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Greetings!

Welcome to the University of Missouri-St. Louis (UMSL) and to the College of Nursing (CON). The faculty and staff at the CON would like to congratulate you on reaching this amazing milestone in your life and future career. The graduate nursing programs of study include Bachelor of Science in Nursing to Doctor of Nursing Practice (BSN-DNP), Post-Graduate Certificate (PGC) as a nurse practitioner (NP), and Master of Science in Nursing to DNP (MSN-DNP). We hope your time at UMSL and academic studies within the CON will provide you with the knowledge, skills, and life-changing experiences that will best prepare you for your next career goal.

This handbook is a reference to assist you through your academic journey as well as provide resources to a variety of UMSL policies and procedures. Please utilize this handbook throughout the academic year to help navigate through your PGC or DNP academic degree and to assist you with any questions you may have.

Below are some key individuals to be aware of:

**College of Nursing Dean:**
Roxanne Vandermause, PhD, RN
Email: vandermauserk@umsl.edu
Phone: 314-516-7067
Office: 150 Nursing Administration Building

**Executive Director for Graduate Practice Programs:**
Name: Cathy Koetting, DNP, APRN, CPNP, PMHS, FNP-C
Email: koettingc@umsl.edu
Phone: 314-516-7084 (O); 314-780-7663 (C)
Office: 227 Nursing Administration Building

**Graduate Nursing Academic Advisor:**
Name: Stacy Pearson, MEd
Email: pearsonsr@umsl.edu
Phone: 314-516-7028
Office: 118 Nursing Administration Building

Our dedicated faculty and staff are here to help you succeed throughout your nursing education. Please reach out to them if you need further information, assistance, or clarification. Best of luck during this academic year!
Introduction

This handbook contains material specific to the College of Nursing (CON) including policies regarding progression and retention. Overall university policies and course offerings can be found in the University Bulletin. You are encouraged to review these manuals to obtain important information that will assist you in planning and implementing your program of study. Please feel free to contact the Office of Student Services (314-516-6066) for further clarification.

History

The University of Missouri–St. Louis (UMSL) is one of four campuses that constitute the University of Missouri, the ninth largest university system in the United States. Founded in 1839, the University of Missouri became a land-grant institution in 1862. The St. Louis campus was established in 1963, becoming the largest university serving St. Louis and third largest in the state. History specific to the CON can be found on our website by clicking here.

Mission

The mission of the CON at UMSL is to transform lives by fostering a vibrant community of compassionate and inspired nurses. We develop nurses from diverse backgrounds who are dedicated to the pursuit of excellence and leadership through innovative baccalaureate and graduate programs. We engage interdisciplinary and community partners to respond to the needs of the communities we serve. We generate, translate, and disseminate new knowledge into practice that advances healthcare globally.

In accordance with its most recent Strategic Plan (approved in May 2019), the CON at UMSL has also adopted its own Vision Statement, Strategic Priorities and Core Values, all of which may be viewed on our website by clicking here.

Non-Discrimination

It is the policy of the University of Missouri to provide equal opportunity for all enrolled students and applicants for admission to the University on the basis of merit without discrimination on the basis of their race, color, religion, sex, sexual orientation, national origin, age or disability, or Vietnam era veteran status. Sexual harassment shall be considered discrimination because of sex. This policy shall not be interpreted in such a way as to violate the legal rights of religious organizations or military organizations associated with the Armed Forces of the United States of America.

Communication

All email communication and course communications will occur through UMSL email. Personal and employer email addresses will not be used for academic communications.
General Information

Computer Proficiency

The CON has adopted:
- Windows as its operating system (available free from UMSL)
- Microsoft Office products (Word, Excel, and PowerPoint) as its primary application software (available free from UMSL)
- The *American Psychological Association (APA) Publication Manual*, latest edition (presently, this is the 7th edition), as the standard manuscript style (the University bookstore has APA manuals)
- Canvas as its learning management system software

Students should have proficiency in the following skills:

**Basic Skills:**
- Logging on to UMSL’s Online Course Management System *MyGateway* (Canvas)
- Logging on to UMSL’s Student Information Management System (*MyView*)
- Send, receive, and respond to web-based email on and off campus
- Attach a document/file to an email message
- Familiar with using a graphical interface to access programs (use of icons on the desktop)
- Start up and switch between multiple programs/windows
- Create, copy, move, rename, and delete files and folders
- Use a web browser to access the Internet (e.g. Chrome, Firefox, etc.)
- Create and organize bookmarks in a web browser
- Familiar with several different search engines to find information (e.g. MEDLINE, PUBMED, etc.)
- Use the Internet to find, collect and print information
- Download programs from the Internet to their computer (e.g. Adobe Acrobat DC Reader, etc.)
- Create an electronic signature through Adobe Acrobat Reader DC (Appendix A)
- Save, copy, and incorporate Internet information into Word
- Create a document using Word
- Save, edit, and print a document in Word

**Preferred Skills:**
- Create, edit, and enter a formula for calculations in Excel
- Generate graphs using a spreadsheet such as Excel
- Create PowerPoint presentations with video clips, sounds, and links to other presentations

Computer Resources

All information relative to the use of MyGateway, a course management package, and your student emails will be outlined in Student Technology Guides prepared each fall by Information Technology Services (ITS).
Computer Help Desk: You can contact the computer help desk at 314-516-6034. The hours of operation are Monday – Thursday 7:30 am - 7:00 pm and Friday 7:30 am - 5:00 pm. The help desk is closed weekends and holidays. If the help desk is unable to resolve your problem, please call the Software Support Specialist for the CON at 314-516-6755.

Office of eLearning

The Office of eLearning supports faculty, teaching assistants (TAs), students and staff. They collaborate with the university’s users to better integrate technology into teaching and learning. The office provides the following support resources:

- Assistance with Canvas tools in traditional, hybrid and online courses
- Assistance in the development of web-based material
- Integration of video or graphics into course materials
- Assistance in the use of various instructional technologies
- Individual and departmental consultations
- Access to networked workstations with software and media capabilities

A number of student computer laboratories are available on campus. See the Triton Manual for further information.

