

Loyola University New Orleans
College of Graduate and Professional Studies
School of Nursing



DNP Student Handbook

2017-2018 Edition

Loyola University
DNP Student Handbook Table of Contents

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School of Nursing, Loyola University New Orleans

Mission, Vision and Core Values

Mission

Educate professional nurses based on Jesuit values, who lead change and translate science into practice in a dynamic global health care environment

Vision

A world where every nurse is a leader

Core Values for the School of Nursing

1. Discerning mindset: finding God in all things
2. Social justice
3. Student-centeredness
4. Serving others
5. Development of personal potential
6. Pursuit of truth
7. Ethically responsible decision-making
8. Embracing diversity
9. Respect
10. Nursing education excellence
11. Interprofessional collaboration
12. Innovative use of technology and pedagogy
13. Faculty scholarship (Boyer Model)

Part 1: General Information for the School of Nursing Program

Introduction

Welcome to the School of Nursing of Loyola University New Orleans. This *Handbook* is your primary resource for information about policies and procedures of the Doctor of Nursing Practice (DNP) graduate program at Loyola. The *Handbook* will provide you with information that will acquaint you with various aspects of your program and help you plan your nursing studies. (Updates to this *Handbook* can be found online.)

In addition to this *Handbook*, official publications of interest to nursing students are the *Loyola University New Orleans Graduate Bulletin*, which contains descriptions of all graduate programs and general academic regulations, and the *Loyola Student Handbook*, which contains many policies pertinent to all students at Loyola. The bulletin is updated annually and accessible online:
<http://2017bulletin.loyno.edu/graduate>

School and University Web Sites

Web sites of interest to students are the University homepage, the School of Nursing homepage, and the DNP program homepage.

- Through the Loyola homepage students have access to the academic calendar, the online student records system, and many University offices and services. The Loyola University homepage is accessed at: <http://loyno.edu>
- The School of Nursing homepage has contact information for faculty and staff, and links to many valuable web sites of interest to nurses and other health care professionals. The School's homepage is accessed at: <http://loyno.edu/nursing>

DNP students can view and download the most current copy of this *Handbook* and other documents of interest by following the steps listed below:

Go to the Loyola School of Nursing homepage at: <http://loyno.edu/nursing>

Click on "Resources" on the left-hand side of the page

Graduate Nursing Education at Loyola

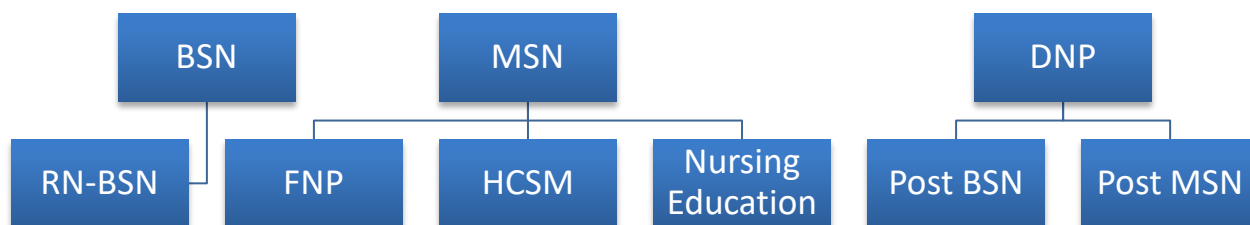
Students entering the DNP program will find the experience of graduate education to be significantly different from that of undergraduate education. At Loyola, DNP students are expected to be much more self-directed and independent than undergraduate students. Thus, DNP students will assume more responsibility for their education and learn to become active learners. In practice this means that graduate students will be expected to identify their educational needs, find new educational resources, and become proficient at accessing a variety of information sources.

Courses in the DNP program are structured to facilitate the transition from a passive to an active

learner. Students will have the opportunity to research topics, prepare reading lists and presentations for peers, lead group discussions, do case presentations, and, for practitioner students, work independently with sophisticated, interactive, diagnostic-reasoning software. The goals of these activities are designed to foster a spirit of independent inquiry, enhance critical thinking and communication skills, and assist students to develop tools needed to become lifelong learners.

The DNP program at Loyola University has three (3) tracks—

1. BSN-DNP - Family Nurse Practitioner
2. Post Masters - DNP Nurse Practitioner (NP)
3. Post Masters - DNP Executive Leader (EL)



Accreditation of Loyola Nursing Programs

Loyola University New Orleans and all of its degree programs are accredited by the **Commission of Colleges of the Southern Association of Colleges and Schools**, 1866 Southern Lane, Decatur, GA 30033, 404-679-4500. The baccalaureate degree in nursing, master's degree in nursing and Doctor of Nursing Practice at Loyola University New Orleans are accredited by **the Commission on Collegiate Nursing Education**, One Dupont Circle, NW Suite 530, Washington, DC 20036, 202-887-6791. All programs are accredited through 2017. All programs meet the requirements of the **Louisiana State Board of Nursing**, 17373 Perkins Road, Baton Rouge, LA 70810, 225-755-7500.

Brief History of the School of Nursing

BSN Degree Program

Loyola's BSN program was the first in the state of Louisiana designed exclusively to meet the needs of registered nurses. The development of the BSN program began in 1979. The first students to complete the BSN program graduated in the Fall of 1982. In the Spring of 1983, the program was fully accredited by the National League for Nursing. During the 1980's the BSN program continued to grow. To meet the increasing demands of RN students for access to BSN education, in 1990 the BSN program developed off-campus learning sites throughout southern Louisiana.

BLEND (Bridge to Leadership Education in Nursing at a Distance) Option

The BLEND option was created as an alternative entry option to the MSN program for RNs who hold a bachelor's degree in a discipline other than nursing. The program began in 2006 and consists of six (6) credits of BSN courses to facilitate the transition of the student into the MSN program, including population health, health promotion, current issues in nursing, and health care, the professional role of

the BSN nurse, and professional communication.

RN-MSN Option

The RN-MSN Option began in 1998, which allows RNs who enter Loyola University with the intent of pursuing a MSN through Loyola the opportunity to substitute two (2) MSN graduate level courses for undergraduate level BSN courses. The student receives both the BSN and MSN degree.

MSN Degree Program

In the Spring of 1996, Loyola's Board of Trustees approved a proposal for the Master of Science in Nursing degree program for Nurse Practitioners. The first class of MSN students was accepted in the Spring of 1997 and graduated in May of 2000. In the Spring of 2001, the Health Care Systems Management (HCSM) option was approved. The first HCSM class was admitted in the Summer of 2001 and graduated in the Spring of 2003. In the Summer of 2004, the HCSM track became the first totally online master's degree track at Loyola.

DNP Degree Program Doctor of Nursing Practice (DNP)

The University approved the Doctor of Nursing Practice (DNP) program in May, 2009 and it was accredited on February 1, 2010 by the Southern Association of Colleges and Schools (SACS). The first cohort of post-master's to DNP students was admitted in summer of 2010. This cohort comprised post-Master's nurse practitioners in Women's Health, Pediatrics, Gerontology, Family or Adult concentrations. In 2011, the DNP program expanded to concentrations for APRN nurse practitioners with an emphasis on Integrated Behavioral Health and a concentration for Executive Nurse Leaders. In 2012, the DNP program expanded to admit post- Baccalaureate to DNP students to prepare them as Family Nurse Practitioners.

School of Nursing Philosophy and Organizing Concepts

The philosophy and organizing framework of the School of Nursing are consistent with the philosophy of Loyola University New Orleans, a Jesuit institution. Loyola University is committed to the belief that Christianity presents a humanistic worldview that is meaningful in any age. The study of professional nursing within the Jesuit tradition includes a focus on person, environment, health, nursing, and education. The following concepts are pertinent to the study of professional nursing within the Jesuit tradition: person, environment, health, nursing, and education.

Person

Viewed as central to the purpose of nursing, the person is a unique, holistic, spiritual being who possesses dignity, worth, and purpose. The person has needs beginning with those essential to life and progressing toward self-actualization. These needs exist within the framework of self-determination that is manifested by the exercise of free will. The person's free will impacts the priority and manner in which these needs are addressed. Although a person's actions are directed toward need gratification, persons seek gratification of these needs in greater or lesser degrees depending on other impacting factors.

From conception to death, the person is an evolving, emerging being who is subject to stressors that may affect one's life cycle, life style or need satisfaction. In constant interaction with the environment, the person functions in a variety of roles with rights and responsibilities for self and society. The person attempts to maintain functional balance within the context of environmental influences. As an emerging, becoming self, the person has a right to basic health care and has the right to self-determination.

Environment

The person exists within the context of an environment composed of internal and external components. The internal environment is the bio-psycho-social, spiritual nature of the person. The external environment is dynamic, diverse, and multicultural. It is within the context of the external environment that society and social relationships exist. The interactional relationship between the internal and external environments influences the person's health. The relationships between person and environment are influenced by the person's ability to respond, through the process of adaptation, to changes in both the internal and external environments.

Health

Health is a state of integrated functioning. Integrated functioning serves as an indicator of the balance between the internal and external environments. Health is dynamic and occurs on a continuum ranging from functional to dysfunctional. Optimal health is the person's highest functional potential at any given point in time. Progress toward optimal health varies because of the uniqueness of individuals.

Nursing

Guided by a Christian humanistic philosophy, nursing is an emerging practice-oriented, client-centered discipline. As both an art and a science, nursing is developing its unique body of knowledge. Moreover, this emerging body of nursing knowledge incorporates theoretical and empirical knowledge from the biological, physical, and behavioral sciences, and the humanities in achieving its goal.

The goal of nursing is to assist the client to promote, maintain or restore optimal levels of functioning. The client may be an individual, a family, a group, a community, system or society. The client may be encountered throughout the life cycle, at any given point on the health continuum, in many different settings, and under a variety of conditions. Using a holistic perspective, the nurse employs care, concern, creativity, and purpose in assisting the client to maximize functional potential. Nursing is accountable to the client for decisions that are within the scope of nursing practice and for activities that influence that practice.

Professional nursing practice includes behaviors and processes that are initiated for the purpose of assisting the client in (1) health promotion – moving to higher levels of optimal functioning, (2) health maintenance – maintaining the highest functional potential, and (3) health restoration – regaining integrated functioning to the extent possible. Nursing practice occurs within the context of nursing and health-related theories. Critical thinking, creativity, and diagnostic reasoning are foundational to professional nursing practice.

Professional nursing practice employs a variety of roles in a variety of settings to accomplish its purposes. These roles include, but are not limited to, care giver, client advocate, teacher, leader, research consumer, scholar, consultant, and interdisciplinary team member. The implementation of these roles occurs within the framework of Christian ethics.

Professional nursing practice is being propelled by societal changes into an era of accelerated diversity and broadened scope. The dynamic role of the nurse is influenced by increased social health care, health-related ethical dilemmas, and interdisciplinary cooperation.

Education

The faculty believes that baccalaureate education is basic to professional role socialization and the practice of professional nursing. Liberal education provides the opportunity to broaden the scope of

one's worldview. The combination of liberal and professional education provides the basis for continuing role development and graduate study.

Graduate education at Loyola is defined as both masters and doctoral education. Graduate education focuses on the development of specialized knowledge and skills by building on the foundation of baccalaureate education. Graduate education values intellectual curiosity, independent learning skills and attitudes, and a commitment to continual learning. Preparation for advanced roles in nursing practice occurs within both the master's and doctoral level and is grounded in theory and research. The emphasis in both programs is to foster the development of competencies necessary for the collaborative management of clients and the development.

Part 2: General Information for the DNP Program

DNP Program Mission, Goals and Objectives

Mission Statement

The mission of the Loyola DNP program is to provide a rigorous Jesuit education: to prepare advanced practice leaders to direct health care systems and interprofessional teams; to refine critical thinking and ethical decision-making skills to reduce health disparities, deliver culturally competent care, and advance the quality of care; to translate the science of nursing and health care to clinical practice; and, to execute new practice options for doctorally prepared nurses in health care systems.

Program Goals

The goals of the DNP program are to prepare advanced nursing practice leaders to:

1. Execute the Jesuit tradition of social justice;
2. Improve and extend health care to diverse populations;
3. Evaluate scientific knowledge to ensure quality and improve outcomes in health care systems;
4. Promote culturally relevant health care to reduce health disparities;
5. Demonstrate information literacy to improve and transform health care; and,
6. Influence health care policy.

Program Objectives

Upon completion of the DNP program, graduates will:

1. Analyze clinical practice and system elements to provide comprehensive, ethically defensible health care delivery;
2. Design systems of care recognizing organizational dynamics and independent and interprofessional practices, which result in improved health status for populations;
3. Demonstrate a leadership style that facilitates organization-wide changes in practice delivery resulting in improved quality of care;
4. Evaluate new practice approaches based on the critical appraisal and integration of nursing and interprofessional sciences;
5. Use best available evidence to assure quality in clinical practice;
6. Lead the development of culturally relevant systems;
7. Evaluate system influences that can remediate health disparities globally;
8. Demonstrate information literacy in complex health care decision-making; and
9. Provide leadership for health care that shapes health care financing, policy, regulation, ethics, and delivery.

Admission to the DNP Program

Students are admitted to the DNP program based upon a review of all materials provided to the School of Nursing.

Types of Admission to the DNP Program

The DNP Committee of the School of Nursing reviews all applications and makes admissions decisions. Applicants are notified of the Committee's decision by letter. The Committee can recommend two types of admission:

1. **Unconditional Admission:** Applicants are admitted unconditionally when they have submitted all required materials and met all admission standards. Since admission into the DNP program is limited, the Committee reserves the right to determine which applicants are the best matches for Loyola's graduate program.
2. **Provisional Admission:** If an applicant appears to meet admission standards but is unable to provide one or more documents required for admission by the time admissions decisions are made, or there are additional requirements, such as recommendation for a writing course, provisional admission may be granted. A provisionally admitted student has until the date indicated in the admission letter to provide required materials or completed identified steps listed in the letter of acceptance in order to progress in the program.
3. **BLEND Admission:** A student admitted to a program/track in the School of Nursing via the BLEND Option must identify the desired program or track upon admission. Admission is approved/denied for the designated track. If the student selects to pursue an alternative track, the student must seek approval for admission to the newly identified track from the respective Program Coordinator.
4. **Non-matriculated student enrollment:**
Applicants who do not meet regular admission criteria may be offered the opportunity to enroll in Pathophysiology and Pharmacology courses as a non-matriculated student to improve application status consideration. Approval must be granted by DNP Program Coordinator and/or DNP committee vote.

