



ALVERNO
COLLEGE

JOANN MCGRATH
SCHOOL OF NURSING &
HEALTH PROFESSIONS

**Doctor of Nursing
Practice
Student Handbook
Policies and Procedure**

2018 - 19



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HEALTH PROFESSIONS

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Dear Graduate Students,

Welcome to the Alverno College JoAnn McGrath School of Nursing and Health Professions (SONHP) and to the Master of Science in Nursing (MSN) program! As a learner in this curriculum, you are at the heart of the MSN program and your learning is central to all of our activities.

In the spirit of recognizing that you are the reason for and an essential component of the community of learners at Alverno, you are invited to contribute to this *Alverno Master of Science in Nursing Student Handbook, Policies, and Procedures*. Over time, faculty, students, and the Advising Department developed much of the content of this handbook with the goal of creating a resource to assist you in your learner role. This handbook includes academic information concerning the curriculum, the organizational structure of the SONHP, MSN-specific policies and procedures that complement the general college policies, and other important information. This handbook is a resource that is to be used in conjunction with the *Building a Community of Learners: A Community Guide and Student Handbook 2017-18*. Conscious that things change continuously, please know that you are invited to contact the Director of Graduate Nursing Programs with suggestions for additions, deletions, or improvement. Together, we can keep this document both current and relevant.

Alverno faculty members' vision is that you will experience *visionary learning for a lifetime of influence*. Faculty and staff at Alverno are dedicated to the daily implementation of this vision through the continuing development of the curriculum, and the creation of ties to the community and relationships within higher education. Our most important daily purpose, however, is to assure the creation of the community of learning that will facilitate your learning and development. We are your partners in this important enterprise and look forward to our collaboration.

Welcome, then, to learning in the MSN program and to the Alverno College community!

Diane Duffy, PhD, MSN, RN
Director of Graduate Nursing Programs
Professor of Nursing

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I. ALVERNO COLLEGE MISSION

Alverno College is a Catholic institution of higher education sponsored by the School Sisters of Saint Francis and dedicated to the undergraduate education of women. The student - her learning and her personal and professional development - is the central focus of everyone associated with Alverno. Alverno extends its mission of service and strengthens its ties to the community by offering graduate and adult programs to both women and men.

II. JOANN McGRATH SCHOOL OF NURSING & HEALTH PROFESSIONS

MISSION

The mission of the JoAnn McGrath School of Nursing & Health Professions at Alverno College is to prepare proficient, devoted professionals who are grounded in science to promote the well-being of diverse populations in global communities. Our essential focus is to design student learning opportunities to guide the education of unique individuals, highlighting personal and professional development of practitioners who are prepared for leadership and life-long learning.

VISION

The vision of the JoAnn McGrath School of Nursing & Health Professions is to develop professionals with global influence through innovative education.

PURPOSES

The purposes of the Graduate Nursing Program provide direction for the JoAnn McGrath School of Nursing & Health Professions as well as a means of evaluating the level of attainment of its goals at any given time. The purposes are consistent with those of Alverno College, namely, creating a community of learning, creating a curriculum, creating ties to the community, and creating relationships with higher education.

PHILOSOPHY OF NURSING EDUCATION

The Alverno College JoAnn McGrath School of Nursing & Health Professions believes the focus of our work is the learner's personal and professional development. We prepare a nursing professional who is compassionate, ethical, proactive, proficient, and dedicated to lifelong learning in our diverse and ever-changing global communities.

An ability-based curriculum underlies the art and science of nursing education. Founded on the liberal arts, the curriculum integrates human connection, science, and technology to promote health and intervene holistically to human responses. Through innovative learning experiences, we assist the learner to cultivate, apply, and transfer comprehensive knowledge, skills and abilities that lead to reflective nursing practice.

Alverno faculty and staff believe education goes beyond knowing to being able to do what one knows. Sensitive to unique learning needs, nursing faculty commit to performance-based, multidisciplinary educational practice including public criteria, feedback, and self assessment. Developmental and varied experiences contribute to learning and increasing professional competence.

The teaching/learning process is a collaborative partnership among learners, educators, health care systems, and the broader community. Educators and learners are mutually responsible to take ownership of, and actively engage in, learning experiences. Curricula continually evolve to incorporate current theory, research, science, standards, and evidence-based practices. As accomplished educators, learners, researchers, practitioners, and socialized professionals, Alverno faculty serve as role models of lifelong learning. Our goal is to promote a process of teaching and learning that provides guidance to students in the development of career goals and advancement of nursing practice.

III. DOCTOR OF NURSING PRACTICE PROGRAM

OVERVIEW

The Alverno College Doctor of Nursing (DNP) Program, available to women and men, carries on the College's tradition in the professional liberal arts with particular focus on integrative, experiential, and reflective approaches to learning. The DNP curriculum supports students' development of advanced knowledge and competence in the abilities that frame the undergraduate curriculum at Alverno College: namely, *Communication, Analysis, Problem Solving, Valuing in Decision Making, Social Interaction, Developing a Global Perspective, Effective Citizenship, and Aesthetic Engagement*. Practicum experiences and didactic courses are designed to support the learner in applying selected abilities with individuals, families, and groups across the developmental lifespan in diverse health care settings.

The DNP program is a post-master's program. Meaning, it is designed for nurses, who have previously earned a Master of Science in Nursing (MSN) degree. Building on the essential elements of master's education in nursing, two innovative and evidence-based curricular tracks are offered in the Alverno College DNP program: *Direct Care* and *Leadership*. Each track offers flexibility for full and part-time study.

Students entering the direct care track have previously graduated with an MSN degree from an accredited, graduate nursing education program focused in an advanced practice registered nurse (APRN) role, as delineated by the *Consensus Model for APRN Regulation: Licensure, Accreditation, Certification, & Education* (APRN Consensus Work Group & the National Council of State Boards of Nursing [NCSBN] APRN Advisory Committee, 2008). These APRN roles include clinical nurse specialist (CNS), certified nurse practitioner (NP), certified nurse midwife (CNM), and certified registered nurse anesthetist (CRNA). Students in the direct care track must provide documented evidence of current CNS, NP, CNM, or CRNA national board certification upon entry to the program. Students in the direct care track are required to maintain national board certification and employment in their APRN role as conditions of their ongoing enrollment in the DNP program. Students in the direct care track complete a 30-credit hour curriculum along with 400-1,000 clinical practicum hours (see Section IV, "Practica,").

Students entering the leadership track have previously graduated with an MSN degree from an accredited graduate nursing education program that may or may not have been focused in an APRN role. The leadership track is ideal for students whose prior graduate nursing education and specialty role experience has been focused in health care administration and organizational leadership, health policy development and law, informatics, or nursing education. Students in the leadership track are required to maintain employment in their leadership role specialty as a condition of their ongoing enrollment in the DNP program. Students in the leadership track complete a 32-credit hour curriculum along with 400 - 1,000 clinical practicum hours (see Section IV, "Practicum Hours").

PROGRAM OUTCOMES

The DNP program graduate:

- leads in the vision, development, implementation, and evaluation of patient-centered care delivery approaches that ensure ethical stewardship, accountability, quality, and patient safety;
- critically analyzes and creates innovative, evidence-based approaches to practice to optimize health care outcomes, reduce disparities, and improve health delivery theories and models;
- optimally selects, uses, evaluates, and designs information systems/technology for improvement and transformation of health care
- spearheads the creation, implementation, and evaluation of health care policy to advance the nursing profession and advocate for social justice, equity, and ethical policies in all aspects of health care;
- exhibits mastery of communication skills in multiple modes to lead crucial interdisciplinary team efforts that promote collaboration to create and evaluate safe and effective outcomes within integrative health care delivery systems;
- demonstrates advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating care in complex situations; and
- demonstrates expertise, advanced knowledge, and mastery in an area of specialized nursing practice.

FOUNDATIONS OF THE DOCTOR OF NURSING PRACTICE CURRICULUM

Three American Nurses Association's (ANA) (2015) documents espouse the basis for all nursing practice, and Alverno nursing faculty use these documents to underpin the curriculum, and structure its content and learning experiences:

- *Nursing: Scope and Standards of Practice*
- *Guide to the Code of Ethics for Nurses with Interpretive Statements: Development, Interpretation, and Application*
- *Guide to Nursing's Social Policy Statement: Understanding the Profession from Social Contract to Social Covenant*

In addition, the following documents espouse standards, competencies, and criteria that specifically serve to ground the DNP curriculum:

- *Standards for Accreditation of Baccalaureate and Graduate Nursing Programs* (Commission on Collegiate Nursing Education [CCNE], 2018)
- *The Essentials of Doctoral Education for Advanced Practice Nursing* (AACN, 2006)
- *Standards of Practice for Nurse Practitioners* (American Association of Nurse Practitioners [AANP], 2013)
- *Nurse Practitioner Core Competencies Content* (National Organization of Nurse Practitioner Faculties [NONPF], 2017)
- *Criteria for Evaluation of Nurse Practitioner Programs* (National Task Force on Quality Nurse Practitioner Education [NTF], 2016)

DOCTOR OF NURSING PRACTICE CURRICULUM

Doctor of Nursing Practice Core Courses:	
<p>DNP 800 Orientation to the DNP Program (0 credit) DNP 810 Epidemiology and Biostatistics (3 credits) DNP 820 Practice-Based Inquiry (3 credits) DNP 830 Clinical Practicum I (1 credit) DNP 840 Information Technology and Data-Driven Inquiry (3 credits) DNP 850 Translational Research I (3 credits) DNP 860 Scholarly Project I (3 credits) DNP 910 Health Systems and Public Policy (2 credits) DNP 920 Ethical Leadership in Health Care (2 credits) DNP 930 Clinical Practicum II (1 credit) DNP 950 Translational Research II (3 credits) DNP 960 Scholarly Project II (2 credits)</p>	
DNP Direct Care Track Course:	DNP Leadership Track Course:
DNP 940 Genetics and Genomics in Health Care (4 credits)	DNP 945 Creating Agility in Dynamic Environments (6 credits)

SCHOLARSHIP: THE DOCTOR OF NURSING PRACTICE PROJECT:

Graduates of the Alverno College, JoAnn McGrath School of Nursing & Health Professions DNP program are prepared to improve the health and health care of individuals and populations through innovative organizational/systems leadership, quality improvement processes, and translation of credible research evidence into practice. Because Alverno College (2014) espouses “student-assessment-as-learning,” the DNP project (DNPP) is conceived as a multidimensional process, integral to student learning, and involving criterion-referenced assessment of student performance and resultant feedback. The project is an essential element of the program and a critical measure of the student’s DNP preparation. Accordingly, successful completion of the DNPP is a requisite for conferral of the Alverno College DNP degree.

