



**Saint Mary's
College**

NOTRE DAME, IN

**DOCTOR OF
NURSING PRACTICE PROGRAM**

**GRADUATE STUDENT
HANDBOOK**

Preface

The DNP Student Handbook, a crucial resource, has been crafted to provide each student with comprehensive information specific to the curriculum, student rights, and resources related to nursing students. It is designed to align with the Saint Mary's College Bulletin, which houses all academic policies approved by the College Graduate Committee. Please note that the content of this handbook does not supersede information provided in the College Bulletin, nor does it constitute a contract between the Department of Nursing Science and its students. In the event of any conflict with more current practice, the latter will prevail. Students will be promptly notified of any changes through their Saint Mary's email account.

Student Responsibility

As graduate students, it is your responsibility to be familiar with the contents of this handbook. You are accountable for the information provided. Please be aware that this handbook is subject to updates, which are reviewed annually by the Graduate Nursing Faculty Committee (GNFC). Students will be notified via email of any substantial policy changes that occur midyear.

Student Handbook

The DNP Student Handbook, a valuable resource, is readily accessible on the Blackboard website. We encourage you to refer to it regularly for the most up-to-date information.

Accreditation

The Doctor of Nursing Practice Program at Saint Mary's College is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

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CHAPTER 1

History of the College

The mission statements for the College and the Department of Nursing Science (DNS) are based on the history of the college. In 1843, University of Notre Dame founder Father Edward Sorin wrote to his superiors, Father Basil Anthony Moreau, to request that he send Sisters to a new mission in the wilderness of northern Indiana “to look after the laundry and the infirmary...and also to conduct a school, perhaps even a boarding school.” Four Holy Cross Sisters answered the call, and after a 40-day voyage from Le Mans, France, they arrived on May 30, 1843. They established the first school and novitiate in 1844, just north of South Bend, Ind., in Bertrand, Michigan.

Answering the needs of their community, the Sisters taught orphan girls and ministered to the poor and the sick. Under Mother Angela Gillespie, the first American to head Saint Mary’s Academy, the school moved to its present site in northern Indiana in 1855.

In 1908, the charter for Saint Mary’s Academy was amended to authorize the legal existence of a college, and Mother Pauline O’Neill, then director, became the college’s first president. Known as the “builder for God” because of the unprecedented growth during her tenure, Mother Pauline’s most notable accomplishment –Le Mans Hall- still stands as the most recognizable symbol of Saint Mary’s.

The distinguished tenure of Sister Madeleva Wolff began in 1934. She reminded leaders that “the essence of our college is not its buildings, its endowment fund, its enrollment, or even its faculty; the essence is the teaching of truth.” Some of her most tangible contributions included the establishment of the School of Sacred Theology, which provided a doctoral degree, and the construction of the Moreau Center for the Arts. Sister Madeleva was known for her poetry, her eloquence, and her outspokenness. The Madeleva Society, composed of special benefactors of the College, bears her name, as does the Madeleva Memorial Classroom Building and the Madeleva Lecture Series.

Saint Mary’s College has embraced the mission envisioned by Father Moreau since its founding in 1844 and has continued to make real in the lives of students and alumni its core values: learning, community, faith and spirituality, and justice. From modest beginnings as a boarding school teaching and ministering to orphans, to offering seven bachelor’s degrees and boasting more than 18,000 living alumni, the College has continued to grow and prosper as a Catholic women’s college in the liberal arts tradition.

Beginning in 2015, Saint Mary's College began offering graduate degrees in nursing, data analytics, and speech-language pathology. The expansion of educational programming is predicated on the college's long-standing responsiveness to the needs of the community, in addition to the commitment to academic excellence. Notably, graduate education at Saint Mary's is not restricted to women. The Doctor of Nursing Practice (DNP) programs are an extension of the core values in preparing nurses to advance their nursing skills, engage in advanced knowledge acquisition, and provide leadership in a continuously evolving healthcare ecosystem.

Welcome to the DNP Program

The Department of Nursing Science welcomes you to our learning community. Your faculty recognizes that professional nurses are committed to lifelong learning. As you embark on a transformative journey that will shape your work as a nurse, your faculty joins your team in this lifelong learning process. This handbook provides relevant information, policies, and practices to support successful knowledge acquisition and goal attainment for the BSN to DNP and MSN-APRN to DNP programs. Notably, this handbook should be used in conjunction with the [Saint Mary's College Bulletin](#), which contains all student policies approved by the College Graduate Committee. The DNS adheres to the college-approved policies.

Mission: Saint Mary's College, DNS, and DNP Program

The Mission of the College and the DNS guided the development of the model and together provided the overall goals and program outcomes for the DNP programs.

Saint Mary's College Mission Statement

Founded by the Sisters of the Holy Cross in 1844, Saint Mary's College promotes a life of intellectual vigor, aesthetic appreciation, religious sensibility, and social responsibility. Saint Mary's is a Catholic, residential, women's, Liberal Arts College offering undergraduate degrees and co-educational graduate programs.

A pioneer in the education of women, the College fosters an inclusive, academic community where students discover and develop their talents as they prepare to make a difference in the world. All members of the College contribute to this mission in their response to the complex needs and challenges of contemporary life. –revised 2018

Mission of the Department of Nursing Science

The mission statement of the DNS is congruent with the fundamental concepts of the college mission. The mission statement of the DNS guided the development of the DNP program outcomes and is as follows:

Mission: Congruent with the Mission of Saint Mary's College, the Department of Nursing Science is a learning community composed of students, faculty, staff, and healthcare professionals. The community supports each other in preparing competent, empowered professional nurses at all levels, assuming leadership roles, promoting health and healing for diverse persons, communities, and healthcare systems. The learning community fosters scholarship, clinical judgment in nursing practice, spiritual inclusion and ethical decision making, lifelong learning, and an obligation to social responsibility and service.

Core Values

Congruent with the core values of Saint Mary's College, the Department of Nursing Science empowers lifelong learners to actively engage in the process of personal and professional transformation through these values:

- *Learning*
- *Community*
- *Faith/Spirituality*
- *Justice*
- *Diversity and Inclusion*
- *Leadership with Integrity*

DNP Program Goals

1. To educate professional nurses who demonstrate ethical leadership and vision while using effective communication and data-based, innovative strategies to transform health care systems, improve nursing practice through translation of evidence, and improve health outcomes.
2. To educate professional nurses to advocate for social justice, to work to decrease health disparities, to increase access to health care, and to embrace human differences that include cultural and spiritual uniqueness and the dignity of all people.
3. To educate professional nurses to become nurse practitioners who will practice both independently and collaboratively as members of healthcare teams to provide direct and state of-the-art healthcare to improve the health of individuals, families, and communities.

DNP Program Outcomes

The Curricular model and the program goals are congruent and support the Program Outcomes for the DNP program. The program outcomes are reflected in the course content throughout every course taken by students and are reflected in the course evaluations.

1. Translate scientific evidence aimed at improving clinical practice and health outcomes.

2. Synthesize and integrate evidence-based advanced practice clinical care management within a collaborative, cultural, and spiritual context for individuals, families, and/or populations.
3. Innovate and champion collaborative initiatives for health promotion, disease prevention & health equity through evidence-based translational scholarship.
4. Lead the interprofessional team in synthesizing and translating innovative nursing knowledge, steering transformative healthcare advancements through scholarly inquiry and evidence-based practice.
5. Synthesize and integrate established and emerging quality improvement principles to foster optimal outcomes by reducing potential harm to patients and providers.
6. Cultivate advanced communication skills and collaboration strategies that foster a transformative interprofessional team approach.
7. Innovate and orchestrate clinical practice within complex healthcare systems, leveraging multi-disciplinary expertise and resources to foster transformative changes for social justice, equity, and ethical policies in health systems.
8. Utilize entrepreneurial principles, comprehensive data analytics and emerging technologies to make informed decisions, facilitate interdisciplinary communication, and spearhead initiatives that elevate healthcare services' quality, safety, and efficiency.
9. Embody an exemplary professional advanced practice nursing identity that reflects the highest levels of accountability and ethical standards.
10. Practice continuous self-reflection and lifelong learning, leveraging a rich foundation of knowledge, critical thinking, evidence-based practice, professional development, and self-care strategies.

The linkage between *The Essentials: Core Competencies for Professional Nursing Education (2021)* and the *National Task Force on Quality Nurse Practitioner Education (2022)* may be found here: [Congruency Table BSN MSN DNP \(final\)](#)

Overview of the Doctor of Nursing Practice (DNP) Program

The DNP is the terminal clinical degree in nursing. Saint Mary's College offers multiple pathways to this highly sought-after degree: The BSN to DNP, MSN-APRN to DNP degree. Saint Mary's College can also accept students and accommodate individual plans for who are RNs with a masters degree in nursing

The BSN to DNP program is designed for the Registered Nurse who has earned the BSN or MSN Entry to Practice degree. This program has two clinical tracks: the Family Nurse Practitioner and Adult Gerontology Acute Care Nurse Practitioner track. Both clinical tracks are designed to provide nurses with the opportunity to pursue advanced knowledge acquisition and clinical practice in nursing.

The MSN-APRN to DNP program is designed for Advanced Practice Registered Nurses who have earned an MSN degree and wish to develop their expertise in clinical scholarship further.

The curriculum is guided by a comprehensive curricular model that includes the standards that comprise *The Essentials: Core Competencies for Professional Nursing Education (2021)* and the *National Task Force on Quality Nurse Practitioner Education (2022)*. The programs offer an innovative approach to DNP education through a curriculum that is planned to develop professional nurse leaders who will improve the quality of health care, patient health outcomes, and health policy through sustainable innovation grounded in available data. The Department of Nursing Science (DNS) mission statement emphasizes the human need and caring for underserved and disadvantaged populations. We encourage students to engage in clinical learning experiences that focus on caring for the poor in sites with a majority of underserved and Medicaid patients as a portion of their clinical rotations.

In Fall 2024, Saint Mary's College launched a groundbreaking and innovative Certificate in Geriatric Neuropsychiatry. Designed to address the growing need for specialized mental health care among older adults, this program aims to expand access to care while providing Advanced Practice Registered Nurses (APRNs) with the opportunity to deepen their expertise in this critical subspecialty. The certificate equips APRNs with advanced knowledge and skills to better assess, diagnose, and manage neuropsychiatric conditions in geriatric populations.

Doctor of Nursing Practice

BSN to DNP Program and MSN entry (RN) to DNP

Students enrolled in the BSN to DNP program will complete their program of study within 11 semesters across 4 years, completing a total of 84 credit hours. *Saint Mary's College MSN entry (RN) to DNP students have the ability to transfer credits from their MSN program and may be able to begin their DNP course work while obtaining their MSN. Students are required to complete a minimum of 1,180 supervised hours; 780 hours are earned through faculty-supervised direct patient care with individuals and families within the scope of each clinical track, and 400 indirect hours are earned by developing a doctoral-level translational scholarship project in the DNP Innovation Project practicum courses. The increase in required direct patient care hours from the previous curriculum (changed in 2023) is in alignment with the National Task Force on Quality Nurse Practitioner Education [2022 Standards for Quality Nurse Practitioner Education \(6th ed\)](#). BSN to DNP Students also may opt to obtain the certificate in Geriatric Neuropsychiatry while obtaining their DNP.

MSN-APRN to DNP Program

The MSN-APRN to DNP program is offered to Advanced Practice Registered Nurses (nurse practitioners, clinical nurse specialists, or midwives) who wish to complete the clinical doctorate degree. The program is completed over 6-8 semesters. The current standard for completion of DNP education is a minimum of 1,000 supervised direct and indirect hours. Therefore, APRN applicants must provide a statement from their MSN program stating the number of direct patient care hours that were completed in that program. Graduates in the MSN-APRN to DNP program will complete a minimum of 400 supervised DNP practicum indirect hours; additional practicum hours will be individualized to the needs of the student. MSN-APRN to DNP students also may opt to obtain the certificate in Geriatric Neuropsychiatry while obtaining their DNP.

Certificate in Geriatric Neuropsychiatry

Launched in Fall 2024, the Certificate in Geriatric Neuropsychiatry at Saint Mary's College is a pioneering graduate-level program designed to address the urgent and growing need for specialized mental health care for older adults. Developed in partnership with Guidestar Eldercare, a nationally recognized leader in geriatric behavioral health services, this innovative program provides Advanced Practice Registered Nurses (APRNs)—including nurse practitioners and clinical nurse specialists—with the opportunity to gain advanced clinical expertise in this vital subspecialty.

The program equips APRNs to effectively assess, diagnose, and manage complex neuropsychiatric conditions common in geriatric populations, such as dementia, delirium, depression, anxiety, and late-onset psychosis. Through a curriculum that integrates current research, psychopharmacology, and behavioral interventions, students will gain the skills necessary to provide comprehensive, person-centered mental health care to older adults in a variety of healthcare settings.