Transfer from BSN-DNP Track of the DNP Program to the MSN-FNP Track of the MSN Program

BSN-DNP students who desire to transfer from the BSN-DNP track to the MSN-FNP track will need to indicate their desire in writing to the DNP Program Coordinator. Approval will be based on the following criteria:

1. Cumulative GPA 3.0 or higher in the DNP program.
2. Successful passage of two (2) Primary Care & practicum courses (i.e. Completion of 840/845, and 850/855 would qualify; Completion of 840/845, 850, and 825 would not).
3. Ability to complete program of study within (5) five years of original admission.
4. Once a BSN-DNP student has elected to enroll in the MSN-FNP track, the student is no longer enrolled in the BSN-DNP track.
5. Once a BSN-DNP student has elected to enroll in the MSN-FNP track, the student is no longer eligible for re-entry into the BSN-DNP track.

Upon successful completion of the MSN-FNP track, students are eligible to apply for the MSN- DNP track.

Policies Governing Transfer Credits

Graduate Program Students

Students who have earned academic credit in a graduate program at an accredited college or university (including Loyola University New Orleans) may be allowed to transfer a maximum of six (6) credits with a

minimum grade of “B” (83% or higher) and with the approval of the departmental chair and/or the dean of the college. Each degree program, as well as Loyola University admissions office, has certain restrictions concerning acceptance of courses completed at other institutions. Transfer of credits earned more than five years prior to enrollment ordinarily will not be considered.

Transfer students will be informed of the amount of credit that will transfer prior to their enrollment, if possible, but at the latest prior to the end of their first academic term in which they are enrolled.

Enrollment at Other Universities

Students must obtain approval of their requested coursework from the department advisor/chair prior to enrollment in courses at other institutions and a Letter of Good Standing from their dean (if required by the attending university). A Letter of Good Standing is based on a student being in good academic standing, good financial standing, and with no current or pending disciplinary issues.

<http://2017bulletin.loyno.edu/academic-regulations/enrollment-and-registration>

Admission Licensure & Certification Requirements for DNP Program

Registered Nurse License and/or APRN License

Upon application to the DNP program, each student provides proof of current, unencumbered, unrestricted and valid licensure (RN and/or APRN) in the state(s) in which they plan to complete their practicum courses. If at any point during the program a student’s license (RN and/or APRN) becomes encumbered or restricted, the student is obligated to inform the DNP Program Coordinator and Director of the School of Nursing immediately. Under no circumstances will a student with an encumbered or restricted license be permitted to enroll in a course with a practicum component. Failure to report an encumbered license to the Program Coordinator and Director will result in **dismissal** from the DNP program. An active registered nurse and advanced practice credential (if applicable) in the state where practice will be completed shall be maintained while in the DNP program. **Effective Fall 2016, all pre-licensure (BSN-DNP FNP) students will be required to obtain and maintain a Louisiana Registered Nursing license while enrolled in the program.**

Certification

Post-masters students who are Nurse Practitioners, must provide proof of current certification to practice as an advanced practice nurse, and maintain certification throughout the duration of their program.

Criminal Background Check, Immunization Requirements, and CPR

Upon admission to the program and at least sixty days prior to enrollment, students are required to apply for a certified background review, at their own expense, by CastleBranch (<https://www.castlebranch.com/>) as designated by Loyola University New Orleans (School Code: LO22) with the results reported to Loyola University New Orleans School of Nursing. Students must be fully compliant with all items upon admission to the DNP program and through the entire program, including:

- Background check
- Physical Exam
- Drug test
- RN License
- CPR for Health Care Providers Verification
- Immunization Tracker
 - ALL STUDENTS are required to adhere to all CB requirements, including immunization

requirements—

- Measles (2 doses)
- Mumps
- Rubella
- Tetanus, Diphtheria, Pertussis
- Poliomyelitis
- Influenza
- Varicella (Chicken Pox)
- Hepatitis B

If the student is conducting the practicum in their place of employment, the Loyola University SON requirements must still be adhered to, regardless of the requirements of the employer.

Professional Liability Insurance

- The School of Nursing provides professional liability insurance coverage (limits \$1,000,000/\$3,000,000) for students while engaged in their clinical practice experience. The insurance covers negligent acts, errors, or omissions in rendering or failing to render professional services for others which services involve specialized training, knowledge, or skill. This coverage applies ONLY to the clinical practice experience of Loyola School of Nursing students and ONLY in hospitals or other medical facilities with which Loyola has a signed affiliation agreement contract.
- Report claims immediately to Risk Management Department via email to icnaquin@loyno.edu or phone (504)865-3141.
- If you have any questions regarding this insurance coverage, please contact the Loyola University School of Nursing.

NURSYS E-Notify

The School of Nursing uses the National Council of the State Boards of Nursing electronic system, Nursys, for licensure verification and e-Notify to receive automatic updates on any changes in status of student licensure for those students who live in states with participating boards of nursing. Information about state participation can be found at: <https://www.nursys.com/NLV/NLVJurisdictions.aspx>
Although the SON uses this system, each student is responsible for notifying the SON if there is any action related to the student's license while in the program.

Part 3: University, College and School Policies

DNP Program Grading Policy

The University sets the numerical equivalents to letter grades. In keeping with Loyola University policy, faculty are required to publish in the course syllabus evaluation methods to be used to determine a student's course grade. Thus, numerical equivalents to letter grades for each course will be found in the respective course syllabi. Individual course syllabi indicate the portion of the final grade attributed to various grading components. Loyola University uses the following grading scale for graduate students.

Letter Grade	GPA Conversion	Grading Scale	Meaning
A	4.0	93-100	Excellent
A-	3.8	90-92	Excellent
B+	3.3	87-89	Above Average
B	3.0	83-86	Average
B-	2.7	80-82	Below Average
C+	2.3	77-79	Below Average
C	2.0	73-76	Below Average
C-	1.7	70-72	Below Average
D+	1.3	66-69	Minimally Passing
D	1.0	60-65	Minimally Passing
F	Failure	<60	Failure or failure to withdraw
I	N/A	N/A	Incomplete
IP	N/A	N/A	In Progress

Important Notes

The University policy regarding an "I" or "incomplete" grade reads: "An 'I' (incomplete grade) automatically converts to an 'F' if work is not completed by dates specified in the University calendar, that is located at <http://academicaffairs.loyno.edu/records/academic-calendars>."

An "I" grade is to be assigned only when the institution has been presented with serious and compelling reasons why the student should be allowed to complete the course at a later date. The reasons are customarily medical. The "I" grade is not an automatic extension. *An I grade which has not been made up by the sixth week of the subsequent term, excluding summer terms, will be changed automatically to F.* Faculty-on-record for a course reserves the right to decide the use of "I" grading. Course work completion due dates will be determined by the faculty of record.

See: <http://2017bulletin.loyno.edu/academic-regulations/grades-and-grade-point-averages#grading-gr>

The University policy re: "IP" or "In Progress" grade: IP grades for graduating students must be converted to actual grades by the certification date set by the Registrar (July 1 for May graduation, October 1 for August graduation, February 1 for December graduation). Faculty-on-record for a course reserve the right to decide the use of "IP" grading. If the IP grade is not converted by the certification

date, the student's diploma will be dated with the next graduation date (e.g., dated August rather than May of the given year).

Once course requirements are completed for an IP or I grade, the faculty member completes the required form to finalize completed I or IP grades and the forms are submitted to the Program Coordinator and the Director. The finalized grade may take several weeks to appear in LORA.

Minimal Acceptable Grade in DNP Program

The minimum acceptable grade in a graduate course taken at Loyola is a B (83%). Any student receiving a grade of F in any theory (non-practicum) course will be dismissed from the program. No course can be repeated more than once. Only DNP courses are calculated for the GPA. A student whose cumulative grade point average falls below 3.0 will be placed on academic probation for one semester. A student on academic probation has one semester (fall, spring or summer semester) to remove the academic deficiency. If the deficiency is not removed in the allotted time, the student will not be allowed to continue in the program.

Pass / Fail Courses

All courses in the DNP program that are "Pass/Fail" will be identified in the syllabi under grading as "Pass / Fail". Each evaluation element must be completed with a score of 83% or better in order to successfully pass the course.

Grade Appeals Process

As stated in the *Loyola University New Orleans Graduate Bulletin*: "The student has a right to know the grade he or she has earned, the right to know the grading systems of the instructor, and the right to know grades as they are given during the semester. The grading system should be included in the course syllabus."

The complete grade appeals process is fully described in the *Loyola University Graduate Bulletin* in the section "Academic Regulations," under "Grade Appeals." <http://2017bulletin.loyno.edu/academic-regulations/grades-and-grade-point-averages#grade-appeals>

Academic Honor Code

All DNP students are expected to sign the Academic Honor Pledge and abide by the academic honor code. The DNP faculty have a zero tolerance for any offense (See Appendix A).

Any individual in the Loyola Community can make allegations of Academic Honor Code violation. In the School of Nursing, the information must be brought to an appropriate faculty member (e.g., the course faculty if the allegation involves a particular course), the appropriate Program Coordinator, the Director, and/or the Dean of the College of Social Sciences. All information must be completed in writing, and evaluation and resolution completed in line with procedures in the School of Nursing.

Policy Regarding Course Assignments

Each course assignment is due to faculty by the designated date and time listed in course materials (e.g., in syllabus, schedule of classes, modules, announcements), and is expected to be submitted to the appropriate location that is provided (e.g., submission through assignment link, discussion board, or elsewhere). Faculty have the responsibility to provide assignment deadline date, time, and

location for submission. Any extension of a due date is at the discretion of faculty. Students should not assume that a late assignment will be graded. If a student requests an extension, negotiation with faculty for the extension must be completed **before** the posted deadline for the assignment. Any late assignment, if accepted by faculty, may be penalized in points deduction at the discretion of faculty.

APA style 6th edition and format is required for all formal papers.

Professional Email Communication

Communication by email is commonplace in businesses and health care organizations and is typically a primary means of communication within the organization and outside the organization. Professional email communication must be used during your practicum experience and should be used for all correspondence with the student's faculty and University personnel. The guidelines on composing professional emails below must be used for communication with your preceptor, faculty, and all other email communication during your practicum--

- Always fill in the subject line with a topic that means something to your reader. Not “Decals” or “Important!” Instead use phrases such as “Nursing 752-Practicum Plan,” or “Nursing 735 Assignment Due Date.” Modify the subject line when appropriate; do not continue using the original subject in your reply (or replies) if the subject has changed. Alternately, start a new e-mail if the subject/recipients have changed and/or if the e-mail is unmanageably long.
- Use “Dear,” title, and last name. For example, use “Dear Dr. Smith,” but NOT “Dear Dr. Rhonda Smith,” “Dear Rhonda Smith,” “Dear Smith,” or “Dear Dr. Rhonda.” Use Dr. if you are unsure how the person should be addressed.
- Put your main point in the opening sentence. Never begin a message with a vague “This” – as in “This needs to be done by 5:00.” Always specify what you’re writing about.
- Use SBAR (Situation, Background, Assessment and Recommendation) to compose emails -
 - Situation: Identify the situation by telling the reader what your main point or request is.
 - Background: Write as though you assume that your reader has no prior knowledge of your issue or situation.
 - Assessment: Provide your assessment of the situation.
 - Recommendations: Describe what you recommend should be done to address the issue or what you are asking the reader to do.
- As a general rule, please avoid text speak (abbreviations and acronyms). Texting language is not appropriate for professional, academic, or business communication.
- Be brief and polite. If your message runs longer than two or three short paragraphs, consider (a) reducing the message, or “b) providing an attachment. People may be reading emails on mobile devices. But in any case, don’t snap, growl, or bark.
- Remember to say “please” and “thank you,” and mean it.
- Include a friendly closing. “Sincerely” may be too formal for regular business communication, so consider other closings, such as the following: Regards, Best regards, Best wishes, Thanks, and Have a great weekend (if the weekend is coming!).
- Always include your full name and any other pertinent identifying information. Add a signature block with appropriate contact information for consistency.
- Edit and proofread before hitting “send.” Spell-check is not always enough.

Reply promptly to serious messages. If you need more than 24 hours to collect information or make a decision, send a brief response. If you are out of the office or inaccessible create an “out of office” message

Examination Policy

All examinations in the School of Nursing shall be monitored by Examity™. You can find a guide on using Examity™ [here](http://gps.loyno.edu/sites/default/files/file_attach/Examity%20Student%20Guide.pdf), [http://gps.loyno.edu/sites/default/files/file_attach/Examity%20Student%20Guide.pdf] and a video tutorial [here](http://www.youtube.com/watch?v=bySuGwSnP88&feature=youtu.be) [http://www.youtube.com/watch?v=bySuGwSnP88&feature=youtu.be].

For courses that include examinations, a student who has a legitimate reason (such as illness) for missing a scheduled examination should (if at all possible) notify the faculty of her/his absence prior to the scheduled examination. Make-up examinations will be allowed for legitimate absences from scheduled examinations, but the form and scheduling of these examinations will be at the discretion of the faculty.

Attendance Policy

The following are College of Graduate and Professional Studies and School of Nursing policies:

1. In online courses, students are expected to log-in to the course during the first week of the course. Students risk being dropped from a course if they have not logged in during this time.
2. Attendance policy statements are minimum standards. Faculty have the right to exceed those standards and establish grade adjustments as warranted.
3. Participation in all Blackboard assignments and activities is required of all enrolled students.
4. The **DNP** program is primarily an online accessible program, which has an annual, up to one-week, mandatory orientation or intensive session. Students are required to attend all scheduled on-campus intensive sessions.

Writing Assistance for Students

Writing Across the Curriculum (WAC) has writing tutoring available for all students. To begin a tutoring session, students should use the “Submit a Draft” web page that WAC has built for distance learners: <http://www.loyno.edu/success/submit-draft-distance-learning>. The School of Nursing would like to encourage students to utilize this service.

Writing is a process, and one way for you to engage in that process is by having someone provide you with constructive feedback. Through Writing Across the Curriculum, professional writing consultation is available for all registered Loyola students. Tutors are trained to help you clarify and shape your ideas, but they do not simply edit papers or check for content errors. The goal of a tutoring session is to help make you a better writer no matter your skill level or where you are in the writing process. To work with a tutor, please submit your paper, including the assignment, to the WAC website <http://www.loyno.edu/success/distance-learning>. Please allow 3 business days for a tutor response.

Policy Regarding Return of Student Work

All students have the right to receive copies of their graded work. And Faculty are required to grade and return student work in a timely manner. Blackboard software is used in all courses. Faculty provide information within their course Blackboard sites (e.g., syllabus, etc.) regarding requirements for submission of projects and assignments. Most faculty require assignment submission through Blackboard, and faculty return assignments through Blackboard as well. However, there will be some variation among faculty and within the courses.