The overriding purpose of the DNP is to employ competencies of the AACN (2006) *Essentials of Doctoral Education for Advanced Nursing Practice* in an innovative initiative that brings together the scholarship and practice aspects of the DNP. While all eight *Essentials* do not have to be demonstrated through the project, it is designed to address complex practice issues in a student’s area of interest or expertise. Comprehensive description of the project is provided in the *JoAnn McGrath School of Nursing & Health Professions DNP Project Guidelines*.

DOCTOR OF NURSING PRACTICE COURSE DESCRIPTIONS

DNP 800 Orientation to the DNP Program (0 credit): *Prerequisite- Admission to the DNP Program.* Students engage in a session to become oriented to Alverno College and the DNP Program.

DNP 810 Epidemiology and Biostatistics (3 credits): *Prerequisite- DNP 800 completed or concurrent.* Students will explore concepts of epidemiology that are used to understand the complex causes of population health problems and begin to understand and develop effective strategies that are used to prevent these issues. Understanding and theory application of biostatistical methods used to collect, analyze, and interpret data used in population health and other biomedical sciences are also examined.

DNP 820 Practice-Based Inquiry (3 credits): *Prerequisites- DNP 810 completed and all caregiver background check, CPR certification, and health requirements met (see Section IV).* Students will continue to examine the principles and processes of evidence-based practice. Students will employ processes for identifying current best evidence, including formulation of a clinical inquiry, systematic review of the literature, critical evaluation of individual studies, structured data extraction, and synthesis of pooled data to determine the level of evidence associated with specific clinical interventions. Students will strengthen abilities to employ various methods for analyzing and evaluating the level of evidence in clinical practice guidelines. The differences between research, evidence-based practice, and continuous quality improvement methodologies in health care are explored as they apply to the DNP practice. The student will acquire skills to explore and synthesize research findings necessary for addressing their specific health care questions or problems, especially as it relates to their DNP project. The student will be able to place their approach to inquiry within the context of an appropriate theory, framework or model, as appropriate.

DNP 830 Clinical Practicum I (1 credit): *Prerequisite- DNP 810 completed.* This is the first of two clinical practicum courses. The student will begin to be immersed in an in-depth practice and leadership experience that will provide the opportunity to gain advanced skills, engage in scholarship, and address multifactorial issues that impact health outcomes for individuals, families, communities and health care systems. This course may begin once DNP 810 is completed and is an ongoing course throughout the student’s course of study. A total of 1,000 post-baccalaureate practice hours is required over the course of study.

DNP 840 Information Technology and Data-Driven Inquiry (3 credits): *Prerequisite- DNP 820 completed.* The student will explore the application of informatics and technology in health care systems and in the improvement and safety of patient care. The purpose is to search for creative solutions to complex and multi-faceted problems. With a focus on practice improvement, students will evaluate innovative practice models as well as disruptive innovation methods. Students will explore concepts, designs and selection of informatics systems. They will evaluate programs and outcomes of care within health care organizations. Topics will include data collection and extraction, and their implications for policy and quality within the health care setting.

DNP 850 Translational Research I (3 credits): *Prerequisite- DNP 840 completed.* This is the first of two courses that allows the student to develop a DNP Scholarly Project under the guidance of a faculty mentor. This course is designed to develop knowledge and skill in systematic inquiry about clinical phenomena, interventions, and issues using the best available evidence to guide translation of new knowledge into practice. In this first course, the student will identify and refine a clinical problem through completion of a literature review and determine significance on population, practice setting, and expected outcomes. Research studies will be reviewed and evaluated for scientific merit, potential translation into practice, and impact on quality health care and outcomes.

DNP 860 Scholarly Project I (3 credits): *Prerequisite- DNP 850 Translational Research completed or concurrent.* This is the first of two DNP Scholarly Project courses. The student will refine previous learning in the development, implementation and evaluation of a system level change project that will improve health care outcomes. The student will conduct a scholarly project based on the art and science of nursing, principles of science and evidence-based practice, health care quality, and systems leadership. In previous course work, the student has defined a problem of interest (DNP 810, Epidemiology and Biostatistics), explored the problem of interest (DNP 820, Practice-Based Inquiry), and critically appraised the evidence (DNP 820, Practice-Based Inquiry and DNP 850, Translational Research I). During this course, students will submit the first three chapters of the Scholarly Project to an Alverno College faculty member for their review. These chapters include problem identification, evidence, project methodology, and defending the proposal in front of a panel of Alverno faculty members. Once the panel approves the project, project implementation may begin, with findings being written in the DNP 950 Scholarly Project II course.

DNP 910 Health Systems and Public Policy (2 credits) *Prerequisite- DNP 850 and DNP 860 completed.* Students will examine current issues in health care policy and the role of nurse leaders working within organization and systems to affect policy change for the betterment of population health. The extent and impact of competitive markets, insurance, reimbursement issues, and other facets of governments' role in health care will be critically examined using a global perspective. This course will explore the many factors that shape health policy and that have implications for ethical decision making and distribution of resources.

DNP 920 Ethical Leadership in Health Care (2 credits) *Prerequisite- DNP840 and DNP 850 completed.* Students will acquire the knowledge and skills necessary to excel in the ethical leadership of organizations and groups. Through the use of applying theories and research of transformational leadership, including systems perspectives, organizational change and inter-professional collaboration, students will apply knowledge and skills to resolve complex clinical situations found at the organizational level. Focus areas will include professional accountability, legal issues, values and ethics, effective management of teams and groups, conflict management and resolution, and health care advocacy for vulnerable populations.

DNP 930 Clinical Practicum II (1 credit): *Prerequisite- DNP 830 completed.* Students will be emerged in an in-depth clinical and leadership experience that will provide them the opportunity to gain advanced clinical skills, engage in clinical scholarship, and address multifactorial issues that impact health outcomes for individuals, their families, and health care systems. Depending upon the student's educational track (e.g. practice or leadership), the clinical practicum site will be the focus area of their Scholarly Project. A total of 1,000 post-baccalaureate practice hours is required over the course of study.

DNP 940 Genetics and Genomics in Health Care (4 credits). *Only students in the Direct Care track take this class. Prerequisite- DNP 920 completed.* Students enrolled in the direct care track will acquire an essential understanding of medical genetics, genomics, and bioinformatics that is shaping the way common and rare diseases are being treated today. While exploring new diagnostic and treatment advances in health care, discussion as to how these advances will affect the future of health care, including ethical decision-making, will be explored.

DNP 945 Creating Agility in Dynamic Environments (6 credits). *Only students in the Leadership track take this class. Prerequisite- DNP 910 and DNP 920 completed.* Students grow as worldly managers by developing the abilities, thinking, and discipline knowledge from core knowledge areas needed to build enduring, agile organizations. This course focuses on change leadership, management-leadership, teamwork and collaboration to develop each student's ability to anticipate and respond to changing markets, global operating environments, and unforeseen event. Students also study legal, regulatory, and ethical issues confronting today's business leaders, and use values-based decision making frameworks to develop their ability to successfully navigate an ever-changing operating environment. Students apply theories and concepts through case study analysis, simulations, and a semester long immersion experience.

DNP 950 Translational Research II (3 credits) *Prerequisite- DNP 850, DNP 860, and DNP 830 completed.* This course is the second of two courses that allows the student to complete a DNP Scholarly Project under the guidance of a faculty mentor. Students will further develop knowledge and skill in systematic inquiry about clinical phenomena, interventions, and issues using the best available evidence to guide translation of new knowledge into practice. In this second course, the DNP Scholarly Project outcomes will be analyzed and disseminated in a scholarly paper and formal presentation.

DNP 960 Scholarly Project II (2 credits): *Prerequisite- DNP 850 and DNP 860 completed.* This is the second of two DNP Scholarly Project courses. The student will synthesize and integrate previous learning in the implementation and evaluation of a system level change project that will improve health care outcomes. The student will complete a scholarly project based on the art and science of nursing, principles of science and evidence-based practice, health care quality, and systems leadership. In this course, the discussion of data, recommendations and implications based on the project findings will be developed. A scholarly APA formatted manuscript will be developed and submitted to the Alverno College School of Nursing faculty, and scholarly findings will be disseminated through an oral presentation in tandem with DNP 950, Translational Research II.

STUDENT ADVISING

A primary goal of advising at Alverno College is to assist the student in becoming a self-directed learner in professional studies. Faculty advisors provide students with academic information, assist with planning a program of study, and act as a counselor or referral agent for other concerns. It is important for DNP students to initiate and maintain ongoing contact with their faculty advisor throughout their progression in the program. The faculty chair of the DNP program serves as the primary advisor to DNP students.

The Director of Graduate Nursing Programs disseminates pertinent information to students through newsletters, e-mails, one-to-one conversations, group interactions, and other means of communication. Students may contact DNP faculty via telephone or e-mail. The Director of Graduate Nursing Programs and faculty chair of the DNP program hold weekly office hours to provide support to students, addressing their questions and concerns. Likewise, all faculty teaching in the DNP program maintain regular office hours, serving as valuable resources for students. Scheduled office hours are posted near faculty offices and online; they can also be obtained from the nursing office located in Christopher Hall (rooms 218a and 218c).

STUDENT RESPONSIBILITIES

Course Participation

Alverno faculty believe that knowledge is co-constructed; therefore, regular course attendance and active participation in class, online discussions, and practice are required of all DNP students and essential for successful progression in the program. In addition to scheduled coursework, the student is expected to complete independently scheduled and assigned practicum experiences. Successful progression in the program is dependent, in part, on the student's consistent demonstration of highly effective communication, social interaction, critical thinking, and problem-solving skills.