This one-year certificate program is offered on a part-time basis to accommodate working professionals and is exclusively available to licensed APRNs or current Saint Mary's College DNP students seeking to deepen their clinical knowledge and expand their scope of practice. The collaboration with Guidestar Eldercare enriches the program by providing access to expert faculty, real-world clinical perspectives, and evidence-based approaches rooted in decades of geriatric psychiatric care.

Graduates of the program will be well-positioned to lead and innovate in settings such as primary care practices, long-term care facilities, outpatient mental health clinics, and community-based elder care services. The certificate not only supports professional growth but also contributes to improving access to quality neuropsychiatric care for one of the most vulnerable and underserved populations.

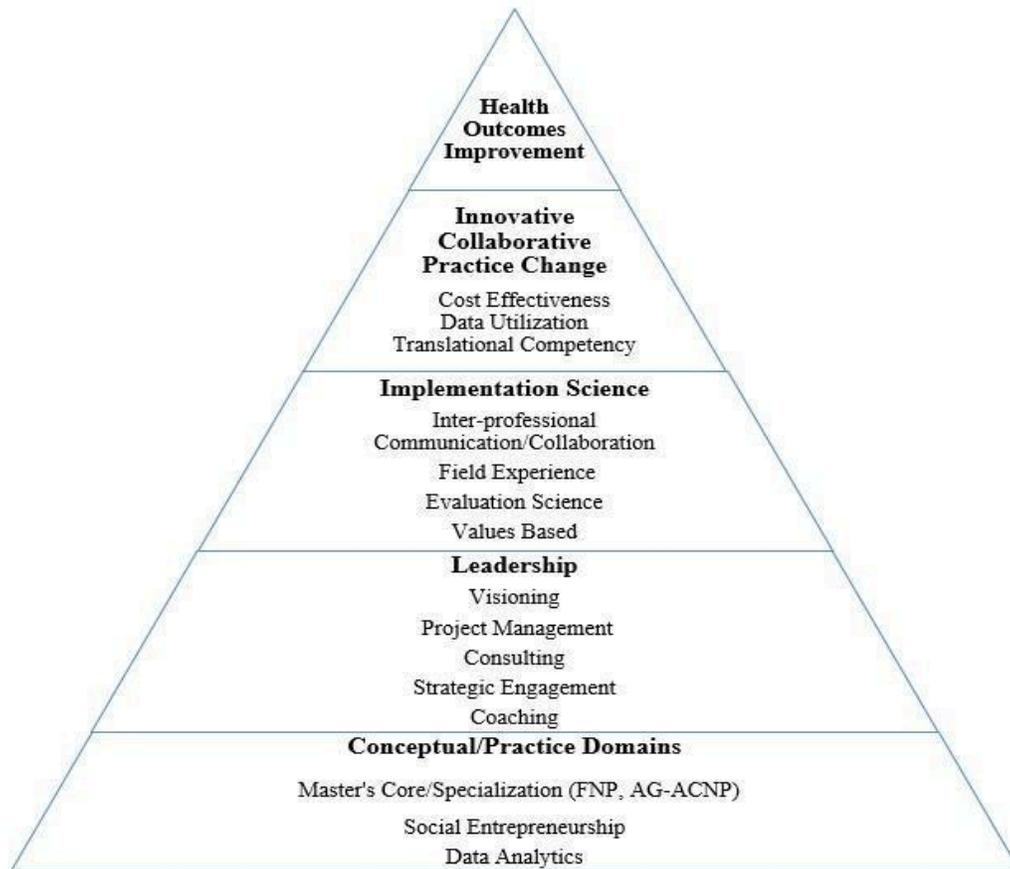
Hybrid program

The hybrid nature of this program supports nurses who work while pursuing an advanced degree. Although most of the coursework is delivered online, students are required to attend an on-campus immersion conducted each semester.

Conceptual Curricular Model for the DNP Programs

The curriculum has been carefully planned to support progressive knowledge acquisition and practicum learning experiences. It introduces the concepts of social entrepreneurship and data analytics. The conceptual framework and definitions of its components are reflected in the goals of the DNP programs and the DNP Program Outcomes.

Conceptual Curricular Model for the DNP Program



The components of the curricular model are defined to promote further understanding of the model are defined to promote further understanding of the model:

Innovative Collaborative Practice Change:

- 1. Cost Effectiveness:** Mindful assessment and responsible inter-professional planning for the use of economic and human resources, goods, and services to achieve improvement in health care quality, meet new challenges, and redress inequities in the delivery of care.
- 2. Data Utilization:** The collaborative process of obtaining and applying data-based evidence for pioneering healthcare transformation and quality improvement to inform effective, safe, and efficient care redesign.
- 3. Translational competency:** The ability to move data-based knowledge into clinically useful forms that are implemented across healthcare teams within the context of a system and measured by the meaningful impact on outcomes and performance.

Implementation Science:

- 1. Inter-professional communication/collaboration:** The engagement in open and honest communication between healthcare providers, individuals, and their families, and the community in a context of shared values in a collaborative model of practice that builds trust and mutual respect is consistent and is visibly supportive
- 2. Field Experience:** Engagement with healthcare stakeholders to critically examine organizational and healthcare issues and develop strategies for meaningful change at the local and national levels.
- 3. Evaluation Science:** The systematic use of substantive knowledge about a phenomenon under investigation to 1) develop and improve organizations focused on preventing and solving a wide range of pressing human concerns and problems; 2) to aid decision-making; 3) to facilitate organizational learning and change; 4) to meet transparency and accountability needs; 4) to utilize theory based methods to evaluate knowledge to provide to determine merit, worth, and impact.
- 4. Values Based:** A process of assessment of the operational integration of the mission and values of individuals, communities, and organizations that results in an understanding of the unique value and informs collaborative efforts to work together for beneficial change within a system/organization.

Leadership:

- 1. Visioning:** A process of establishing an innovative, forward-thinking interprofessional approach to a challenge/problem to identify goals, plan interventions, and solve problems that will “challenge prevailing wisdom” and guide the profession and the organization into the future.
- 2. Project Management:** A systematic process, informed by strong communication skills, to engage in a team approach to assess, plan, organize, motivate, and control resources,

protocols, and procedures to bring about beneficial change and added value to improve health outcomes.)

3. **Consulting:** Active engagement as a theoretical and clinical expert to create an engagement culture in the continual process of the analysis of key concepts of patient access, quality, safety, health care delivery, cost, communication, and organizational systems to create sustainable change based on the strengths and challenges of the patient/system.
4. **Strategic Engagement:** Collaborative, focused interactions with key stakeholders that result in ongoing, value-based benefits to communities through innovative, sustainable change.
5. **Coaching:** Using person-centered communication skills to engage in an innovative process with stakeholders that facilitates healthy, sustainable change based on client/system wisdom and values to move goals to action.

Conceptual/practice domains:

1. **Master's core:** Completion of coursework and clinical practice to meet the requirements of NONPF for eligibility for national certification as a Family Nurse Practitioner or Adult-Gerontology Acute Care Nurse Practitioner.
2. **Social Entrepreneurship:** Individuals who assume the role of the social entrepreneur are called to adopt a mission to create and sustain social value, demonstrate dedication to opportunities to serve the mission, engage in a process of continuous innovation, adaptation, and learning, act boldly without being limited by current resources, demonstrate accountability to the constituencies served and for the outcomes resulting from the process (Dees, 2001).
3. **Data Analytics:** A process and set of strategies central to the DNP's role as translator/analyst that reduce error in data collection, measurement, and analysis and increase the team's confidence in the consistent, quality evaluation of translation's impact.

CHAPTER 2

Curriculum and Academic Policies DNP Core Directors and Staff

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About the Program

The DNP Program at Saint Mary's College offers a unique, innovative, and state-of-the-art program of study that prepares students as clinical scholars in one of two clinical focus areas. Primary and Acute Care Nurse Practitioners provide holistic health care based on the best evidence, with a strong focus on health promotion, disease prevention, diagnosis, and treatment. Nurse practitioners in both roles are experts at implementing education strategies that optimize the patient's ability to heal.

The American Association of Colleges of Nursing (AACN) and the National Organization of Nurse Practitioner Faculties (NONPF) note that the scope of practice of these roles is not reflected in where care is delivered but rather in the type of care that is delivered. The fundamental difference between primary care and acute care nurse practitioners is found in the type of relationship these providers have with their patients:

Primary care is characterized by long-term, chronic, comprehensive, and continuous care that is holistic in nature. Primary care providers work in a collaborative and interprofessional environment as they facilitate referrals for additional services for patient needs that are beyond the provider's area of expertise.

Family Nurse Practitioner: Educated to provide continuous primary care to individuals and families across the lifespan. The focus is on family-centered care across the spectrum of wellness to illness, including preventive, chronic, and acute care.

Acute care is characterized by restorative care that occurs in time-sensitive and rapidly changing clinical conditions for patients with unstable chronic conditions, complex acute illnesses, and critical illnesses. Acute care providers work in a collaborative and interprofessional environment as they facilitate referrals for additional services for patient needs that are beyond the provider's area of expertise.

Adult-Gerontology Acute Care Nurse Practitioner: Educated to provide care to individuals from late adolescence (age 15) to frail older adults with acute, critical, and complex health problems. The focus is on individuals who "provide continuous and comprehensive advanced nursing care to acutely ill adult-gerontology patients (young adults, older adults and frail elderly) experiencing episodic illness, exacerbation of chronic illness or terminal illness" (AACN, 2025).

Admissions Information

Admission to the Doctor of Nursing Practice program is competitive. Applicants may apply for one of three programs available: Post BSN to DNP, MSN entry (RN) to DNP, or Post MSN to DNP. A complete application for graduate admission at Saint Mary's College consists of the following requirements:

- Application form and application fee
- Official transcripts from all colleges and universities previously attended
- All information included in the Admission Requirements information (listed below)
- Signed Essential Abilities Policy Form

Admissions Requirements for BSN to DNP OR MSN entry (RN) to DNP

- The most competitive applicants will have graduated with a 3.0 cumulative GPA or higher from a prelicensure (BSN or MSN entry to nursing practice) program that is fully accredited.
- Official transcripts from all higher education institutions attended.
- Recent statistics course. If it has been more than 7 years since taking the statistics course, a refresher course is highly recommended.
- Unencumbered license or eligibility for RN licensure in the state where clinical coursework hours will be completed. Licensure must be obtained by the end of the first semester of the DNP program. Failure to fulfill this requirement will require the student to take a leave of absence until RN licensure is obtained.
- 3 Letters of recommendation, one from previous graduate-level faculty if applicable.
- Personal essay statement that reflects on the DNP role and the chosen clinical track.
- A current resume or CV
- Personal interview(s) with faculty (if the admission committee requests).

Admission Requirements for Post MSN-APRN to DNP

- The most competitive graduates will have a cumulative GPA of 3.0 or higher from a nationally accredited post-licensure master's level APRN program.
- A statement from the MSN program with the number of direct patient care clinical hours completed must be submitted to Scarlet Spain, Director of DNP Programs.
- Official transcripts from all higher education institutions attended.
- Graduate-level statistics course within the last 5 years. Students who have yet to complete this course will take it in their first semester.
- Unencumbered Registered Nurse and APRN licensure (nurse practitioner, clinical nurse specialist, midwife).
- Certification as an Advanced Practice Registered Nurse.
- 2 Letters of recommendation, one from previous graduate-level faculty.
- Curriculum vitae.
- Statement of purpose.

Admission Requirements for Certificate in Geriatric Neuropsychiatry

- Certification as an Advanced Practice Registered Nurse.
- 2 Letters of recommendation, one from previous graduate-level faculty.
- Curriculum vitae.
- Statement of purpose.
- Unencumbered Registered Nurse and APRN licensure (nurse practitioner, clinical nurse specialist, midwife).

Standardized Testing Requirements:

Official TOEFL (80) or IELTS (6.5) scores are required for all applicants for whom English is a second language unless the undergraduate degree was earned at an institution where English was the primary language of instruction.

The Doctor of Nursing Practice program does not require any additional standardized tests.

Admission Decisions

A Graduate Admission Committee made up of program faculty members, will review all applications and make admissions decisions on a rolling basis.

Applications may be:

- Held for additional information and reviewed once the information requested is received.
- Accepted.

- Accepted conditionally, pending:
 - Successful completion of baccalaureate or master’s degree.
 - Achievement of 80 on the TOEFL or 6.5 on IHEELTS.
 - Successful completion of prerequisite courses with a grade specified by the graduate program director.
- Denied.
- Waitlisted.

Admission decisions will be communicated from the Graduate Admissions Office. All admission decisions are final and may not be appealed.

Matriculation

Accepted students must confirm their intention to enroll by submitting an enrollment deposit. Enrollment deposits are not refundable.

The Office of Graduate Admission reserves the right to rescind an offer of admission if an application is found to be fraudulent or to include plagiarism. Offers of admission may also be rescinded if final grades from courses in progress at the time of admission are judged to be significantly lower than the level of achievement presented in the rest of the academic record.