Course and Program Evaluations

Student input is highly valued at the University, College, and School of Nursing. Program improvements are often generated by student feedback. Students are expected to complete evaluations of all orientations and courses at the end of every semester or when directed. Faculty values student input into the course and technology. Course and program evaluation is one mechanism for providing input to faculty and administration regarding the student learning experience. Other evaluations of the program are required at exit. After graduation, students are contacted to provide feedback as alumni who have held the DNP degree for a period of time. All evaluation data are reviewed by faculty and administration and serve to inform faculty regarding course and program refinements.

Academic Advisement

Upon entering the DNP Program, each student is assigned an academic advisor. Academic Advisors will be available to meet with students, in person or virtually. Academic advising is done prior to the start of each semester, with additional advising as needed throughout the semester.

Specifically, the Academic Advisor will assist the student by:

1. Providing any needed clarification regarding standard progression plans;
2. Providing guidance when adjustments in the planned program are needed (e.g., dropping or adding courses, leave of absence, etc.);
3. Communication with the student to ensure the student is progressing as per plan.

The student should be familiar with the requirements for the DNP Program, found both in this *Handbook* and the current *Loyola University New Orleans Graduate Bulletin*, so that appropriate decisions may be made.

Appointment of Scholarly Project Chair

At the end of the N915 Evidence Based Practice & Research Translation (Fall semester) or entry into N930 Practicum each student will be assigned to a DNP Scholarly Project Chair. The Project Chair will assume the role of Academic Advisor in addition to the role of Scholarly Project Chair. Considerations for advisor assignment include the student input and existing faculty workload. The final decision regarding assignment will be through the DNP Program Coordinator.

Registration Holds

Under certain circumstances, restrictions (or registration “Holds”) are used to prevent the student from registering. “Holds” may be financial (i.e., an outstanding tuition balance) or other-related (i.e., failure to submit the immunization record). To determine the nature of a hold, access LORA (See Section 5.4 of this *Handbook* for directions for logging onto LORA.) and click on the tab for “Holds.” Contact the Student Financial Services Center at (504) 865-3333 or sfscenter@loyno.edu for financial holds, and the Program Administrative Assistant for other holds.

Withdrawal from a Course and Leave of Absence

Tuition Refunds Following Withdrawal

The University academic calendar (check the academic calendar on LORA for the specific date - see Section 5.4 of the Handbook) for each semester contains a schedule of refunds (i.e., a percent of the tuition) based on the percentage of the course that has been completed by the date of official withdrawal. It is the responsibility of the student to assure the timelines are met by submitting all required paperwork and checking the student account to assure processing has been completed.

Withdrawal from a Course

After the drop/add period and up to one week following the midterm period, students may receive an administrative withdrawal from a course. A grade of W for the course is placed on the transcript, and the transaction requires the adviser's and instructor's signatures. Course withdrawal is not complete or official until all signatures have been obtained and a copy is filed in the Office of Student Records. The student is required to submit the Course Withdrawal Form to the School of Nursing Office. Students who stop attending but do not officially withdraw from the course will receive a grade of F. Please refer to the academic calendar for deadlines –

<http://academicaffairs.loyno.edu/records/academic-calendars>

<http://2017bulletin.loyno.edu/academic-regulations/enrollment-and-registration>

Withdrawal from the University

To withdraw officially from the university a student must:

Obtain a withdrawal form from the Office of Student Records.

Obtain signatures of the designated officials on the withdrawal form.

Students should consult the academic calendar for the tuition refund schedule and deadlines.

Withdrawal is not complete or official until all signatures have been obtained and the student record's copy is returned to the Office of Student Records.

Those students who withdraw officially from the university prior to the last day for dropping courses as recorded in the academic calendar will have the courses removed from their records. Students withdrawing from the university after the drop period but in the withdrawal period will receive W's (Withdrawal) in all courses. Students who have not been enrolled at the university for a period of two semesters or more must follow the degree requirements in effect at the time of their reentry.

<http://2017bulletin.loyno.edu/academic-regulations/enrollment-and-registration>

Leave of Absence

Degree seeking students enrolled in a term may apply to their dean for a leave of absence for either the next term or academic year and process a leave of absence form in the Office of Student Records (Thomas Hall 204). Students returning from a leave of absence are subject to the policies of the bulletin under which they were originally admitted. A leave of absence is not granted to a student transferring to another university. Students who did not formally apply for a leave of absence must reapply for admission and are subject to the policies and requirements of the current bulletin.

<http://2017bulletin.loyno.edu/academic-regulations/enrollment-and-registration>

Medical Withdrawal from the University

Students requesting medical withdrawal should follow the instructions outlined in this section. There are no forms associated with this withdrawal. A student will be granted a medical withdrawal for medical or mental health reasons from the University within the term the student is incapacitated, on the condition that detailed written documentation is provided by the student's health care professional to the Vice President for Student Affairs and associate Provost. Written notification will be provided to appropriate parties by the Vice President for Student Affairs and Associate Provost. Any student receiving a medical

withdrawal during the term may be required to remain out of class the succeeding term. (This decision will be based on seriousness of illness and time of withdrawal.) Medical withdrawals must be made within the term being requested (during illness), and are for the entire term. There are no partial medical withdrawals for a term. The Vice President for Student Affairs and Associate Provost will recommend the appropriate refund, if any.

<http://2017bulletin.loyno.edu/academic-regulations/enrollment-and-registration>

DNP Student Input into Governance

The School of Nursing acknowledges the importance of obtaining student input and offering students an active role. To facilitate the process of obtaining input, faculty will announce through e-mail the issues for which student input is requested. All students are expected to submit course evaluations at the appointed time during each semester. In addition, all students are encouraged to provide input to faculty, the program coordinator, and the Director by a variety of means including appointments, e-mail, telephone, written suggestions, etc. All student input is thoughtfully considered and faculty make every attempt to provide appropriate responses to student suggestions. Each DNP track cohort will elect a student representative who is asked to “attend” (in person or by phone) the DNP program committee meetings. Student representatives are non-voting members of the committee.

Student Representative

The role of the student representative (SR) to the DNP program faculty is critical to meeting program outcomes. Characteristics of a student representative include but are not limited to the following: excellent verbal and written communication skills, organizational and planning skills, critical reasoning and problem solving skills, interpersonal skills, ability to negotiate, make constructive suggestions and find corresponding solutions.

A student representative demonstrates commitment to the program by participating in meetings that are scheduled over the academic year; taking notes of the meeting and reporting the outcomes of the meeting to the student body; working with other students and faculty to implement initiatives and solutions; creating connections via planning events to enhance communication lines; and devoting about one hour a week towards this role.

Consistent with program outcomes, the SR role enables students to develop and/or strengthen leadership skills, connect with various internal and external agencies, assist student peers with communicating issues, concerns, and opinion. Responsibilities of SRs include:

- Acting as a link between students and faculty/administration
- Serving as a liaison in bringing any issues/suggestions/feedback to faculty at meetings
- Relaying key messages from the faculty/administration to the student body
- Suggesting, developing, and implementing solutions to problems related to online campus life
- Collaborating with students to coordinate events to enhance student communication opportunities

DNP program meetings are the forum for SRs to present any broad issues/concerns/feedback raised by students to faculty/administrators and support the faculty/administration in conveying their concerns to the student body. SRs gather feedback from students prior to faculty meetings, submit agenda items in a timely fashion, represent their fellow students at the meeting, and report to students on relevant issues.

Length of Time to Complete the Program

Students are required to complete the DNP program within **5 years** of enrolling in course work. Students who find it necessary to drop out of school for a period of time must request a formal leave of absence and complete the relevant paper work. The *Leave of Absence* form guarantees the student the right to return to the program within one year, after which the formal leave expires. The student will work with the Academic Advisor and/or Program Coordinator to develop an alternate plan of study to accommodate the curriculum in effect at the time of reentry.

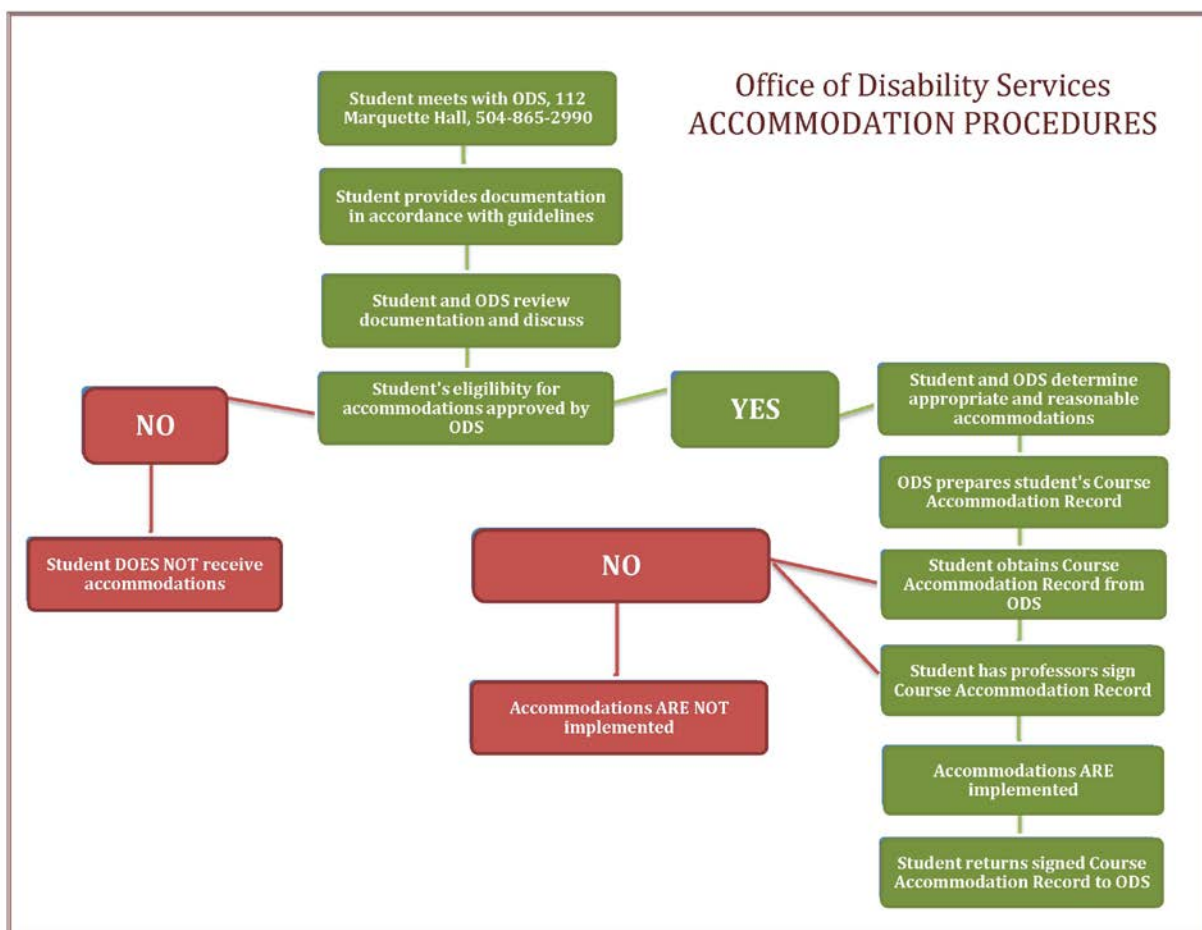
Student Academic Grievance Procedure

- Any Loyola undergraduate or graduate student who in their opinion believes that they have been subjected to an improper decision on an academic matter is entitled to file a grievance to obtain an independent review of the allegedly improper decision. This procedure does not include grade appeals, or matters of discrimination or harassment, which are addressed by separate procedures. A grievance is a complaint in writing made to an administrative officer of the University concerning an academic decision, made by a person or group of persons acting in an official University capacity that directly and adversely affects the student.
- For purposes of this procedure, an appropriate matter of grievance is defined as any decision of an academic nature, which in the opinion of the student is improper and by which the student believes they have been adversely affected.
- This grievance procedure applies only in those cases involving a perceived academic impropriety arising from a decision taken by: (1) an individual instructor or researcher; (2) a school, department, or program; (3) a committee charged to administer academic policies of a particular school, department, or program; or (4) the University Director of Registration Services, the Vice President for Academic Affairs, the University Senate, or any committee or subcommittee charged to administer the academic policies of Loyola University New Orleans.

<http://2017bulletin.loyno.edu/academic-regulations/grades-and-grade-point-averages>

Disability Services and Accommodation Policy

If you have a disability and wish to receive accommodations, please contact Disability Services at 504-865-2990, ods@loyno.edu, or visit the Office of Disability Services in Marquette Hall 112. Please note that before any accommodations can be implemented, you must obtain an official Course Accommodation Record from Disability Services for my signature.



FERPA (Family Educational Rights and Privacy Act) - Policy on Release of Information

Annually, Loyola University New Orleans informs students of the Family Educational Rights and Privacy Act of 1974, as amended. This Act, with which the institution intends to comply fully, was designated to protect the privacy of educational records. The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records.

<http://academicaffairs.loyno.edu/records/annual-notice-students-ferpa>

Emergency Plan

In the event that there is an interruption to our course due to the cancellation of classes by the university as a result of an emergency, we will continue our course on *Blackboard* within 48 hours after cancellation. All students are required to sign on to *Blackboard* and to keep up with course assignments within 48 hours of evacuation and routinely check for announcements and course materials associated with each class. Class handouts will be posted under “course materials”. Students should be familiar

with their responsibilities during emergencies, including pre-evacuation and post-evacuation for hurricanes. This information is available on the Academic Affairs web site: <http://academicaffairs.loyno.edu/students-emergency-responsibilities> Additional emergency-planning information is also available: <http://finance.loyno.edu/police/emergency-plans>

Part 4: Organizations and Services

Sigma Theta Tau International Honor Society

Among organizations of interest to nursing students is the *Xi Psi At-Large-Chapter of Sigma Theta Tau International*, the International Honor Society of Nursing. Membership in the honor society is by invitation to students who meet the academic criteria set by *Sigma Theta Tau*. Induction into the Society occurs each Spring. Eligible students receive letters inviting them to join *Sigma Theta Tau*. Since membership in the Honor Society is considered prestigious, all students who are invited to join are strongly encouraged to take advantage of the benefits of membership in the society. The faculty chapter liaison can be reached at stti@loyno.edu.