Communication

The CON faculties and staff communicate with students in a variety of ways, including the use of MyGateway announcements and university email. Students are responsible for all communication regarding program information/changes relayed through such campus communication systems. Students are responsible for reading their UMSL email or for taking appropriate steps to forward that email to another account. Faculty and staff will only use the UMSL email address for the student.

UMSL Graduate School

Doctoral and PGC education is guided by policies of the UMSL Graduate School. The UMSL Graduate School awards your doctoral degree or PGC. Many of these policies and procedures are tailored to meet the needs of graduate students in the CON.

For the doctoral student, clinical scholarship requires a minimum of 400 hours over three semesters, producing a written and oral proposal. The implementation of the project and the results will be disseminated in a defendable presentation, poster, and publishable article. The Clinical Scholarship Project must be approved by the Graduate School after approval of the DNP Committee at the CON.

Doctoral Degree Student Forms

- D-1 Appointment of Comprehensive Examination Committee
- D-3 Application for Candidacy
- D-4 Appointment of DNP Committee
- D-5 Doctoral Clinical Scholarship Proposal
D-6 Preliminary Approval of Scholarly Project and Oral Defense  
D-7 Defense of Clinical Scholarly Project and Final Approval of the Results  
D-9 Oral Defense Announcement

The D-forms and IRB training and submission will be scheduled for completion in the DNP Capstone courses.

M- and D-Forms

An M-form is a master’s level form communicating progression in the PGC program. Specifically, the M3 form is due at the beginning of the semester in which the student will complete the program requirements.

A D-form (D1-D9) is a doctoral level form communicating progression in the clinical scholarship project process to the Graduate School.

The M- and D-forms are located on the Graduate School website in the forms tab. There are student and faculty responsibilities for the M- and D-forms, as noted below.

You will be responsible for registering for courses according to your POS and processing all necessary M- or D-forms. Copies of these forms are also filed in your student file in the Office of Student Services. It is the student’s responsibility to:

- Review the M- or D-forms required at the Graduate School website
- Complete each M- or D-form as instructed
- Submit completed M-form and any D-form (with accompanying documents) electronically. All M-forms must be submitted to the Executive Director for Graduate Practice Programs. D-forms are submitted to committee members first, and then to the committee chair, and finally to the Executive Director for Graduate Practice Programs.

Please note failure to get approval or meet deadlines for the M- or D-forms could delay progression or graduation. A DNP student may not present their proposal and defend the project in the same semester.

Graduate Credit Hours for Nursing

The minimum credit hour completion requirement for graduate programs in nursing are:

- PGC: 12 credit hours
- BSN-DNP (NP): 70 credit hours
- MSN-DNP: 33 credit hours

A minimum total of 62 post-baccalaureate credit hours are required for completion of the DNP degree program at UMSL. Any transferred credits shall constitute no more than one-third of the total credits required for the doctorate. For example, for a doctoral degree requiring 70 hours of work beyond the bachelor’s degree, no more than 23 credits from another graduate nursing program may be applied towards the doctoral degree. For those with a master’s degree, no more than 10 credits from another program may be applied towards the 33 hours required for the doctoral degree. When doctoral students have earned an MSN at any accredited institution, appropriate credits may be applied toward meeting the requirement for the doctoral degree,
subject to CON approval. Regardless of transferred credit hours, the DNP academic degree requires a minimum of 62 post-baccalaureate credit hours.

The CON offers part-time programs of study for BSN-DNP and MSN-DNP of 5-7 credit hours per semester. A full-time program of study exists for BSN-DNP only. Full-time status is defined as nine credit hours per semester. Some financial aid entities require a minimum credit hour requirement each semester. The student is responsible for knowing these requirements.

Residency course credits reflect 75 practice hours as equivalent to one credit hour. All PGC and BSN-DNP students are required to have a total of eight credit hours (600 practice hours); however, students may choose how many credit hours to apply for over the three residency courses (2-4 credit hours per semester).

Students are expected to be enrolled in spring, summer, and fall semesters. Failure to enroll in a semester without a leave of absence (LOA) may result in termination from the Graduate School.

**International and Permanent Resident Students**

International students shall meet the requirements for admission to the Graduate School. In addition, international students whose native language is not English and who have spent less than two of the last three years in an English-speaking country are required to submit scores from an internationally accepted standardized examination before a decision is made on admission.

All students with international coursework must submit official transcripts from the international school(s) as well as a credential evaluation from World Education Services (WES). Please click [here](#) for detailed information on this process.

**Doctoral Residency Requirement**

The DNP academic degree is a practice doctorate requiring a minimum of 1,000 advanced nursing practice hours.

For the APRN, the residency requirement may be satisfied with direct patient care practice hours and systems hours (i.e., simulation training, intensives, approved conference hours, clinical scholarship project activities, etc.). Residency for the APRN doctoral students requires successful completion of a minimum of 600 direct patient care hours and a minimum of 400 systems hours. (Appendix B)

For non-APRN students, all residency hours will be indirect patient care. Non-APRN students (e.g., leadership) must also acquire a minimum of 1,000 advanced nursing practice residency hours, usually indirect patient care in practice areas such as nursing administration, nursing education, the clinical scholarship project and more. (Appendix C)

For MSN-DNP students, residency or practicum hours acquired during the MSN program can be applied towards the DNP residency requirement hours. There may need to be additional residency hours acquired to achieve the minimum 1,000 practice hour requirement.
Graduate Nursing Time Limitation

The maximum amount of time allowed for completion of a PGC will be no more than five-years. The maximum amount of time allowed for completion of a doctoral degree will be no more than eight-years after the first course enrollment.

