to attend a clinical conference as part of the clinical hours requirement. Students must provide the clinical faculty and program option coordinator with a detailed description of the conference. Acute Care student requests must be approved by the program option coordinator and may not exceed 10% of clinical hours in any semester. Conferences must be aimed toward an advanced practice audience.

**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 follow on the next pages.
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)
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: 

**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 Master’s Program Director. Students in the nurse anesthesia option will 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. Students in the nurse anesthesia option will be covered by a SJHSNA liability policy.

**Privacy Policy**

During clinical rotations, students shall not provide care for any client with whom they are personally acquainted, including members of the Rhode Island College community (i.e., faculty, fellow students, or staff). Should students become aware that they have inadvertently been given such an assignment, they are to notify the instructor or preceptor immediately. Students in the nurse anesthesia option will follow the SJHSNA Student Handbook.

**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.

**Scholarly Immersion Hours**

All DNP students are required to complete a total of 1,000 post baccalaureate practice hours to meet requirements for completion of the Doctor of Nursing Practice Program. Students completing the post-master’s DNP program build upon their previous learning at the master’s level. These students already have a strong clinical foundation for advanced nursing practice in APRN roles such as nurse practitioners, clinical nurse specialist, nurse midwives or nurse anesthetists, or non-APRN roles such as nurse managers, directors, executives, and other non-direct care advanced nursing roles. Students build upon this foundation by developing the doctoral level competencies as outlined in the DNP essentials.
Students must provide proof of clinical hours completed in their master’s program by submitting a letter from the school where they earned their master’s degree. Up to 500 clinical hours at the masters level may be applied towards the total 1,000 post baccalaureate practice hour requirement.

Unlike clinical hours completed in a Master’s degree program, DNP students complete scholarly practice hours designed to facilitate achievement of the DNP essentials and tailored to meet the needs individual students based on their current experience, competencies and gaps.

According to the American Association of Colleges of Nursing, “The DNP program prepares graduates for the highest level of nursing practice and demonstrates synthesis of all DNP essentials... Practice experiences are designed to help students achieve specific learning objectives related to all DNP essentials, role outcomes, and application of theory and evidence into practice.” (AACN, 2015).

Students complete practice immersion hours throughout program courses as well the completion of immersion hours directly related to the student’s DNP Scholarly Project. In addition,

Students may engage in a variety of activities related to each course and aligned with achievement of the DNP essentials in order to meet practice immersion hour requirements. Practice immersion activities must be above and beyond the student’s job requirements. Examples of appropriate activities include:

- Meeting with stakeholders at the practice setting to garner support for the DNP scholarly project
- Attending meetings/participating in committees
- Attending an educational conference to foster professional development related to achievement of the DNP essentials, advance knowledge related to project area, and/or network with colleagues/foster collaborative relationships
- Develop an abstract for presentation
- Develop and/or deliver a poster and/or podium presentation at a local, regional, or national conference
- Develop a grant proposal
- Develop an IRB proposal
- Develop tools, resources, infrastructure and/or engage planning activities related to the DNP Scholarly project

**Process for completing immersion hours**

Students will complete the DNP Practice Immersion Hours form with individualized objectives and submit this form to the DNP program director within the 1st 2 weeks of the semester for approval. Students will track the number of hours completed and collect any evidence demonstrating achievement of the identified outcome. At the end of the semester students will present evidence of hour completion and achievement of learning outcomes to the DNP director to receive the immersion hours allotted for each course.