Blackboard Course Management System

Blackboard is a course delivery system that helps faculty and students communicate more effectively. You may access Blackboard by utilizing clicking on the word “blackboard” in the top right corner of page at: <http://loyno.edu>. Technology requirements and Blackboard specifications are located at located on the Loyola University website (Select [Blackboard Specifications](#)). Blackboard also provides the student with assignment schedules and posted grades. An Instruction Technology Support Specialist is available to assist you during regular business hours at **1-866-789-7148** or onlineed@loyno.edu

LORA: Loyola Online Records Access

LORA is the Loyola Online Records Access system. Students use LORA to register for classes, view grades, transcripts, account summaries, and change mailing and e-mail addresses. To access LORA from the Internet, go to <https://lorasec.loyno.edu/> and enter your student ID (SSN#) and your PIN. For first time users, the PIN is the first two letters of your first name and the last four digits of your social security number. Once into the LORA system, you will be allowed to choose your own six-digit pin.

Academic Calendar & Schedule of Classes

Use the [Academic Calendar](#) link on the Loyola homepage <http://loyno.edu> to access the academic calendar and to obtain information about class schedules click on “calendar” at the upper corner of the page. Keep in mind that the School of Nursing is in the College of Social Sciences of the University.

Schedule of Classes can be found in LORA.

General Student Services

STUDENT SUCCESS CENTER: The Student Success Center is located in Marquette Hall, Rm. 112 and provides a broad range of academic support services free of charge to all Loyola students. Services for Students include: (a) Academic counseling, (b) Disability Services, (c) Testing Services, (d) Tutorial Services, and (e) Writing Consultant. For more information, call (504) 865-2990 or visit at: <http://www.loyno.edu/success>.

MONROE LIBRARY: The library is available during the following hours (Central Time Zone):

Monday - Thursday 7:30 AM - 2:00 AM

Friday 7:00 AM - 9:00 PM

Saturday 11:00 AM - 6:00 PM

Sunday 11:00 AM - 2:00 AM

Phone: 504-864-7111

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

Summer hours: May 18 – July 31:

Monday – Thursday 8:00 AM – 8:00 PM

Friday 8:00 AM – 5:00 PM

Saturday 11:00 AM – 5:00 PM

Sunday 11:00 AM – 8:00 PM

The Learning Commons Desk is reachable during our operating hours, which can be found here: <http://library.loyno.edu/about/hours.php>

SON Library Liaison

G. Michael Truran

Public Services Librarian

J. Edgar & Louise S. Monroe Library

Loyola University New Orleans

Office [\(504\) 864-7119](tel:5048647119) | Email gmruran@loyno.edu

There may be times during the semester when these hours change to accommodate holidays or for extended study hours. You may check the Library schedule by clicking on Monroe Library on the main webpage at: <http://loyno.edu>. In addition to a large collection, Monroe Library has an extensive interlibrary loan system. Study rooms are also available to students for group and individual study.

BOOKSTORE: The on-campus bookstore is located on the first floor of the Danna Center. Bookstore hours are: Mon-Thurs 8:30 AM - 6:00 PM, Fri 8:30 AM - 4:30 PM, and closed on Sat-Sun. Summer hours may be different. The online Bookstore website is: <http://www.bkstr.com/loyolanostore/home>

FOOD SERVICE/DINING: Loyola has made many recent changes to its dining services. The schedule for these services is subject to change, especially during graduation week. Students are encouraged to find the most current information on our website at the following link: <https://loyno.sodexomyway.com/>

CAREER DEVELOPMENT CENTER: The Career Development Center offers services for students seeking counseling for personal concerns, guidance in identifying career goals, and assistance in finding internship and employment opportunities. Call (504) 865-3860 for appointments or further information. You can also access the center's webpage from the University homepage and then navigating from the Current Students link: <http://studentaffairs.loyno.edu/careers/students>

UNIVERSITY COUNSELING CENTER: The University Counseling Center (UCC) supports all students with free, confidential professional counseling services around issues of stress, depression, anxiety, academic motivation, relationships, and more. For more details regarding the University Counseling Center, please visit the UCC webpage at: <http://studentaffairs.loyno.edu/counseling/about-university-counseling-center>

POST OFFICE: The post office provides most services offered by a regular U.S. post office, as well as on-campus mail. The post office is open 8:30AM - 4:00PM Monday-Friday. For more details regarding campus mailing services and guidelines please visit the following webpage:

<http://finance.loyno.edu/post-office>

STUDENT HEALTH: Student Health Services provides primary care treatment for and education about personal health issues for all Loyola students, with a referral service to consultant specialists. The Health Center is open M-F 8:30 AM - 4:45 PM. For more information, please contact Student Health at (504) 865-3326 or visit their webpage at: <http://studentaffairs.loyno.edu/health>

STUDENT FINANCIAL SERVICES CENTER: The Student Financial Services Center provides information on financial aid funding and requirements, your tuition bill, and payment options and due dates.

Loyola will supply a bill for your enrollment each semester. If you enroll in multiple sessions within the semester, you will receive a bill for all classes for that semester, regardless of when they start. Although, billing continues throughout the semester, late fees are waived in the case of multiple sessions that cause financial aid disbursement delays. If you have any questions about your bill or tuition payments, please contact the Student Financial Services Center.

If you are awarded financial aid, please make sure that you meet the requirements for your funding including updating contact information during the program as well as after graduation each year. As financial aid is subject to change, please contact the Student Financial Services Center for the most current information available.

The Student Financial Services Center is located in Thomas Hall, Room 202, and can be contacted during their regular business hours, M-F 8:30 AM - 4:45 PM at 504-865-3333 or sfscenter@loyno.edu. You can visit their webpage at: <http://sfs.loyno.edu/>

Part 5: Doctor of Nursing Practice Program

DNP Progression & Graduation Requirements

Post-Masters DNP Progression & Graduation Requirements

The Post-Masters DNP track consists of 39+ credits. The actual number of credits needed to graduate is determined by the DNP Program Coordinator through transcript evaluation upon admission to the DNP Program. Students may have additional requirements as required by some financial aid programs such as the Faculty Loan Repayment Program (NFLP) that requires two educational courses in addition to the degree requirements for each program loan. All courses are provided online, except for supervised practicum work, which is completed in a state in which the student is licensed to practice. Students attend an on-campus conference each spring, and defend their scholarly project on-campus prior to graduation. The DNP program curriculum adheres to the Eight Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006).

Post-Baccalaureate DNP Progression & Graduation Requirements

The Post-Baccalaureate DNP track consists of 78 credits. Students may have additional requirements as required by some financial aid programs such as the Faculty Loan Repayment Program (NFLP) that requires two educational courses for each program loan in addition to the degree requirements. All courses are provided online, except for supervised practicum work, which is completed in a state in which the student is licensed to practice. Students attend an on-campus conference each spring, and defend their scholarly project on-campus prior to graduation. The DNP program curriculum adheres to the Eight Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006).

DNP Curriculum

The **Post-Masters DNP** is offered in two concentrations:

1. **Nurse Practitioner:** applicants hold a current license and certification as a nurse practitioner in Adult, Family, Gerontology, Pediatrics, or Women's Health.
2. **Executive Leadership:** applicants have a master's degree in nursing or in a field related to health care, leadership, or management. The DNP Program Coordinator determines if a master's degree in a non-nursing field is acceptable for admission.

The **Post-Baccalaureate DNP** is offered in one concentration: Family Nurse Practitioner.

Students progress through the curriculum following the schedule below:

Post-BS DNP Progression Plans for FNP

The Post-BS DNP track offers four progression plans 3-year summer start, 4-year summer start, fall start, and spring start. **Students are strongly advised to select the four-year summer start plan particularly if the student is unable to reduce employment to part-time as other plan require 360 clinical hours to be complete in Spring II (summer 3-year) or Spring III (fall and spring starts).**

Summer Start Three Year Progression Plan

Each course is 3-credits. Each practicum credit is worth 60 hours of practice.

YEAR I		
SUMMER I	FALL I	SPRING I
N800 Theoretical Foundations & Role N810 Advanced Health Assessment N817 Scientific Writing Course (Elective) here or Summer II	N805 Advanced Pathophysiology N812 Advanced Health Assessment Practicum N820 Advanced Pharmacotherapeutics	N840 Primary Care of Adults N845 Primary Care of Adults Practicum N860 Gerontology in Primary Care N835 Advanced Research Methods
Total Credits: 6-9	Total Credits: 9	Total Credits: 12
YEAR II		
SUMMER II	FALL II	SPRING II
N905 Ethics & Social Justice N900 Philosophy of Science *N802 Advanced Statistics and Data Management (Elective) here or Summer I N817 Scientific Writing (Elective) here or Summer I	N850 Primary Care of Adults & Women's Health N855 Primary Care of Adults & Women's Health Practicum N915 Evidence-Based Practice, Research Translation & Implementation Science N920 Biostatistics	N825 Primary Care of Pediatrics N830 Primary Care of Pediatrics Practicum N925 Program Planning N930 DNP Advanced Practicum I
Total Credits: 6-9	Total Credits: 12	Total Credits: 12
YEAR III		
SUMMER III	FALL III	SPRING III
N910 Epidemiology N940 Policy & Economics	N955 Informatics & Finance N945 Advanced DNP Practicum II	N935 Leadership N950 Integrated Behavioral Health ***N960 Scholarly Project
Total Credits: 6	Total Credits: 6-9	Total Credits: 9-12

Notes:

*Students are strongly encouraged to take a graduate level statistics course before enrolling in 920 Biostatistics. The SON offers a graduate level statistics course in the last 6-week summer session.

**Students accepting NFLP monies are required to take two education courses. These courses will be offered every Spring and Fall Semester in sequence. Students on the 4-year plan may elect to take 9 credits of nurse educator coursework

***If Scholarly Project is not successfully completed during the final Spring, it will be repeated each semester (excluding Summer) until requirements are successfully completed.

Summer Start Four-Year Progression Plan

Each course is 3-credits. Each practicum credit is worth 60 hours of practice

YEAR I		
SUMMER I	FALL I	SPRING I
N800 Theoretical Foundations & Role N810 Advanced Health Assessment N817 Scientific Writing Course (Elective) here or Summer II	N805 Advanced Pathophysiology N812 Advanced Health Assessment Practicum N820 Advanced Pharmacotherapeutics	N840 Primary Care of Adults N845 Primary Care of Adults Practicum N860 Gerontology in Primary Care
Total Credits: 6-9	Total Credits: 9	Total Credits: 9
YEAR II		
SUMMER II	FALL II	SPRING II
*N802 Advanced Statistics and Data Management (Elective) here or Summer III	N850 Primary Care of Adults & Women's Health N855 Primary Care of Adults & Women's Health Practicum	N825 Primary Care of Pediatrics N830 Primary Care of Pediatrics Practicum N835 Advanced Research Methods
Total Credits: 0-3	Total Credits: 6	Total Credits: 9
YEAR III		
SUMMER III	FALL III	SPRING III
N900 Philosophy of Science N905 Ethics & Social Justice N802 Advanced Statistics and Data Management (Elective) here or Summer II	N915 Evidence-Based Practice, Research Translation & Implementation Science N920 Biostatistics (3 credits)	N925 Program Planning N930 DNP Advanced Practicum I N935 Leadership **N970 Nurse Educator I
Total Credits: 6-9	Total Credits: 6	Total Credits: 9
YEAR IV		
SUMMER IV	FALL IV	SPRING IV
N910 Epidemiology N940 Policy & Economics	N955 Informatics & Finance N945 Advanced DNP Practicum II **N975 Nurse Educator II	N950 Integrated Behavioral Health ***N960 Scholarly Project **N980 Nurse Educator Practicum
Total Credits: 6	Total Credits: 6-9	Total Credits: 6-9

Notes:

*Students are strongly encouraged to take a graduate level statistics course before enrolling in 920 Biostatistics. The SON offers a graduate level statistics course in the last 6-week summer session.

**Students accepting NFLP monies are required to take two education courses. These courses will be offered every Spring and Fall Semester in sequence. Students on the 4-year plan may elect to take 9 credits of nurse educator coursework

***If Scholarly Project is not successfully completed during the final Spring, it will be repeated each semester (excluding Summer) until requirements are successfully completed.

Fall Start

Each course is 3-credit hours. Each practicum credit hour is worth 60 hours of practice.

YEAR I		
FALL I	SPRING I	SUMMER I
N805 Advanced Pathophysiology N820 Advanced Pharmacotherapeutics	N835 Advanced Research Methods **N970 Nurse Educator I	N800 Theoretical Foundations & Role N810 Advanced Health Assessment N817 Scientific Writing Course course (Elective) here or Summer II
Total Credits: 6-9	Total Credits: 3-6	Total Credits: 6-9
YEAR II		
FALL II	SPRING II	SUMMER II
N812 Advanced Health Assessment Practicum **N975 Nurse Educator II	N840 Primary Care of Adults N845 Primary Care of Adults Practicum N860 Gerontology in Primary Care **N980 Nurse Educator Practicum	N905 Ethics & Social Justice N900 Philosophy of Science *N802 Advanced Statistics and Data Management (Elective) here or Summer I N817 Scientific Writing (Elective) here or Summer I
Total Credits: 3-6	Total Credits: 9-12	Total Credits: 6-9
YEAR III		
FALL III	SPRING III	SUMMER III
N850 Primary Care of Adults & Women's Health N855 Primary Care of Adults & Women's Health Practicum N915 Evidence-Based Practice, Research Translation & Implementation Science N920 Biostatistics	N825 Primary Care of Pediatrics N830 Primary Care of Pediatrics Practicum N925 Program Planning N930 DNP Advanced Practicum I	N910 Epidemiology N940 Policy & Economics
Total Credits: 12	Total Credits: 12	Total Credits: 6
YEAR IV		
FALL IV	SPRING IV	
N955 Informatics & Finance N945 Advanced DNP Practicum II	N935 Leadership N950 Integrated Behavioral Health ***N960 Scholarly Project	
Total Credits: 6	Total Credits: 9	

Notes:

* Students are strongly encouraged to take a graduate level statistics course before enrolling in 920 Biostatistics. The SON offers a graduate level statistics course in the last 6-week summer session.

**Students accepting NFLP monies are required to take two education courses. These courses will be offered every Spring and Fall Semester in sequence. Students may elect to take 9-credits of nurse educator coursework.

***If Scholarly Project is not successfully completed during the final Spring, it will be repeated each semester (excluding Summer) until requirements are successfully completed.

Spring Start

Each course is 3-credit hours. Each practicum credit hour is worth 60 hours of practice.