The DNP curriculum is a hybrid program. Students are expected to log into Alverno College online learning systems multiple times during the week, as directed, to fully engage in DNP courses and with peers. On weeks when classes do not meet face-to-face, online and video discussions as well as other learning activities are assigned to ensure that all course content is fully covered and understood. Students have the freedom to do assigned coursework on their own schedule but must ensure that all scheduled due dates are met.

Effective Writing, Speaking, and Social Interaction

The Alverno College criteria for effective writing, speaking, and social interaction are included in this handbook (Appendices A, B, and C, respectively). DNP students are expected to consistently demonstrate writing, speaking, and social interaction skills that are contextually appropriate and commensurate with graduate level education.

Self-Monitoring

DNP students have primary responsibility for knowing and completing all requirements of the DNP program and their specialty track (i.e., direct care or leadership). Therefore, it is important for students to continually self-monitor their progression through the DNP program. All DNP courses have prerequisites and are intentionally sequenced in the order in which they are to be taken to maximize learning and professional development of the student.

Engagement in the Doctor of Nursing Practice Learning Community

The personal and professional development of DNP students is central to the mission of Alverno College. Toward the achievement of this mission, DNP faculty have identified purposes, which include, but are not limited to, creating a dynamic DNP curriculum and fostering a community of learners. Student engagement is critical to the accomplishment of these purposes; thus, students are encouraged to communicate their personal perspectives on learning and meaningful participation in activities related to DNP courses, program policies, and governance. Students are expected to engage in the DNP learning community by

- providing feedback to course faculty and the DNP program chair;
- volunteering to represent peers when representation is solicited,
- completing DNP course, faculty, and program evaluations;
- participating in presentations about the DNP curriculum; and
- participating in DNP program recruitment activities

IV. THE DOCTOR OF NURSING PRACTICE PROGRAM POLICIES AND PROCEDURES

OVERVIEW

This section of the handbook outlines specific policies that govern student progression in the DNP program and may differ from policies of the College. Health care agencies used for practicum placement may have policies that differ from Alverno's, and DNP students are accountable for knowing these differences. **Failure to comply with any Alverno College or DNP program policy or procedure may result in the student's placement on academic probation or dismissal from the program.**

A student who wishes to request that a policy be waived must submit a written petition that includes rationale for the request to the Graduate Nursing Admissions and Advancement Committee (see Section V). The committee will thoughtfully consider the student's request and render a decision; all decisions of the committee are considered final.

ABSENCE FROM COURSES AND PRACTICA

POLICY:

Upon enrolling in a course, the DNP student is accountable for all the requirements of that course. Consistent and timely attendance is essential to students' achievement of course outcomes and required in all theory courses and clinical practica. Students are expected to attend classes and practica on time; consistent tardiness may be equated to an absence by course faculty. Students are responsible to communicate directly with the course faculty and/or the preceptor (as appropriate) about an absence, prior to any scheduled class or practicum missed.

Faculty have the responsibility to review and determine a student's progress based on course outcomes and inform the student if additional requirements must be met as the result of an absence from a class or practicum. In addition, faculty have the responsibility to inform a student whose absence from a class or practicum is jeopardizing continuance in a course. Faculty may advise a student to drop a course or deem the student ineligible to continue attending a course or practicum if the first class or practicum is missed, class or practicum attendance has not been regular or timely, or expectations regarding communication have not been met.

PROCEDURE:

1. The student communicates directly with the course faculty and/or preceptor (as appropriate) about, and prior to, the absence from a scheduled class or practicum. Specific directions regarding the notification of an absence are identified in course syllabi and must be followed by the student.
2. In the event of a student's absence from a scheduled class or practicum, the course faculty reviews the student's progress in the course based on the course outcomes. The faculty informs the student if additional requirements must be met as the result of absence. If the absence is jeopardizing the student's continuance in the course, faculty notifies the student in writing.
3. If the course faculty determines that a student is ineligible to continue in a course as the result of an absence(s), the faculty notifies the student in writing. In addition, the faculty may send recommendations regarding the student's progression in the DNP program to the Graduate Nursing Admissions and Advancement Committee.
4. Any expenses incurred consequent to fulfilling this policy are the responsibility of the student.

ACADEMIC MISCONDUCT

(In part, adapted from *Building a Community of Learners: A Community Guide and Student Handbook*)

POLICY:

Alverno College DNP students are exposed to a variety of learning styles. In some courses, faculty require students to complete assignments and/or assessments in collaborative small group work sessions; in others, students are required to complete assignments and/or assessments independently. Each approach offers unique opportunities for student learning and both can be stimulating and rewarding. All students are expected to assume personal responsibility for the completion and submission of coursework in accordance with faculty instruction and sound academic principles. This means that as a matter of personal and professional integrity, the student stands behind coursework completed as a contributing member of a team when collaborative work is required; likewise, the student stands behind coursework completed as the individual who thought it through and carried it out when independent work is required.

It is expected that DNP students consistently demonstrate personal and professional integrity in all academic endeavors and nursing practice, including, but not limited to, honest completion of course assignments, performance assessments, and required forms as well as honest accounting of practicum experiences and hours, and honest documentation of client health information in the medical health record. In contrast, *academic misconduct* is rooted in fraudulence. Some examples of academic misconduct include cheating, plagiarism, misrepresentation, fabrication, and falsification. **In all its forms, the academic misconduct of a student constitutes a serious breach in personal and professional integrity, thereby justifying dismissal from the DNP program. Any student engaged in academic misconduct of any type is in jeopardy of dismissal from the DNP program.**

Cheating

Cheating is dishonest and deceitful behavior. Examples of cheating include: taking credit for all or part of an assignment that was completed by someone else; copying the answers of another person in the completion of a quiz, assignment, or learning assessment; accessing or using unauthorized resources or concealed information in the completion of a quiz, assignment, or learning assessment; and submitting the same assignment (e.g., a written paper) in more than one course without obtaining explicit prior permission to do so from all course faculty involved.

Plagiarism

It is expected that the student consistently attribute knowledge to its primary source in accordance with the guidelines set forth in the most current edition of the *Publication Manual of the American Psychological Association* (APA). Plagiarism is the use of intellectual material without acknowledging its source. Whether deliberate or not, direct word-for-word transcription or mosaic (substituting synonyms for another author's words while maintaining the same general sentence structure and meaning), plagiarism constitutes academic misconduct. Self-plagiarism (submitting previously completed coursework [all or part] as *new* scholarship in a subsequent course) also constitutes academic misconduct. All forms of plagiarism enacted by the student warrant dismissal from the DNP program.

Misrepresentation, Fabrication, and Falsification

Claiming ideas/work that is essentially someone else's, constitutes misrepresentation. Failure to identify oneself honestly in any personal or professional situation also constitutes misrepresentation. Representing fabricated or altered information as legitimate constitutes falsification. Like cheating and plagiarism, misrepresentation, fabrication, and falsification are legitimate bases for dismissal from the DNP program. Some examples of academic misconduct by misrepresentation, fabrication, and falsification include:

- reporting and/or documenting client care or treatment as given when in fact it was not;
- failing to report a known situation that could jeopardize client safety or negatively affect client outcomes;
- reporting, thereby taking credit for practicum, volunteer, community/agency/professional conference/continuing education experiences or hours that in fact did not occur; and
- communicating misleading or dishonest information whether verbal or written (e.g., forms required by health care agencies, the College or DNP program, or a course), to a health care agency or its affiliates, or Alverno College administration, faculty, or staff.

PROCEDURE:

1. In all cases where academic misconduct is reported or suspected, an immediate investigation is initiated by the course faculty. Any and all findings of academic misconduct by the student are reported to the Graduate Nursing Admissions and Advancement Committee.
2. Upon receiving a report of student academic misconduct, the Graduate Nursing Admissions and Advancement Committee conducts a review process, investigating the student's behavior(s) and relative situation, with intent to render recommendations concerning disciplinary action to the Director of Graduate Nursing Programs. Recommendations may include that the student:
 - a. receive an "unsatisfactory" in the course for which the work was required,
 - b. be given a new equivalent assignment/assessment,
 - c. be dismissed from the DNP program and/or the College, or
 - d. experience another disciplinary action.
3. The Director of Graduate Nursing Programs will review the Committee's recommendations and make a final determination. Decisions of the Director are final.

ACCESS FOR STUDENTS WITH DISABILITIES

Current federal legislation (e.g., the Americans with Disabilities Act [ADA], Section 504 of the Rehabilitation Act) prohibits discrimination against qualified individuals with disabilities in higher education programs. Academically qualified students with disabilities are reasonably accommodated in instruction. In order to maintain consistency in efforts to provide support for students with disabilities, Ms. Colleen Barnett, Student Accessibility Coordinator, has been designated as the College contact to work with students to obtain documentation and identify reasonable and appropriate accommodations. If a student has previously made contact with Ms. Barnett and is eligible for accommodations, an accommodation request memo from Student Accessibility is provided. If a student makes a request for disability-related alterations in the classroom, but does not share this memo, the student is directed to Ms. Barnett. The following statement is included in all DNP syllabi:

Alverno College makes every effort to provide accessible facilities and programs for individuals with disabilities. For accommodations/services please contact Colleen Barnett, Student Accessibility Coordinator, colleen.barnett@alverno.edu, 414-382-6026.

CARDIOPULMONARY RESUSCITATION CERTIFICATION

POLICY:

Current CPR (cardiopulmonary resuscitation)-Healthcare Provider certification obtained through the American Heart Association (AHA) is required of all students prior to the start of DNP 820 and throughout enrollment in the DNP program. Cardiopulmonary resuscitation certification obtained from vendors other than the AHA or in other categories does not meet the program requirement. Students' CPR certification must be current at the start of each semester and may not expire at any point therein.

Recertification through the AHA is required biannually (every two years). Recertification may be obtained through successful completion of a traditional, in-person, AHA CPR-Healthcare Provider course or through an alternative AHA CPR-Healthcare Provider course that includes online learning plus in-person practice/performance testing components. No other online method of CPR recertification is acceptable. Failure to establish and maintain documented evidence of current CPR-Healthcare Provider certification with CastleBranch.com will result in the placement of a *hold* placed student registration for courses; once the required evidence is validated by CastleBranch.com, the registration hold is removed, and the student is allowed to register for courses.