Graduation Under a Specific Catalogue

Students are bound by graduation policies and requirements found in the University Bulletin or CON policies in use at the time of their initial enrollment or readmission to the CON. Curricular changes may be imposed within the nursing major with the assurance that students will be notified of all changes.

Applying for Graduation

Graduation is not automatic even after all requirements have been met. All students must apply for graduation at the beginning of the semester they plan to graduate by completing the G10 form. For the doctoral students, all D-forms must be completed throughout their degree program of study. Students must be enrolled for at least one credit hour in their final semester.

Good contact with the academic advisor or Executive Director for Graduate Practice Programs should be maintained to ensure your graduation is successful. Any missed steps may result in your name not being listed in the commencement bulletin or graduation being postponed.

College of Nursing

The PGC prepares students for a certificate of eligibility for a NP board certification exam. The DNP degree program prepares students to be leaders in their field with a terminal academic degree.

Nurse Practitioner Option

An APRN is defined as a nurse practitioner (NP), clinical nurse specialist (CNS), nurse midwife (NM), or nurse anesthetist (NA). The NP option is designed for students who want to care for patients in the primary or acute care areas. In the primary care populations of focus, health promotion and illness prevention in the out-patient setting are emphasized. In the acute care populations of focus, the emphasis is on managing illness and injuries for patients in an in-patient setting. Students learn to manage the health of a population of focus through course and clinical activities. The populations of focus available at UMSL are:

- Adult-Geriatric Nurse Practitioner – Primary Care
- Family Nurse Practitioner – Primary Care
- Pediatric Nurse Practitioner – Acute Care
- Pediatric Nurse Practitioner – Primary Care
- Psychiatric Mental Health Nurse Practitioner – Primary Care
- Women’s Health Nurse Practitioner – Primary Care
Upon completion of the NP program, graduates are eligible to sit for certification in a population of focus by one of four nursing board certification entities.

Research Statement

Any research conducted as part of the student's formal studies at UMSL must be reviewed and approved by the CON. Approval by both the CON and UMSL's Institutional Review Board must be obtained prior to initiation of data collection. Specific information may be obtained through the Office of Student Services or in the DNP Clinical Scholarship Project Guide & Portfolio.

Curriculum Standards


The DNP program builds upon the BSN and MSN curriculums by utilizing the AACN The Essentials: Core Competencies for Professional Nursing Education (2021), the National Organizations of Nurse Practitioner Faculties (NONPF) Practice Doctorate Nurse Practitioner Entry Level Competencies (2012), the Quality and Safety Education for Nurses Competencies (QSEN, 2009), and the Nurse Executive Competencies (ANCC, 2016; AONL, 2015).

Faculty members regularly review the curriculum to ensure continued compliance as new standards are published.

The Essentials of Doctoral Education for Advanced Nursing Practice
(American Association of Colleges of Nursing [AACN], 2006)

1. Scientific underpinnings for practice
2. Organizational and systems leadership for quality improvement and systems thinking
3. Clinical scholarship and analytical methods for evidence-based practice
4. Information systems/technology and patient care technology for the improvement and transformation of healthcare
5. Healthcare policy for advocacy in healthcare
6. Interprofessional collaboration for improving patient and population health outcomes
7. Clinical prevention and population health for improving the nation’s health
8. Advanced nursing practice

DNP Program Learning Outcomes
(revised and approved, October 2014)

1. Integrate informatics, research, and ethical/legal principals to provide excellence in
advanced clinical nursing practice.
2. Translate research to improve healthcare delivery and health outcomes.
3. Generate strategies for multidisciplinary leadership through analysis of critical indicators and/or healthcare delivery systems to optimize patient care and safety.
4. Demonstrate an understanding of strategies to influence health policy-making to improve health outcomes, shape healthcare delivery, and remove barriers to healthcare.
5. Evaluate approaches to practice utilizing both nursing theories and other health system theories.

PGC and DNP Program Professional Requirements

The following are program requirements for all PGC and DNP students. Each student will be expected to meet these requirements or be subject to disciplinary action and may be ineligible for program progression.

Professional appearance may be defined as, but is not limited to:

- Maintenance of professional attire and appearance when representing UMSL
- Adherence to agency dress code requirements
- Display of appropriate agency and/or University identification (Triton Card)

UMSL CON Dress Code

Dress in the classroom is business casual.

In the residency area, students are expected to comply with the dress code of the residency agency.

- Students are expected to wear business or business casual attire or attire required by the residency agency; wear the facility ID badge (if needed); University ID badge; and lab coat.
- No jeans or any other denim clothing while caring for patients at any residency site.
- No spandex, shorts, short skirts, and halter/tank tops in the residency setting.
- No sandals, open-toed, athletic, and/or dirty shoes.
- Fingernails should not be able to be seen when looking at the palm of the hand, and students are expected to follow the fingernail policy of the residency agency.
- Tattoos must be covered as much as possible during the residency experience.
- Jewelry is limited to one pair of small earrings and one ring on each hand. Additional piercings are required to be removed including studs, rings, gauges, etc. while in the residency setting.

If students are improperly dressed, the agency staff, preceptor, or UMSL faculty have the right to ask students to leave.

Professional Conduct

Professional conduct may be defined as, but is not limited to:

- Protection of patient rights and privacy
• Maintenance of patient confidentiality and HIPPA Guidelines
• Academic integrity
• Honesty in reporting and documenting clinical experiences
• Delivery of safe nursing care
• Prompt reporting of mistakes, errors, accidents, or unusual circumstances to supervising staff or faculty to the Executive Director for Graduate Practice Programs
• Adherence to policies of clinical agencies and course instructions
• Functioning under the specific direction of faculty
• Civil, courteous, and respectful interpersonal interactions
• Prepared, present, and punctual

A faculty member, the Executive Director for Graduate Practice Programs, or the Dean are obligated and have the authority to remove a student from any academic activity in which the student's appearance or behavior is irresponsible, unsafe, or unprofessional.