YEAR I		
SPRING I	SUMMER I	FALL I
N805 Advanced Pathophysiology N820 Advanced Pharmacotherapeutics **N970 Nurse Educator I	N800 Theoretical Foundations & Role N810 Advanced Health Assessment N817 Scientific Writing Course (Elective) here or Summer II	N812 Advanced Health Assessment Practicum N835 Advanced Research Methods **N975 Nurse Educator II
Total Credits: 6-9	Total Credits: 6-9	Total Credits: 6-9
YEAR II		
SPRING I	SUMMER II	FALL II
N840 Primary Care of Adults N845 Primary Care of Adults Practicum N860 Gerontology in Primary Care **N980 Nurse Educator Practicum	N905 Ethics & Social Justice N900 Philosophy of Science *N802 Advanced Statistics and Data Management (Elective) here or Summer I N817 Scientific Writing (Elective) here or Summer I	N850 Primary Care of Adults & Women's Health N855 Primary Care of Adults & Women's Health Practicum N915 Evidence-Based Practice, Research Translation & Implementation Science N920 Biostatistics
Total Credits: 9-12	Total Credits: 6-9	Total Credits: 12
YEAR III		
SPRING II	SUMMER III	FALL III
N825 Primary Care of Pediatrics N830 Primary Care of Pediatrics Practicum N925 Program Planning N930 DNP Advanced Practicum I	N910 Epidemiology N940 Policy & Economics	N955 Informatics & Finance N945 Advanced DNP Practicum II
Total Credits: 12	Total Credits: 6	Total Credits: 6
YEAR IV		
SPRING IV		
N935 Leadership N950 Integrated Behavioral Health ***N960 Scholarly Project		
Total Credits: 9		

Notes:

* Students are strongly encouraged to take a graduate level statistics course before enrolling in 920 Biostatistics. The SON offers a graduate level statistics course in the last 6-week summer session.

**Students accepting NFLP monies are required to take two education courses. These courses will be offered every Spring and Fall Semester in sequence. Students may elect to take 9-credits of nurse educator coursework.

***If Scholarly Project is not successfully completed during the final Spring, it will be repeated each semester (excluding Summer) until requirements are successfully completed.

POST-MSN DNP Progression Plan – Nurse Practitioner (39+ credits)

Each course is 3-credits. Each practicum credit is worth 60 hours of practice.

Summer Start

SUMMER I	FALL I	SPRING I
N900 Philosophy of Science N905 Ethics & Social Justice *N802 Advanced Statistics and Data Management (Elective) N817 Scientific Writing (Elective)	N915 Evidence-Based Practice & Research Translation N920 Biostatistics (3 credits)	N925 Program Planning N930 Advanced Practicum I N950 Integrating Behavioral Health in Primary **N970 NE Philosophy & Role
Total: 6 - 9 credits	Total: 6 credits	Total: 9-12 credits
SUMMER II	FALL II	SPRING II
N910 Epidemiology N940 Health Policy & Economics	N945 Advanced Practicum II N955 Informatics & Finance **N975 NE Teaching Methods	N935 Leadership of Systems Change & Innovation ***N960 Scholarly Project Practicum ***N980 NE Practicum
Total: 6 credits	Total: 6-9 credits	Total: 6-9 credits

* Graduate level statistics course is a prerequisite for N920 Biostatistics and must be taken if no other graduate level statistics course has been taken previously.

** Students accepting NFLP monies are required to take two education courses. These courses will be offered every Spring and Fall Semester in sequence.

***If Scholarly Project is not successfully completed during the final Spring, it will be repeated each semester (excluding Summer) until requirements are successfully completed.

Fall Start

FALL I	SPRING I	SUMMER I
N955 Informatics & Finance	N950 Integrating Behavioral Health in Primary Care N935 Leadership of Systems Change & Innovation **N970 NE Philosophy & Role	N900 Philosophy of Science N905 Ethics & Social Justice *N802 Advanced Statistics and Data Management (Elective) N817 Scientific Writing (Elective)
Total: 3-7 credits	Total: 6-9 credits	Total: 6-9 credits
FALL II	SPRING II	SUMMER II
N915 Evidence-Based Practice & Research Translation N920 Biostatistics ***N975 NE Teaching Methods)	N925 Program Planning N930 Advanced Practicum I ***N970 NE Philosophy & Role	N910 Epidemiology N940 Health Policy & Economics
Total: 6-12 credits	Total: 6-9 credits	Total: 6 credits
FALL III	SPRING III	
N945 Advanced Practicum II ***N975 NE Teaching Methods	****N960 Scholarly Project Practicum **N980 NE Practicum	
Total: 3-10 credits	Total: 3-6 credits	

* Graduate level statistics course is a prerequisite for N920 Biostatistics and must be taken if no other graduate level statistics course has been taken previously.

** Students accepting NFLP monies are required to take two education courses. These courses will be offered every Spring and Fall Semester in sequence.

***If Scholarly Project is not successfully completed during the final Spring, it will be repeated each semester (excluding Summer) until requirements are successfully completed.

Spring Start

* Graduate level statistics course is a prerequisite for N920 Biostatistics and must be taken if no other graduate level statistics course has been taken previously.

** Students accepting NFLP monies are required to take two education courses. These courses will be offered every Spring and Fall Semester in sequence.

***If Scholarly Project is not successfully completed during the final Spring, it will be repeated each semester (excluding Summer) until requirements are successfully completed.

SPRING I	SUMMER I	FALL I
N950 Integrating Behavioral Health in Primary Care N935 Leadership of Systems Change & Innovation **N970 NE Philosophy & Role	N900 Philosophy of Science N905 Ethics & Social Justice *N802 Advanced Statistics and Data Management (Elective) N817 Scientific Writing (Elective)	N915 Evidence-Based Practice & Research Translation N920 Biostatistics **N975 NE Teaching Methods
Total: 6-9 Credits	Total: 6-9 Credits	Total: 6-9 Credits
SPRING II	SUMMER II	FALL II
N925 Program Planning N930 Advanced Practicum I **N970 NE Philosophy & Role	N910 Epidemiology N940 Health Policy & Economics	N945 Advanced Practicum II N955 Informatics & Finance **N975 NE Teaching Methods
Total: 6-9	Total: 6 Credits	Total: 6-9 Credits
SPRING III		
N960 Scholarly Project Practicum **N980 NE Practicum		
Total 3-6 Credits		

POST-MSN DNP Progression Plan – Executive Leader (39+ credits)

Each course is 3-credits. Each practicum credit is worth 60 hours of practice.

Summer Start

SUMMER I	FALL I	SPRING I
N900 Philosophy of Science N905 Ethics & Social Justice *N802 Advanced Statistics and Data Management (Elective) N817 Scientific Writing	N915 Evidence-Based Practice & Research Translation N920 Biostatistics ****N965 EL Practicum ****N967 Direct Leadership Practicum	N925 Program Planning N930 Advanced Practicum I N954 Organizational Behavior (3 credits: 2 theory; 1 practicum) **N970 NE Philosophy & Role
Total: 6-9 credits	Total: 6-12 credits	Total: 9-12 credits
SUMMER II	FALL II	SPRING II
N910 Epidemiology N940 Health Policy & Economics	N945 Advanced Practicum II N955 Informatics & Finance ****N965 EL Practicum **N975 NE Teaching Methods	N935 Leadership of Systems Change & Innovation ***N960 Scholarly Project Practicum ***N980 NE Practicum
Total: 6 credits	Total: 6-12 credits	Total: 6-9 credits

Each course is 3-credit hours. Each practicum credit hour is worth 60 hours of practice.

** Graduate level statistics course is a prerequisite for N920 Biostatistics and must be taken if no other graduate level statistics course has been taken previously.

*** Students may elect to take 9 credit hours of nurse educator coursework.

****If Scholarly Project is not successfully completed during the final Spring, it will be repeated each semester (excluding Summer) until requirements are successfully completed.

*****Depending on transcript analysis, students may need to take N965 and/or N967 Directed Leadership Practicum to fulfill total practicum hours.

Fall Start		
FALL I	SPRING I	SUMMER I
N955 Informatics & Finance *****N965 DNP Practicum *****N967 EL Practicum (1 credit)	N954 Organizational Behavior (2 credits theory; 1 credit practicum) N935 Leadership of Systems Change & Innovation **N970 NE Philosophy & Role	N900 Philosophy of Science N905 Ethics & Social Justice *N802 Advanced Statistics and Data Management (Elective) N817 Scientific Writing (Elective)
Total: 3-7 credits	Total: 6-9 credits	Total: 6-9 credits
FALL II	SPRING II	SUMMER II
N915 Evidence-Based Practice & Research Translation N920 Biostatistics ***N975 NE Teaching Methods *****N965 DNP Practicum *****N967 EL Practicum (1 credit)	N925 Program Planning N930 Advanced Practicum I ***N970 NE Philosophy & Role	N910 Epidemiology N940 Health Policy & Economics
Total: 6-12 credits	Total: 6-9 credits	Total: 6 credits
FALL III	SPRING III	
N945 Advanced Practicum II ***N975 NE Teaching Methods *****N965 DNP Practicum *****N967 EL Practicum (1 credit)	*****N960 Scholarly Project Practicum **N980 NE Practicum	
Total: 3-10 credits	Total: 3-6 credits	

Each course is 3-credit hours. Each practicum credit hour is worth 60 hours of practice.

** Graduate level statistics course is a prerequisite for N920 Biostatistics and must be taken if no other graduate level statistics course has been taken previously.

*** Students may elect to take 9 credit hours of nurse educator coursework.

****If Scholarly Project is not successfully completed during the final Spring, it will be repeated each semester (excluding Summer) until requirements are successfully completed.

*****Depending on transcript analysis, students may need to take N965 and/or N967 Directed Leadership Practicum to fulfill total practicum hours.

Spring Start

SPRING I	SUMMER I	FALL I
N954 Organizational Behavior (3 credits: 2 theory; 1 practicum) N935 Leadership of Systems Change & Innovation **N970 NE Philosophy & Role	N900 Philosophy of Science N905 Ethics & Social Justice *N802 Advanced Statistics and Data Management (Elective) N817 Scientific Writing (Elective)	N915 Evidence-Based Practice & Research Translation N920 Biostatistics **N975 NE Teaching Methods *****N965 DNP Practicum *****N967 EL Practicum (1 credit)
Total 6-9 Credits	Total 6-9 Credits	Total 6-12 Credits
SPRING II	SUMMER II	FALL II
N925 Program Planning N930 Advanced Practicum I **N970 NE Philosophy & Role	N910 Epidemiology N940 Health Policy & Economics	N945 Advanced Practicum II N955 Informatics & Finance **N975 NE Teaching Methods *****N965 DNP Practicum *****N967 EL Practicum (1 credit)
Total 6-9 Credits	Total 6 Credits	Total 6-12 Credits
SPRING III		
****N960 Scholarly Project Practicum **N980 NE Practicum		
Total 3-6 Credits		

* Graduate level statistics course is a prerequisite for N920 Biostatistics and must be taken if no other graduate level statistics course has been taken previously.

** Students accepting NFLP monies are required to take two education courses. These courses will be offered every Spring and Fall Semester in sequence.

***If Scholarly Project is not successfully completed during the final Spring, it will be repeated each semester (excluding Summer) until requirements are successfully completed.

****Depending on transcript analysis, students may need to take N965 and/or N967 Directed Leadership Practicum to fulfill total practicum hours.

Scholarly Writing and Case Reporting

Scholarly papers and case reports will be prepared for required courses integrating topics such as policy, health care systems, health equity, leadership, intra-professional collaboration, informatics and finance. Details regarding each assignment are individualized within course syllabi. These written assignments are submitted and graded within each course. Additionally, students retain copies of their scholarly papers and case reports in the student's portfolio located in Typhon. Although Typhon allows for the student to password protect a portfolio, while in the program the portfolio must be accessible by faculty. Thus, while in the program, student portfolios are not to be password protected. A clean copy of Scholarly papers and case reports should be placed in the portfolio once all recommended corrections are made to graded papers.

Definitions of Scholarly Papers and Clinical Case Reports for DNP Students

Scholarly Papers must be written at a doctoral level using a professional voice or tone and addressing a topic of relevance to advanced practice and the chosen population focus. Integration of scientific references is expected. Scholarly paper format must be in APA 6th format.

Clinical Case Reports are papers that students prepare describing case scenarios from their practicum experiences with an individual or within an organization. The purpose of the case report is to illustrate a problem, suggest a means for solving a problem, or provide new insight on and remedy for problems, as well as the clinical, research or theoretical approaches needed. These reports are developed in-depth, while protecting patient and organizational confidentiality. Students provide clinical data with attention to evidence-based practice and demonstration of how the case illustrates issues/problems relevant to the chosen population focus. The clinical case report should be complex and should meet specific AACN Essential(s).

HIPAA: Through these cases and scholarly papers, students demonstrate analytical thinking, innovation and complex decision-making related to advanced practice, outcomes of care and impact on care at a population or organizational level. HIPAA privacy rules must be followed when documenting the case report. A link to the HIPAA information is provided. It is the student's responsibility to ensure that patient health information is protected at all times, including when writing case reports.

HIPAA site: <http://www.hhs.gov/ocr/privacy/hipaa/understanding/summary/index.html>

APA formatting. Scholarly papers in each course are to be done using the APA 6th (2010) guidelines for style and formatting for a scholarly paper.

American Psychological Association (2010). *Publication Manual of the American Psychological Association*. Washington, DC: American Psychological Association.

Part 6: Policies & Procedures for the DNP Practicum

DNP Practicum

The DNP program contains intensive practice experience during which the student is learning new skills, testing new knowledge, and developing in the advanced practice role. During the practicum the student applies what has been learned in other DNP courses. The table below presents the distribution of practicum hours.

Typhon Clinical Tracking Software

Typhon Group's Nurse Practitioner Student Tracking (NPST) System functions as a complete electronic student tracking system, including comprehensive collection of each student's patient encounter logs that need to be tracked during their clinical rotations. In the DNP program, this software will house the DNP portfolio and all support documents.

NPST includes specific areas for:

1. Clinical Experience Logging and Tracking [Clinical hours must equal or exceed course requirements];
2. Electronic Student Portfolios;
3. External Document Management;
4. Clinical Experience Reporting;
5. Custom Evaluations & Surveys (EASI);
6. Student Biographic Database;
7. Clinical Site/Preceptor Databases; and,
8. Student Scheduling

Practicum hours in the Post-MSN DNP Track

Post-MSN DNP Program Practicum Hours by Course, Credit and Hours

Clinical Practicum Hours			
Course	Credits	Hours	Hours to Credit Ratio
NURS 930: DNP Advanced Practicum I	3	180	4:1
NURS 945: DNP Advanced Practicum II	3	180	4:1
NURS 954 (EL Track): Organizational Behavior	3	60	4:1
NURS 960: Scholarly Project*	3	180	4:1
NURS 965: Executive Leadership Practicum*	3	180	4:1

Notes:

- Formula to determine hours = (credits) x (ratio) x (15).
- Any course repeated for replacement or additional credit is at the prevailing rate of tuition/fees. Please check the graduate bulletin at the time of effect for tuition and fees charges for DNP courses and activities.
- NURS960 and NURS965 may be repeated to acquire sufficient practicum hours to satisfy requirements.