Retention of Records

All application documents submitted by applicants are imaged and indexed in the student information system. For matriculating students, paper documents, when submitted, are given to the Graduate Programs Office (and the Office of the Registrar) at the beginning of the student’s first term and become part of his/her student record.

Deferrals

Upon request, Saint Mary’s may grant a deferral to accepted students whose plans change before they are able to enroll. It is assumed that the academic record will remain unchanged during the deferral period. Deferral requests must be submitted in writing to the Director of the DNP Programs and are only granted for one year. A student in deferral status who completes coursework in any other program must provide a transcript for that work. Students who wish to defer admission for more than one year must reapply to the program.

Transfer Admission

Saint Mary's College allows applications from students who have already earned graduate school credits at another institution. Applicants must request transfer credits at the time of application. Transcripts will be reviewed as part of the admission process, and the applicant will be notified at the point of admission if transfer credits will be applied toward the Saint Mary's College degree. Only credits from accredited graduate programs, with a grade of B or better, will be reviewed for transfer. A BSN to DNP student may transfer no more than six semester hours or its equivalent (within the last five-year period) from an unfinished graduate program. The DNP Program Director will review the transcripts of an MSN-APRN to DNP student to determine the number of credits that will be accepted for transfer.

Program Degree Plans: All Clinical Tracks Program Requirements

BSN to DNP OR MSN entry (RN) Curriculum:

84 credit hours

780 supervised direct patient care hours

400 DNP practicum hours

1,180 total supervised hours (direct patient care + DNP Practicum Project hours)

MSN-APRN to DNP

33-36 credit hours

Number of supervised direct patient care hours transferred from clinical MSN Program

Minimum of 400 DNP practicum hours

1,000 total supervised hours

Legend:

Didactic hours: 1 didactic hour = 1 class hour.

Direct patient care hours: 1 clinical hour = 60 direct patient care contact hours

DNP Practicum Project hours: 1 DNP practicum hour = 40 DNP Practicum hours

Note: Every didactic hour requires a minimum of 4 hours of independent preparation. Therefore, a 3-hour didactic course will require a minimum of 12 hours per week of reading, thinking, and writing.

Track Key:

FNP: Family Nurse Practitioner

AG-ACNP: Adult-Gerontology Acute Care Nurse Practitioner

BSN to DNP OR MSN Entry (RN) to DNP Program Degree Plan

*MSN Entry students will have many credits transferred into the DNP program directly.

	Fall 6.5 credit hours	Spring 6 credit hours	Summer 6 credit hours
1st Year 18.5 credit hours	<p>NURS 600 Communication and Relationship Centered leadership (3 cr)</p> <p>NURS 620 Human Population Ecology (3 cr)</p> <p>Immersion: NURS 601 Introduction to the APRN Role (0.5 cr)</p>	<p>NURS 612 Social Entrepreneurship and the Business of Health Care (3cr)</p> <p>NURS 725 Quality Effectiveness and Safety in Organizational Systems (3 cr)</p>	<p>NURS 602 Philosophical and Ethical Foundations for the Advanced Nursing Practice Role (3cr)</p> <p>NURS 610 Healthcare Policy and Advocacy (3cr)</p>
	Fall 8 credit hours	Spring 9 credit hours	Summer 6 credit hours
2nd Year 23 credit hours	<p>NURS 644 Advanced Physiology & Pathophysiology (3cr)</p> <p>NURS 622 Statistics for Health and Biological Sciences (3 cr)</p> <p>NURS 633 Health Promotion for Population Health (2 cr)</p>	<p>NURS 651 Advanced Pharmacology (3cr)</p> <p>NURS 670 Data Analytics and Outcomes Improvement (3cr)</p> <p>NURS 604 Evidence-based Practice 1: Evidence Synthesis for Practice (3 cr)</p>	<p>NURS 688 Advanced Health Assessment and Diagnostic Reasoning (3cr)</p> <p>NURS 724 Advanced Clinical Studies: Population-Based Mental Healthcare Across the Lifespan (2 cr)</p> <p>NURS 682 Procedures for Advanced Practice Registered Nurses (1 cr)</p>
	Fall 9 credit hours	Spring 9 credit hours	Summer 6 credit hours
3rd Year 24 credit hours	<p>NURS 624 Evidence-based Practice II: Translation of Evidence for Practice (3cr)</p> <p>Clinical courses</p> <p>FNP students: NURS 710 Advanced Clinical Studies: Primary Care NP 1 (6 cr: 3cr didactic; 3 cr clinical =180 clinical direct patient care hours)</p> <p>AG-ACNP students: NURS 717 Advanced Clinical Studies: Acute Care NP 1 (6 cr: 3cr didactic; 3 cr clinical =180 clinical direct patient care hours)</p>	<p>NURS 701 DNP Practice Innovation 1 (3 cr: 100 DNP practicum hours).</p> <p>Clinical courses</p> <p>FNP students: NURS 722 Advanced Clinical Studies: Primary Care NP 2 (6 cr: 3cr didactic; 3 cr clinical =180 clinical direct patient care hours)</p> <p>AG-ACNP students: NURS 721 Advanced Clinical Studies: Acute Care NP 2 (6 cr: 3cr didactic; 3 cr clinical =180 clinical direct patient care hours)</p>	<p>NURS 702 DNP Practice Innovation II (3 cr: 100 DNP practicum hours)</p> <p>NURS 718 Resource and Practice Management (3 cr)</p>

	Fall 9 credit hours	Spring 9.5 credit hours	
4th Year 18.5 credit hours	<p>NURS 703 DNP Practice Innovation 3 (3 cr: 100 DNP practicum hours)</p> <p>Clinical courses-FNP students:</p> <p>NURS 730 Advanced Clinical Studies: Primary Care 3 (6 cr: 3cr didactic; 3 cr clinical =180 clinical direct patient care hours)</p> <p>AG-ACNP students: NURS 726 Advanced Clinical Studies: Acute Care NP 3 (6 cr: 3cr didactic; 3 cr clinical =180 clinical direct patient care hours)</p>	<p>NURS 704 DNP Practice Innovation 4 (3 cr: 100 DNP practicum hours)</p> <p>Immersion: NURS 750 Preparation for the APRN Role (0.5 cr)</p> <p>Clinical courses-FNP students:</p> <p>NURS 770 Advanced Clinical Studies: Primary Care Capstone (6 cr: 2cr didactic; 4 cr clinical =240 clinical direct patient care hours)</p> <p>AG-ACNP students: NURS 772 Advanced Clinical Studies: Acute Care NP Capstone (6 cr: 2cr didactic; 4 cr clinical =240 clinical direct patient care hours)</p>	

MSN-APRN to DNP Curriculum, Social Entrepreneurship Track Sample Degree Plan

MSN APRN to DNP Sample Degree Plan

Year 1	Fall Semester 6 credits	Spring Semester 6 credits	Summer Semester 3 credits
15 credits	<p>NURS 620 Human Population Ecology (3 cr.) For those who need it:</p> <p>NURS 622 Statistics for Health and Biological Sciences (3 cr)</p>	<p>NURS 612 Social Entrepreneurship and the Business of Health Care (3cr.)</p> <p>NURS 670 Nursing Informatics & Data Driven Decision Making (3cr.)</p>	<p>NURS 602 Philosophical & Ethical Foundations for the Advanced Nursing Practice Role (3 cr.)</p>
Year 2	Fall Semester 3 credits	Spring Semester 6 credits	Summer Semester 6 credits
15 credits	<p>NURS 624 Evidence-Based Practice II: Translation of Evidence for Practice (3cr.)</p>	<p>NURS 701 DNP Practice Innovation 1 (3 cr.: 100 DNP practicum hours)</p> <p>NURS 725 Quality Effectiveness and Safety in Organizational Systems (3 cr)</p>	<p>NURS 702 DNP Practice Innovation 2 (3 cr.: 100 DNP practicum hours)</p> <p>NURS 718 Resource and Practice Management (3 cr)</p>
Year 3	Fall Semester 6 credits	Spring Semester 3 credits	
6 credits	<p>NURS 703 DNP Practice Innovation 3 (3 cr.: 100 DNP practicum hours)</p>	<p>NURS 704 DNP Practice Innovation 4 (3 cr.: 100 DNP practicum hours)</p>	

Geriatric Neuropsychiatry Certificate

In collaboration with GuideStar Eldercare, both enrolled DNP students and APRNs may earn a post graduate certificate in geriatric neuropsychiatry. This program aims to improve the care provided to individuals and families who are dealing with neurological and/or behavioral illnesses, such as dementia and Alzheimer’s Disease. The certificate program includes five courses delivered over the course of one year. A person wishing to earn this certificate does not need to enroll in the DNP program.

Geriatric Neuropsychiatry Certificate		
Fall	Spring	Summer
<p>First 8 Weeks NURS 619 Social Determinants of Health (3 cr)</p> <p>Second 8 weeks NURS 745 Policy, Regulatory Compliance in the Care of Older Adults (3cr)</p>	<p>First 8 weeks NURS 735 Clinical Geriatric Neuropsychiatry 1(3 cr)</p> <p>Second 8 Weeks NURS 737 Clinical Geriatric Neuropsychiatry 2 (3 cr)</p>	<p>First 8 weeks NURS 740 Legal and Ethical Principles in Geriatric Healthcare (3 cr)</p>

Completion of the Doctor of Nursing Practice (DNP) Degree

The DNP is a terminal clinical degree in nursing and, as a clinical doctorate, emphasizes expert clinical scholarship and practice. To qualify for the DNP degree, all students must successfully complete:

BSN or MSN entry (RN) to DNP: All required coursework and required credit hours; completion of all supervised direct patient care and DNP project practicum hours within four years. Additional time to complete the program is negotiable. Students may take up to 150% of the normal time to complete the degree, which is up to six years. This time is consistent with the college graduate program policies.

MSN-APRN to DNP: All coursework as outlined in the individualized degree plan. When combined with the number of direct patient care hours completed in the MSN-APRN program, students must achieve a minimum of 1,000 supervised hours (a combination of MSN-APRN direct patient care hours plus the number of practicum hours working on the DNP Innovation Project). All post-MSN-APRN students must submit verification of the number of supervised direct patient care hours in their advanced practice educational programs (MSN/MS). Students are responsible for obtaining this documentation from

the school in which the program was completed and submitting it before the first semester of the DNP program. The Director of DNP Programs uses this documentation to determine how many hours of practicum the student will need in their plan of study for the post--master's DNP degree to meet the 1,000-practicum hour requirement.

DNP Innovation Project – Translational Scholarship

The American Association of Colleges of Nursing stated in the updated *The Essentials Core Competencies for Professional Nursing Education* (2021), “A scholarly work that aims to improve clinical practice, therefore, is required of students completing a practice doctorate in nursing.” (p. 25). All DNP students must complete a translational scholarship practicum that is faculty guided and completed in the final semesters of the student’s doctoral program (see individual program plans). This culminating experience provides evidence of the student’s critical thinking and ability to translate evidence into practice through problem identification, proposal development, implementation, and evaluation. The DNP Innovation Project encompasses the synthesis of coursework and practice application and results in a deliverable product that is reviewed and evaluated by a faculty team leader.

The DNP final project is discussed in Chapter 4 of this handbook and consists of a scholarly, comprehensive paper and public poster defense.

Failure to satisfy the program requirements will result in forfeiture of degree eligibility. In rare circumstances, and where a leave of absence is not appropriate, a student may petition the Director of DNP Programs for one additional semester to complete the requirements for completion of the DNP program.

Certification Examination

Students graduating from this program are eligible to take the following certification exams.

The American Nurses Credentialing Center (ANCC) offers certification examinations in nurse practitioner tracks offered by Saint Mary’s College: Family Nurse Practitioner and the Adult Gerontology Acute Care Nurse Practitioner. Candidates who pass this examination are designated as board-certified nurse practitioners (e.g., FNP-BC, AGACNP-BC). More information may be found at the ANCC Certification website: [ANCC Certification Information](#)

The American Association of Nurse Practitioners (AANP) offers certification examinations in these nurse practitioner tracks offered by Saint Mary’s College: Family Nurse Practitioner. Candidates who pass this examination are designated as certified nurse practitioners (e.g., FNP-C). More information may be found at the AANP Certification website: [AANP Certification Information](#)

The American Association of Critical Care Nurses (AACN) offers certification examinations in the nurse practitioner tracks provided by Saint Mary's College: Adult Gerontology Acute Care Nurse Practitioner. Candidates who pass the exam are designated as board-certified nurse practitioners (e.g., ACNPC-AG). More information may be found at the AACN Certification website: [AACN Certification Information](#)

ACADEMIC POLICIES

Academic Standing

These policies are approved by the College Graduate Program Committee and the President's Academic Advisory Council and are available in the Graduate component of the College Bulletin.

Good Academic Standing for Progression

A degree---seeking graduate student is in good academic standing if he or she: 1) meets the standards of quality of his or her academic program; 2) makes satisfactory progress toward completion of degree requirements within the established time limit; 3) meets the requirement regarding continuous registration; 4) meets the minimum required cumulative grade point average of 3.0.