**College Governance and Committees**

The by-laws of the Faculty Association provide the mechanism for faculty governance of the CON. Standing committees have various functions and work to ensure that appropriate policies are in place to maintain strong academic programs:

• Executive Committee: Provides leadership for the CON
• Undergraduate Committee: Provides leadership for curriculum, program evaluation, and student relations
• Graduate Committee: Provides leadership for curriculum, certification, program evaluation, and student relations
• Faculty Affairs Committee: Facilitates faculty development and addresses faculty issues and concerns
• Scholarship, Research and Evidence-Based Practice Committee: Provides leadership for research and scholarship
• Innovations in Practice and Partnerships Committee: Identifies trends and future opportunities in nursing practice, research, and scholarship, health care, health systems delivery; assists leadership in facilitating community based partnership to achieve the CON mission, vision, and goals

Students are encouraged to participate on college committees. Those who are interested in serving on the Undergraduate and Graduate Committees or Dean's Advisory Council should contact the Office of Student Services. Committees meet monthly. Students may address concerns to specific committees by contacting the chair of the committee.

**Student Organizations**

*Sigma Theta Tau International*: The Nu Chi Chapter of Sigma Theta Tau was officially established in April 1984. Membership is offered by invitation to current students who are excelling in their programs of study, students graduating in the upper third of their class, and to individuals who are recognized as outstanding community nursing leaders. Professional presentations are held twice each year and feature leaders in the nursing profession.

Sigma Theta Tau International is a funder of dissertation research. The Nu Chi Chapter is a
resource for its support of DNP students’ research interests, professional development, and professional presentations.

Student may submit applications for membership twice a year, typically around graduation. Students who are interested in becoming a member are encouraged to explore the membership criteria and social media page. Those who are members of another chapter can transfer their membership to Nu Chi or can become a multi-chapter member. Interested students can also contact the Faculty Counselor, Dr. Wilma J. Calvert, at calvert@umsl.edu.

Academic Advising

The graduate nursing academic advisor at the CON will assist you in registering for your courses for the first semester. The academic advisor will also assist you in developing your personalized Plan of Study (POS). The POS needs to be signed by the student and the academic advisor or Executive Director for Graduate Practice Programs. Contact information for the graduate nursing academic advisor can be found at the beginning of this handbook or on the CON website.

A student must have satisfactorily completed all specialty nursing courses with a minimum grade of a C+ or better. Should a course need to be repeated or a personal life change occurs, the POS may be changed with approval from the graduate nursing academic advisor or the Executive Director for Graduate Practice Programs.

Faculty and Staff Offices and Mailboxes

Nursing faculty and staff offices and mailboxes are located in the Nursing Administration Building (NAB) and in Seton Hall. The NAB is open Monday-Friday 8:00 am-5:00 pm while Seton Hall is open into the evenings and on Saturdays.

Assessment of Institutional Effectiveness

UMSL has implemented a continuing program to assess institutional effectiveness. A vital part of that effort is the component dealing with student learning outcomes. During the time students are enrolled at the College and later, as alumni, they will be asked to participate in various activities designed to determine how well the College and the University are meeting the stated purposes.

Evaluation

Course requirements and methodology for assigning grades are the prerogative of the faculty of each course. Examinations and other graded assignments may be scheduled periodically, with or without notice, and at the end of the semester at the discretion of the faculty. Students who are not making satisfactory progress in courses at midterm are encouraged to confer with course faculty and the Office of Student Services.

Many nursing courses include both class and clinical learning experiences. Successful completion of a graduate nursing course requires satisfactory achievement in all courses. Graduate students in the CON must have a C+ or better in all the specialty specific courses listed below, and have a cumulative GPA of 3.0 or greater at the completion of each semester.
**Grading Scale**

College of Nursing has adopted the following grading scale for required nursing courses:

- 95-100  A
- 93-94   A-
- 91-92   B+
- 87-90   B
- 85-86   B-
- 82-84   C+
- 76-81   C
- Below 76 F

Nursing grades are recorded as letters, with pluses and minuses.

A delayed grade (DL) may be assigned if course assignments are incomplete or missing at the time grades are due and are assigned at the discretion of the course faculty. A DL does not affect the overall GPA, however, a DL requires conversion to a grade within one-year. If the DL is not converted to a grade within one-year, a grade of “F” will be automatically assigned.

**Specialty-Specific Courses**

- N6518: Advanced Pathophysiology
- N6520: Advanced Pharmacology
- N6524: Advanced Health Assessment
- N6530: Clinical Diagnostics
- N6730, N6731, N6737, N6738, N6739, N6740, N6741, N6742, N6743, N6744, N6746, N6747, N6750, N6751: All Diagnosis and Management courses
- N6954, N6955, N7954, N6934, N6935, N7934: All residency courses
- N7291, N7292, N7293: All Capstone courses

Students who receive a grade below a C+ in one of the specialty courses or receive a grade below a C in any other course, may repeat the course one (1) time. A maximum of two (2) courses may be repeated only once in the program of study.

**Writing Intensive Courses**

The UMSL CON graduate nursing program defines a writing intensive course as including at least one written paper (minimum of five text-written pages) and is a course where writing is used as a central mode of learning. Students have several written assignments during the course culminating in at least 50% of the final course grade determined by the quality of the student’s thought expressed in the writing. Writing is explained and practiced in the course and is learned through revisions, constructive feedback and/or grading rubrics.