PROCEDURE:

1. Prior to the start of DNP 810 the student establishes an account with CastleBranch.com, using the instructions provided in DNP 800. CastleBranch.com is the company contracted by the Joann McGrath School of Nursing & Health Professions to facilitate and/or validate student compliance with required caregiver background checks, health requirements, drug screenings, and CPR certification. A course fee for CastleBranch.com services is added to the student's tuition bill.
2. The student is responsible to maintain record of current AHA CPR-Healthcare Provider certification with CastleBranch.com throughout enrollment in the DNP Program. Failure to do so results in the placement of a hold on student registration by the Registrar. The registration hold is removed, and the student is allowed to register for courses after the student submits documented evidence of current AHA CPR-Healthcare Provider certification and it is validated by CastleBranch.com.
3. The student who is unable to meet the requirements for AHA CPR-Healthcare Provider certification due to a physical disability is responsible for AHA CPR theory measured by a written test. A letter from the student's health care provider explaining why the student cannot obtain AHA CPR-Healthcare Provider certification must be submitted to CastleBranch.com upon entry to the DNP program and/or upon request of the DNP program chair.
4. All expenses incurred fulfilling the AHA CPR-Healthcare Provider requirement are the responsibility of the student.
5. The student may contact the American Heart Association directly to determine dates, times and locations for CPR Certification Courses.

➤ American Heart Association

https://www.heart.org/HEARTORG/CPRAndECC/CPR_UCM_001118_SubHomePage.jsp or phone 1-877-AHA-4CPR

CAREGIVER BACKGROUND CHECKS

POLICY:

Congruent with current Wisconsin state law and statues, the Alverno College JoAnn McGrath School of Nursing & Health Professions requires that DNP students complete a disclosure statement and submit to a Wisconsin Caregiver Background check(s), which is conducted by CastleBranch.com. Caregiver background checks are completed for all students every four years. In addition, on an annual basis, all students are required to sign and submit a disclaimer indicating that no new criminal charge(s) have been leveled in the prior 12 months.

The existence of a criminal record does not automatically preclude a student's clinical placement; rather, each criminal record is considered in view of its relationship to crimes that constitute restrictions or "bars" to clinical placement. Under the law, health care agencies must prohibit the clinical placement of a student, whose caregiver background check reveals criminal records cited as restrictions or bars to employment or educational experiences in health care environments. In addition, the clinical placement of students can also be prohibited based on a health care agency's criteria regarding criminal background information.

PROCEDURE:

1. Prior to the start of DNP 810 and every four years after, the student completes a disclosure statement and submits to the Wisconsin Caregiver Background check through CastleBranch.com.
2. The student who lives or has lived in another state(s) or moved to Wisconsin within the three years prior to admission to the program must also complete a caregiver background check in that state(s).
3. All information regarding the student's caregiver background check(s) is kept strictly confidential. In the event of a criminal record(s) posing concern, the student is contacted by the Dean of the JoAnn McGrath School of Nursing & Health Professions and advised accordingly.
4. In the event of a criminal record and upon request, the student is responsible to prepare a letter of explanation to accompany copies of the charge(s) sent by the JoAnn McGrath School of Nursing and Health Professions to requesting health care agencies. The letter must explain the circumstances of the charge(s) and whether there were/are extenuating conditions that could mediate understanding of the situation and suggest that the student's criminal history

is no longer a liability. The student must deliver the letter to the Dean of the School within two weeks of receipt of the request.

5. In collaboration with and as deemed appropriate by the Dean, the student provides additional information as requested by health care agencies.
6. On a yearly basis following completion of the initial caregiver background check(s), all students are responsible to sign and submit a disclaimer to CastleBranch.com, indicating that no new criminal charges have been leveled in the prior 12 months.

CLINICAL EVENT/ERROR/NEAR MISS REPORTING

POLICY

The Alverno College JoAnn McGrath School of Nursing & Health Professions is committed to fostering the development of DNP students in providing safe, high quality health care. DNP students may be exposed to a variety of clinical practice areas, wherein potential and actual errors can occur. Reporting of these errors is fundamental to error prevention. In 2000, the Institute of Medicine (IOM) released a report *To err is human: Building a safer health system* suggesting that preventable adverse events in the hospital were the leading cause of death in the United States. Since then, health care systems and secondary education facilities have become committed to preventing errors. The IOM report emphasized the importance of error reporting by using systems to “provide information that leads to improved safety.” Reporting of a potential error (near-miss), which is an error intercepted prior to reaching the client, is as important as reporting actual errors that have reached the client. Reporting of near-misses can provide valuable information for reducing errors. Analysis of near-miss and error reporting data can lead to an understanding of gaps in health care systems of care that may eventually cause client harm.

In clinical practica and beyond, DNP students are expected to participate in near miss and error identification and reporting in accordance with health care agency policies and procedures to ensure patient safety. These data support root cause analyses, whereby patterns emerge to inform and drive quality improvement efforts. DNP students are expected to lead in these processes as change agents in the Alverno College JoAnn McGrath School of Nursing & Health Professions, DNP practica settings, and health care systems. A clinical error by a DNP student that is deemed intentional or negligent results in disciplinary action, jeopardizing the student’s standing in the program and the College.

NEAR-MISS PROCEDURE:

1. A near-miss may be identified by DNP students, preceptors, clinical practicum agency staff, Alverno practicum course faculty and affiliates.
2. In the event of a near-miss, the clinical preceptor meets individually with the DNP student involved to gather situational data, subsequently notifying the DNP practicum course faculty.
3. The practicum course faculty notifies the DNP program chair of near-misses, as appropriate.
4. The practicum course faculty completes and submits a *Near-Miss and Error Report* in hard-copy or electronic form within 24 hours of the incident to the Director of Graduate Nursing Programs.
5. The Director of Graduate Nursing Programs conducts data analysis on all clinical error and near miss events.
6. Near-miss trending reports are generated per semester and reviewed by the Graduate Nursing Curriculum Committee.
7. When appropriate, recommendations for quality improvement initiatives are generated and proposed to the appropriate decision-making body.

CLINICAL EVENT/ERROR PROCEDURE:

Clinical Event/Error Procedure:

1. An adverse event/error may be identified DNP students, preceptors, clinical practicum agency staff, or Alverno practicum course faculty and affiliates.
2. A DNP student involved in an adverse event notifies the preceptor and practicum course faculty immediately.
3. The DNP student involved in an adverse event, preceptor, and practicum course faculty meet, gather, and share situational data.
4. The practicum preceptor, and as appropriate the practicum course faculty, intervene in the clinical situation to minimize harm to the client.
5. The practicum course faculty notifies appropriate clinical agency staff and follows organizational procedure based on the organizational policy.
6. The practicum course faculty notify the chair of the DNP program of any adverse event/error.
7. The practicum course faculty completes and submits a *Near-Miss and Error Report* in hard-copy or electronically within 24 hours of the adverse event/error incident to the DNP program chair.
8. All *Near-Miss and Error Reports* are simultaneously by the practicum faculty to the Director of Graduate Nursing Programs.
 - a. The Director of Graduate Nursing Programs determines if any individual action must occur involving the practicum course faculty and/or DNP student.
9. The Director of Graduate Nursing Programs conducts data analysis on all clinical error and near miss events.
 - a. Trending reports are generated per semester and reviewed by the Graduate Nursing Curriculum Committee.
10. When appropriate, recommendations for quality improvement initiatives are generated and proposed to the appropriate decision-making body.

CLINICAL PRACTICA

Purpose

The overriding purpose of Alverno College DNP clinical practica is to provide situated, in-depth advanced nursing practice knowledge and practice experiences for doctoral students to further develop a systems approach to the health care environment.

POLICY:

Clinical Practicum Hours

The DNP degree requires “a minimum of 1,000 hours of practice post-baccalaureate as part of a supervised academic program” (AACN, 2006, p.19), and in the Alverno College DNP curriculum, required practicum hours are spread across two courses: DNP 830 Clinical Practicum I and DNP 930 Clinical Practicum II. With sufficiently detailed and accurate documentation, as determined by the DNP program chair prior to admission DNP program direct care track, MSN-prepared NPs, CNSs, CNMs, and CNRAs with evidence of current national board certification who are practicing in their specialty APRN role, may receive transfer credit for up to 600 supervised clinical practicum hours completed during their MSN specialty track education. Students granted transfer credit for 600 practicum hours are required to complete 400 practicum hours in their specialty role in the DNP program; students in the direct care track granted transfer credit for 500 practicum hours are required to complete 500 practicum hours in their specialty role in the DNP program, and so on.

The Clinical Practicum Site and Preceptor

All DNP students are encouraged to identify a potential clinical practicum site and preceptor; however, the Ms. Becca Skidmore, JoAnn McGrath School of Nursing & Health Professions Clinical Placement Coordinator is available to assist students in this process if necessary. The selected practicum site must be an organization consistent with (a) the practice area for which the student wishes to develop expertise and (b) the focus of the student's DNPP. Appropriate practicum site examples include a hospital, clinic, health care system, public health agency, parish, long-term care facility, or nonprofit agency. Other site options may be discussed and negotiated with the DNP program chair. Students must comply with all requirements of the clinical practicum site.

All DNP students are encouraged to select a clinical practicum site outside of their current work/department/unit employment setting whenever possible. If the student chooses a practicum site where employed, current employment and practicum and DNPP hours must be clearly differentiated by the agency involved and the Graduate Nursing Admission and Advancement Committee. **DNP practicum and DNPP hours may not run concurrently with the student's work hours.**

The qualified preceptor is knowledgeable in the practice area in which the student wishes to develop expertise. While a DNP is preferred for the preceptor role, examples of persons who may also fulfill this role include: a professional who has a doctoral degree in a discipline other than nursing and/or considerable experience and recognition as an expert in her or his field, an experienced physician, and a nurse holding a high-level administrative position (e.g., Director, Vice President, President, or CEO). The preceptor must have worked in the practicum site for a minimum of one year. The preceptor may not be the immediate supervisor of or a familial relative of the student.