Academic Probationary Status

A graduate student in the DNP program is expected to maintain a B average throughout his or her program of study (3.0/4.0 GPA). The student will receive written notification of academic probationary status if: the student earns a grade lower than a B- in a course OR the student earns a single semester GPA lower than 3.0.

Written communication will be directed to the student's permanent address on file with the college. A second course grade lower than a B- may result in dismissal from the program even if the cumulative GPA is above 3.0. Students may continue on academic probation for no more than two consecutive semesters. No grades below a B- may be counted as fulfilling degree requirements; such grades will be calculated into the grade point average. Grades below B- such as a C or D grade are awarded to graduate students and are used to calculate both semester and cumulative GPA. However, they will not be accepted for completion of graduate coursework. Students may be required to repeat courses to complete the degree.

The criteria for assigning grades is determined by the faculty. The Department of Nursing Science supports the use of the College Grade scale to calculate the overall GPA which can be found in the College Bulletin.

Normal Program Progression

The DNP Program at Saint Mary's College is delivered in a hybrid, year-round format over four years. Courses are offered once per year. The faculty of the Department of Nursing Science recognizes that life events happen that may impact the progression of the program. This policy refers to situations that often lead to a student being out of the normal program progression. Due to nursing regulatory issues, students are expected to graduate from the program in no more than 150% of the expected time (6 years) from the time of admission.

Out of Normal Progression

A student becomes out of normal progression when one of the following events occur:

1. The student requests a leave of absence for an extenuating circumstance.
2. The student requests an alternate plan of study due to an extenuating circumstance.
3. The student earns a grade lower than B- or an Unsatisfactory Grade in any course.

Financial Impact

It is the student's responsibility to communicate with the Students Account Manager and the Financial Aid Office to determine if there will be any changes to the tuition fee structure and financial aid.

Leave of Absence Policy

A leave of absence (LOA) is a time period during which a student remains in the intended graduate program but is inactive. Students do not take courses at Saint Mary's College during a leave of absence or engage in academic or practicum activities that are part of their program of study. A leave of absence is not typically granted for more than one academic year but may be extended depending on the circumstances.

Students wishing to take a leave of absence must notify the Director of DNP Programs and the Graduate Clinical Coordinator-Senior Nursing Advisor as soon as they are considering this option. A leave of absence is generally granted for one year for students who have extenuating circumstances, such as prolonged illness, serious injury, family circumstances, relocation, or change in employment status, that would otherwise make remaining in progression impossible or difficult. Without prior approval from the Director of the Department of Nursing Science or the DNP Program Director, transfer credits will not be granted for courses taken elsewhere during a leave of absence.

In the written request for a leave of absence, the student should include the following:

1. Name, current address, telephone number, and Saint Mary's College email address.

2. Brief description of the nature of the circumstance leading to the request for a leave of absence. When appropriate, students are also encouraged to contact the Accessibility Resource Office (ARO) (574-284-4262) to discuss possible accommodations.
3. The semesters in which the student wishes the leave of absence to be effective.
4. The semester in which the student intends to return.

Once the leave of absence is granted, the student is responsible for petitioning for reinstatement to the program. In order to be reinstated, the student must contact the DNP Program Director and the Graduate Clinical Coordinator-Senior Nursing Advisor two (2) months before the anticipated return. In this reinstatement application, the student must include the following:

1. Name, current address, telephone number, Saint Mary's College, and alternate email addresses.
2. Resolution of the circumstances leading to the request for a leave of absence. When the ARO has developed accommodations for a graduate student, the ARO must send a letter outlining the specifics of the accommodations to faculty members. Accommodations are not granted without a letter from the ARO, nor are they retroactive.
3. The semester the student intends to return and the courses the student wishes to enroll in.

Students who do not qualify for or are not granted a LOA may transition to inactive status (See policy on Continuous Enrollment and Academic Standing: Inactive Academic Status). Inactive status does not require formal approval but does count against the maximum time to graduation.

Request for an Alternate Progression Plan

Students who have extenuating life circumstances may request that the DNP Program Director prepare an alternate progression plan. An alternative progression plan typically reduces the course load that the student enrolls in each semester, thereby extending the time for graduation by one year. Alternate progression plans that delay graduation by more than one year are generally not permitted.

Grades lower than B- or Unsatisfactory Grade:

According to Saint Mary's College policy, students who earn a grade lower than B- or earn a single semester GPA lower than 3.0 will be placed on academic probation status. As stated in The Bulletin: *"Students may continue on academic probation for no more than two consecutive semesters. No grades below a B- may be counted as fulfilling degree requirements; such grades will be calculated into the grade point average. Grades below B- such as a C or D grade are awarded to graduate students and are used to calculate both semester and cumulative GPA; however, they will not be accepted for completion of graduate course work."*

Consistent with Saint Mary's College policy, the minimum acceptable grade in DNP program courses is B-, (2.67). In courses that are graded as Satisfactory/Unsatisfactory, the student must receive a satisfactory grade in order to progress in the program. Students who receive a grade lower than B- or an Unsatisfactory grade in a course must retake the course when it is offered the next year. According to Saint Mary's College policy, a student who receives a second grade lower than B- or Unsatisfactory will be dismissed from the DNP Program at Saint Mary's College.

Students must refer to the Bulletin, paying close attention to prerequisite courses. Students may not take a course if a prerequisite course was not successfully completed. In some circumstances, this means that the student may need to be out of classes for a semester or year.

When a student receives a grade lower than B- or Unsatisfactory, the student:

1. Will receive a letter from the Director of DNP Programs notifying him or her of the grade and academic probationary status. The student will also receive a proposed plan of study for future semesters and recommendations for supplementary coursework if necessary.
2. Must discuss the circumstances leading to the unsatisfactory performance in the course with a detailed plan for success.
3. Must provide evidence of completion of any required supplementary coursework and the outcome of that work.

NURS Course Grade Appeal

When a student believes that a final course grade is unjustified, they must first discuss the grade with the course's professor. If the student and instructor cannot resolve the issue, the student may consider a formal appeal of the grade. An error in grading procedures or inequity in the application of the policies stated in the course syllabus are grounds for an appeal. A disagreement with the professional judgment of the professor is not the basis of an appeal and will not result in a change of grade.

If, after consulting with their professor, the student believes there is reason for an appeal of their final grade, the student may make a formal written appeal to the Admission, Progression, and Graduation (APG) committee. The following components should be addressed in the written appeal:

1. A brief summary of the conversation with the professor
2. The grounds for the appeal must address an error in grading procedures or inequity in the application of policies stated in the course syllabus.
3. Documentation that supports claims of a grading error or inequities.

Due to issues with program progression, the student should email the appeal to the Admission, Progression, and Graduation (APG) committee (smcappg@saintmarys.edu) within 3 business days of the due date for final grades. Appeals submitted beyond 3 business days will not be considered. Once the APG committee reviews the appeal, the student will receive a decision within 5 days. If the appeal is upheld, the student will be reinstated into nursing courses. If the appeal is denied and the student is unsatisfied with the appeal decision, they may submit a second appeal within 5 days to the Director of Nursing Science and the Associate Provost and Dean of Graduate Studies, addressing the same points as above. NOTE: An appeal beyond the APG committee may result in the student being off-sequence.

Continuous Enrollment (Verbatim from the Bulletin)

Once admitted to a graduate degree program, graduate students must be registered for a minimum of one credit hour (not audit) or a zero-credit hour “continuous enrollment” course during all phases of their graduate education. All students, including those who have completed all coursework, must register each semester until all degree requirements are met. Students are responsible for completing the registration process each semester. A student who does not maintain continuous enrollment must communicate with the director of the relevant graduate program prior to applying for reinstatement.

Those students who have completed all coursework and are writing a master’s thesis or preparing for a comprehensive exam should register for the corresponding course in their department of study for the purpose of continuing enrollment. Courses with grades of “V” (audit) are not considered valid registration for continuous enrollment purposes; students completing work for a course in which they received an “X” (incomplete) must maintain continuous enrollment in the following semester while completing all incomplete courses.

A student who does not meet the continuous enrollment requirement unless they have received an approved leave of absence is considered inactive and not in good academic standing. Continuous enrollment may continue until the student’s length of continuous enrollment reaches the Maximum Time to Degree as determined in the policies of the program into which the student matriculated. If degree requirements are not completely met by the Maximum Time to Degree, the student is considered inactive.

Inactive Status

Students who do not maintain continuous enrollment are considered inactive. Please see the Reinstatement policy for more details.

Reinstatement

A student who has officially withdrawn from and wishes to return to a Saint Mary’s College graduate program must send a written request stating the reasons for seeking readmission to

the Dean of Graduate Studies, who will forward a copy to the Director of DNP Programs (see continuous enrollment policy). The program director will ask the Graduate Admission Office to send the student an application for readmission. All transcripts and course descriptions for academic work completed during the intervening time must be submitted to the Graduate Admission Office. The application, along with any new academic information, will be reviewed by the DNS admission committee before the student receives a decision.

Correspondence:

When a student's status changes to "out of normal progression," the student will receive an email and letter from the DNP Program Director. The letter will be sent via the U.S. Postal Service (USPS) to the address on file with the Registrar's Office. It is the student's responsibility to update the Registrar on any address changes. The email will be sent to the student's official Saint Mary's email address. It is the student's responsibility to check the email account frequently for correspondence.

If the program has not received the required request to re-enter two months before the start of the next semester, the Graduate Clinical Coordinator-Senior Nursing Advisor will send the student one courtesy email and letter via USPS, reminding the student of the request requirement. If the student does not respond to the reminder within 10 business days, the student will be administratively withdrawn from the DNP Program.

Assignment of Credit Hours

Saint Mary's College operates under a semester credit hour system and defines credit hours based on the Carnegie unit. Each semester hour of credit represents one hour per week (15 weeks) of lecture or recitation and 3 to 4 hours of time spent in independent preparation (readings, papers, etc.). The length of a clinical, laboratory, practicum, or internship period depends upon the requirements of the course. The DNP program uses a clinical hour-to-credit ratio of 1:60; for each one-hour clinical credit, students will have 60 supervised direct patient care clinical hours. The DNP program uses a DNP Innovation Project practicum to credit ratio of 1:40; for each hour of DNP practicum credit, students will have 40 hours of supervised work toward the DNP Innovation Project.

The credit policy assignment applies equally to courses offered for less than 15 weeks, such as summer session courses. Such courses contain an equal or greater number of hours of direct instruction and independent preparation as the same course offered in the standard 15-week semester.

The assignment of credit policy applies equally to courses delivered through all modes of instruction, including online courses. The Teaching Learning Technology Roundtable has

reviewed and approved an online course taught in the DNP program. An online course is approved only once it has been determined that it covers the same content and achieves the same outcomes as the same course taught on campus.

The Department of Nursing Science adheres to this policy as set forth and approved by the College Graduate Program Committee and the President's Academic Affairs Committee, which is published in the College Bulletin.

Incomplete Grade

A grade of incomplete is used to respond to a crisis that impairs a student's ability to finish a semester that they have otherwise been satisfactorily progressing in throughout the semester. A student must have successfully completed at least 70% of the work in this course and demonstrated the ability to complete the coursework independently within the first 30 days of the following semester. If the coursework is not completed within the first 30 days of the following semester, an F grade will be assigned. Extensions for incompletes beyond 30 days require formal approval from the Graduate Program Director.

A faculty member may not assign an incomplete grade to a student who:

- has not experienced a life crisis that impairs the ability to finish the semester,
- has not successfully completed 70% of the work or has not made satisfactory progress during the semester.

Depending on prerequisite requirements, a student granted an incomplete in a course may not be able to progress to courses in the subsequent semester, resulting in delayed graduation. It is the student's responsibility to investigate the financial consequences of an incomplete grade.

Tuition and Fees

Information about tuition and fees for students in the DNP program may be found on the Saint Mary's College website: [DNP Program Tuition and Fees](#).

Title of DNP Student

In all posters, presentations, and emails, students must identify themselves as "Doctor of Nursing Practice or DNP, {Clinical Track} Student. For example: Jane Smith, DNP-Family Nurse Practitioner student. Students **may not** use the term DNP Candidate or DNPc in any communications, papers, posters, or presentations.

American Nurses Association Code of Ethics

Faculty and students of the Saint Mary's College Department of Nursing Science adhere to the

ANA Code of Ethics for Nurses. The provisions of the ANA Code of Ethics are available from the ANA website: [ANA Code of Ethics](#)

Conduct by students in violation of the ethical provisions identified in the ANA Code of Ethics for Nurses is viewed as professional and academic misconduct and failure to meet program objectives.

Academic Integrity and Academic Honesty

The academic integrity and academic honesty policy provided in this handbook is congruent with the policies of the College Graduate Program and can be found in the College Bulletin on page 389.