- N6130: Research, Interventions and Evidence-Based Practice*
- N7443: Healthcare Policy and Economics*
- N6424: Social Determinants of Health and Underserved Populations
N6111: Healthcare Systems, Concepts and Theory*
N7220: Leadership in Practice*
N7215: Evidence-Based Practice (EBP) for the Doctor of Nursing Practice (DNP)
N7291: DNP Capstone 1
N7292: DNP Capstone 2
N7293: DNP Capstone 3

* Denotes shared PhD and DNP course

Students will be evaluated for grammar, structure, and source citation based on lower and higher order competencies:

Lower Order Competencies:

Basic Writing Skills
- Mechanics, including capitalization, abbreviations, italics
- Punctuation and spelling
- Syntax, sentence structure
- Grammar, e.g. pronouns, noun/verb match, verb tense, modifiers,
- Sentence structure, including incomplete sentences and wordiness
- Technical vocabulary; professional vocabulary
- Jargon, colloquialisms
- Use of quotations and paraphrasing; plagiarism
- Selection of sources
- Paper structure – introduction, text, conclusion
- CON paper set up and format
- Documentation - APA citation/referencing style

Higher Order Competencies
Content and Presentation; Developing Writing Skills

- Clear purpose
- Understandable message/ problem statement
- Stays on topic
- Organization/flow of paper
- Sentence content, i.e. precise and concise
- Descriptive, accurate word choice appropriate to nursing/health care
- Use of transitions
- Supporting literature/evidence (not opinion)
- Integration of ideas and evidence
- All components of assignment
- Evidence of editing, incorporating feedback from earlier drafts/assignments

Posting Grades

In respect for student privacy, students' grades are not posted in a way that would allow for individuals scores to be identified by others. Faculty are required to only post grades on the MyGateway course gradebook.
Office of Student Services

The Office of Student Services can assist you in a variety of ways such as advising, registration, and referrals to University services. Questions about the curriculum, prerequisites, and course requirements should always be directed to the graduate nursing academic advisor.

The Office of Student Services is located on the first floor of the Nursing Administration Building on South Campus. You may schedule an appointment by calling the front desk during normal business hours (Monday-Friday, 8:00am-5:00pm) at 314-516-6066. Direct contact information for each of our staff members can be found on our website by clicking here.

Course Registration

We hope to make the registration process as easy as possible for you. Shortly before registration time, you will receive two emails: one from the Office of the Registrar and one from the CON, both sent to your UMSL email address.

The email from the Office of the Registrar will include your registration date, which is assigned by class standing: graduate students and seniors first, juniors next, etc. Be aware that it is not an appointment. This is a notification of the first day you will be eligible to register for courses.

All PGC and DNP students must meet with the graduate nursing academic advisor to discuss an initial POS. Meetings can be scheduled via email or phone. The graduate nursing academic advisor will register a student for their first semester. After the first semester, students will be responsible for registering in subsequent semesters according to their POS.

Adding and/or Dropping Course(s)

To add or drop a course after you initially register for courses, you must contact the graduate nursing academic advisor in the CON. Students may call the front desk to schedule a follow-up appointment to make changes to their schedule, or they may contact the graduate nursing academic advisor (see page 5) directly (if it is a minor change). The graduate nursing academic advisor will discuss how dropping a course may impact your progression in the DNP program.

Students must be aware of the add/drop deadlines set forth by the Office of the Registrar as well as the reassessment schedule set forth by the Cashier’s Office.

Academic Alert System (Early Alert)

UMSL utilizes an electronic academic alert system allowing faculty to refer students for academic supports early in the term. When a faculty member identifies a grade at risk for course failure at any point during the semester, he/she can initiate an academic alert. Referrals assist students to access campus resources and academic supports to help them successfully complete the course. An academic alert referral is not noted on campus transcripts; it is a mechanism to support learning and provide students with direct access to campus resources.
Every graduate nursing course will provide a syllabus that details the specific evaluation criteria and methods. Students in the CON are expected to meet those criteria to successfully achieve the objectives of the course.

To be successful, students must achieve a grade of C+ (82%) or better on exams/tests as well as maintain satisfactory progress in the clinical/laboratory in order to successfully pass a specialty course. A grade of C (76%) or higher must be achieved in non-clinical courses, however, the graduate nursing student must maintain an overall 3.0 grade point average (GPA).

An Academic Alert referral will be completed by the course faculty on any student who is near or below the criteria of a grade of 82%, is not meeting performance standards for the course, or is not satisfactorily meeting the clinical requirements of a course.

An electronic copy of the academic alert referral completed by the faculty will be forwarded to the student, the Office of Student Services, and the CON Student Affairs office. The student is expected to meet with the faculty member completing the Academic Alert form and the CON Student Affairs office for further assistance. Senior academic advisors will have access to the system and be able to view academic alert referrals.

**Student Academic Policies**

**Exceptions**

Students requesting exceptions regarding coursework, course sequence, exemption from a specific course (e.g., transfer credit), and other exceptions (e.g., leave of absence [LOA]) related to progression through the curriculum must consult with the graduate nursing academic advisor.

Students who do not successfully complete a course are at risk of becoming “out of sequence” and potentially delaying their graduation. Such students must meet with either the graduate nursing academic advisor in the CON or the Executive Director for Graduate Practice Programs to redesign a POS.

**Independent Study**

Independent study (NURSE 6875) is available as an elective means of increasing knowledge within a student’s area of interest. Students who wish to pursue independent study must follow these guidelines:

- Contact the graduate nursing academic advisor.
- Identify and contact the faculty member recommended.
- The faculty member provides guidance as needed throughout the course; the degree of independence will vary with student learning objectives.
- Credit allocation can vary from 1-3 credits per semester. No more than six independent study credits may be used to meet graduation requirements.
Progression Policies

The maximum time allowed for completion of a DNP academic degree is eight years after initiation of coursework. For transfer courses to be accepted, students must complete a Transfer Credit Form (G3). Two-thirds of graduate coursework must be completed at UMSL.

The CON has implemented the following policies regarding progression in the DNP program:

- A student may not progress in the DNP program with an overall GPA of C+ or less after two consecutive semesters on probation without approval from the Executive Director for Graduate Practice Programs.
- Any specialty-specific graduate nursing level course in which a grade of C or less is achieved must be repeated and a grade of C+ or better must be earned. Only one repeat attempt is allowed per course. Specialty-specific courses are listed on page 15.
- Courses may be taken concurrently with any course for which the course is not a prerequisite for the other.
- No course may be repeated more than once.
- No nursing or elective course taken to satisfy degree requirements may be taken on a satisfactory/unsatisfactory basis (pass/fail). All courses must have a letter grade.
- The maximum time allowed to completion of a DNP degree is eight (8) years from initiation of coursework per Graduate School Policy. The maximum time allowed to completion of a PGC is five (5) years from the initiation of coursework since this is a Master's level program and follows the Graduate School policy.