The Practicum Experience

In accordance with AACN (2006) requirements, clinical practica in the Alverno College DNP program are designed to "help students build and assimilate knowledge for advanced specialty practice at a high level of complexity" (p. 19). At the start of each semester, DNP students collaborate with their preceptor to develop outcomes for the clinical practicum experience, completing the *DNP Practicum Goals Form*. While DNP students may complete practicum hours in their place of employment, it is expected that these learning experiences are related to course outcomes, go above and beyond usual job duties, involve synthesis and expansion of knowledge, and provide systematic opportunities for expert feedback and self-reflection. Some examples of learning activities that constitute DNP practicum hours include:

- Time spent researching, designing, implementing, and writing the DNPP (maximum of 100 hours)
- Time spent with an approved preceptor in areas such as health care administration and organizational leadership, health policy development and law, informatics, or nursing education.
- Time spent presenting at educational forums, hospital grand-rounds, regional or national nursing conferences, or in writing/producing manuscripts for publication (with *prior* approval of the DNP program chair/maximum of 20 hours)
- Time spent working on special projects related to the DNP student's area of specialization (with *prior* approval of the DNP program chair/maximum of 20 hours)
- Time spent attending and participating in conferences, classes, and workshops related to the DNP student's area of specialization or DNPP (with *prior* approval of the DNP program chair/ maximum of 20 hours)
- Direct patient care experiences: With prior approval of the DNP program chair, students who are actively board certified in an advanced practice nursing role may include up to 50 hours of direct patient care experiences if the experiences are related to their practice setting, to meet the 8th Essential as defined in *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006). Students who do not hold current board certification in advanced practice nursing may not include providing direct patient care to meet practicum hour requirements.

PROCEDURE:

Detailed information regarding the role and responsibilities of DNP students, preceptors, and Alverno faculty in facilitating student practica, including but not limited to preceptor evaluation of student performance, student evaluation of the preceptor, and required documentation, and forms are located in the *Alverno College JoAnne McGrath School of Nursing Doctor of Nursing Practice Practicum Handbook*. Additional information can be found in *DNP 830 Clinical Practicum I* and *DNP 930 Clinical Practicum II* course syllabi.

CONFIDENTIALITY

POLICY:

The 1996 Health Insurance Portability and Accountability Act (HIPAA) articulates that all patients have the right to control who sees their protected identifiable health information. Only the patient and those individuals authorized by the patient may access the patient's protected identifiable health information. Penalties for violating HIPAA regulations can include civil and/or criminal penalties, with fines up to \$250,000 and 10 years imprisonment. DNP students must comply with HIPAA regulations in course-related, employment-related and all other health care settings. In addition, all students are expected to fulfill health care agency-specific HIPAA requirements.

PROCEDURE:

1. The student consistently complies with HIPAA regulations in all health care settings.
2. The student complies with practicum, employer, and other health care agency-specific HIPAA requirements
3. The student who violates HIPAA regulations is in jeopardy of dismissal from the DNP program

COPYRIGHT AND FAIR USE

(Adapted from the *Alverno College Student Handbook* and *Alverno College Library (LibGuides) Copyright Guidelines for Students*)

POLICY:

DNP students are expected to comply with copyright law, which in part, governs the rights and opportunities of persons and agencies to use and share copyrighted materials. It is illegal to reproduce copyrighted materials without prior permission of the copyright holder, and college students have been successfully prosecuted for copyright violations.

Violation of copyright law constitutes academic misconduct. Therefore, DNP students must obtain permission from copyright holders prior to reproducing protected works (e.g., text, poetry, novels, journal articles, lyrics, sheet music, CD-ROMs, recorded performances, photos, cartoons, drawings, paintings, videos, movies, software codes, charts, diagrams, conceptual/theoretical models or frameworks, and survey instruments etc.) via the Internet or social media, on posters, and in manuscripts intended for dissemination or publication beyond the classroom.

In some cases, under Fair Use Guidelines, copying of copyrighted material for limited purposes such as commentary, review, critical analysis, or parody does not require that prior permission be obtained from the copyright owner. Fair Use Guidelines allow for the use of approximately 10% of the written text or images of a book or information from a web page for educational coursework. Students can also play excerpts from movies and music in coursework under Fair Use Guidelines.

Much of the material in the Alverno College Library and on the Internet can be used for educational purposes without obtaining prior permission from the copyright holder in accordance with Fair Use Guidelines. Additionally, there are Library resources available to students that have been paid for by the College. Students are encouraged to regularly visit the College library and web-page for resources and updates. More information about copyright laws and fair use can be found at: <http://libguides.alverno.edu/copyrightforstudents/basics>

PROCEDURE:

1. The student consistently upholds copyright law, seeking advice from DNP faculty and/or Alverno College librarians.
2. The student obtains and retains written evidence of prior permission to use and reproduce protected materials from the copyright holder.
3. In the event there is concern that a student has violated copyright law, the course faculty is responsible to investigate the concern and meet with the student to ensure that all pertinent information and circumstances are explored prior to determining whether copyright infringement by the student has occurred.
4. If violation of copyright law is jeopardizing a student's continuance in a course, the course faculty notifies the student in writing.
5. If the course faculty determines that a student is ineligible to continue in a course as the result of an infringement of copyright law, the course faculty notifies the student in writing. In addition, the faculty may send recommendations regarding the student's progression in the DNP program to the Graduate Nursing Admissions and Advancement Committee.

DRESS CODE

POLICY:

Students in the DNP Program are expected to dress in attire that is appropriate to the practice setting. In some cases, a long white lab coat may be required by the clinical agency. Students engaged in a practicum setting other than that of their employer must wear a nametag identifying their status as an Alverno College DNP student.

PROCEDURE:

1. An Alverno College or employer photo ID must be worn by the student while participating in all practicum experiences.
2. The student is required to have communication with preceptor regarding appropriate attire for the practice setting.
3. The student wears a white lab coat if required by the health care agency.

DROPPING COURSES

POLICY:

Students in the DNP program who choose to drop a course are responsible to "officially drop" through the Registrar's Office.

PROCEDURE:

1. The student communicates with the course faculty when considering dropping a course.
2. The student communicates with the faculty advisor when considering dropping a course.
3. The student contacts the Registrar's office to officially drop a course.
4. All expenses incurred in association with fulfillment of this policy are the responsibility of the student.

DRUG SCREENING

POLICY:

The purposes of the JoAnn McGrath School of Nursing and Health Professions Drug Screen Policy are to comply with regulations of area health care agencies, provide optimal care to patients, and support the profession's zero tolerance position related to the illicit use of substances. The DNP student must abide by the drug screening policies of the College and each health care agency wherein practicum learning experiences occur.

Drug testing for the JoAnn McGrath School of Nursing and Health Professions is overseen by CastleBranch.com. Initial drug screening occurs after admission to the program, prior to DNP 820. The DNP student must submit authorization allowing a laboratory designated by CastleBranch.com to collect and test a urine specimen for the presence of illicit drugs and verify the results through CastleBranch.com. Random drug screening may be required of a student at any time by course faculty. In addition, the student may be subject to testing per a health care agency affiliation agreement and/or for cause, such as, slurred speech, impaired physical coordination, inappropriate behavior, or pupillary changes. Test results are confidential; only the Dean of the School is notified when drug screen results are positive.

Failure to submit to a drug screen, or attempting to tamper with, contaminate, or switch a urine sample violates professional standards, and thereby precludes the student from continuing in a course and achieving practicum course outcomes. Consequently, the student is dismissed from the DNP program.

The student who tests positive for one or more illicit drugs may not continue in practicum experiences and therefore, cannot meet practicum course outcomes; consequently, the student is dismissed from the DNP program. Students who test positive due to medication prescribed by a health care provider must follow the directions provided by CastleBranch.com for documenting that the drug is legally prescribed. All screening test results are communicated to the Dean of the School and remain confidential.

PROCEDURE:

1. The student is notified by the JoAnn McGrath School of Nursing and Health Professions in advance of the deadline for the initial drug screening.
2. The student receives an email from CastleBranch.com directing how and where to set up an appointment for drug screening.
3. The fee for drug screening is added as a course fee to the student's tuition bill.
4. The student must provide photo proof of identification upon arriving at the specimen collection site.
5. CastleBranch.com reports drug screen results to the Dean of the School. Results are also available to the student.
6. If the drug screen results are negative, no further action is required.
7. If the drug screen results are positive, the student may not attend practicum experiences. The student is asked to meet with the Dean of the School for information on next steps.
 - a. If the positive result is due to the use of illicit drugs, the student is not allowed to attend clinical practicum experiences and consequently, cannot meet practicum course outcomes. Therefore, the student is dismissed from the program. The student may be eligible to retest and apply for readmission to the program if the positive result occurred with the initial screening.
 - b. If the results are positive and consequent to a prescribed medication, the student must follow the procedures outlined by CastleBranch.com for documenting health care provider prescribed use of the drug. The decision whether the student can attend practicum experiences is made by the health care agency.

HEALTH REQUIREMENTS

The delivery of nursing care occurs in multiple environments that may carry high health risks. Therefore, a health status that contributes to a safe environment for the client and student is the minimal expectation of the JoAnn McGrath School of Nursing and Health Professions at Alverno College. The following health requirements were determined in collaboration with the clinical agencies that the JoAnn McGrath School of Nursing and Health Professions contracts for clinical practice.

The School strongly recommends that students carry health insurance to cover any unforeseen incidents. Students not already covered, may wish to explore coverage available through the College. Student Affairs has this information. Students sign acknowledgement of this recommendation, the *Health Insurance Coverage Form* (see Appendix D).

POLICY:

It is the student's responsibility to submit and maintain accurate and timely health information to CastleBranch.com as required for initial and continued enrollment in the DNP program. Failure to comply with student health policies results in exclusion from practicum sites, being dropped DNP courses, and/or the placement of a hold on future course registration.

The student and faculty have the professional responsibility to determine appropriate action(s) when health problems jeopardizing the safety of clients or students are present. When concerns are present, a statement of health status from a student's health care provider may be required to continue in a course.