Saint Mary's College is dedicated to intellectual inquiry and the personal and professional growth of its students. Academic integrity is foundational to the vibrant academic life and social structure of the College and represents the mutual engagement in learning between students and faculty members. Academic integrity is grounded in certain fundamental values, which include truth, honesty, respect, responsibility, and fairness, which form the basis for a vibrant academic culture. The highest standards of academic integrity are expected of all graduate students and faculty members in academic coursework and research activities. Activities that compromise truth gleaned through the advancement of learning and knowledge development undermine intellectual effort.

Academic integrity, in all its forms, is an explicit value of the College. Academic honesty is a form of academic integrity. Academic honesty can be best understood by the ethical standards guiding faculty in their academic work. Specifically, an individual's contributions, in terms of words and scholarly findings, are attributable to the individual scholar alone; no other individuals can honestly claim another's ideas as their own. Furthermore, the integrity of scholarly knowledge rests on the accurate demonstration of the assumptions and reasoning that produced it. These standards are used as the implicit basis for teaching and learning in the College.

Responsibilities for Academic Honesty

Academic honesty consists of truth-telling and truthful representations in all academic contexts. All members of the academic community have a responsibility to ensure that academic honesty is maintained.

Faculty Responsibilities Include:

- Upholding the College's principles of academic honesty,
- Mitigating opportunities (where reasonable) for dishonesty,

- Promulgating this policy to graduate students by placing it in the course syllabi
- Protecting students' privacy, whether in confronting an individual suspected of dishonesty or receiving reports of dishonesty from others,
- Assigning appropriate grades to those who violate academic honesty as stipulated in the course syllabus
- Reporting instances of academic dishonesty to the designee of the Dean of Graduate Studies.

Student Responsibilities Include:

- Refraining from violations of academic integrity.
- Completing individual assignments with their own work.,
- Completing collaborative assignments by the appropriate division of labor.
- Completing internship, clinical, or practicum assignments, including time of service with their own work.
- Refusing to participate in an act of academic dishonesty.
- Notifying instructors of observed dishonesty.

It is certainly the case that investigating alleged instances of dishonesty may require some dissemination of information about the original occurrence. Protection implies that we actively seek to limit this dissemination to only those who need to know as part of such a process or those to whom there is a legal obligation to provide such information.

Violations of academic integrity include, but are not limited to: cheating on assignments or exams, fabrication of data, tampering, sabotaging another student's work, plagiarism, falsification of records and official documents, unauthorized access to computerized academic or administrative records or systems, and aiding and/or facilitating any such activities. It is assumed that all work submitted by a student represents the student's own ideas and work. Verbatim copying, paraphrasing, adapting or summarizing the work of another, regardless of the source – whether books, journals, periodicals, websites, or other forms of media- must be properly cited. Any representation of the work of another that is not properly referenced is considered to be plagiarism. Ignorance of what constitutes plagiarism is not a defense to an allegation of a violation of the academic integrity policy. Any act that involves misrepresentation regarding the student's academic work or that abridges the rights of other students to fair academic competition is unacceptable.

Any context in which students neglect or actively decline to be fully honest in academic work is academic dishonesty. Similarly, failure to report observations of academic dishonesty is considered to constitute a violation of academic integrity. The medium in which full honesty is ignored – whether electronic, print or verbal (e.g., verbally claiming responsibility for another person's academic work) – is immaterial. Neither is it important whether the academic work in question is required for a course or optional, a quiz or a test, a term paper or an in-class essay,

graded or ungraded, etc. Neither does it matter whether the student benefits directly or at all from the dishonesty.

Generative AI Tools Course Policy

Students must generate their own work in this class. When submitting any work (including projects, exams, quizzes, or discussions), the student asserts that it was generated and written by the student author. Any work not written by the author must be indicated by using quotation marks and proper attribution for the source. Papers may not have more than two direct quotations.

Submitting content that has been generated by someone else *or was created or assisted by a computer application or tool, including artificial intelligence (AI) tools such as ChatGPT*, is cheating and constitutes a violation of the Academic Honesty and Plagiarism policies as well as the Nursing Department Code of Honor. A faculty member who suspects a paper has been generated by AI will conduct a content-based oral exam on the content with the student. Students who do not pass the content-based oral exam are subject to course failure and disciplinary action.

DNP Program: Academic Misconduct Policy

The nursing profession and advanced nursing practice require the highest levels of honesty and integrity. It is a professional obligation for students to read the ANA Code of Ethics and understand the applicability of work conducted and submitted in an educational program. Academic misconduct is not tolerated in the DNP Program at Saint Mary's College. Students who know of instances of academic misconduct are required to report it immediately.

The following policy applies to a DNP student who engages in an act of academic misconduct.

On the first offense, depending on the severity of the misconduct, at minimum, the faculty member will issue a failing grade for the assignment and engage in a meeting with the student to discuss the misconduct. The misconduct, the student's response, and required remediation as specified by the course instructor will be documented and kept in the student's file. The faculty member has the right to issue a failing grade for the course depending on the severity of the misconduct.

On the second offense of any kind, even in subsequent courses, the faculty member will issue a failing grade for the course, which may delay graduation for one year or more. Depending on the severity of the offense, the faculty may choose to refer the student to the Admission, Progression, and Graduation Committee for program dismissal. The Admission, Progression, and Graduation Committee will be included in all communications regarding academic misconduct.

Upon the first or second act of academic misconduct, the student will be required to engage in remediation as specified by the course faculty member. The required remediation must be completed within the timeframe specified by the faculty. There are no time extensions granted for remediation. Failure to complete remediation on time will result in course failure.

On the third offense of any kind, the result of academic misconduct is automatic program dismissal.

Documentation of patient encounters in Typhon is equivalent to legal medical documentation. Fabrication or deliberate misrepresentation of patient encounters and large and/or repeated errors in time documentation constitute cause for immediate program dismissal.

Student Success

Saint Mary's College believes that all students have the opportunity to be successful in their program of study. Students who are having difficulty, as evidenced by missed classes, incomplete or unsatisfactory coursework, or other behaviors that are concerning, will first meet with the course faculty, who will document the behavior and develop a mutually agreed upon improvement plan for the course. This plan will be kept in the student's private file. When patterns of concerning behavior are noted, the DNS Director, Program Track Coordinator, and the student will develop a written Learning Contract, noting behaviors, objectives, and actions that the student must adhere to. The Admission, Progression, and Graduation Committee will be included in all communications regarding issues with student success. Students who do not adhere to the Learning Contract will face consequences that may range from course failure to program dismissal.

Academic Appeals

The Department of Nursing Science adheres to the Grade and Dismissal Appeals approved by the College Graduate Program Committee and the President's Academic Affairs Committee, which can be found in the College Bulletin.

Grade Appeals and Dismissal Appeals information is available in the Graduate Academic Policy component of the College Bulletin.

Statement of Non-Discrimination

Saint Mary's College graduate programs follow the College's non-discrimination policy. Nonurgent incidents of bias may be reported to the Office of Academic Diversity, Equity, and Inclusion by following the appropriate "Report an Incident" link on MySaintMarys' home page.

Equal Opportunity and Nondiscrimination Policy

All College policies, practices, and procedures are administered in a manner consistent with our Catholic identity. With the foregoing understanding, Saint Mary's College will not engage in discrimination based on sex, race, color, national origin, religion (except where religion is a bona fide occupational qualification), age, disability, citizenship status, genetic information, veteran status, or any other characteristic protected by law. Based on our Catholic values, the College also prohibits discrimination based on sexual or political orientation. In the areas of undergraduate admission, academic year housing, and varsity athletics, Saint Mary's College will remain exclusive in respect to sex, but not as to any of the other above-mentioned characteristics. Student complaints regarding discrimination should be filed using the following reporting mechanism: <https://publicdocs.maxient.com/incidentreport.php?SaintMarysCollege>.

Reports will be directed to the appropriate vice president for review. Title IX Officer: All inquiries concerning the application of Title IX and its implementing regulations may be referred to the College's Title IX Officer. The College's Title IX Officer is Liz Baumann titleix@saintmarys.edu.

Title IX Rights

Saint Mary's College is committed to providing a safe and nondiscriminatory environment for all members of our community. Saint Mary's will not tolerate sexual orientation discrimination, sexual harassment, sexual assault, domestic and dating violence, stalking, sexual exploitation, or other forms of sexual misconduct committed by or against students, staff, or faculty.

Information about Title IX Rights and how to file a complaint may be found at the [Title IX Website](#).

Sigma Theta Tau

Sigma Theta Tau International Honor Society of Nursing is the international honor society for nursing. The mission of Sigma Theta Tau International is to improve the health of people worldwide through the development of nurse leaders and nursing knowledge. The society provides its members with opportunities to contribute to the accomplishment of its mission and challenges its members with the responsibility to do so.

The purposes of Sigma Theta Tau International are to:

- Recognize superior achievement
- Recognize and develop leadership qualities
- Foster high professional standards
- Encourage creative work
- Strengthen commitment to the ideals and purposes of the profession

Students who are eligible for induction into Sigma Theta Tau will be invited to join the Nu Omicron--At--Large chapter. Graduate students who have not been previously been inducted into Sigma Theta Tau will be invited to become a member during their fourth semester in the DNP program.

CHAPTER 3

DNP Clinical Policies and Requirements

Blackboard Website: Information and Forms

The Department of Nursing Science has created a website for students that is regularly updated with information and forms. The website is located on Blackboard under “Organizations.”

Orientation and Immersion Policy

Orientation

Two separate orientations are held for DNP students and Geriatric Neuropsychiatry Certificate students. Both are remote events that are intended to introduce new students to Saint Mary’s College, DNP program faculty, course and clinical expectations, and how to access and use BlackBoard. The information provided during Orientation is intended to foster student success in this primarily online DNP program. New students will be notified in advance of the orientation schedule. **Attendance for the full orientation is highly recommended.** Students who miss orientation are responsible for obtaining all missed information prior to the beginning of class.

Immersion

Attendance at the entire immersion is mandatory. Missed immersions for any reason may result in failure of the courses the student is enrolled in for that semester.

Declaring the Clinical major

Students must declare their clinical major (Family Nurse Practitioner, Adult-Gerontology Acute Care Nurse Practitioner) upon acceptance to the DNP program. Students may change their clinical major until the semester before they enter track-specific clinical courses. Students who wish to change their clinical focus must complete the Graduate Change of Track as provided by the Graduate Clinical Coordinator-Senior Nursing Advisor.

Annual In-Service Requirements

Documentation of these requirements must include the student's name on the completion document.

HIPAA Training

Students are required to engage in yearly HIPAA training. If this is completed as part of employment, the completion certificate may be used as proof of training. Students submitting HIPAA training as part of their work must have documentation that includes the student's name and date of completion. Students who do not complete HIPAA training as a part of their employment may do so through CastleBranch. The cost for completing this training through CastleBranch (https://www.castlebranch.com/online_submission/package_code.php) is \$15 and may be purchased by using the code IJ29HIPAA.

Bloodborne Pathogens Training

Students are required to engage in yearly Bloodborne Pathogens training. If this is completed as part of the student's employment, the completion certificate may be used as proof of training. Students submitting bloodborne pathogens training as part of their work must have documentation that includes the student's name and date of completion. Students who do not complete this training as part of their employment may complete it through CastleBranch. The cost for completing this training through CastleBranch (https://www.castlebranch.com/online_submission/package_code.php) is \$15 and may be purchased by using the code IJ29OSHA module only.

Required Equipment, Resources, Professional Membership & Testing

Equipment

- Please see additional information on syllabi for each course regarding required equipment
- Laptop computer, software platform such as Office
- Internet access

Resources

- Please see additional information on syllabi for each course regarding required equipment

Preceptor Fees:

- Students are financially responsible for all fees associated with finding a clinical preceptor and any other fees required by the preceptor or health system. The class admitted in Fall of 2025 and after will have a preceptor allowance of \$1,000 per semester.

HESI Testing

The schedule for proctored standardized testing is:

- HESI Pathophysiology Exam (50 questions). Taken with NURS 644
- HESI Pharmacology Exam (50 questions). Taken with NURS 651
- HESI Physical Assessment Exam (50 questions). Taken with NURS 688
- HESI Exit Exam (100 questions). Taken with NURS 770, 772, or 774

HESI exams are mandatory standardized exams intended to help students prepare for the certification exam. These exams will be administered online at the end of the semester. The score on this exam will count toward the final grade in the course (percentage of class score may vary). All students are encouraged to review their summary report and engage in the appropriate remediation.

ExamSoft

ExamSoft is the testing platform adopted by the Department of Nursing Science for undergraduate and graduate programs. Your faculty member will inform students about how to use this platform.

Online Testing Policy

Students taking remote exams must treat the experience as if they were in the classroom.

Exams are recorded and proctored by AI or direct human observation; faculty can watch the video of the exam session and will review any behaviors flagged as high-priority incidents.

Violations of the following terms may result in a zero on the exam, regardless of intent.