Probation

Students are placed on probation when their GPA falls below 3.0. Students on probation for two consecutive semesters must apply through the appeals process to the CON Graduate Appeals Committee for permission to remain in the program. Students appealing a course grade must follow the University policy for grade appeals.

All courses taken at UMSL for graduate credit figure into the calculation of the transcript GPA, including courses that may not be a part of the degree program. However, only courses included in the degree program figure into the calculation of the degree program GPA. Transfer courses are not included in any GPA calculation, even though the courses may be included as part of a degree program. The degree program GPA must be at least 3.0 for a student to graduate.

After a student has at least nine credit hours, if the transcript GPA falls below 3.0, the dean of the Graduate School will place that student on probation. The CON may also place a student on probation if it regards the student's progress as unsatisfactory, so communicate with the graduate nursing academic advisor if personal situations are affecting your academic success.

Probation lasts for one semester. After one semester, the student will be removed from probation, continued on probation, or dismissed, depending on his or her progress. The Graduate School may dismiss a graduate student who fails to achieve at least a 3.0 over two semesters.

A student may not continue on probation for more than two consecutive semesters without
permission from the Executive Director for Graduate Practice Programs. A letter will be mailed to the student from the Graduate School regarding probation. The CON will also email a letter to the student’s UMSL email address.

Grade Appeals

There is a process in place for grade appeals. Any student requesting a grade appeal should contact their advisor for more guidance on this process.

Dismissal

Dismissal from the CON at UMSL can occur under the following circumstances:
- Failure to complete a probationary period satisfactorily.
- Irresponsible, unsafe or unprofessional behavior as determined by the CON or University (See “Code for Academic and Professional Conduct”).
- Unsatisfactory grades:
  - Failure of any two nursing courses;
  - Failure to earn a satisfactory grade (C+ or above) in a required specialty nursing course which they are repeating;
  - Failure to earn a C or higher grade in any other regular nursing graduate course (non-specialty) they are repeating
- The falsification of any information provided to the CON or University on any record.

A graduate nursing student may be dismissed for a failure to achieve a minimum of a 3.0 GPA average, a breach in academic integrity, or professional conduct issues.

A student who is on probation for two or more consecutive semesters during his/her program of study will be dismissed unless an exception is conferred by the CON. Unless an exception is made, the Graduate School may dismiss a student who does not make adequate academic progress. The Graduate School will mail a dismissal letter to the student with a copy sent to the graduate nursing academic advisor, the Executive Director for Graduate Practice Programs, the Graduate Admissions Office, and the Financial Aid Office.

A potential breach in academic integrity may be another reason for dismissal. The administrators in Academic Affairs will be fair, even to those who are charged with academic dishonesty. Students who are charged are given due process. That means that they have the right to know about the charge and give their side of the story. If the investigation finds that the student is guilty of academic dishonesty, administrators write a formal disciplinary letter stating the sanction. Included in the disciplinary letter is a separate sheet on which students who are given sanctions can agree to them or not. If they appeal, they face a hearing committee. They can also appeal the committee’s decision to the Chancellor. Sanctions for graduate students are always stiffer than for undergraduate students.

The CON administration will review any instance of professional misconduct and determine sanctions or dismissal (if needed).
Leave of Absence

Students who need to take a leave of absence from the program for personal/medical reasons, military deployment, etc. must communicate with the graduate nursing academic advisor or the Executive Director for Graduate Practice Programs to redesign a plan for the student’s return. A leave of absence is generally granted for up to one year. Graduate students who are forced to interrupt their studies for up to a period of one year should request a leave of absence from UMSL.

Personal/medical must resume their studies within one year. Military deployment must resume studies within three months of return. In consultation with the graduate nursing academic advisor or the Executive Director for Graduate Practice Programs, students will describe the program modifications that the leave of absence requires. Requests shall indicate the reason for leaving and the expected return date to UMSL. Approval of the Executive Director for Graduate Practice Programs and the dean of the Graduate School are required. Contact the graduate nursing academic advisor should a leave of absence be requested.

The leave of absence is designed to suspend the requirement for continuous enrollment. It does not affect the maximum time limitation set for a degree program unless a specific exception is approved (within eight years for the DNP program).

Student Responsibilities

Code for Academic and Professional Conduct

"The nurse, in all professional relationships, practices with compassion and respect for the inherent human dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attribute, or the nature of health problems" (Code of Ethics for Nurses published by the American Nurses Association).

Because the CON respects the professional values contained in the Code of Ethics for Nurses, and because we value the worth of our students, staff, faculty, and community, we expect all graduate students to conduct themselves in a professional and courteous manner during all classroom and laboratory experiences.

Every student has unique talents and experiences that enrich the culture of learning at UMSL. Faculty and students share the responsibility for effective teaching and learning. This relationship thus becomes a commitment to ethical principles in achieving academic and professional goals within classroom and clinical settings.