Health History, Physical Examination and Immunizations

Current immunizations are required according to the guidelines of the Center for Disease Control in Atlanta and the Wisconsin Division of Health and Social Services. The student is responsible to submit valid documentation for the following to CastleBranch.com:

- Health History and Physical Examination Student Health Record form
- Positive **rubella (German Measles)** titer or proof of immunization after the age of 12 months
- Immunity to **rubeola (Measles)** titer or proof of immunization
- Immunity to **mumps** if born after 1957, titer or proof of immunization
- Varicella (Chicken Pox) titer or proof of immunization
- **Hepatitis B** vaccine series, titer or proof completed series
- Proof of **Influenza** vaccination or documentation of medical or religious exemption provided annually each fall. Students should be aware that health care agencies may opt to refuse the clinical placement of students who refuse annual influenza vaccination for any reason.
- Documentation of the results of the **annual TB testing**: Two-step testing with a TB skin test or a serum QuantiFERON TB Gold Test must be provided. *Students with an initial TB positive skin test must follow up as recommended by their health care provider and documentation of treatment recommendations is required. Those students with a history of a positive TB test must annually complete the *Questionnaire for Evaluation of Signs and Symptoms of TB in Nursing Students* (available in Castlebranch.com). Students with symptoms of TB will be referred to their health care provider and documentation of treatment recommendations is required (see Annual Questionnaire form). Clearance by the health care provider and clear chest X-ray are required prior to any practicum. Send the "clearance" to clinical coordinator and the chest X-ray to Castlebranch.com.
- Additional health requirements including immunizations may be required for clinical practice in selected health care agencies.

PROCEDURE:

1. Students' health history and physical examination (H&P) may be completed by a physician, physician assistant, or an APRN. The H & P be completed within 6 months prior to and no later than 30 days after enrollment in the DNP Program. Student health data is submitted to the JoAnn McGrath School of Nursing and Health Professions via CastleBranch.com and is confidential and held separate from academic records. It is recommended that students retain copies of all records submitted.
2. Students born prior to 1957 may provide documentation of a positive titer or proof of one immunization for rubeola (Measles). Students born after 1957 may provide documentation of (a) a positive rubeola titer or (b) evidence of two doses of live measles vaccine, one of which must be dated after 1980. Students who have not received measles vaccine previously, receive and obtain provide documentation of one dose of vaccine immediately and a second dose no sooner than 4 weeks later.
 - a. Students born after 1957 may provide any of the following as documentation related to mumps: positive mumps titer, evidence of physician diagnosed mumps, or proof of immunization after the age of 1 year.
3. The combined measles, mumps, rubella (MMR) vaccine is recommended for students who need recent documentation of rubella and rubeola immunity to meet health requirements
4. Students who are pregnant and live with or have frequent contact with someone who is immuno-compromised, are advised to consult with their health care provider regarding the safety of immunizations if they are needed.
5. The protocol for the Hepatitis B vaccine series is 2 doses given intramuscularly 4 weeks apart and the third dose 5 months after the second dose. This series must be completed by the end of the student's first semester and before the practicum.
6. Human Immunodeficiency Virus (HIV) – All students are expected to follow CDC's "Standard Precautions" in all client contacts.
7. Students exposed to the blood or body fluids of an HIV positive client must follow the health care agency's policy and procedure, as well as those of the School. In collaboration with the DNP program chair, students are also required to complete an incident report to be filed at Alverno College.
8. Students unable to comply with any of the stated health requirements must contact the Clinical Placement Coordinator in writing to determine a course of action.

PROFESSIONALISM

POLICY:

Throughout the DNP Program, students are expected to conduct themselves in a professional manner, in all settings on and off campus when interacting with faculty, staff, peers, and health care agency preceptors and affiliates. Professionalism is identified as an expectation in every DNP course. When student behaviors and/or interpersonal interactions with faculty, staff, peers or preceptors are unprofessional, expectations for professionalism are not met, and the student may be (a) deemed ineligible to continue attending classroom and/or practicum experiences (b) unsuccessful in the relative course despite the quality of other coursework or (c) dismissed from the DNP Program. Expected professionalism of the DNP student is described in Appendix E.

PROCEDURE:

1. If the student is observed or reported to have demonstrated unprofessional behavior in or outside any scheduled class or practice experience, the faculty reviews the student's progress in the course based on the professionalism rubric and notifies the student if unprofessional behavior is jeopardizing the student's ability to meet course outcomes.
2. If the faculty determines that a student is not eligible to continue in a course as the result of unprofessional behavior, the faculty has the responsibility to notify the student in writing. In addition, the faculty may send recommendations regarding the student's progression in the DNP program to the Graduate Nursing Admissions and Advancement Committee.
3. Any expenses incurred in fulfillment of this policy are the responsibility of the student.

PROFESSIONAL LIABILITY INSURANCE

POLICY:

The practicing DNP student is in a position of being held liable for personal actions and judgments that occur while working with clients. Commissions and omissions in judgments and actions that are the expected duties and responsibilities of a practicing DNP student can result in litigation.

Students are required to carry professional liability protection throughout enrollment in the program. As a requirement of clinical agencies, Alverno College has procured professional liability insurance coverage that protects each student in the School. This coverage protects the student and the College any time the student is involved with a client or group of clients within the defined DNP student role. This policy does not cover students beyond their DNP student role at Alverno College

PROCEDURE:

The Business Office adds the cost of professional liability insurance to the DNP student's total tuition bill, each semester of enrollment, as is required by policy.

PROGRESSION IN THE DOCTOR OF NURSING PRACTICE PROGRAM

Successful, Incomplete, and Unsuccessful Progression

Successful student progression in the DNP program is based on students' achievement of course outcomes as outlined in each course syllabus and requires a pattern of effective demonstration of abilities in practice, criterion-referenced projects and key assessments of performance, objective assessments, and successful completion of the DNP project. If there is an identified pattern of difficulty in meeting these requirements, strategies to strengthen necessary abilities may be required before the student is allowed to progress in the program. These strategies are documented in an individualized Learning Contract. The student is responsible for fulfilling the requirements of the Learning Contract.

The DNP student is expected to complete assigned coursework within the constraints of course calendars. An incomplete (I) progress code is assigned at the discretion of faculty when, due to *extraordinary circumstances*, a student is prevented from completing all required coursework on time. A student anticipating the need for an "I," is responsible for initiating the conversation with faculty. Typically, an "I" is assigned when only a minimal amount of work remains to be completed.

In the case of an "I," the course faculty stipulates the due date for completion of all remaining coursework. An "I" in a prerequisite course must be satisfactorily removed and reported to the Registrar's Office before the DNP student can begin the subsequent course(s). An "I" in a non-prerequisite course must be satisfactorily removed and reported to the Registrar's Office by the end of the semester immediately following that wherein the "I" was assigned. If all coursework is not completed by the stipulated date, the "I" is removed from the student's academic record, an Unsatisfactory (U) progress code is awarded, and the student is required to repeat the course.

A student with a course progress code of "U" is reviewed by the Graduate Nursing Admission and Advancement Committee and the Alverno College Status of Students Committee and placed on Probation with Warning. A Learning Contract is subsequently developed. The student must fulfill all requirements of the contract to successfully complete the course on the second attempt and progress the program. A student who is unsuccessful in the same course twice or has unsuccessful outcomes in any two DNP courses is dismissed from the program.

PROCEDURE:

1. All requirements for success in a course are outlined in each nursing course syllabi.
2. If a student is experiencing difficulty meeting course outcomes, the faculty may file a Mid-Semester Progress Report. The student is asked to self-assess personal learning practices. Drawing on the student's self-awareness, the student and faculty develop a Learning Contract and timeline. The student is responsible to fulfill all requirements of the contract to successfully complete the course.
3. A student receiving a "U" in one course is placed on Probation with Warning and automatically receives a Mid-Semester Assessment Report in remaining semesters. The student is asked to self-assess personal learning practices.

Drawing on the student's self-awareness, the student and faculty develop a Learning Contract and timeline. The student is responsible to fulfill all requirements of the contract to successfully complete the course on the second attempt and progress the program.

4. A student receiving a "U" in the same course twice or who has been unsuccessful in any two DNP courses is reviewed by the Graduate Nursing Admission and Advancement Committee.
5. The Committee makes a recommendation for dismissal, which is taken to the Alverno College Graduate Status Committee.
6. The Graduate Status Committee, comprised of members from across the college, make the final decision regarding dismissal.
7. A student who has been dismissed from the college has the right to appeal.

Extension of Doctor of Nursing Practice Program Completion

POLICY:

All coursework work must be successfully completed by the DNP student within seven years of entry to the DNP program. If unable to complete the DNP program of study within the required timeframe, the student must submit a letter to the Graduate Nursing Admission and Advancement Committee describing a plan and timeline for program completion. The Committee will review the student's request and communicate a decision.

PROCEDURE:

1. If unable to complete the DNP program of study within the required timeframe, the student submits a written letter of intent, describing a plan and timeline for program completion, to the Graduate Nursing Admissions and Advancement Committee. The letter of intent should be submitted as soon as possible and no later than four months prior to the previously anticipated graduation date.
2. The Graduate Nursing Admissions and Advancement Committee reviews the student's request and academic record, and renders a decision regarding extension of the student's program completion.
3. The DNP student assumes responsibility for any/all fees or tuition resulting from a program completion extension.

Graduation

POLICY:

The student who has successfully completed all required DNP courses (or equivalent), track-specific practicum hours, and the DNP project is eligible for graduation. Students should anticipate and plan for special expenses associated with graduation.

PROCEDURE:

1. The Registrar's Office maintains formal course completion records.
2. The JoAnn McGrath School of Nursing & Health Professions maintains documented evidence of preceptor qualifications and completed practicum hours and successful DNP Project completion.
3. This student is responsible for maintaining and retaining documented evidence of completed practicum hours.
4. The Registrar's office notifies students of graduation processes.
5. The student meets financial obligations associated with graduation.

RESPONSIBILITY FOR CONTENTS OF THE DOCTOR OF NURSING PRACTICE STUDENT HANDBOOK, POLICIES, AND PROCEDURES

POLICY:

The DNP student is responsible to secure and maintain current knowledge of the JoAnn McGrath Alverno College School of Nursing and Health Professions' *Doctor of Nursing Practice Student Handbook, Policies, and Procedures*. A record of student acknowledgement of securing the Handbook and responsibility for knowing its contents will be maintained in the School office.