- If asked to scan a government-issued ID card, it must be held in a readable manner.
- Before taking the exam, students must clear their desktop and scan the testing environment, which includes the desktop, under the desk, and uncovered forearms.
- The camera must be positioned so the student's face is visible throughout the exam. Do not get up during the exam.
- Students must keep their eyes on the computer and avoid looking away from it or around the room.
- Unless the instructor specifies otherwise, resources (e.g., book bags, purses, books, paper, pencils, and calculators) may not be in the room or used during the exam.
- Smart devices such as phones and watches, cameras, or speaker systems (e.g., baby monitors) may not be in the room or used during exams.
- Headphones may not be worn during the exam.
- No one may be in the room.
- Do not exchange electronic communication (text messages, email) or converse with anyone while testing.

- Do not read the questions out loud during the exam.
- Eating and drinking during the exam are not permitted.
- Drinking alcohol during an exam or class time is prohibited by Saint Mary's College.

Students who experience an event during testing that requires them to engage in one of the behaviors listed above must verbally explain what occurred when being proctored and send a follow-up email to the course professor immediately after completing the exam.

Health, Licensure, Safety, and Professional Behavior Requirements:

Health Requirements

Student personal, health, and immunization records are maintained in the Department of Nursing Sciences Student. It is the responsibility of each student to ensure the documents are current. It is also the responsibility of each student to provide his/her own health insurance. Licensure and proof of health insurance must be uploaded at the beginning of the first semester of the doctoral program. All other required documentation must be uploaded to Typhon no later than one month prior to the start of the first clinical course. All documentation must include the student's name on the actual document.

All forms are found on Blackboard.

Required Health Documentation

1. Physical Exam: A physical examination is required, and the results must be returned to the Department of Nursing Science. You may arrange this exam through your family healthcare provider or through Health and Wellness Services at Saint Mary's College. The form is found on Blackboard.
2. Health insurance: Students must upload to Typhon proof of health insurance at the beginning of their first semester in the doctoral program, which must be updated yearly if the insurance changes.
3. Proof of TB testing and immunizations.

Immunizations and Tuberculosis (TB) Testing (Due one month prior to the start of clinicals)

Tuberculosis Testing Policy

The Department of Nursing Science and healthcare systems requires students to be tested for tuberculosis (TB) prior to attending any clinical experiences. The two Interferon Gamma Release

Assay (IGRA) blood tests approved by the U.S. Food and Drug Administration (FDA) to test for TB infection are the QuantiFERON®-TB Gold In-Tube test (QFT-GIT) and the T-SPOT TB® test (TSpot). The student may choose either blood test.

A positive IGRA test result requires a physical examination by a qualified health care provider and a chest X-ray. In addition, a letter outlining the diagnosis and plan of care must be submitted to the Nursing Department before a student attends any clinical experiences.

Tuberculosis Risk Assessment Form: A tuberculosis risk assessment form must be completed by each student annually and when the student has traveled outside of the United States. Students who have traveled to TB-endemic areas as described by the Centers for Disease Control and Prevention may be required to undergo additional testing.

TB screening policies may vary by clinical agency. Students must comply with agency policy.

3. Proof of immunity to the following communicable diseases

- a. Proof of one (1) rubella immunization or rubella titer (may be MMR).
- b. Proof of two (2) rubeola vaccines or rubeola titer (may be MMR).
- c. Verbal history of chickenpox or varicella zoster titer.

Immunization dates may be verified by your family health care provider. Titers may be drawn by a family health care provider or done through Health and Wellness Services. Students are responsible for the costs of the titers.

4. Influenza Vaccine (Due no later than October 31): Each fall, students must submit proof of obtaining a yearly influenza vaccine.

5. Hepatitis B Vaccination: The Department of Nursing in collaboration with clinical agencies, requires that nursing students receive the Hepatitis B vaccine. Hepatitis B vaccine may be obtained from your family health care provider or through Health and Wellness Services. The vaccination consists of a series of three injections. Students must begin the injections at least one month prior to beginning clinical; the second injection will follow in one month. The final injection is to be given six months after the first injection. It is not necessary that the series be completed at one location. The Hepatitis B series is available for a fee from Health and Wellness Services. If the series is started with the family health care provider, students may receive the other injections from Health and Wellness Services. If for some medical, religious, or philosophical reason the student elects not to receive the vaccine, a letter stating such must be signed, dated, and submitted by the student prior to clinical practicum. Failure to either receive the vaccine or sign a declination form will result in dismissal from the program.

6. COVID-19 Vaccination: Although Saint Mary's College no longer requires this vaccination, many health organizations require proof of it. Students must upload evidence of vaccination if required by the health system.

7. Updated Tetanus, Diphtheria, Pertussis (Tdap) Booster: Vaccination is strongly advised if it has been 10 years since the last tetanus vaccination.

Vaccine Declination

If the student elects not to receive a vaccine for medical, religious, or philosophical reasons, a letter stating such must be signed, dated, and submitted by the student prior to clinical practicum.

Failure to either receive vaccines or sign a declination form and receive an exemption from the College will result in denial of admission to the major. Students who decline vaccinations must be aware that healthcare institutions may prohibit them from engaging in clinical experiences at that institution, which may result in the student's inability to progress in the program.

Licensure

Students must upload to Typhon a copy of their current license as a Registered Nurse in all states where they will engage in clinical rotations. RN licenses must be uploaded in the student's first semester and updated when they are renewed. (They are due September 1 of the first semester; they are updated with renewal.)

BSN to DNP students must have passed the NCLEX exam no later than the end of their first semester in the DNP program and begin working as a Registered Nurse. Students who have not completed this requirement will be required to take a leave of absence and may not return until they have completed it.

Safety Requirements

CPR Certification

The Department of Nursing Science requires all nursing students to be CPR-certified prior to entry into clinical practice. The CPR course should be a two-year certification from the American Heart Association and must be a course for healthcare providers. The course must include CPR and choking techniques for infants, children, and adults and the use of AED. CPR needs to be current throughout your clinical courses.

ACLS Certification

In addition to the CPR requirement, the Department of Nursing Science requires all nursing students enrolled in the Adult-Gerontology Acute Care Nurse Practitioner track to be ACLS certified prior to entry into clinical practices.

Drug Screening

To provide a safe working environment, hospitals, and other clinical agencies require individuals who provide patient care to undergo drug testing. Students are required to have a negative drug screen, a minimum 9-panel, prior to engaging in any clinical activity. The student is responsible for the cost of the drug screening, which must be submitted as indicated by the DNS.

Drug Screening Results

A student's ability to engage in clinical experiences is contingent upon drug screen results that demonstrate no evidence of illicit drug use. Students who test positive for a drug specifically prescribed for a medical condition (eg. ADHD) must submit documentation from the health care prescriber that includes the name of the drug, dosing schedule, and reason for the prescribed medication. This documentation will be reviewed by a Medical Review Officer (MRO) for approval. For students with a positive drug screen, admission to the program is contingent on MRO review and clearance. Students with a positive drug screen without MRO review and clearance will be denied entry into the nursing program.

Students who test positive for illegal substances on a urine drug screen will be required to have blood or hair follicle testing to confirm the positive result through MRO review. The results of the positive drug screening will be reported to the student's state Board of Nursing. The student will be required to complete any mandated programs by the BON prior to resuming any clinical activities. If the student is permitted to resume clinical activities, the student will be required to submit a minimum of three random urine drug tests throughout the year. The consequence of any subsequent positive results for illegal substances is immediate dismissal from the program. All testing will be done at the student's expense.

Criminal Background Check

Criminal history background checks are required of all nursing students in compliance with state and federal (House Bill 1633) regulations for individuals in clinical settings and when working with patients or individuals who are minors or vulnerable. All clinical agencies require a criminal background check. Additionally, a past criminal history may have a negative impact on a nursing graduate's ability to obtain a license to practice nursing. Current Indiana law states that

individuals who have been convicted of certain crimes may not be employed by or operate a home health facility or work in the Indiana public school system.

The student is responsible for the cost of the criminal background check. Further, students will be asked to complete a Criminal History Disclosure Statement Form on an annual basis. The student is responsible for reporting any criminal arrest or situation (including operating while impaired---OWI) that occurs during the academic year to the DNS Director before the next clinical day.

Violation of the above policies, even for the first offense, may result in disciplinary action, up to and including dismissal from the program.

Criminal Background Check and Drug Test Procedure

Background checks and drug tests are purchased through CastleBranch.com. Students are responsible for the cost of the package. To order the background check and drug test, follow these steps:

1. Go to <https://portal.castlebranch.com/IJ29>
2. At the Red Bar, choose "Place Order"
3. Under "Please Select", choose one of the following codes:
 - IJ29bg-Background only: \$57
 - IJ29dt-Drug Test only: \$42
4. Follow directions to set up an account and start the order.
5. When the background check result is available, upload the "Results Summary" page to Typhon at least one month prior to the start of clinical.
6. When your Drug Test Result is available, upload only the one-page drug test result to Typhon at least one month prior to the start of clinicals.

For questions or troubleshooting help, please contact the Castle Branch service desk at 888.723.4263, x7196 or <https://mycb.castlebranch.com/help>

Students must complete a Criminal History Disclosure Statement Form annually after their first criminal background check. The student must report any criminal arrest or situation (including operating while impaired) that occurs during the academic year to the DNS Director before the next clinical day.

Essential Abilities

All students are required to read, sign, and adhere to the Essential Abilities policy statement upon admission and/or prior to beginning coursework.

The American Nurses Association's 2025 Code of Ethics for Nurses calls for competent and ethical patient care and charges nurse educators with the responsibility of ensuring that nursing students possess the necessary skills to provide safe and effective care to assigned patients. Accordingly, the safety of both patients and students is a top priority for the faculty of the Department of Nursing Science.

To be admitted to any nursing program at Saint Mary's College, students must:

- Meet all prerequisite admission standards as defined by the College and the Department of Nursing Science.
- Demonstrate the Essential Abilities required for participation in the nursing program, with or without reasonable accommodations

In accordance with Title III of the Americans with Disabilities Act (ADA), Saint Mary's College does not discriminate against qualified individuals with disabilities. Under the ADA, a "qualified individual with a disability" is defined as someone who has a physical or mental impairment that substantially limits one or more major life activities and who, with or without reasonable accommodations, meets the essential eligibility requirements for participation in a program or activity.

Nursing education requires mastery of both academic knowledge and clinical competencies that are essential for safe and effective patient care. Therefore, the Department of Nursing Science has identified a set of Essential Abilities that are fundamental to the practice of professional nursing. These include physical, sensory, cognitive, communication, emotional, and ethical competencies that must be demonstrated consistently in both classroom and clinical settings.

The Essential Abilities are not intended to exclude individuals with disabilities, but rather to ensure that all students, whether or not they require reasonable accommodations, can meet the core requirements of the nursing program in a manner that ensures the safety and well-being of patients, colleagues, and themselves. These standards apply to all students enrolled in undergraduate and graduate nursing programs and align with professional, ethical, and legal standards governing nursing education and licensure.

Students who are unable to meet these Essential Abilities, even with reasonable accommodations, may be deemed ineligible to continue in the nursing program in accordance with applicable federal, state, and institutional policies.

Failure to Provide Required Documentation

Prior to engaging in any clinical activity, it is a legal, university, and clinical institutional requirement and professional obligation that all required documentation is provided prior to

clinical experiences. Students who need more than one reminder to submit this information will be suspended from clinical coursework until it is turned in. Students who engage in any clinical time prior to completion of these steps will not be able to count that time toward course completion and will need to make up this time.

Clinical agencies often request proof that all of the required health and safety requirements have been met. To do this, students must sign the Release of Information form found on Blackboard under DNP Student Resources.

Student Health: Illness/Injury During Clinical

1. In a medical emergency, sharps injury, or other clinical injury as defined by the clinical preceptor, the student should be seen in the agency's emergency room or, if none, sent to the nearest emergency room. The student will be responsible for any bills incurred for these events. The preceptor and student will immediately notify the nursing faculty of any such events.
2. In non-emergency situations, the student may verbally tell the nursing faculty that they elect to seek care from a private healthcare provider/clinic. Any costs incurred will be the responsibility of the student. The student and/or preceptor will notify the nursing faculty of any of these events as soon as possible.
3. Documentation of an injury requires the completion of the form found on Blackboard. The student is responsible for completing the form and obtaining the comments of the preceptor or agency representative. The student is responsible for forwarding the completed form to the course nursing faculty as soon as possible following the incident. The nursing faculty will review the information and make appropriate recommendations. The document will be filed in the student's personal file in Student Services.

Student Impairment and Criminal Background Disclosure Policies

Impaired Student Policy: Perception of Impairment

Any evidence of impairment due to such factors as the effects of medications (prescribed or non-prescribed) or sleep deprivation or is considered to be unprofessional behavior.