UMSL Student Conduct Code and Discipline

Apart from and in addition to these professional standards and requirement by which nursing students will be graded and evaluated academically, all University of Missouri students are subject to the Standard of Conduct for students which appears in Section 200.010 of the Collected Rules and Regulations of the University of Missouri and for which they may be disciplined in accordance with the procedures in Section 200.020.
Civility

Civility is defined as treating others with respect, dignity, and care. Civility is apparent when we are sensitive to the impact that our communication, practices and behaviors have on others, and when we acknowledge each person’s self-worth and unique contributions to the community as a whole. Students are expected to:

- Address health care professionals, participants in research studies, patients, and hospital staff appropriately; for example Dr., Mr., Ms. and their last name. Addressing a person by the first name can be disrespectful in some cultures.
- Treat faculty, staff, peers, and others with respect and courtesy.
- Maintain an attitude of shared goals and intellectual openness with other students.
- Be intolerant of injustice or bigotry of any kind, and strive to correct these issues on behalf of classmates, the UMSL community, and the St. Louis region.
- Speak the truth in all matters; do not propagate rumors or prematurely judge people or situations.
- Conduct oneself appropriately when representing the University or CON.
- Exercise good judgment and adhere to HIPPA laws when posting information on e-mail and social media, including, but not limited to Facebook, Twitter, and Google.

Online Class Netiquette/Behavior

- Be self-reflective before you post an emotional response and reread what you have written to be sure it is positive. Think of your comments as printed in the newspaper. Your online comments will be seen, heard and remembered by others in the class.
- Use effective communication.
- Avoid the use of all caps or multiple punctuation elements (!!!, ???, etc.).
- Be polite, understate rather than overstate your point, and use positive language.
- If you are using acronyms, jargon or uncommon terms, be sure to explain them so everyone can understand and participate in the discussion.
- Ask for clarification to a point if you feel emotional from a classmate’s post. It is likely that you misunderstood his/her point. This strategy will also help you step away from the intensity of the moment to allow for more reflection.
- Address the person and sign your name. It is easier to build a classroom community when a person is addressed by name and the name of the writer is provided.
- Foster community. Share your great ideas and contribute to ongoing discussions. Consider each comment you make as one that is adding to, or detracting from, a positive learning environment for you and your classmates.
- Be constructive. You can challenge ideas and the course content, but avoid becoming negative online. When you disagree politely you stimulate and encourage great discussion. You also maintain positive relationships with others with whom you may disagree on a certain point.
• Keep the conversation on topic by responding to questions, adding thoughtful comments about the topics at hand. Online dialogue is like conversation. If there is a particular dialogue going on, please add to it, but if you have something new to say, please post it in another thread.

Define your terms. When using acronyms or terms that are particular to your field (or new to our course), please define them for others.

Social Media Policy

This document serves as a policy to identify and direct the appropriate use of social media by students, faculty, and staff. Use of social media by CON faculty, staff, and students presents special concerns for privacy and confidentiality.

Social media is defined as, but not limited to, web-based or mobile technologies used for interactive communication. Examples of social media include, but are not limited to, collaborative projects, blogs (WordPress, Blogger) and microblogs (Twitter, Snapchat, TikTok), content communities (YouTube), social networking sites (Facebook, Instagram, Twitter), and others as they evolve. Confidentiality and privacy issues may also involve the use of email and texting.

Social media is a powerful tool that, when used inappropriately, can blur the lines between private, confidential, personal, and the professional sharing of information in your role within the CON. Information shared on social media by faculty, staff, and/or students as individuals reflects the CON and the nursing profession collectively.

The personal use of social media by UMSL CON faculty, staff, and students outside their respective roles in the College is not affected by the following policy. This policy applies to the sharing of any confidential information about the CON including the faculty, staff, and/or students, patients and/or patient care situations, and/or UMSL CON-clinical affiliates (agencies with which the CON has a contractual relationship for students). This policy will be updated regularly as technology and social media applications evolve.

The responsibility of every staff, faculty, and student member is to check for social media policy updates each semester. Adherence to the policy is mandatory. If violated, please notify the Executive Director for Graduate Practice Programs immediately so problems can be quickly mitigated.

Violations that include the sharing of confidential information as listed above may result in clinical or course failure. Other violations will be handled through the appropriate disciplinary process. The resource for this policy can be found on the National Council of State Boards of Nursing (NCSBN) website.

Guidelines for Appropriate Social Media Use

1. Guarding your online reputation
   a. All information posted and shared online is public. It is not, and will never again be private or confidential. Even with the most robust privacy settings, screenshots of posted information can be reposted. Content contributed on these platforms is
immediately searchable and shareable, regardless of whether that is the intention of the contributor. Once posted online, the content leaves the contributing individual's control forever and may be traced back to the individual in perpetuity. It becomes part of your online reputation which in turn becomes part of your professional reputation. The following information should be reviewed:

- Six Tips for Nurses Using Social Media (pdf)
- FERPA
- PCI (pdf)
- ANA
- NCSBN White Paper (pdf)

2. Facebook guidelines and use of the group account type
   a. College of Nursing affiliated student groups must choose the “Group” account type when using Facebook. Facebook groups are like a message board. They are easy to manage and have several privacy options.
   b. Set any CON affiliated Facebook Group privacy option to ‘closed.’
   c. CON affiliated Facebook Groups must add a member of the CON faculty as an admin of their group. This allows the faculty to ensure that students are not bullying others.

3. Live the CON core values
   a. The CON core values include caring (nurturing and mentoring), professionalism (following the ethical standards of nursing), and mutual care/support (respect for one another). Content associated with you must be consistent with these values. Social media is used to build relationships. Do not use social media to harm another’s reputation. Never impersonate someone else or purposely obscure your identity as a representative of the CON.

4. Build your own reputation
   a. Care about what you are posting. Write what you know. Stick to your area of expertise and provide unique, individual perspectives on what's going on at the CON and in the world. Do not share secrets. Respect proprietary information, confidentiality, brand, trademark, copyright, and fair use.

5. Remember everything online is discoverable
   a. There is no such thing as a private social media site. Search engines may retrieve posts years after they were published. Comments can be forwarded, copied, and printed. Archival systems save information even if you delete a post.

6. Keep it legal
   a. Have all the facts before you post. It is better to verify information with a source first than to have to post a correction or retraction later. Cite and link to your source. Keep your links up to date and make sure they work.