Post-Masters DNP Practicum

1. In order to fulfill the clinical hours requirements toward the complete the DNP degree, the student completes a minimum of 1000 hours of supervised, graduate-level practicum course work.
2. The Post-Masters DNP curriculum includes 540-600 hours of practicum. Students complete additional practicum hours if they are admitted to the program with less than 400 hours of supervised graduate practicum coursework.
3. Practicum experiences for DNP students are arranged at approved sites in a state in which the student is licensed to practice. Practicum experiences are conducted under the supervision of approved preceptors at the approved site. Goals and objectives of the clinical experience are negotiated with the student's faculty and preceptor. Oversight of the practice experience is the responsibility of the practicum course faculty.

Practicum Hours in Post-BSN DNP Track

POST-BSN-DNP Track Practicum Hours by Course, Credit and Hours

Clinical Practicum Hours			
Course	Credits	Hours	Hours to Credit Ratio
NURS 812: Advanced Health Assessment Practicum	3	180	4:1
NURS 830: Primary Care of Pediatrics Practicum	3	180	4:1
NURS 845: Primary Care of Adults Practicum	3	180	4:1
NURS 855: Primary Care of Adults & Women's Health Practicum	3	180	4:1
NURS 930: DNP Advanced Practicum I	3	180	4:1
NURS 945: DNP Advanced Practicum II	3	180	4:1
NURS 960 Scholarly Project Practicum	3	180	4:1
Total Hours		1,260	

Notes:

- Formula to determine hours = (credits) x (ratio) x (15).
- Any course repeated for replacement or additional credit is at the prevailing rate of tuition/fees. Please check the graduate bulletin at the time of effect for tuition and fees charges for DNP courses and activities.

Post-Baccalaureate DNP Practicum

1. The Post-BSN DNP curriculum includes 1260 hours of supervised practicum.
2. In N812 Advanced Health Assessment, the 180 hours of practicum component focuses on students mastering taking a comprehensive health history and perform a thorough head-to-toe physical exam.
3. Objectives for the primary care practicum courses (N830, N845, N855) and advanced health assessment practicum (N812) for nurse practitioner students are determined by the program faculty and stated in each course syllabi.
4. The student will progress through an advanced health assessment practicum and each of three primary care practicum courses; each course requires that the student complete 180 supervised clinical hours (**refer to plan of study**).
5. In N830 Primary Care of Pediatrics Practicum is focused on the management of children. This patient population will be drawn from: infants, toddlers, pre-school, school age and adolescent children with health problems as commonly seen in a primary care setting.
6. In N845 Primary Care of Adults Practicum students will manage a variety of acute and chronic primary care patients with illnesses that present across the adult age continuum. In this practicum there is a special emphasis on the aging and aged patient.
7. In N855 Primary Care of Adults & Women's Health Practicum students will manage a variety of acute and chronic primary care patients with illnesses that present across the adult age continuum, with a special emphasis on the aging and aged patient as well as 90-hours OB/GYN Care.
8. Upon successful completion of the clinical practicum requirements for the three primary care

practicum courses, and with the approval of the faculty, and successful N915 Evidence based practice (EBP) proposal presentation the student will progress into N930 DNP Advanced Practicum I and continue with the practicum experience. Please note that although the Post BS student will advance into this portion of the DNP curriculum, a Master's degree will not be awarded.

Role of the DNP Practicum Preceptor

Post MSN-DNP

1. A preceptor is an *experienced** doctorally prepared nurse practitioner, physician, clinician, or administrator with a terminal degree, who agrees to assist and evaluate the DNP students through the practice portion of the program. In rare circumstances, a highly qualified masters-prepared nurse may be utilized as a preceptor. Exceptions must be approved on a case-by-case basis by the DNP Program Coordinator.
2. The DNP students should select a preceptor who has *expertise* in the course area of interest.
3. The preceptor is expected to assist the student in developing and evaluating a patient or system-focused scholarly project relevant to the student's area of interest.
4. The preceptor is responsible for submitting a final semester evaluation to Loyola faculty. Additional evaluations may be required throughout the course.
5. The APRN or NP must have at least 1,800 hours of practice or 1-year full-time practice post-APRN licensure to be considered *experienced*.

Post BS-DNP

The preceptor selected by each student for the Advanced Health Assessment and primary care practicum experiences (N812, N830, N845, N855, N930, N945, N960) must be a nurse practitioner or physician who is currently licensed and certified in the state in which the approved clinical site is located. The APRN or physician must be certified to practice with the population focus required for the practicum course. The faculty recommends that students choose different preceptors for each clinical specialty. In order to gain a varied, inter-professional perspective on primary care practice, at least one preceptor should be a primary care/family practice/internal medicine physician.

1. The preceptor/provider must be present in the clinical site at all times in which the student is in the clinical site to directly supervise all student practice hours.
2. The preceptor/provider is responsible for submitting a midterm and final semester evaluation to Loyola faculty. Additional evaluations may be required throughout the course. Loyola faculty have the final decision to determine, a grade of Pass or Fail for the clinical practicum course.

Selection of DNP Preceptors & Practicum Sites

For every practicum experience, the student is required to identify a potential preceptor and site. Due to legal contracts, this process for contract agreement can take significant time in advance of the semester in which the practicum is required. It is recommended the student initiate this process as far in advance as possible prior to each clinical practicum course. Approval of recommended preceptors and sites is the responsibility of DNP program coordinator and the Clinical Affiliation Agreements coordinator, and, the assigned practicum course faculty (for preceptor approval).

The procedure to identify practicum preceptors and sites is as follows:

1. The Practicum process must be initiated no later than one (1) semester prior [deadlines will be sent out to students during the fall or spring semester prior to practicum course] to enrolling in a practicum course (N812, N830, N845, N855, N930, N945, N954, N960, N965).
2. Prior to recommending an individual as a preceptor, the student determines the individual's willingness to serve as a preceptor;
3. Students are responsible for locating their own qualified preceptor and for submitting all necessary paperwork to create a preceptor file and initiate an affiliation agreement.
4. The following paperwork must be completed and posted to the Blackboard DNP resource site for that practicum course: The Practicum Site Information Form, the Preceptor's Curriculum Vita (CV), a current copy of the preceptor's unencumbered professional license, certification if applicable, and a completed Loyola Affiliation Agreement (AA) signed by the responsible contract person at the facility. The AA is posted on the resource site separately from the other paperwork in the designated column. Some facilities prefer to use their own AA; in this case the student would direct the responsible contract person to forward the agency's signed AA/contract to the Affiliation Agreement Staff at the SON by e-mail. sonaa@loyno.edu
5. Once the Preceptor/Clinic Site Information Form has been received and approved, the Clinical affiliations agreements coordinator reviews and approves the preceptor and site.
6. Once this approval is noted, the SON AA staff will process the AA. If the agency has submitted its own AA/contract, or has made any changes in the standard Loyola AA, the university legal counsel must review and approve the agreement before it can go forward. This may require additional negotiation among the legal department, the Affiliation Agreement Coordinator and the responsible contract person at the agency. This process can take four or more weeks, sometimes several months, depending on the site requirements.
7. When the final AA/contract is approved by both the University and the Agency it is signed by the agency and returned for final signatures by Loyola University SON Director, CSS Dean, and the University Provost.
8. Once all signatures have been obtained, the AA is considered active. The student is then cleared on the DNP resource site and the agency and preceptor are entered into Typhon by the AA staff member at the SON.

All students shall follow this procedure. Failure to have an active AA in place before the start of clinical practicum hours, will result in the forfeiture of any practice hours the student obtained prior to the finalization of the Affiliation Agreement and may result in the student having to repeat the course.

Changing Preceptors Once the Practicum Has Started

Occasionally, students will need to change preceptors after practicum has begun (Preceptor moves, changes jobs etc.). If this occurs, the student follows the following procedure:

1. It is the responsibility of the student to notify the practicum faculty of record that a change in preceptor is required.
2. The faculty will instruct the student to submit new preceptor and organization information (including preceptor CV, contract person information, etc.) to the affiliation agreement staff member and the clinical affiliation agreements coordinator.
3. The clinical affiliation agreements coordinator will approve the preceptor selected and if needed

- a new affiliation agreement will be initiated.
4. Once the preceptor is approved and the affiliation agreement is in place, the clinical affiliation agreements coordinator notifies the faculty of record who in turn informs the student that the new preceptor has been approved and practicum can continue.

Scheduling DNP Practicum Hours

Practicum days are scheduled within the beginning and ending dates of the academic term during which the student is registered at Loyola. Experiences should be scheduled on a continuing, weekly basis, and not “concentrated” into a limited period of time. No higher than 16 hours of scheduled clinical hours per week, without permission of faculty, is allowed. If a student has a justifiable need to begin a practicum early, complete a practicum in a shorter time frame, or extend the time for completion of the practicum beyond the end of a term, alternative options will be considered. The DNP Program Coordinator and DNP faculty have final authority in these decisions. If it is deemed necessary to extend a practicum beyond the end of the scheduled academic term, an “I” grade (Incomplete) will be assigned for the course; this option is the prerogative of each faculty member. N930 Advanced DNP Practicum I, N945 Advanced DNP Practicum II and N960 DNP Scholarly Project Practicum course are the only courses in which a grade of “Incomplete” (I) is not available. In the case of N960 the student who does not complete the course requirements will receive an “F” or In Progress or “IP” and must register, re-enroll, pay tuition, and repeat the course until successfully completed.

DNP Practicum Professional Attire and Behavior

Nurse Practitioner Students: Students should ask their preceptors whether scrub tops/pants, uniforms or dress clothes are worn by health care providers at the clinical agency, and dress accordingly. All DNP students should wear clean, professional-looking attire (no jeans); underwear and cleavage should not be visible. Tight leggings should be avoided and clothes should extend beyond the hem of the knee-length lab coat. Each student is required to wear a full-length white lab coat with a name pin, a picture ID in a clear plastic jacket, and a Loyola University patch on the breast pocket. During orientation, the name pin and patch will be distributed and the Loyola University express picture ID will be taken.

Students should avoid using perfume during practicum and should display minimal make-up and jewelry. Small ear studs are acceptable, but not loop or dangling earrings. Remove jewelry involving piercings other than earlobes (if visible) and cover any tattoos during all clinical practicum experiences. If hair is longer than shoulder length, it should be pulled back off the collar. Fingernails should be kept short and clean, with no artificial nails. Shoes should have closed toes and be comfortable; avoid wearing high heels in practicum.

Students should remember that they are guests in the clinical agency and behave in a courteous and respectful, professional manner. Cell phones should be put on “vibrate or silent” and not used during practicum. Avoid chewing gum during practicum, especially when talking with patients.

Executive Leadership Students: Each student is required to dress in professional clothing and in accordance with the dress code of the organization. A lab coat is optional. A name pin must be worn that contains: First and Last Name / DNP-Student / Loyola University New Orleans. The Loyola University Express picture identification card must be in a clear plastic jacket and worn at all times. Picture IDs will be taken during orientation. Gold name pins with black lettering may be purchased through the SON

office a month before orientation, as requested by the cohort.

Practicum Requirements

Overview

During the practicum course students post to the discussion board as directed, by describing their activities that are related to the practicum and the presentation of clinical/organization cases. During this portion of the practicum, the student meets with both the faculty and preceptor at the beginning and at the end of course work, and revises the **Practicum Plan** as needed. The student then completes all required practicum hours and records this in the **Practicum Log** in Typhon. The student posts all other assignments and course-related evaluations in Blackboard

1. The student schedules a conference with both the preceptor and faculty to discuss the goals and objectives for the practicum, and to review the preceptor handbook including roles and responsibilities of faculty, student, and preceptor. The second meeting is to evaluate the student's success in meeting the stated goals and objectives. Additional conferences may occur at the discretion of the faculty or preceptor.
2. The student provides student and faculty contact information to the preceptor.
3. The preceptor signs a written agreement to support the specific goals and objectives agreed to by the preceptor, student, and faculty member and submit the agreement to both student and faculty.

Procedure for a Missed Practicum Day

If a student is ill or for other exceptional reasons must miss a practicum day, the student provides notification of the absence to the preceptor as soon as possible. The student notifies faculty as soon as possible and follows the guidance of the faculty regarding how to make up the missed time. Failure to notify the preceptor and faculty in a timely manner is a serious breach of professional responsibility and may result in a poor course evaluation.

Preceptor/Site Evaluation

For each practicum the student is required to complete the *Practice Site / Preceptor Evaluation* form (*available during the first practicum*) and post the completed form on Blackboard. Student evaluations are used by faculty to provide feedback to preceptors and to determine the advisability and feasibility of continuing to use individual preceptors and sites (See Appendix B).

Malpractice Insurance Requirement

Malpractice Insurance

Malpractice insurance is required for all nursing students who will complete clinical practicum courses. The University SON retains a policy covering all students during their student clinical hours. This policy is covered under student fees. The policy is not applicable to your work experiences, but only Loyola University related educational experiences.

Part 7: The Portfolio Requirements

DNP Portfolio

The DNP portfolio is a comprehensive, competency-based assessment of the DNP student's achievement of the Eight AACN DNP Essentials and DNP program objectives. The portfolio will be developed throughout the DNP program, and housed in *Typhon*, a clinical software program in which each student is enrolled during orientation. One of the benefits of developing the portfolio in *Typhon* is that each student will have access to this program for three years post-graduation. This allows the graduate to utilize the portfolio as the cornerstone of professional development as DNP alumnus. The portfolio will be a compilation of accomplishments accrued by the DNP student during learning experiences and activities in coursework, practice hours and Scholarly experience.

The DNP portfolio will include:

1. An up-to-date vitae, which includes:
 - a. Education;
 - b. Professional Experience;
 - c. Licensure and Certification;
 - d. Publications (refereed vs. non-refereed);
 - e. Professional presentations (refereed vs. non-refereed);
 - f. Professional memberships and service;
 - g. Honors and Awards;
 - h. Community service;
2. Copies and documentation of certification in a specialty area (include BLS and ACLS);
3. Provide current graphical view and/or total clinical hours from Typhon each semester.