Immersion hours are available for each of the courses as follows:
<table>
<thead>
<tr>
<th>Course</th>
<th>Required or Optional</th>
<th># Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 701 Scientific Underpinnings</td>
<td>Optional</td>
<td>65</td>
</tr>
<tr>
<td>NURS 702 Leadership/Quality Improvement</td>
<td>Optional</td>
<td>65</td>
</tr>
<tr>
<td>NURS 703 Advanced Epidemiology and Biostatistics</td>
<td>Optional</td>
<td>65</td>
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<tr>
<td>NURS 704 Clinical Research/Analytic Methods</td>
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<tr>
<td>NURS 705 Health Care Policy and Advocacy</td>
<td>Optional</td>
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<tr>
<td>NURS 706 Economics, Finance, Business Management</td>
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</tr>
<tr>
<td>NURS 709 Population Health</td>
<td>Optional</td>
<td>65</td>
</tr>
<tr>
<td>NURS 791 Directed Readings I</td>
<td>Optional</td>
<td>65</td>
</tr>
<tr>
<td>NURS 792 Directed Readings II</td>
<td>Optional</td>
<td>65</td>
</tr>
<tr>
<td>NURS 720 DNP Project Design</td>
<td>Required/Project</td>
<td>50</td>
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<tr>
<td>NURS 730 DNP Proposal Development</td>
<td>Required/Project</td>
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<td>NURS 740 DNP Project Implementation</td>
<td>Required/Project</td>
<td>75</td>
</tr>
<tr>
<td>NURS 750 DNP Project Evaluation and Dissemination</td>
<td>Required/Project</td>
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</table>

**Approved Pre admission hours from Master’s program**

500 hours maximum may be transferred in from graduate program

**DNP Project Coursework**

250 Hours

**Optional immersion hours (from NURS 701, 702, 703, 704, 705, 706, 707, 708, 791, 792).**

650 Hours Available

(65 hours for each course)

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**The DNP Scholarly Project**

The Doctor of Nursing Practice Scholarly Project reflects the culmination of knowledge and competencies related to the DNP Essentials necessary for doctoral level practice inquiry, systems level change leadership and practice scholarship. During the DNP Scholarly Project Courses (NURS 720, 730, 740, and 750) students will refine their specific topic of interest for their DNP scholarly project and will work through the development and successful approval of a project proposal, lead the implementation of the project.
design, complete a scholarly evaluation of project outcomes and disseminate findings in appropriate forums at the local, regional and/or national levels. Students typically move through this course sequence from proposal development through implementation and evaluation within the period of four 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

Progression of the DNP scholarly project over this sequence of courses is expected to vary somewhat from student to student. This depends on factors such as the nature of the individual DNP project, organizational processes at the practice setting, the state of the proposal and degree of refinement and other factors. The course sequence is designed to allow flexibility while keeping students on track with meeting requirements for graduation in the expected time frame. Below is the expected timeline for progression through the DNP Scholarly Project Assignments.

Timeline for Progression through DNP Scholarly Project Assignments

**NURS 791**
- Develop working problem statement
- Develop working literature review matrix (students will continue to expand upon this matrix such that it should represent an appropriate comprehensive review of the literature by the end of NURS 720)
- Organizational Mentor Agreement completed and CV on file (must be completed by NURS 720).

**NURS 792**
- Complete project planning tool
  - Logic Model
  - Purpose statement
  - Framework
  - Literature review subheadings and key points
  - Methods

**NURS 720**
- Proposal presentation completed
- Proposal paper 1st draft written
• CITI training completed and certificate submitted (if not completed sooner)

• Above required for completion of NURS 720.
• Students may move on to below assignments once above are completed and they have received approval from their DNP Scholarly Project Advisor and DNP Program Director.

NURS 730

• Statement of practice setting project approval/IRB process submitted
• RIC IRB account established
• DNP Scholarly Project IRB Attestation form submitted
• Proposal final draft completed
• Preliminary IRB application completed in word form
• DNP Scholarly Project Proposal Approval Forms signed by DNP Project Advisor and DNP Program Director received
  • Above required prior to IRB submission
• DNP IRB application submitted to outside IRB after completion of DNP Project IRB Attestation form and receipt of DNP Project Approval form
• Submission to RIC IRB after outside organization IRB approval (may occur in NURS 740)
• Students may move on to below assignments once above are completed and they have received approval from their DNP Scholarly Project Advisor and DNP Program Director.

NURS 740

• Confirmation of IRB approval submitted prior to any activities related to project implementation/data collection
• Project Implementation and Data Collection at Practice Setting
• Poster abstract and poster presentation developed
• Participate in course seminar and data management workshop
• Students may move on to below assignments once above are completed and they have received approval from their DNP Scholarly Project Advisor and DNP Program Director.