The ANA Guide to the Code of Ethics for Nurses: Interpretation and Application states, "Nurses must be vigilant to protect the patient, the public and the profession from potential harm when a colleague's practice, in any setting, appears to be impaired" (ANA, 2008, p. 155). In addition, the faculty abides by the ANA Scope and Standards of Practice, which states that "the registered nurse takes appropriate action regarding instances of illegal, unethical, or inappropriate behavior that can endanger or jeopardize the best interests of the healthcare consumer or situation" (ANA, 2010, p. 47).

If a student presents to a clinical with any evidence of impairment, the student will be immediately removed from the clinical setting and must pay for transportation to a substance abuse testing location, which will be determined by the clinical faculty member in consultation with the DNP Program Director. Students who are removed from a clinical setting due to suspected impairment may not drive away from the clinical facility. The student will be required to submit for substance abuse testing, which may include urine, blood, and hair follicle testing. The student is responsible for receiving immediate testing and bears the costs involved with transportation to and from the testing site and during the testing. Refusal to submit to testing will be considered a positive test and will result in dismissal from the course and/or program.

In addition, students must abide by the Saint Mary's College Drug Policy (see Saint Mary's College student handbook).

Procedure for Removing a Student Who is Suspected of Being Impaired from an Educational/Clinical Setting

Although this policy is directed toward preceptors and faculty, students have a responsibility to know the consequences of impaired behavior. If the student is perceived to have the odor of alcohol, or marijuana, or observed behaviors such as, but not limited to, slurred speech, unsteady gait, confusion, sharp mood swings/behavior, especially after an absence from clinical experience, lack of manual dexterity, excessive health problems, increased absenteeism, tardiness or irritability, severe weight loss, needle track marks especially in the inner elbow, carelessness in appearance and hygiene, or euphoria, which causes the preceptor to suspect the student could be impaired by a substance, the preceptor must:

1. Immediately inform the student as to why actions are being taken to relieve the student of his/her duties.
2. Immediately notify the SMC Faculty for further action.
3. Under no circumstances is an impaired student permitted to drive away from the facility. The student may only leave if using public transportation (e.g., a taxi). The student is responsible for paying this cost.

Any evidence of impairment due to such factors as sleep deprivation or the effects of medications (prescribed or non-prescribed) is not in keeping with professional behavior. In addition, students must abide by the Saint Mary's College Drug Policy (see Saint Mary's College Bulletin)

Professional Behavior Requirements

Communication

The Saint Mary's College email system is the official method for communicating electronically with faculty members. It is a professional obligation that students check their Saint Mary's College email and Blackboard on a daily basis. The student is responsible for frequently monitoring these communication channels and responding in a timely manner.

Faculty members make every effort to respond to emails within 48 hours. If a student does not receive a reply within this timeframe, the student is encouraged to send another email as a courtesy to the faculty member. Non-emergent emails that are received by faculty during the weekend may not be answered until the next standard working day.

If a faculty member provides a cell phone number and permits students to call or text message, this communication should only pertain to clinical or course issues and be within the standard working day, Monday through Friday, 8 a.m. to 5 p.m., or during approved clinical course times outside of these hours. Course or clinical emergency calls or text messages are permitted outside of these hours. Exceptions to this guideline may be granted at the discretion of individual faculty members.

Lines of Communication:

Students who have questions about or issues with a class must first contact the faculty member of that course. When discussing the issue with the faculty member, remember the following:

1. Professionalism requires that you discuss the issue first with the course faculty member.
2. Be professional – state the issue without making accusations.
3. Be clear when you state your case – include specific information about the issue and what you believe should be done about it.
4. Avoid negative or emotional outbursts in person, over the phone, or in an email.
5. Give the faculty involved a chance to present her or his side of the story.

Students who have issues with clinical placements and the appropriateness of a preceptor should first contact their faculty member. Questions about affiliation agreements, registration, required courses, or college policies and procedures should contact the Graduate Clinical Coordinator-Senior Nursing Advisor.

Students who have unresolved issues with a course, feel harassed or bullied, have issues with life/work/school balance, or have any other program questions or issues should contact the DNP Program Director.

Civility

Consistent with the values of Saint Mary's College, the American Nurses' Association Code of Ethics for Nurses, and the Essential Abilities, all communication with students, faculty, preceptors, clinic staff, and patients must reflect professional standards. This means communication must be clear, concise, civil, and professional. Harassment and demeaning communication are not tolerated. Students violating this policy will receive one written warning. Subsequent violations will be submitted to the departmental Admission, Progression, and Graduation (APG) Committee for disciplinary action.

Use of Cell Phones

The non-emergency use of cell phones is prohibited in the classroom, laboratory, seminar, and clinical settings. Students who have an emergency that requires the use of a cell phone must notify the faculty member.

Students may not take photographs inside of healthcare facilities, which includes photographs of patient information, patients and patient families, staff, student colleagues, or selfies.

Social Media

The following guidelines are intended to minimize the risks of using social media:

- First and foremost, nurses must recognize that they have an ethical and legal obligation to maintain patient privacy and confidentiality at all times.
- Nurses are strictly prohibited from transmitting by way of any electronic media any patient-related image. In addition, nurses are restricted from transmitting any information that may be reasonably anticipated to violate patient rights to confidentiality or privacy or otherwise degrade or embarrass the patient.
- Do not share, post, or otherwise disseminate any information, including images, about a patient or information gained in the nurse-patient relationship with anyone unless there is a patient-care-related need to disclose the information or other legal obligation to do so.
- Do not identify patients by name or post or publish information that may lead to the identification of a patient. Limiting access to postings through privacy settings is not sufficient to ensure privacy.
- Do not refer to patients in a disparaging manner, even if the patient is not identified.
- Do not take photos or videos of patients on personal devices, including cell phones.

- Follow employer policies for taking photographs or videos of patients for treatment or other legitimate purposes using employer-provided devices.
- Maintain professional boundaries in the use of electronic media. Like in-person relationships, the nurse has the obligation to establish, communicate, and enforce professional boundaries with patients in the online environment. Use caution when having online social contact with patients or former patients. Online contact with patients or former patients blur the distinction between a professional and personal relationship. The fact that a patient may initiate contact with the nurse does not permit the nurse to engage in a personal relationship with the patient.
- Consult employer policies or an appropriate leader within the organization for guidance regarding work-related postings.
- Promptly report any identified breach of confidentiality or privacy.
- Be aware of and comply with employer policies regarding the use of employer owned computers, cameras, other electronic devices, and use of personal devices in the workplace.
- Do not make disparaging remarks about employers or co-workers. Do not make threatening, harassing, profane, obscene, sexually explicit, racially derogatory, homophobic, or other offensive comments.
- Do not post content or otherwise speak on behalf of the employer unless authorized to do so, and follow all applicable policies of the employer.

Adopted from: “A Nurse’s Guide to the Use of Social Media” URL:

https://www.ncsbn.org/Social_Media.pdfClinical Policies

Student Clinical Experiences

[The National Task Force on Quality Nurse Practitioner Education's Standards for Quality Nurse Practitioner Education \(2022, 6th ed.\)](#), [the American Association of Colleges of Nursing The Essentials: Core competencies for professional nursing education \(2021\)](#), and DNP program outcomes guide the development of course content and outcomes, clinical evaluation, and preparation for professional practice as an FNP and AG-ACNP.

NCLEX and Clinical Experience Before Clinical Coursework Requirement

Students are required to have a minimum of 2 years or 2,000 hours of clinical experience as a Registered Nurse prior to beginning a clinical rotation. Students who are in the Adult Gerontology Acute Care Nurse Practitioner Program must have a minimum of 2,000 hours of clinical experience as a Registered Nurse, and at least 1,000 of those hours must be spent in an

in-patient acute care clinical setting. Work experience documentation may be provided by nursing supervisors or the human resources department.

In order to achieve the required hours of clinical practice as an RN, students enrolling in the DNP program are required to successfully pass the NCLEX exam and commence practice as a Registered Nurse by the conclusion of their initial semester. Those who have not completed the NCLEX and commenced clinical practice within the specified timeframe must take a leave of absence for an entire academic year. Prior to resuming their program of study, the student must fulfill the NCLEX requirement and actively practice as a Registered Nurse.

Clinical Experiences During the Semester

Students may only engage in clinical experiences during the academic semesters (Fall, Spring, Summer). Students may not engage in clinical experiences prior to the beginning of the semester or after the last day of classes. In special circumstances, which must be preapproved by the course faculty leader, students may engage in clinical activities during finals week. When considering such requests, the student should have less than 10% of the required direct care hours to complete and provide evidence of an extenuating situation that contributed to not meeting the required number of hours during the semester. Students must keep the course and clinical faculty apprised of extenuating circumstances and request final exam week clinical time well in advance. This permission is granted at the discretion of the course lead faculty and program track director.

Clinical Sites

Clinical course sites must be able to provide students with experiences that ensure the ability to meet course objectives, and be role and scope-of-practice appropriate. This means that Primary Care clinical track students must engage in clinical experiences within the primary care setting. Acute Care clinical track students must engage in clinical experiences within the acute care setting. Students must consult with the course lead faculty if there is any confusion about the appropriateness of a clinical site.

When clinical experiences occur at the student's site of employment, the experience must be faculty-guided learning experiences and outside the student's employment expectations/responsibilities. This means that students may not engage in clinical learning experiences while being paid for work responsibilities.

Clinical Preceptors

A preceptor is a "qualified clinician [health care professional] who collaborates with faculty to facilitate and supervise NP student clinical learning experiences in a faculty-approved clinical setting. The preceptor meets eligibility criteria set by the faculty." (NTF Criteria, 2022).

Preceptors must:

- Be a nurse practitioner with a minimum of a Master's Degree or extensive clinical experience in the content area in which he/she provides clinical supervision; or a physician (MD or DO), and be nationally certified in the clinical practice area. Physician Assistants may be used as preceptors when an NP or physician preceptor cannot be secured.
- Engage in patient care that is consistent with the program's mission: Primary care across the lifespan (FNP); Acute care of young adults, adults, and older adults (AG-ACNP).
- Have an unrestricted license to practice in the state where the clinical experiences are completed.
- Have clinical practice experience: a minimum of one year of clinical experience in the population-focused practice area prior to engaging in clinical supervision.
- Engage in clinical practice consistent with the population focus of specialty courses i.e. mental health, pediatric, gender health, adult and geriatric patients.
- In order to foster the best learning experience, students may not use family members or close friends as preceptors.

Be willing to:

- Precept the student by facilitating the educational process for the required number of clinical hours;
- Engage in formative and summative evaluation with the student in person and complete an online evaluation; and
- Communicate with and meet with the faculty member throughout the semester.

Please see the *Preceptor Handbook* located in the DNP Organization page for more information.

Student Responsibilities for Finding a Preceptor

Students are required to be actively involved in securing clinical preceptors, as most students have contacts within their communities that they plan to work with. However, in cases where students cannot find a preceptor, the DNP Program Directors and Graduate Clinical Coordinator are required to assist the student. **Please see the *Preceptor Tip Sheet* located in the DNP Organization page for more information.**

Contracting with a Preceptor

- Students must provide the Preceptor Information form found on Blackboard to either the health system designee who coordinates clinical placements and/or the preceptor. This form must be completed and then sent to the Graduate Clinical Coordinator at least

120 days prior to the beginning of the clinical semester in order to initiate the contract process with the agency. Students may not engage in any clinical activity until the contracting process is complete. Questions about this process may be directed to the Graduate Clinical Coordinator or DNP Program Director.

- Students must provide preceptors with a completed Student Profile (Found on Blackboard) and Clinical Skills Inventory (Blackboard)
- Students must negotiate the days and times that they plan to be in the clinical setting with the preceptor. Once this schedule has been created, the student must inform the clinical faculty of it.

Supervised Clinical Practicum

This section is intended to help students understand their responsibilities for all supervised clinical courses. The specific learning outcomes for each of the didactic, clinical and practice innovation courses are contained in the course syllabi that are provided at the start of each class. It is the student's responsibility to read the *Preceptor Handbook* in full to gain an understanding of the scope of the selection and role of clinical preceptors.

Preceptors must be physically present in the clinic setting when the student is engaging in clinical practicum experiences. Each provider in a clinical practice who is working with the student must complete the Preceptor Information Form and be properly vetted.

Direct Patient Care

Students enrolled in the DNP Program are required to engage in a minimum of 780 hours of direct patient care. Direct patient care for Saint Mary's students is defined as the time spent in direct, face-to-face contact and care of the patient in the clinical setting. This includes collecting subjective and objective data, deriving diagnosis/diagnoses, developing a care plan, and documenting findings in the patient chart (if permitted). If students are not permitted to document care in the clinical setting, they may claim up to 1 hour per clinical day for documenting patient case logs in the clinical documentation system (Typhon). Direct patient care may include activities such as rounding in facilities, telehealth, researching medical conditions, standards of care, medications, and reviewing medical records related to the care of each patient.

Preparation and research that occurs outside of the clinical setting is not counted as direct patient care. Simulation does not count as direct patient care. Clinical course faculty should be consulted if there is a question about what clinical activities constitute direct patient care.