Part 8: The DNP Scholarly Project

The DNP Scholarly Project

The Doctor of Nursing Practice (DNP) Scholarly project is the culmination of your doctoral experience at Loyola University New Orleans School of Nursing (SON). The DNP degree is a practice degree therefore we expect that most projects will be evidenced-based and directly related to your practice focus. Most students will be implementing a project based on evidence to service a population or change or improve an organization at the systems level. You are not expected to do original research. This is not a research degree and you will not have the research course work to prepare you for research.

The DNP program of study was developed strategically for courses to build one upon another. This model was selected to allow students to progress as a cohort and to efficiently move students through the process of achieving competency of all eight Essentials and successful completion of the Scholarly Project.

Overview

Doctoral education is distinguished by the completion of a project that demonstrates synthesis of the student's work and provides the foundation for future scholarship. The DNP Scholarly Project is a scholarly experience under the guidance of a faculty member to implement the translation of research into practice, to evaluate use of evidence to improve practice, conduct and evaluate program developmental projects, and to participate in collaborative research. The foundation for this experience will be developed starting with N915: Evidence Based Practice & Research Translation, where you will identify a problem that is supported by evidence-based literature and the needs in your community/organization. In N915, you will comprehensively search the published evidence, which will provide the foundation for your project. Early and clear identification of a problem in N915 is a required component for successful progression. The project proposal must be approved by faculty, in order for the student to progress to N925 Program Planning, Evaluation and Quality Management and N930: Advanced Practicum I. The written scholarly paper is an iterative process. DNP Scholarly Project chairs are assigned in N930. In N930: Advanced Practicum I: the student will submit an IRB application for approval of the implementation of the DNP Scholarly Project. Institutional Review Board Approval must be obtained prior to registering for N945: Advanced Practicum II. In N945 the student will implement the project as detailed in the project proposal and IRB application. Data analysis and project evaluation will take place in N960 Scholarly Project Practicum. If not successfully concluded in the final semester, an additional semester of enrollment to complete the project will be required. The project will demonstrate the candidate's mastery of the AACN Essentials I, II, III, IV, V, VI, VII and VIII. N930, N945, and N960 are practicum courses, which require mentor and practicum site approval (and associated affiliation agreement), prior to registration. This process can take as little as two weeks to several months. In some cases institutional contracts cannot be negotiated. It is advisable to identify the organization and preceptor early. Any component of the project not met in a timely manner may delay program progression.

Competencies, Responsibilities and Associated Courses

Competencies	Person Responsible	Associated Course				
		N915	N925	N930	N945	N960
1. Identify Clinical System(s) Problem	Student	Fall				
2. Identify Population of Interest	Student					
3. Literature Review	Student					
4. Evidence Table	Student					
5. Project Proposal	Faculty Approves Project At the end of N915 student is assigned Chair					
6. Framework or Model	Student consults with Chair	Spring				
7. Clinical Administrative Intervention	Student consults with Chair					
8. Project Specifics	Student consults with Chair					
9. Develop Processes, including Evaluation plan- (including statistical analysis)	Student consults with Chair & Faculty in N925					
10. Complete IRB application	Student seeks Chair approval prior to submission					
11. IRB submission	Chair signs & Student submits					
12. IRB Approval	IRB (Loyola & Organization)					
13. Implementation of Project (Execution), including data collection and, if possible, beginning data analysis	Student Consult with Chair Student (May need statistical consultation)				Fall	
14. Completion of Data Analysis & Interpretation	Student (May need statistical consultation)					Spring
16. Defense / Approval Corrections/Modifications	Student defends Chair & faculty approval					
17. Dissemination	Student Consult with Chair					

Note. Ongoing work/consultation throughout courses and Project with Chair and Preceptor

Purpose of Scholarly Project

The DNP curriculum prepares students to engage in practice projects that primarily focus on the appraisal and translation of theory and evidence to practice. In many clinical areas of practice, evidence has not been well established and so theory and all forms of “best practices” are considered. Forms of evidence may include but not be limited to: scientific literature, scientific studies, systematic reviews, clinical guidelines, expert opinions, consensus panels, and / or community perspectives. This process is complex and requires development over time.

It is important that the results of these projects be disseminated so that others in the nursing community can benefit. Nursing knowledge and research has taken years to influence practice. It is the goal in each of these projects to merge new knowledge and research with practice, more quickly through dissemination.

Practice Immersion Experience

The Practice Immersion Experience begins in N930: DNP Advanced Practicum I. This course integrates the use of evidence-based practice tools in the evaluation of clinical/systems phenomenon in an existing system. Students will complete 180 practice hours. It is in N930 that the clinical phenomenon identified in N915 is further explored resulting in the finalization of the project proposal and IRB application, submission and approval. The next step in this process continues in N945: DNP Advanced Practicum II. This course utilizes the timeline developed in N930 to implement the project. The student will complete 180 practice hours. The project is completed during N960: Scholarly Project Practicum. This course allows the student to analyze data and evaluate the program intervention project begun in N915 with the literature search and evidence table. The scholarly project will require the student to synthesize and apply the competencies in the program to improve outcomes in health care systems. The student will complete 180 practice hours. Students will work closely with the Practicum faculty who are their advisor to ensure completion of all requirements. If the project is not successfully completed in the final semester, an additional semester enrollment to complete the process will be required.

IRB Process

Students will learn about the IRB process in N915: Evidence based Practice & Research Translation and N930: DNP Advanced Practicum One.

Many of the Loyola University New Orleans, School of Nursing IRB protocols received from DNP students involve practice projects that are going to be conducted at health care facilities around the country. In order to approve these protocols, Loyola IRB must have approval from the organization that is signed by the organization's IRB or a statement from a signatory authority stating there is no organizational IRB. This agreement must include the following:

The institutional representative must:

1. Indicate they are aware of the project;
2. Provide the name of the student leading the project and title of the project;
3. State they are willing to cooperate with the project; and,
4. Sign and date the statement, with the full institutional name, address and contact information of the person signing the document. It is preferable that the document is submitted to the student on the letterhead of the organization where the project will be conducted.

The student must:

1. File a disclosure statement regarding conflicts of interest regarding the agency at which they are doing the practice project. See the Financial Disclosure and Conflict of Interest Policy at: <http://academicaffairs.loyno.edu/grants-research/financial-disclosure-and-conflict-interest>
2. Attach signed documents to the IRB protocol when it is submitted.
3. Obtain the signature of their Chair on the IRB application prior to submission.

IRB Approval

All DNP students must adhere to ethical and moral standards when conducting practice projects. There are different levels of IRB approval depending upon the type of project. The three IRB review classifications are exempt, expedited and full review. Categorical classification will depend on the IRB Chair and/or Review Panel, and cannot be determined by student or Faculty Chair. It is anticipated that most IRB applications will be exempt or expedited. Exempt does not mean exempt from IRB review. Full review requires review by the entire IRB committee. A full review is a lengthy process. Access Loyola's IRB Committee using this link <http://academicaaffairs.loyno.edu/grants-research/human-subjects-institutional-review-board>. IRB Committees may meet a limited number of times during the year and often not during the summer semester.

Scholarly Paper and Presentation

The scholarly project manuscript is required prior to graduation. In general this manuscript is completed during the final semester of the program, while enrolled in Nurs960, and completion dates are published each year. Students will schedule defense of the project in their final semester. Oral defense will take place in person, once the final project and manuscript have been received and approved for defense by the Chair. Oral defense of the project includes a PowerPoint presentation or other visual display as approved by the Chair. Outline of the requirements for the manuscript follow.

Final Project Report Format

Title Page – Project title; Student name (first, middle initial/name, and last), no credentials, Institutional affiliation, city and state. See Figure 1 for an example of title page.

Figure 1. Example of title page

<p>Title of Project</p> <p>Student Full Name</p> <p>Loyola University of New Orleans School of Nursing</p> <p>In partial fulfillment of requirements for Doctor of Nursing Practice Degree Graduation Month Year</p> <p>Chair: _____ Chair's Name and Credentials</p> <p>[optional to include] Mentor: _____ Mentor's Name and Credentials</p>
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Dedication and Acknowledgement Page – list any dedications and/or acknowledgements

Abstract – one-page structured abstract (use headers – problem or purpose, participants, methods essentials, findings, conclusions) – see elements of empirical study in APA Manual, 6th edition (p. 26)

Table of Contents – Every student would be well served to use electronic, automatic table of contents use that is built-in to Microsoft Word. Typing a tab-tab-tab and space-space-space is unacceptable and you will waste an enormous amount of time. And the work product will end up with sloppy formatting and be unacceptable. This document needs to be pristine in content and format.

Body of Paper – Body of paper includes all the sections you have already written in previous courses. You must adhere to APA formatting. Utilize page breaks only for separating the title page, abstract, table of contents, references, and each appendix. No additional page breaks or paragraph spaces are allowed.

Tables & Figures – **Be sure tables and figures are labeled properly (and sequentially).**

APA Manual, 6th edition requires that lengthy tables and figures are placed in the Appendix. Many tables and figures may be integrated into the manuscript unless otherwise advised by your Faculty Chairperson.

References – Start a new page for references (page break insertion please), and assure your references are in APA Manual, 6th edition, formatting.

Appendices – See APA Manual, 6th edition. Each Appendix must start on its own, new page (page breaks please). The order of the Appendix must be the same order in which the referent to the Appendix appears in the body of the document. Labeling should be per APA 6th recommendations. Include a copy of IRB letter of approval, any supporting letters (e.g., permission for tool use, etc.), copies of any questionnaires/surveys, and if you implemented an intervention that included any additional materials, such as PowerPoint or some other presentation form, include copies of these as well.

Binding – once the manuscript in its final form has been approved by the Scholarly Chair, please submit two bound copies of the manuscript to your Scholarly Chair. You may have it bound locally at a print shop such as FedEx Office or <http://phdbookbinding.com/>. Binding can be book binding, spiral, or some other form (not clipped or stapled).

Additional Information Manuscript

Your DNP Scholarly Project is to be implemented during the N945 semester, with completion in N960. The written work was begun in earlier courses, and will continue in N960, culminating in the manuscript and oral defense. Each of the sections listed below will be submitted to faculty by the date listed in the schedule. At this point, your written document should be comprehensive, you should be integrating any feedback from faculty, and finalizing data analysis, implications, and limitations. The student will be expected to answer any questions from faculty, integrate recommended changes into any section of the written document, or explain why the changes should not be integrated, and then include that information with the next submission to faculty. Format and writing using APA Manual, 6th edition guidelines are expected. Each student has worked with this format in prior courses; N960 is a continuation. Please check your DNP Scholarly project paper and assure meticulous attention to these sections is completed, and develop the finalized paper and presentation based on the information below.

TITLE PAGE: The final title page. Must meet parameters set forth in DNP Student Handbook (see figure 1).

TABLE OF CONTENTS: A table of contents is to be included with your DNP Scholarly project manuscript. Use electronically generated of the table of contents. Explore your word-processing software in order to use the table of contents mechanism integrated in the software.

ABSTRACT (summarizing project): Writing must be clear and concise. You will be advised by your chair whether a structured abstract is expected. Students are to follow APA guidelines for formatting the abstract (p. 25-27). If directed to write a structured abstract, headers will include **Purpose, Background/Significance, Framework, Design, Setting & Sample, Ethical Considerations, Results, and Implications.**

TITLE: APA guidelines must be followed. See Polit and Beck (2008; 2012) for suggestions of what makes up a “good” title. Ideas for titling include using relevant keywords, population, and perhaps something on your project design (e.g., descriptive, cohort, intervention). Make sure your title conveys the information you want others to know immediately about your project (e.g., topical area, population, design type)!

INTRODUCTION: Follow APA guidelines on format.

PROBLEM STATEMENT: State the clinical/practice problem for your project.

PROJECT PURPOSE: Describe the purpose of your project, exactly as described in your IRB application.

BACKGROUND/SIGNIFICANCE: Provide a detailed synopsis related to the importance and significance of your project, based in the published literature you have reviewed. Make a convincing argument for your project, based on what is known, as well as identifying gaps in our knowledge regarding the topic. Synthesize the background evidence you have found in the published literature, and include here. Include the following subheaders:

Precursors

Consequences

FRAMEWORK: Identify the framework and detail how the framework supported your DNP Scholarly Project.

OPERATIONAL DEFINITIONS: Include operational definitions for your project.

SEARCH STRATEGY: Report your strategy for searching the literature, include databases searched, how you made decisions regarding what to include and what to exclude.

REVIEW OF LITERATURE: Provide a synthesis of the published literature related to your project

METHODS:

Project Design: Name the project design. If the design doesn't *fit* a traditional model, blend the appropriate descriptive terms to suit what you are proposing. Suggest consulting Polit and Beck (2008; 2012) if you struggle with labeling your design. Are you doing a quality assurance/improvement project? Are you doing something interventional?

Setting & Sample:

Setting. Identify clearly your setting (e.g., first the overall population setting (e.g., state, region, city) building from larger to smaller, then the specific place - ambulatory clinic, acute care/tertiary facility, nursing home, agency, school).

Sample/Population/Group of Individuals with whom you have completed the project: You need to describe the overall group (e.g., in a school, the overall demographic for the school), and then your sample or segment NUMBER for your project. Provide information about the specific sample (e.g., age, gender, ethnic background) or segment of the larger group. Justify how you recruited this particular sample for your project. State the inclusion/exclusion criteria you used, e.g., if the project involves only women, then justify. If your population and sample related to say, prostate cancer, then inclusion is automatically male, and automatically excludes women. However, if your sample will include wives or partners of men with prostate cancer, then state that. Clearly identify if your sample is considered vulnerable, by NIH standards. Consult NIH.gov, or Polit and Beck (2008; 2012) for information on vulnerable groups.

Sampling Design: Name the sampling design you used. Suggest consulting Polit and Beck (2008; 2012) for information regarding alternative types of sampling designs. Most commonly a convenience sample will be the sampling design.

Recruitment: Describe exactly how you gained this sample; add recruitment methods (e.g., flyer, email, etc.), and information regarding incentives, if relevant. Include copies of all flyers, etc., in Appendix.

Measurement Tools/Instruments: Describe any measurement tools, surveys, or questionnaires that you used to measure the variables of interest; provide background reliability and validity information, if available. Reliability and validity of the measurement tool must be addressed. If you are using a *data collection sheet*, that is not considered a standard tool, provide the information for that sheet. Include a copy of the actual instrument/survey/data collection sheet as an Appendix. If you are using questionnaires that are in the public domain, indicate that. If you are using questionnaires that are not in the public domain, you will need to provide written permission to use. Copies of permissions should be included as an Appendix.

Procedures: Describe what you did for data collection, and how; provide step-by-step information for your procedures. Think through these steps carefully! Include details for

DATA and INFORMATION: management, and security as well.