NURS 750

• Data collection and Data Analysis Completed
• DNP Scholarly Project Final Paper/Manuscript Completed
• DNP Scholarly Project Final Presentation Completed
• DNP Scholarly Project Completion Form received (signed by project team and DNP director)

Additional information about the Doctor of Nursing Practice Scholarly Focus / Project Requirements

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. Providing a foundation for future practice scholarship

(American Association of Colleges of Nursing, 2015).
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 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. For further information visit:

[Office of Financial Aid | Rhode Island College (ric.edu)]

Information about scholarships is available on the School of Nursing website and upon request through the nursing office. The Program Directors regularly sends notification related to scholarship opportunities via the graduate student listserv.

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: [http://library.ric.edu/](http://library.ric.edu/)

Students may also link google scholar to our RIC library as a quick way to look up articles. See below:
Google Scholar is a special web search engine that finds you scholarly / academic journal articles. Sometimes you can download the journal articles Google Scholar finds right away. But sometimes the articles Google Scholar finds are not free to download. However, the RIC Library may have them. You can connect Google Scholar to the RIC library website to see if we have the scholarly academic journal articles.

Go to [http://scholar.google.com/](http://scholar.google.com/)

Then Click Library links at the top of the page

Then Click: on the left side

Search For Rhode Island College and **ONLY** check these boxes below

Click

Then search for articles in Google Scholar

Any articles with links on the right-side you can download

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:
Resources for DNP Students: http://library.ric.edu/dnp

Key links and Resources for Graduate and Doctoral Students (Orientation LibGuide): Orientation Links (services and general information) - NURS: Graduate Nursing Advising & Orientation - James P. Adams Library at James P. Adams Library (ric.edu)

Academic Advising Resources: Doctorate of Nursing Practice (DNP) - NURS: Graduate Nursing Advising - James P. Adams Library at James P. Adams Library (ric.edu)

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:


https://nebula.wsimg.com/191adb6d6f3208c643f339a83d47a3f28?AccessKeyId=DC06780E69ED19E2B3A5&disposition=0&alloworigin=1

https://nebula.wsimg.com/cc40b1a82d8b79b4ac9413234ca9f84c?AccessKeyId=DC06780E69ED19E2B3A5&disposition=0&alloworigin=1

Institute of Medicine. (2000). To Err is Human. Washington (Executive Summary), DC: National Academy Press. Available at: https://www.nap.edu/read/9728/


Resources and Technical Assistance

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

For technical issues contact the helpdesk at 401-277-8803

Administrative issues Contact Ellen Morais at emorais@ric.edu or 401-456-9612

Registration visit: Registration | Rhode Island College (ric.edu)

Academic Calendar visit: Academic Calendar | Rhode Island College (ric.edu)
Additional Resources include:

- **School of Nursing Writing Tutor**: There is a writing tutor available at the school of nursing. You can contact the writing tutor at rinec-writing@ric.edu
- **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 Technology Help Center** in Gaige Hall basement; phone number 456-8803 Help Center | Rhode Island College (ric.edu)
- **The Whipple Computer Lab** in Whipple Hall Room 102; phone 456-9113
- **Adams Library** Adams Library - James P. Adams Library at James P. Adams Library (ric.edu)
- **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](http://www.ric.edu/project-excel/Pages/default.aspx)

**Academic Policies**

**Course Warning Notices**

If a student is not progressing satisfactorily in a didactic course, the student will be issued a course warning letter. Copies will be distributed to the student, the faculty member and the DNP Program Director.

**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 DNP student who interrupts their nursing program of study or who withdraws from the program must submit a letter to the DNP program director and will need to complete a formal leave request form. The request should be endorsed by the student’s advisor and should sufficiently specific the circumstance in order 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.

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, the student must apply for readmission to the DNP program and must meet current admission requirements.