PROCEDURE:

1. Each year, the *Doctor of Nursing Practice Student Handbook, Policies, and Procedures* will be reviewed, revised as needed, and uploaded on the Alverno website. The DNP student is responsible for keeping up-to-date on all information, policies and procedures therein; content of the Handbook is subject to change without notice.
2. Upon admission to the DNP program, the student is accountable to obtain and read the *Doctor of Nursing Practice Student Handbook, Policies, and Procedures*, and sign and submit the required attestation of responsibility form (Appendix F) to the chair of the DNP program.

STUDENT CONFLICT RESOLUTION

POLICY:

All members of the Alverno community are expected to communicate in positive ways to resolve issues and conflicts. Communication and constructive controversy promote increased learning in a collaborative culture, encouraging better problem solving, creativity and involvement, and influencing individuals to view problems and issues from different perspectives and rethink their response. Constructive controversy is most productive in an atmosphere where individuals:

- make every attempt to first resolve conflicts with the person(s) involved;
- value controversy and different viewpoints;
- focus the controversy on ideas and determining the best direction or decision;
- are open to be influenced by new ideas and information;
- reflect on one's actions, thoughts and the reaction of others;
- communicate information accurately and clarify miscommunication; and
- recognize and communicate feelings as they relate to the issues being discussed.

All members of the Alverno academic community are expected to act in ways that contribute to a supportive academic environment. Students, faculty, and staff are expected to use skills in communication, social interaction, and problem solving in positive ways to resolve conflicts. The DNP student is accountable for academic progress using feedback and assessments of faculty and attempting to resolve conflicts with persons involved.

PROCEDURE:

There may be times when the DNP student disagrees with various policies or actions taken by individual faculty or staff members, Graduate Nursing Program Committees, or the JoAnn McGrath School of Nursing and Health Professions leadership. At times students may wish to share opinions in a formal way with the JoAnn McGrath School of Nursing and Health Professions, individual faculty, or staff member. The following procedures have been established to assist students in resolving problems and sharing viewpoints that may arise:

1. Clarify and describe the concern or viewpoint and consult any appropriate source materials, such as syllabi or handbooks, to ensure that the issue is clearly identified.
2. Approach the person (faculty, advisor, staff member, or peer) most directly involved with the concern and discuss it using any necessary documents (assignments, assessments, memos, handbook references, syllabi, etc.). If the student cannot resolve the conflict after talking to the person involved, the following steps are pursued:

- a. *If the conflict is course related:* The student contacts the faculty advisor and makes an appointment to discuss the concern. The faculty advisor assists the student in following the School procedures for conflict resolution.
 - b. *If the issue is one of academic progression:* The student contacts the faculty advisor and makes an appointment to discuss the concern. The faculty advisor assists the student in processing the concern through the Graduate Nursing Admission and Advancement Committee of the School.
 - c. *If the issue is a viewpoint, opinion, or concern related to the DNP Program:* The student clarifies and describes the opinion, viewpoint, issue, concern, and/or request by writing to the Director of Graduate Nursing Programs, providing supporting documentation if appropriate. As with any conflict, the conflict resolution procedures cited above are also available to the student.
 - d. *If the conflict is related to a situation outside the classroom or School:* The student submits a written description of the circumstances to the Dean of the School and the Dean of Students in the College. After an interview with those involved, the Dean of Students may convene a committee to deal with the issue.
3. If the student has a justifiable basis for not going directly to the person involved, a formal complaint can be made without having made an informal complaint. For more information, the student may contact the Dean of Students.
 4. If unsure about how to deal with the situation or if assistance is needed in how to proceed, the student may contact a member of the Student Affairs Staff to get assistance.

TEXTBOOK ORDERS

POLICY AND PROCEDURE:

Alverno is in partnership with MBS Direct to order textbooks. The link for Alverno is: <http://direct.mbsbooks.com/bookstore.mbsdirect.net/alverno.htm>. When books become live, students can pull up their book list by clicking the link at the bottom of the student's class schedule in Interactive Online (IOL). A limited selection of textbooks and workbooks printed on campus are also for sale in the A-Store (Bookstore), which is located in Founder's Hall (FO) Room 154, adjacent to La Verna Commons. For any questions about ordering books, please contact the A-Store at (414) 382-6505.

USE OF ALVERNO COLLEGE TECHNOLOGY

Be Ethical

It is expected that the DNP student accurately identifies self and affiliations; uses the Alverno College name only for official school business; and engages with Alverno College technologies for lawful purposes only.

Be Respectful:

It is expected that the DNP student does not share confidential information; does not send offensive communications or materials; and does not send chain letters, spam, or unsolicited advertisements.

Be Secure:

It is expected that the DNP student does not share personal passwords; changes passwords when prompted; and if using a personal computer, the student ensures that it has anti-virus software.

V. GENERAL INFORMATION

JOANN McGRATH SCHOOL OF NURSING & HEALTH SCIENCE PROFESSIONS DOCTOR OF NURSING PRACTICE PROGRAM COMMITTEE STRUCTURE

Graduate Nursing Admission and Advancement Committee (GNAA)

The GNAA committee reviews applicants for the graduate nursing programs and determines individual admissibility. It creates and monitors policies related to the admission and advancement of students into and through the DNP program. The Committee provides a forum for students requesting permission to deviate from a course of studies and petitioning review of their academic status. The GNAA collaborates with Alverno's Graduate Council to determine and implement processes to support Doctoral student admissions, advising, and determination of status.

Graduate Nursing Curriculum Committee (GNCC)

The GNCC is responsible for the development, implementation, and evaluation of graduate course syllabi, learning experiences, and key assessments of student performance that are appropriate to the graduate student's developmental level and congruent with graduate course and program outcomes. The GNCC is also responsible to assure the quality of the graduate program through implementation of the graduate curriculum evaluation plan.

Nursing Advisory Board (NAB)

The NAB is comprised of persons from Southeastern Wisconsin area health care systems, nursing education communities, other employers, and representatives from the other communities of interest. The NAB is responsible to provide advice to nursing faculty about curriculum, course projects and assessments, practice hours/preceptorships, and other issues as brought to the Board.



CRITERIA FOR EFFECTIVE WRITING
Communication Ability Department
(Adapted for Doctoral Students, 1/03; Update 2009)

In a given piece of writing, the student should show the following abilities to the level indicated:

Preliminary: Follows directions, Yes ___ No ___

1. Connects with audience through ESTABLISHING AND MAINTAINING CONTEXT (Clarifying, in a manner appropriate to a specified audience, limits of the situation and sources of thinking)

- L1 Gives audience some sense of focus and purpose (*What* am I telling *whom* and *why*?)
- L2 Throughout the writing, provides and maintains a sense of focus and purpose
- L3 Takes responsibility for own ideas and distinguishes them from those of others
- L4 Clearly articulates relationships between ideas/concepts out of an academic framework/theory and those out of her own thinking

Graduate Level: As a professional, shows awareness of one's own ideas as claims rather than truths in the context of disciplinary/professional discourse

2. Connects with audience through VERBAL EXPRESSION (word choice/style/ton— reflecting awareness of the audience's degree of knowledge, values, need for clarity, right to an opinion, and expectation of interest)

- L1 Uses language that shows some awareness of appropriate style/ton and varied word choice
- L2 Uses language that shows general awareness of appropriate style/ton and varied word choice — avoiding vague, empty, and condescending expression
- L3 Uses language that shows consistent awareness of appropriate style/ton and varied word choice
- L4 Uses language that reflects a *refined* awareness of the audience

Graduate Level: As a professional,

- Incorporates word choice/style/ton unique to a particular discipline or profession
- Shows awareness of ambiguity, e.g., that words/concepts may have different meanings for different audiences
- Maintains the individuality of the writer
- Communicates a sense of ongoing dialogue, common ground, and openness to other perspectives

3. Connects with audience through APPROPRIATE CONVENTIONS (usage, spelling, punctuation, capitalization, sentence structure, format, citing and documenting sources)

- L1 Generally follows appropriate conventions
- L2 Consistently follows appropriate conventions
- L3 Applies appropriate conventions to the expression of complex relationships
- L4 Shows a refined sense of appropriate conventions

Graduate Level: As a professional, attends to the stylistic requirements of a given discipline or profession

4. Connects with audience through PURPOSEFUL STRUCTURE (sense of introduction/development/conclusion; focusing by main point made; major/minor connections)

- L1 Presents a message with recognizable introduction, development, and conclusion
- L2 Establishes and maintains focus on a clear purpose, providing transitions to clarify relationships between most points of development
- L3 Without digression from the focus of the work, consistently articulates relationships between points of development
- L4 Maintains a refined sense of structure appropriate to disciplinary and/or professional contexts

Graduate Level: As a professional, maintains a refined sense of structure in relation to an academic framework integrated into that of a profession

5. Connects with audience through SUPPORT FOR A POSITION/DEVELOPMENT OF AN IDEA

- L1 Shows ability to use examples and/or evidence meaningful to audience
- L2 Supports most generalizations with examples and/or evidence meaningful to audience
- L3 Consistently develops ideas through appropriate use of generalizations, examples, and/or evidence
- L4 Develops ideas with appropriate depth, variety, and sufficient interest to engage audience

Graduate Level: As a professional, acknowledges contradictory or conflicting evidence

6. Connects with audience through ORIGINAL AND APPROPRIATE CONTENT (criteria may be further contextualized by instructor in discipline)

- L1 Articulates ideas accurately
- L2 Demonstrates appropriate application of designated or selected ideas
- L3 Identifies key elements that indicate understanding of frameworks/theories
- L4 Articulates original applications, syntheses, and/or evaluations of academic frameworks/ theories, validating them with substantiated thinking and appropriately using valid sources

Graduate Level: As a professional,

- Integrates academic frameworks/theories into the context of the profession
- Shows ability to challenge existing frameworks and/or approaches

7. SELF ASSESSMENT

- L1 Shows awareness of a few strengths and weaknesses in a written work, based on College criteria
- L2 Shows some understanding of development in writing ability, based on College criteria
- L3 Articulates, providing evidence, a realistic sense of writing performance in all criteria areas
- L4 Shows a refined sense of strengths and weaknesses in all criteria areas

Graduate Level: As a professional,

- Shows a refined sense of one's own strengths and weaknesses in all criteria areas, particularly in professional contexts
- Identifies plans for improvement related to one's own areas of weakness
- Shows awareness of the development of one's own understanding of one's own mental models



CRITERIA FOR EFFECTIVE SPEAKING
Communication Ability Department

(Adapted for Entering Doctoral Students, 1/03; Update 2009)

In a given speech, the student should show the following abilities to the level indicated:

Preliminary: Follows directions, Yes ___ No ___

1. Connects with audience through SPEAKING ON ONE'S FEET

- L1 Speaks to an audience for at least a minute with little reliance on scripted or memorized input
- L2 Communicates *to* an audience, long enough to suggest the speaker has internalized her message, with little reliance on scripted or memorized input
- L3 Communicates *with* the audience, giving the impression of both thinking and speaking spontaneously without reliance on scripted or memorized input
- L4 Gives a consistent impression of communicating *with* the audience without reliance on scripted or memorized input

Graduate Level: As a professional, gives a consistent impression of communicating with the audience without reliance on scripted or memorized input in a variety of job related contexts.