Analysis: Systematically describe your data analysis. Provide a table that includes details regarding (a) the *variables* for which you collected data, (b) the *level of data* those variables provided (e.g., categorical or ratio level data), and (c) the *statistical test(s)* you used to analyze each variable. For example: headers of *Variable, Level of Data, Statistical Test*, under which a variable such as *Age* might be listed, designated as ratio level data, and then for statistical tests, descriptive (mean, median, standard deviation, range), as well as any comparative testing (e.g., correlation with another variable, chi-square grouping, etc.). Detail the procedures used to analyze the data collected; what tools/software used to analyze (e.g., SPSS, or other statistical software)

Timeline: Report the timeline for completing project activities

Project Costs/Budget: Report costs to complete the project. Consider and detail cost – if you're planning something that requires financial support, you need to be clear about that (e.g., you are including a #2 pencil with your mailed paper survey so participants will complete with #2 pencil – identify who is paying for the (a) the cost to reproduce the survey, (b) mailing costs, and (c) the #2 pencils for your sample of 250?). State the relationship of the funders to the project, recognizing that if a funder has an interest in the outcome of the project, this represents a conflict of interest and a potential ethical breach, and must be detailed in the Ethical Considerations segment of the paper.

ETHICAL CONSIDERATIONS: Describe all components of the project that might impact on the ethical operation of the project. Explain procedures you will use for protection of human subject data, and techniques you used to minimize risk and maximize benefit, including confidentiality (or anonymity), and clearly stipulate those parameters. Identify all Institutional Review Board(s) (IRB) who evaluated the project and the level of review (e.g., exempt, expedited, or full review); (b) describe what documents were sent to any outside reviewer and the contact person for any IRB, other than the Loyola IRB (c) identify all sources of financial and nonfinancial support (e.g., drugs and equipment, travel, etc.) and the relationship of the funders to the project, recognizing that if a funder has an interest in the outcome of the project, this represents a conflict of interest and a potential ethical breach. List any patents and royalties (whether or not money has been received).

RESULTS: Present the results of your project. Be sure to provide information about ALL data collected, and provide specific answers to the clinical/systems question you posed. Graphics (e.g., tables or charts) are useful in presenting data and should be included.

DISCUSSION: This section is to include discussion of your findings, with integration back to the literature, identifying how your findings are consistent with, or contrast with the current knowledge on your DNP Scholarly Project topic.

IMPLICATIONS: Detail thoughts about any issues that supported or diminished your ability to complete your DNP Scholarly project. There are always implications in at least one or more of these categories: clinical practice, research, education, policy.

LIMITATIONS: Every project has limitations. Provide a detailed discussion regarding limitations related to your project. For example, if you chose a convenience sample (which is the sampling design most often used), simply indicate that it is a convenience sample, a sampling design known to have limitations. You can construct an argument that might include that, *convenience* sample was the only possibility for this project, and appropriate for the project. If you projected a sample of 50, but only 30 participated, provide justification. Although a convenience sample is limited, for the purpose of the

project it would be considered an appropriate choice (and of course, provide a reference to substantiate your judgment!). Know the limitations for the decisions you are making.

DISSEMINATION: Provide detailed information regarding your plan to disseminate your scholarly project findings – presentations (podium or poster), written reports or presentations to your supporting institutions/project venues, and publication options.

References

- American Psychological Association (APA) (2010). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association.
- Polit, D. F., & Beck, C. T. (2008). *Nursing research: Generating and assessing evidence for nursing practice* (8th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.
- Polit, D. F., & Beck, C. T. (2012). *Essentials of nursing research: Appraising evidence for nursing practice* (8th ed.). Philadelphia, PA: Wolters Kluwer/Lippincott/Williams & Wilkins Health.

Appendix

Appendix A: Academic Honor Code Pledge
(See next page)

The Academic Honor Pledge

In accordance with the Academic Honor Code of Loyola University New Orleans, I pledge I will not cheat, lie, falsify, plagiarize, or participate in any form of unauthorized collaboration, misuse or misrepresentation of my academic work or the academic work of others in any manner. I will be honest in all academic endeavors and conduct myself in a manner that protects and promotes the intellectual and ethical integrity of myself, others, and the University.

The Academic Honor Code

The Academic Honor Code of Loyola University New Orleans represents the University community's commitment to the highest intellectual and ethical standards of honesty, integrity, fairness and justice. Violations of the Academic Honor Code include but are not limited to cheating, lying, false citations, falsified data, falsification of academic records, plagiarism, participation in any form of unauthorized collaboration, misuse or misrepresentation of academic work or the academic work of others in any manner, misuse of electronic material, and violation of academic property laws. A student in doubt about whether a particular course of conduct might violate the University's Academic Honor Code should consult with the course instructor before engaging in that conduct.

Cheating

Cheating is the fraudulent or dishonest presentation of work. Cheating includes but is not limited to:

- Using or attempting to use unauthorized materials in any academic coursework
- Copying, falsifying, destroying, or altering another student's work
- Submitting the same written work in more than one course without prior written approval from the instructors involved
- Dishonestly requesting to make up exams, extend deadlines for submitting coursework
- Plagiarizing in any form

False Citations

False citation is the attribution of intellectual property to an incorrect or fabricated source with the intention to deceive.

Falsified Data

False data are data that have been fabricated, altered, suppressed, manipulated, or contrived in such a way as to be deliberately misleading.

Falsification of Academic Records

Falsification of Academic Records is any attempt to forge or alter academic documentation, includes, but is not limited to, transcripts, letters of recommendation, certificates of enrollment or good standing, registration forms, and medical certification of absence.

Plagiarism

Plagiarism is act of taking the work or ideas of another and representing it as one's own. The Modern Language Association Handbook defines plagiarism as follows: "Plagiarism involves two kinds of wrongs. Using another person's ideas, information, or expressions without acknowledging that person's work constitutes intellectual theft. Passing off another person's ideas, information or expressions as your own to get a better grade or gain some other advantage constitutes fraud" (Seventh Edition, 2009, p. 52).

Unauthorized Collaborations

Unauthorized collaborating is completing coursework with other(s) without prior approval. Students are expected to consult with their instructor prior to engaging in cooperative activities.

Misuse of Electronic Materials and Violations of Academic Property Laws

Access and use of licensed electronic materials are governed by agreements between the University and publishers or sellers of the services. Students must comply with the prohibitions stated below.

Selling or public posting of material from these services

Sharing your login with anyone else or allowing access to unauthorized users

Giving away or transferring information from these services to anyone not affiliated with Loyola University New Orleans

Systematic, large-scale downloading of information, including entire issues of electronic journals or entire electronic books

Other breaches of the Academic Honor Code include:

Misrepresentation of material facts or circumstances in relation to examinations, papers, or other evaluative activities
 Unauthorized use of University academic facilities or equipment, including computer accounts and files
 Unauthorized recording, sale, purchase, or use of academic lectures, academic computer software, or other course materials
 Violation of Institutional Review Board (IRB) policies and procedures

Potential consequences of violations of the Academic Honor Code

Failing Grade for Assignment or Course: A permanent failing grade may be assigned for the offending course work or for the final course.

Letter of Censure: The letter will clearly articulate the violation of which the student has been found responsible, reiterate the University's Academic Honor Code, and clearly spell-out possible consequences if the student violates the Academic Honor Code in the future. The Letter of Censure will be placed in the student's permanent Dean's file along with all supporting documentation regarding the case.

Academic Suspension: Academic suspension is an appropriate recommendation for students found responsible in particularly egregious cases or students who have previously been found responsible of violations of the Academic Honor Code.

The recommendation of academic suspension should be submitted to the Dean of the student's College for review. If the Dean concurs with the recommendation, notification of the length of the academic suspension must be sent to the Office of Student Records. A notation "Academic Suspension" will be placed on the student's official transcript. The decision to suspend a student for violating the Academic Honor Code should be made in consultation with the Provost and/or Vice-Provost for Academic Affairs.

Dismissal from the University: Dismissal from the University is the most severe recommendation that can be made and is reserved for the most egregious acts of academic dishonesty. Students found responsible of violating the University's policy regarding academic integrity, especially if they have already been suspended from the University, should be considered for permanent dismissal. This recommendation should be sent to the Dean of the student's college so that a decision may be rendered. The decision to permanently dismiss a student from the University should be done in consultation with the Provost and/or Vice-Provost for Academic Affairs. The notation "Academic Dismissal" will be placed on the student's official transcript.

Violations of the Academic Honor Code by students in the University Honors Program: If an honors student is accused of any violation of the Academic Honor Code, whether or not the violation occurred in an Honors course, in addition to the procedures described above, the Director of the University Honors Program must be notified and receive all pertinent materials related to the case. If an honors student is found responsible of violating the Academic Honor Code, the student will be placed on Honors probation, and the Director of the University Honors Program, in conjunction with the University Honors Advisory Board, will determine if the student will be allowed to remain in the Honors Program, and, if so, the requirements for removal of the probation status.

Violations of the Academic Honor Code by students in the University's Evening Division: If a student in the evening divisions is accused of any violation of the Academic Honor Code, in addition to the procedures described above, the Director of Professional and Continuing Studies must be notified and receive all pertinent materials related to the case.

Violations of the Academic Honor Code by graduate (non-Law) students: If a graduate (non-law) student is charged, found responsible, and/or sanctioned for a violation of the Academic Honors Code, the chair of the Graduate Council must be notified and receive all pertinent materials related to the case, in addition to the procedures described above.

Monitoring and Recording Violations to the Academic Honor Code:

The Academic Integrity Council is responsible for recording and monitoring violations of the Academic Honor Code. This data will be reported to the Provost's office every semester.

(Academic Honor Code <http://2017bulletin.loyno.edu/academic-regulations/academic-honesty-and-plagiarism#code>).

Allegations of Academic Honor Code violation can be made by any individual in the Loyola Community. In the School of Nursing, the information must be brought to an appropriate faculty member (e.g., the course faculty if the allegation involves a particular course), the appropriate Program Coordinator, the Director, and/or the Dean of the College of Social Sciences. All information must be completed in writing, and evaluation and resolution completed in line with procedures in the School of Nursing.

STUDENT POLICY VERIFICATION

***NOTE* The Student Policy Verification must be returned to the Loyola University School of Nursing Office**

Student Printed Name (PLEASE PRINT CLEARLY!)

Date

Academic Honor Code of Loyola University

I have read and understand the Academic Honor Code of Loyola University, and the consequences and procedures related to Academic Misconduct.

I pledge to uphold the Academic Honor Code for the duration of my enrollment at Loyola University.

Student Signature

Date

MSN Program Student Handbook

I have read a copy of the current edition of the School of Nursing *MSN Student Handbook*. I understand that this *Handbook* contains policies and procedures of the MSN Program for which I am responsible. I understand that updates to the MSN Handbook may be posted to the Loyola University School of Nursing website and that I am responsible for obtaining the current version. I understand that the *MSN Student Handbook* is not intended to replace official University publications for students, which are:

1. The current *Loyola University New Orleans Graduate Bulletin*, which contains general academic regulations applicable to all graduate students;
2. The current *Loyola University Student Handbook*, which contains policies related to student affairs.

I further understand that the most current edition of this *Handbook* is maintained on the **School of Nursing website**.

Student Signature

Date

Department Policy Regarding Registered Nurse Licensure Requirements

Upon entering the MSN program, each student must submit proof of a current, unencumbered, unrestricted and valid registered nurse license in the state in which they practice (and/or APRN license, if applicable). If, at any point during the program, a student's RN license (and/or APRN license, if applicable) becomes encumbered or restricted, the student is obligated to immediately inform the Director of the School of Nursing. Under no circumstances will a student with an encumbered or restricted license be permitted to enroll in a course with a practicum component. Failure to report an encumbered license to the Director will result in dismissal from the MSN program.

I have read and understand the above stated policy. I have a current unencumbered, unrestricted and valid registered nurse license in the state in which I practice. I understand that should my license become encumbered or restricted it is my obligation to immediately inform the School of Nursing.

Student Signature

Required Student Disclosures

The below are a list of some of the questions included on the LSBN RN Licensure application. Please initial to indicate a response for each item below. Any change of status in regards to any of the questions below must be reported. A response of yes to any of the below statements may require submission of additional documentation and an explanation. Disclosure below does not replace disclosure to the LSBN and/or the board of nursing of the state in which you complete any clinical hours. Your signature below acknowledges that the below responses are accurate, you are aware of the LSBN requirements, and the requirements of the Board of Nursing of state in which you do any clinical hours.

- | YES | NO | |
|-------|-------|---|
| _____ | _____ | o Have you ever been issued any of the following: <ul style="list-style-type: none"> • a citation or summons for, and/or • has/have warrant(s) been issued against you related to, and/or • have you been arrested, charged with, arraigned, indicted, convicted of, and/or • pled guilty/"no contest"/nolo contendere/"best interest" or any similar plea to, and/or • been sentenced for any criminal offense, including all misdemeanors and felonies, in any state or jurisdiction? NOTE: Even though an arrest or conviction has been pardoned, expunged, dismissed, deferred, or diverted, and even if your civil rights have been restored, you must answer "Yes" and mail certified court documents of incident/arrest together with a signed letter of explanation.
- DWI arrest <u>MUST</u> be reported, regardless of final disposition.
- Traffic violations such as speeding or parking tickets do <u>NOT</u> need to be reported |
| _____ | _____ | o Have you had a license to practice nursing or as another health care provider denied, revoked, suspended, sanctioned, or otherwise restricted or limited, including voluntary surrender of license - including restrictions associated with participation in confidential alternatives to disciplinary programs? <i>and/or</i> Have you had disciplinary action pending by a licensing board in any state or jurisdiction? |
| _____ | _____ | o Have you been discharged from the military on ground(s) other than an honorable discharge? |
| _____ | _____ | o Have you been named as a defendant in a civil/malpractice case relating to your practice of nursing? <i>and/or</i> Has a medical review panel opinion been rendered relating to your practice of nursing? <i>and/or</i> Have you been reported to the National Practitioner Data Bank? <i>and/or</i> Have your clinical privileges been suspended, revoked, restricted or limited? |
| _____ | _____ | o Have you been diagnosed with, do you have, or have you had a medical, physical, mental, emotional or psychiatric condition that might affect your ability to safely practice as a registered nurse? |
| _____ | _____ | o Have you had a problem with, been diagnosed as dependent upon, or been treated for mood-altering substances, drugs or alcohol? <i>and/or</i> Have you been diagnosed as dependent upon, addicted to, or been treated for, dependence upon medications? |

Student Signature

Date

Appendix B: DNP Specialty Hours Request Form
(See next page)