**Grading System:**

<table>
<thead>
<tr>
<th>Cum Index Grade Ranges</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.0 A 93-100</td>
</tr>
<tr>
<td>3.67 A- 90-92</td>
</tr>
<tr>
<td>3.33 B+ 87-89</td>
</tr>
<tr>
<td>3.00 B 84-86</td>
</tr>
<tr>
<td>2.67 B- 80-83</td>
</tr>
<tr>
<td>2.33 C+ 77-79</td>
</tr>
<tr>
<td>2.00 C 74-76</td>
</tr>
<tr>
<td>1.67 C- 70-73</td>
</tr>
<tr>
<td>1.33 D+ 67-69</td>
</tr>
<tr>
<td>1.00 D 63-66</td>
</tr>
<tr>
<td>.67 D- 60-62</td>
</tr>
<tr>
<td>.00 F 0-60</td>
</tr>
</tbody>
</table>

**Retention**

All DNP students are expected to maintain a cumulative average of B (3.00) or better in their graduate program. Students who do not maintain a cumulative B (3.00) average will have their status reviewed by DNP program director. **Students who achieve less than a B, including a grade of ‘U’, in any course will be placed on probationary status.** Students on probationary status must achieve a B or better in each required course over the next 9 credits. Two grades below B are sufficient cause for consideration of dismissal; the decision regarding students’ status will be made by the DNP program director in consult with the dean. Students may be required to repeat a course at the discretion of the DNP program director.

**Petitions**

Students seeking appeal of Master’s or DNP program policies related to academic progression can petition in writing to the Graduate Committee. The form for describing the petition process and the petition forms are included in this Handbook. 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. 27-28 of this Handbook).
Petition

The *Handbook for Graduate Students in Nursing* includes the policies governing students who are enrolled in the School of Nursing 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 student and student’s advisor of the decision.

**IDENTIFICATION SECTION**

Date: ________________________________   Student ID# _______________________________

Name (print): _____________________________________ Phone #: _______________________

Address: _____________________________  City/State/Zip: ______________________________

RIC email address: _________________________________

Student Signature: __________________________________

I have discussed this petition with the student:

_____________________________________________  Date: __________________________

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

*Signature does not imply approval or disapproval, although the advisor may provide additional information in support or opposition to the petition.
REQUEST SECTION
(Please type or print clearly)

1. Clearly state the nature of your petition (refer to the policy in the “Handbook”):

2. Below, please state the reasons for thinking your petition should be granted. What were the extenuating circumstances? Supporting documents should be attached. If you feel these extenuating circumstances are of a confidential nature, you may wish to discuss them with the Chair of the Committee or a member designated by the Chair. A personal appearance may be requested by the Committee.

COMMITTEE DECISION

Date Received: ________________  Date of Committee Decision: ________________

Approved: ________________  Denied: ________________

Signature of Chair of Graduate Student and Graduate Outcomes Committee:

______________________________________________
Complaints and Grievances
The College Handbook of Policies, Practices and Regulations 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 College Handbook of Policies, Practices and Regulations (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 College Handbook of Policies, Practices, and Regulations (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 Academic Policy and Procedure Manual (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 in the Bulletin of Rhode Island College. Nursing majors may register online for required nursing courses during the regular registration period. For additional information visit Registration | Rhode Island College (ric.edu)

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. 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 *Rhode Island College Handbook of Policies, Practices, and Regulations* (3.9.1[b]), 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 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 Master’s or 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 3.9.1(c), in the case of graduate students, the director of the Master’s or DNP program may convey the recommendations of a penalty of probation or dismissal form 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 to the academic Integrity Board. The appeals procedure is outlined in the Rhode Island College Handbook of Policies, Practices, and Regulations, section 3.9.1.d.ii (p. 35).

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.
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 VI 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. See section II: Student Responsibilities, Academic Responsibilities, Academic Integrity (p. 10) of the Student Handbook: https://www.ric.edu/documents/student-handbook or Section 9 Academic Standards in the Manual of Academic Policies and Procedures: https://www.ric.edu/documents/manual-academic-policies-and-procedures


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
The 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. Details regarding the AIB can be found at https://www.ric.edu/department-directory/academic-integrity-board.