2. Connects with audience through ESTABLISHING AND MAINTAINING CONTEXT

(Clarifying, in a manner appropriate to a specified audience, limits of the situation and sources of thinking)

- L1 Gives audience some sense of focus and purpose (*What* am I telling *whom* and *why*?)
- L2 Throughout the presentation, provides and maintains a sense of focus and purpose
- L3 Takes responsibility for own ideas and distinguishes them from those of others
- L4 Clearly articulates relationships between ideas/concepts out of an academic framework/theory and those out of her own thinking

Graduate Level: As a professional, shows explicit awareness of one's own ideas as claims rather than truths in the context of disciplinary/professional discourse.

3. Connects with audience through VERBAL EXPRESSION (word choice/style/tones— reflecting awareness of the audience's degree of knowledge, values, need for clarity, right to an opinion, and expectation of interest)

- L1 Uses language that shows some awareness of appropriate style/tones and varied word choice
- L2 Uses language that shows general awareness of appropriate style/tones and varied word choice avoiding vague, empty, and condescending expression
- L3 Uses language that shows consistent awareness of appropriate style/tones and varied word choice
- L4 Uses language that reflects a *refined* awareness of the audience

Graduate Level: As a professional,

- Effectively incorporates word choice/style/tone unique to a particular discipline or profession
- Shows explicit awareness of ambiguity, e.g., that words/concepts may have different meanings for different audiences
- Maintains the individuality of the speaker
- Communicates a sense of ongoing dialogue, common ground, and openness to other perspectives

3. Connects with audience through EFFECTIVE DELIVERY (speaking with credibility demonstrated through adequate volume and voice projection, clear articulation, vocal variety, use of gestures/body language, eye contact, and projection of interest in topic and audience)

- L1 Speaks with some elements of effective delivery
- L2 Speaks with most elements of effective delivery
- L3 Speaks consistently with elements of effective delivery
- L4 Speaks with a refined repertory of effective delivery techniques

Graduate Level: As a professional, meets the delivery requirements of a given discipline or profession

4. Connects with audience through use of APPROPRIATE CONVENTIONS (usage, pronunciation, sentence structure, citing and documenting sources)

- L1 Generally follows appropriate conventions
- L2 Consistently follows appropriate conventions
- L3 Applies appropriate conventions to the expression of complex relationships
- L4 Shows a refined sense of appropriate conventions

Graduate Level: As a professional, meets the stylistic requirements of a given discipline or profession

5. Connects with audience through PURPOSEFUL STRUCTURE (sense of introduction/development/conclusion; focusing by main point made; major/minor connections)

- L1 Presents a message with recognizable introduction, development, and conclusion
- L2 Establishes and maintains focus on a clear purpose, providing transitions to clarify relationships between most points of development
- L3 Without digression from the focus of the speech, consistently articulates relationships between points of development
- L4 Maintains a refined sense of structure appropriate to disciplinary and/or professional contexts

Graduate Level: As a professional, maintains a refined sense of structure in relation to an academic framework integrated into that of a profession

6. Connects with audience through SUPPORT FOR A POSITION/DEVELOPMENT OF AN IDEA

- L1 Shows ability to use examples and/or evidence meaningful to audience
- L2 Supports most generalizations with examples and/or evidence meaningful to audience
- L3 Consistently develops ideas through appropriate use of generalizations, examples, and/or evidence
- L4 Develops ideas with appropriate depth, variety, and sufficient interest to engage audience

Graduate Level: As a professional, explicitly acknowledges contradictory or conflicting evidence

7. Connects with audience through CREATION and USE OF MULTI-MEDIA

L1 Incorporates a visual that is legible, understandable, and appropriate to topic and audience

L2 Purposefully creates and uses eye-appealing visuals to enhance presentation

L3 Smoothly incorporates high-quality and diverse media whose messages reflect the core concepts of a presentation

L4 Incorporates professional-quality media within a specific context to aid in clarifying, and enhancing the presentation of, ideas in relation to academic frameworks/theories

Graduate Level: As a professional, meets expectations for media quality for a given profession

8. Connects with audience through ORIGINAL AND APPROPRIATE CONTENT (criteria may be further contextualized by instructor in discipline)

L1 Articulates accurate representation of ideas

L2 Demonstrates appropriate application of designated or selected ideas

L3 Identifies key elements that indicate understanding of frameworks/theories

L4 Articulates original applications, syntheses, and/or evaluations of academic frameworks/theories, validating them with substantial thinking and appropriately using valid sources

Graduate Level: As a professional,

- Effectively integrates academic frameworks/theories into the context of the profession
- Thoughtfully challenges existing frameworks and/or approaches

9. SELF ASSESSMENT

L1 Shows awareness of a few strengths and weaknesses in a presentation, based on College criteria

L2 Shows some understanding of development in speaking ability, based on College criteria

L3 Articulates, providing evidence, a realistic sense of performance in all criteria areas

L4 Shows a refined sense of strengths and weaknesses in all criteria areas

Graduate Level: As a professional,

- Shows a refined sense of one's own strengths and weaknesses in all criteria areas, particularly in professional contexts
- Identifies reasonable plans for improvement related to one's own areas of weakness
- Shows explicit awareness of the development of one's own understanding of one's own mental models



CRITERIA FOR EFFECTIVE SOCIAL INTERACTION

Social Interaction Department

(Adapted for Entering Doctoral Students, 8/04)

1. Shaping and Working with a Task

- Clearly defines a problem identification process
- Accurately verbalizes a representation of the problem
- Clearly defines a decision-making process

2. Using Task Oriented Behaviors Appropriate to the Task

- Effectively exhibits task-oriented group behaviors such as leading, reinforcing, seeking information, etc.
- Listens analytically and affectively, trying to understand a speaker's frame of reference
- Provides appropriate information before, during and following meetings
- Thoughtfully includes multiple viewpoints in a discussion
- Effectively demonstrates planning and implementation strategies for decisions
- Effectively uses strategies to explore a wide range of possibilities, thus avoiding 'group think'
- Thoughtfully utilizes group techniques to promote effective decision making
- Effectively demonstrates consensus building skills
- Reflectively draws upon an understanding of power dynamics to effectively lead and participate in groups
- Effectively uses conflict management strategies to create win-win results

3. Using Interpersonal Behaviors Appropriate to a Situation

- Effectively exhibits interpersonal behaviors such as using 'I' statements, verbalizing feelings, etc.
- Uses effective repertoire of non-verbal body language to communicate positively
- Effectively creates a physical environment conducive to the groups needs
- Consistently behaves proactively
- Consistently creates patterns of dialogue that are healthy for group participants

4. Using Reflection for Personal Growth in Task Oriented and Interpersonal Behaviors

- Thoughtfully uses feedback to others to improve group skills
- Accurately self-assesses own performance related to both task and interpersonal behaviors
- Consistently views feedback as a means of strengthening relationships and/or accomplishing the task
- Thoughtfully reflects on stages of group development to analyze impact of own and others' behavior



HEALTH INSURANCE COVERAGE

I understand that it is strongly recommended that Doctor of Nursing Practice Student carry health insurance to cover any unforeseen incidents that might be experienced during clinical practicums. I further understand that coverage is available at a reasonable cost through Alverno College. (Information regarding that coverage is available through the Student Affairs Department located in FO 119.

DNP student printed name

DNP student signature

Date



DNP Student Professionalism Rubric

Student Name: _____ Course: DNP _____ Date: _____

Faculty Name: _____ Semester: _____

Criteria <i>The DNP student:</i>	Evidence:
consistently demonstrates self-discipline and responsibility for timely attendance of all scheduled classroom and practicum experiences.	____Met Concerns*
consistently completes course assignments in accordance with faculty directions and scheduled due dates, proofreading and editing own work prior to submission.	____Met Concerns*
initiates timely communication with faculty regarding attendance and/or assignment concerns.	____Met Concerns*
consistently uses appropriate language, interacts in a professional manner, and shows respect for others.	____Met Concerns*
consistently accepts equal responsibility for the timely completion of group assignments and supports others in doing the same.	____Met Concerns*
consistently demonstrates ethical behavior, upholding the highest standards of academic integrity (crediting original sources, observing copyright law, etc.) and protecting human rights to privacy, confidentiality, and self-determination.	____Met Concerns*

*FACULTY: If concerns regarding professionalism are noted, please attach documentation of student-faculty meetings and/or communication regarding the student’s behavior as well as a proposed action plan to address the concerns. Send the completed form and proposed action plan to the Director of Graduate Nursing Programs.



DOCTOR OF NURSING PRACTICE STUDENT HANDBOOK, POLICIES AND PROCEDURES: STUDENT ATTESTATION OF RESPONSIBILITY

By signing this statement, I acknowledge that:

- I have secured and read the *Doctor of Nursing Practice Student Handbook, Policies, and Procedures*, and
- I am responsible for knowing its content, including the policies and procedures therein.

DNP student printed name

DNP student signature

Date