Prior to beginning any clinical activity, the supervising clinical faculty must be provided with a detailed schedule of when the student will be at the clinical setting. This includes dates, start and stop times. The supervising clinical faculty must be notified immediately per phone call and email that there has been a change in the clinical setting, such as a late start, early leave, or sick day. Sick or missed days must be entered in Typhon Time Logs as such.

Documentation Requirements in Typhon

Students are strongly advised to review the Typhon Training Video (Blackboard) and view the videos that are provided on Blackboard in the DNP Student Resources. Help with Typhon is located in a Help link in Typhon, which includes instructions, video tutorials, and FAQs. Students who need further assistance with Typhon must contact the DNP Program Director.

For each clinical day, students are required to create the following data entries in Typhon:

- **A time log:**
 - **Shift time:** This is simply a clock-in/clock-out time function. Typhon gives students the option of clocking out for lunch. Students should clock out if they leave the clinical site to eat lunch; they do not need to clock out for lunch if they have a working lunch with the preceptor at the clinical site, discussing patient cases or research. Students should use the appropriate check boxes if they were at the clinical site, but no patients were seen or if they were ill on a scheduled clinical day. Please note that shift time does not constitute the required clinical time.
 - **Other activities:** Activities that are not captured in a patient case log are entered in the time log. (Please see the next section about the calculation of clinical time.)

- **A new case log:**
 - **Patient case log:** Students are responsible for entering a case log for each patient seen during each clinical day. Please review the Typhon Training Guide for more information about how to create case logs.
 - **Note:** Students must note their level of involvement in the patient contact and decision-making: independent, <50%, >50% of care. Early in the semester, students often “shadow” or “observe” preceptors. This time must be kept to a minimum, usually no more than a day or two, as students are expected to be actively involved in direct patient care. Students must notify their clinical faculty if they are not permitted to be actively involved in direct patient care.

Clinical faculty are responsible for reviewing case and time logs within one week. Faculty will either “approve” or “not approve” each entry. Students will receive an email notifying them of

cases that were not approved and will have 2 days to provide the required information. Clinical preceptors may be asked to verify data entries.

Case and time log data entry after seven days is not permitted, and students forfeit that clinical time. This means that forfeited clinical time must be made up. Falsification of clinical time and/or activities will result in course failure, and possibly immediate suspension or dismissal from the program.

Calculation of Clinical Time

Clinical time is based on time spent delivering direct patient care rather than shift time. Clinical time is calculated in Typhon through the following data entry points:

- **Time with patient:** This is entered in Typhon when creating a patient case log. This is the time the student spends with the patient in person or through telephone or other telehealth technologies. It includes the time spent gathering subjective/objective data, discussing issues such as lab results, answering questions, gathering more information, follow-up instructions, education and anticipatory guidance, referrals, and documentation in the clinical electronic health record. Entries of time with patients must be exact, neither estimated nor rounded.
- **Consult with preceptor:** This is also entered in Typhon when creating a patient case log. Preceptor consultation is defined as the time spent discussing a specific patient with the preceptor or other members of the interprofessional team. Consultation time with a preceptor may occur in person, over the telephone, or via telehealth. This time must be linked with a patient case log and must be the exact amount of time spent with the preceptor.
- **Other activities:** This is entered in Typhon when creating a time log (see previous section). Students may keep track of patient care activities that may not be captured in patient case logs. When claiming time for any of the following categories, a brief note should be included in the time log.
 - **Documentation:** Students who are not permitted to document in the clinical setting may claim 1 (one) hour for each clinical day for Typhon documentation.
 - **Lab review:** Includes review of lab findings or imaging studies for patients who were not seen in the clinic.
 - **Patient call back:** The time spent talking to patients on the telephone, answering questions, or gathering or relaying information.

- Patient record review: Preceptors often have interesting case studies that they share with students. Students may claim this as clinical time if it contributed to their clinical knowledge development.
- Clinical review/research (at the clinic only): Includes time spent looking up pathophysiology, pharmacology, guidelines, referrals, resources, etc.
- Patient no-show preparation: Enables students to claim time for preparation for a patient who did not present for an appointment.

A majority of achieved clinical time (approximately 80%) must be from time spent in face-to-face contact with the patient and consulting with the preceptor. The remainder of the achieved clinical time may be from the “other activities” category. Please note that the required clinical time is not equal to shift time, but is found in Typhon under the “My hours by course” link in the Total Achieved Hours column.

Clinical Evaluation Requirements

Professional learning includes periodic evaluation of role performance from the preceptor and clinical faculty. Students also must engage in self-evaluation of their clinical experiences. Typically, students will receive a minimum of two site visits from supervising clinical faculty. In accordance with the laws of the State of Washington, students will meet with supervising clinical faculty and the preceptor three times during the semester, at the beginning of the semester, when the student reaches the midpoint of required clinical hours for formative evaluation, and when the student completes the required clinical hours for summative evaluation.

Formative evaluation: Ongoing evaluation of the student’s role performance. This is provided by frequent feedback from preceptors and clinical faculty. This feedback should include areas in which the student performs well and areas in which the student needs to improve. Students should pay particular attention to this feedback and use it as a way to improve their knowledge and skills. Specific feedback from the preceptor and faculty that will enhance clinical knowledge and performance should be noted in the midterm and final evaluations. Clinical faculty and preceptors will complete a midterm evaluation of the student.

Summative evaluation: Evaluation that occurs at the mid-point and end of the clinical practicum and is based on criteria identified in the clinical evaluation tool. Students are not expected to master all performance criteria immediately, it is expected that they demonstrate progression and improvement of skills and competency throughout the semester. This feedback includes numeric scoring and written feedback, both of which are extremely important for student learning and progression. Written feedback should

include specific examples and a plan for remediation if necessary. Clinical faculty and preceptors will complete a midterm evaluation of the student.

Preceptors will receive an email link to complete the summative midterm and final evaluation. Students should alert the preceptor that the link has been sent and ensure that it has been completed.

Evaluation of Clinical Preceptor and Clinical Site: Students are required to complete an evaluation of their preceptor and clinical site. The evaluation forms are found in Typhon under the “My Evaluations & Surveys” link.

Clinical Incidents

When a clinical incident occurs, students must immediately notify their clinical supervising faculty. Within one day of the event, the student must complete the Clinical Incident Report Form (Blackboard) and send it to the clinical supervising faculty member and the DNP Program Director. A clinical incident is any unexpected patient incident related to patient care (errors, safety hazards, injuries, sentinel events) that occurs when the student is engaging in Saint Mary’s College DNP Program clinical activity. The reporting requirement includes incidents in which there was no adverse patient outcome.

Chapter 4

DNP Innovation Clinical Scholarship Requirements

Translational Scholarship Practicum, Project, and Portfolio DNP Innovation Practicum

The American Association of Colleges of Nursing requires the clinical doctorate scholarly project to improve clinical practice. Student projects must reflect doctoral-level work that impacts clinical practice. Students must implement their translational scholarship within their community or a health system. **Students may not conduct projects with Saint Mary's College DNP program colleagues.**

The Practice Innovation Project is a translational scholarship capstone that reflects the synthesis and integration of the skills and knowledge gained in the doctoral program. This project is developed throughout sequential DNP Practicum courses that highlight the student's doctoral-level skills and thinking in collaboration, communication, creativity, innovation, critical thinking, interprofessional teamwork, and the use of evidence to support sustainable change. It serves as a catalyst for improved healthcare outcomes.

DNP Practicum Hours

Students must complete 400 DNP Practicum hours in the DNP Practicum courses. These courses prepare doctoral students to develop, deliver, evaluate, and disseminate the findings from the Practice Innovation Project. Each DNP Practicum course provides specific outcomes planned to support the progress, completion, and dissemination of the project's findings.

Students are required to record all activities done toward the completion of the required 400 DNP practicum hours in the Typhon Conference Logs (found under "Other Activities & Reports

on the Typhon homepage). When recording the hours in conference logs students must include the following:

- The date of when the activity was completed.
- A descriptive topic name for the activity (e.g., Library, CITI Program completion).
- A speaker only if the activity included talking to someone about the project. If it did not include a conversation about the project (i.e., library research), the student should write N/A in the required speaker field.
- A description of the activities, including which course and program outcomes were met by doing the activity and a brief reflection on how the activity contributed to the Practice Innovation Project.
- The number of hours that the student engaged in the activity on that day.
- Typhon asks if the activity was awarded CME/CEU Credit. Students should choose “no” unless a CEU activity was actually attended.
- The appropriate associated course (NURS 701, 702, 703, 704) in which the activity was completed.

DNP Innovation Project and DNP Portfolio

The DNP Innovation Project is completed in two phases: Proposal and Final Project. To graduate from the DNP Program, students must successfully complete both phases of the project and maintain the required documentation in the DNP Portfolio.

DNP Practice Innovation Project Team

Faculty Team Leader: Doctorally prepared (PhD, DNP) Saint Mary’s College faculty member. This member serves as the lead faculty mentor on the project.

Community Key Stakeholder: This member serves as the student’s local mentor for the project and should have some level of expertise and involvement in the student’s topic.

DNP Practice Innovation Project Focus

Primary care Nurse Practitioner tracks: The focus must be well situated within the scope of practice of a Primary Care Nurse Practitioner, with the aim of promoting health and treatment of disease states, improving the quality of health care, or increasing access to health/healthcare for patients in that setting.

Acute care Nurse Practitioner tracks: The focus must be well situated within the scope of practice of an Acute Care Nurse Practitioner, with the aim of promoting health and

treatment of disease states, improving the quality of health care, or increasing access to health/healthcare for patients in that setting.

Topic areas may include, but are not limited to:

- Quality improvement
- Evidence-to-practice translation
- Quality improvement
- Practice-based or clinical inquiry
- Program development and evaluation
- Policy

DNP Innovation Project Requirements Project Proposal Paper and Presentation

The DNP Innovation Project's Proposal Phase includes the following:

- A **scholarly paper** that successfully reflects the requirements of the DNP Innovation Project Proposal Grading Sheet (Blackboard).
- A **proposal presentation** (Blackboard) with the Faculty Team Leader in which the student summarizes the plans for the project and responds to any questions posed. The student should plan at least one hour for this meeting.
- Students who successfully complete the Project Proposal Phase must have the Proposal Approval form (Blackboard) signed by the faculty team leader and upload it to Typhon External Documents.

Institutional Review Board Approval

After successfully completing the proposal defense, students must submit their project for approval to the Saint Mary's College and health system (if required) Institutional Review Board before any data are collected. There are no exceptions to this policy. The IRB approval form must be uploaded to Typhon and included in the final project paper appendices.

Final Practice Innovation Project Paper and Presentation.

The DNP Innovation Project's final phase includes the following:

- A **scholarly paper** that successfully reflects the requirements of the DNP Final Project Proposal Grading Sheet found in the NURS 704 BlackBoard course and on the https://bblearn.saintmarys.edu/ultra/organizations/_41047_1/outline website.
- A **final public defense** in the form of a poster and podium presentation at the DNP Immersion. The rubric for the presentation is found in the NURS 704 BlackBoard course and in the [Blackboard](#). The poster must summarize the entirety of the Project.

- Students are encouraged to submit their work for publication and/or presentation at a scholarly conference in collaboration with the faculty team leader.
- After the final paper and presentation are successfully completed, The Practice Innovation Project Completion Form must be signed by the faculty team leader and student (NURS 704 BlackBoard course and in the [Blackboard](#)).

DNP Practice Innovation Proposal and Final Project Outcomes

Excellent: Average score between 90-100%

Proposal phase: The student may proceed with developing and submitting the required documentation to Saint Mary's College and/or the health system Institutional Review Board (IRB). Revisions must be completed within two weeks of receiving feedback.

Final project phase: The student has successfully completed the written paper, presentation, and portfolio requirements. Revisions must be completed within two weeks after receiving feedback.

Satisfactory: Average score between 89-80%

Proposal phase: The student must address all recommendations for minor revisions within two weeks after receiving feedback and prior to proceeding with IRB document development and submission.

Final project phase: The student must address any minor revision recommendations within two weeks after receiving feedback.

Unsatisfactory: Average score below 80%

Proposal phase: The student may not proceed with the project until deficiencies are addressed and corrected. In this case, the student will have one more opportunity to repeat the proposal defense. A second failure means the student must meet with her/his team and the DNP Program Director.

Final project phase: The student must meet with the faculty team leader and the DNP Program Director.

DNP Portfolio

All students must maintain current documentation in the DNP Portfolio throughout the program. The portfolio serves to highlight scholarly development as students progress through the DNP Program. The portfolio includes a repository of student work throughout the program. Students are responsible for uploading to the appropriate External Documents Folder in Typhon:

- Major graded papers and presentations from each course in the DNP Program.
- An updated resume or CV each year.
- Evidence of completion of the CITI Program
- Proposal Paper and Presentation
- Proposal Approval Form
- Project Completion Form
- Final project paper