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: _________________________________________________
Rev. Summer 2021 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 calling the General College Number 456-9500—calling the School of Nursing office is NOT APPROPRIATE. The current Rhode Island College Student Handbook contains complete information about policies and rules and can be accessed at http://www.ric.edu/studentlife/handbook.php. Students in the nurse anesthesia option follow the SJHSNA Student Handbook during the clinical internship.

HEALTH AND WELLNESS POLCIES

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. An Admission PE
2. COVID 19 vaccination required (one to two doses based on manufacturer of vaccine)
4. One dose of Tetanus-Diphtheria-Pertussis (Tdap) if it has been 2 or more years since the last dose ofTd.
5. Two doses of live Measles vaccine* (preferably MMR) or a blood titer confirming immunity.
6. Two doses of Mumps vaccine* (preferably MMR) or blood titer confirming immunity.
7. One dose of Rubella vaccine or blood titer confirming immunity.
8. Three doses of Hepatitis B vaccine. A Hepatitis B Surface Antibody titer to confirm seroconversion is recommended 1-2 months after the final dose.
9. Provider documented proof of *Chicken Pox* disease or *Varicella titer* confirming immunity or *Varicella vaccine* (2 doses).
10. An initial *2-Step PPD* tuberculin skin test and *yearly* PPD updates (or *Chest X-Ray* if PPD positive and *yearly* TB Assessment).
11. Flu vaccine during fall semester.

*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.*

**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](https://medicatconnect.com) which may be accessed through “My RIC” or here: [Login](https://medicatconnect.com)

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

Physical exams, most vaccines and TB testing (PPD’s) are available *free of charge* 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 new, 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: [Login](https://medicatconnect.com) or by a link found on the bottom, right side of My RIC 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

**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.

**Definition:** A chemically impaired student is a person who, while in the academic or clinical setting, is under the influence of, or has abused, either separately or in combination: alcohol, over-the-counter medication, illegal drugs, prescribed medications, inhalants, or synthetic designer drugs. Abuse of the substances includes episodic chronic use that has produced psychological and/or physical symptomatology, which interfere with the student’s ability to fulfill role expectations.
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 the initial screening, the procedures will be repeated.
implementation of these procedures, the student will be dismissed from the nursing major.
(Sources noted in Policy Manual)

**AWARDS & SCHOLARSHIPS**

**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.

**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.
Appendix A: Course Progression Plan
See next page
SCHOOL OF NURSING DOCTOR OF NURSING PRACTICE (DNP)

Post-Master's Program Progression Plan

<table>
<thead>
<tr>
<th>Post-Master's DNP Option</th>
<th>Cr</th>
<th>Semester/Year</th>
<th>Immersion Hours</th>
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Expected Proposal Date:_________________
Expected Graduation Date:______________
Pre-admission hours accepted:__________
DNP Immersion Hours/Project Hours:_____  
Total DNP Hours (Min 1,000): __________

Transfer credits_____________________
DNP Student signature & date ____________________________
DNP Director signature & date __________________________

JD 5.7.2020
Appendix B: Plan of study Document
See next page
SCHOOL OF NURSING GRADUATE
PROGRAM

Name________________________________________ ID#_________ Date________

Address_________________________________________ Phone________

Department: Nursing

Program: Masters to Doctor of Nursing Practice

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

<table>
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<tr>
<th>DEPT.</th>
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Credits transferred:

TOTAL for Program 36

Student __________________________ Date________
Advisor __________________________ Date________
DNP Program Director ______________ Date________
Dean, School of Nursing ____________ Date________

01/10/2017 maw
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.

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</table>

Credits transferred:

TOTAL for Program 90

Student
Advisor
DNP Program Director
Dean, School of Nursing

cc: Records Office
Student
04/08/2020 JD
Appendix C: DNP Project Team Roles and Responsibilities and Organizational Mentor Agreement Form

See next Page
Dear 

Thank you for your willingness to mentor a Rhode Island College Doctor of Nursing Practice student. The emphasis of the Doctor of Nursing Practice program is to develop practice scholars who are skilled in the critical appraisal of evidence and are able to effectively translate evidence into practice to drive meaningful, sustainable and scalable improvement at the system and aggregate/population level. Developing the doctoral level competencies required of this program depends on the committed efforts of a team with varying areas of knowledge and expertise. As a practice focused degree – the mentorship of an expert in the practice setting is fundamental to student success. While the time requirements for your participation in this role are modest, the benefits for the student will be extraordinary. Should you have any questions or concerns at any time, please do not hesitate to contact me at jdilibero@ric.edu or by phone at 401-456-9720. Thank you again for your contribution to the development of our students!

Sincerely,

Justin DiLibero, DNP, APRN, ACCNS-AG, FCNS | Assistant Professor
Director, Doctor of Nursing Practice Program
Rhode Island College School of Nursing
Rhode Island Nursing Education Center
South Street Landing – Office M100
350 Eddy Street | Providence, RI 02903
jdilibero@ric.edu | 401-450-9720
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 (e.g., 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 include 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 coursework 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

** All activities related to completion of immersion hour experiences and/or the DNP Scholarly Project must be above and beyond the student’s usual job requirements.
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:

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNP Academic Advisor (DNP Program Director)</td>
<td>Justin DiLibero, DNP, APRN, ACCNS-AG, FCNS</td>
<td>401-456-9720 <a href="mailto:jdliberor@ric.edu">jdliberor@ric.edu</a></td>
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<tr>
<td>DNP Project Advisor (RIC Faculty/1st reader)</td>
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<tr>
<td>Content Expert-Faculty (RIC Faculty/2nd reader)</td>
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<tr>
<td>Project/Organizational Mentor</td>
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</table>

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 on Immersion hours form 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.
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 A

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: Immersion Hours Documentation Form

See next page
DNP PRACTICE IMMERSION HOURS DOCUMENTATION FORM

Instructions: Objectives for immersion hours should be submitted to the DNP director for approval within the first 2 weeks of the start of each semester. Listed course-related objectives should be individualized to each student’s specific area of focus. Each student should also identify 1-2 student-specific objectives for immersion hours which should be related to the course content, attributable to one or more of the DNP essentials and allow the student to build upon their individual DNP level competencies. Immersion hours may be completed in the work setting however, these activities must be over and above the student’s individual job responsibilities/activities. Completion of immersion hours and achievement of objectives is validated by the DNP director or project advisor at the end of the semester. The form is signed by both the faculty member (DNP director or project advisor) and the student and is submitted to the DNP director for approval at the end of the semester.

Student Name: ___________________________ Student ID: ___________________________
Course Number: ___________________________ Course Name: ___________________________
Allotted Hours: ___________________________ Required/Optional: ___________________________

<table>
<thead>
<tr>
<th>Objective 1:</th>
<th>DNP Essential Met (check one):</th>
<th>☐ I</th>
<th>☐ II</th>
<th>☐ III</th>
<th>☐ IV</th>
<th>☐ V</th>
<th>☐ VI</th>
<th>☐ VII</th>
<th>☐ VIII</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 2:</td>
<td>DNP Essential Met (check one):</td>
<td>☐ I</td>
<td>☐ II</td>
<td>☐ III</td>
<td>☐ IV</td>
<td>☐ V</td>
<td>☐ VI</td>
<td>☐ VII</td>
<td>☐ VIII</td>
</tr>
<tr>
<td>Objective 3:</td>
<td>DNP Essential Met (check one):</td>
<td>☐ I</td>
<td>☐ II</td>
<td>☐ III</td>
<td>☐ IV</td>
<td>☐ V</td>
<td>☐ VI</td>
<td>☐ VII</td>
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</tr>
</tbody>
</table>

Objectives approved by:

DNP Director: ___________________________ Date: ___________________________

Validation of completion of hours and achievement of objectives (complete at end of semester)

Immersion hours completed: ☐ Yes ☐ No

Objectives met: ☐ Yes ☐ No

DNP Director/Project Advisor: ___________________________ Date: ___________________________

Student Signature: ___________________________ Date: ___________________________

Cc: Student file, DNP Program Director
Required documentation in: NURS 704, 709, 720, 730, 740 & 750
Optional documentation in: (select 2 or more depending on number of hours needed to meet DNP program requirements): NURS 702, 703, 705, 707, 708]