7. Be respectful and professional
   a. CON students should always keep in mind our principles of respect for others and the civil and thoughtful discussion of ideas. The freedom and speed of online conversations can often prompt people to behave in ways they may otherwise would not. Your reputation and the CON are best served when you express yourself professionally. Do not spam.

8. Give credit where credit is due
a. Always cite when quoting someone else. Make sure images are shareable through Creative Commons, as well as make sure to attribute them. Never use copyrighted material without permission.

b. UMSL CON students, faculty, and staff are prohibited from disclosing through social media the following:
   i. Protected Health Information, as defined by the Health Insurance Portability and Accountability Act (HIPAA) – For example, individuals may not disclose patient names or otherwise refer to patients in any way that identifies them individually, including by their initials or by location (e.g., hospital name or unit).
   ii. Education Record Information, as defined by the Family Educational Rights and Privacy Act (FERPA) – Employees may not disclose FERPA protected information regarding students.
   iii. Confidential Personnel Information – Employees may not disclose confidential personnel information regarding other employees.
   iv. Confidential, non-public or proprietary information about families, clinical facility staff or clinical institutions.
   v. The use of social media for clinical discussions that include any identifiable information related to patients or our affiliated clinical facilities is prohibited.


Academic Integrity

You are responsible for being attentive to and observant of University policies about academic integrity as stated in the University’s Campus Policies and Procedures on the Office of Academic Integrity webpage. Breaches in academic integrity are serious offenses that may result in a warning, probation, suspension, or dismissal from the University. Breaches in academic integrity include:

- Cheating: using any unauthorized sources of information; providing or receiving unauthorized assistance on any form of academic work; engaging in any behavior specifically prohibited by the faculty member (e.g., copying someone else’s answers on tests and quizzes); the re-use of assignments in multiple courses (e.g., writing one paper and turning it in to two different courses).
  - Cheating will not be tolerated and may lead to failure on an assignment, in the class, and dismissal from the University.
- Unauthorized possession or distribution of academic materials. This may include the unauthorized use, selling or purchasing of examinations or other academic work; using or stealing another student’s work; unauthorized entry or use of material in a computer file; and using information from or possessing exams or materials that an instructor did not authorize for release to students.
- Falsification: any untruth, either verbal or written, in one’s academic work.
- Facilitation: knowingly assisting another to commit an act of academic misconduct.
- Plagiarism: the use of another person’s words or ideas without crediting that person.
  - Plagiarism will not be tolerated and may lead to failure on an assignment, in the class, and dismissal from the University.
Self-plagiarism: the re-use of one’s own words, ideas, or artistic expression (as in an essay) from pre-existing material especially without acknowledgment of their earlier use. (Merriam-Webster Dictionary, 2020)

All instances of potential breaches of academic integrity will be reported to the Office of Academic Affairs who will determine whether you will appear before the Student Conduct Committee for possible administrative sanctions such as dismissal from the university. The instructor will make an academic judgment about the student’s grade on that work in this course. The campus process regarding academic dishonesty is described in the “Policies” section of the Academic Affairs website.

APA formatting is expected for source citation.

To avoid potential breaches in academic integrity, please submit all written work to the Turnitin System before finalizing what you submit for evaluation (the UMSL Writing Center). A Turnitin similarity index should be less than 25%.

The DNP faculty reserve the right to use software for assistance with plagiarism detection. Students should not submit the same paper, or one that is modestly revised, as an assignment in two or more classes. Assignments submitted should be substantively different from each other. Please consult with your course faculty if you have questions.

UMSL encourages students to pursue excellence within a respectful and collegial environment and to assume responsibility for the consequences of personal actions. Conduct for which students are subject to sanctions falls into multiple categories and can be viewed in Section 200.010 Standard of Conduct. By registering for classes at UMSL, students agree to follow this standard of integrity:

- Forgery, alteration, or misuse of University documents, records or identification, or knowingly furnishing false information to the University.
- Obstruction or disruption of teaching, research, administration, conduct proceedings, or other University activities, including its public service functions on or off campus.
- Physical abuse or other conduct which threatens or endangers the health or safety of any person.
- Stalking another by following or engaging in a course of conduct with no legitimate purpose that puts another person reasonably in fear for one’s safety or would cause a reasonable person under the circumstances to be frightened, intimidated or emotionally distressed.
- Violation of the University’s Equal Employment/Education Opportunity and Nondiscrimination Policy located at Section 600.010 of the Collected Rules and Regulations.
- Violation of the University’s Sex Discrimination, Sexual Harassment and Sexual Misconduct in Education/Employment Policy located at Section 600.020 of the Collected Rules and Regulations.
- Threatening or Intimidating Behaviors, defined as written or verbal conduct that causes a reasonable expectation of injury to the health or safety of any person or damage to any property or implied threats or acts that cause a reasonable fear of harm in another.
- Participating in attempted or actual taking of, damage to, or possession without permission of property of the University or of a member of the University community or a campus visitor.
Unauthorized possession, duplication or use of keys to any University facilities or unauthorized entry to or use of University facilities.

Violation of University policies, rules or regulations, or of campus regulations including, but not limited to, those governing residence in the University-provided housing, or the use of University facilities, or student organizations, or the time, place or manner of public expression.

Manufacture, use, possession, sale or distribution of alcoholic beverages or any controlled substance without proper prescription or required license or as expressly permitted by law or University regulations, including operating a vehicle on University property, or on streets or roadways adjacent to and abutting a campus, under the influence of alcohol or a controlled substance as prohibited by law of the state of Missouri.

Disruptive conduct. Conduct that creates a substantial disruption of University operations including obstruction of teaching, research, administration, other University activities, and/or other authorized non-University activities that occur on campus.

Failure to comply with directions of University officials acting in the performance of their duties.

The illegal or unauthorized possession or use of firearms, explosives, other weapons, or hazardous chemicals.

Hazing, defined as an act that endangers the mental or physical health or safety of a student, or an act that is likely to cause physical or psychological harm to any person within the University community, or that destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in a group or organization. Participation or cooperation by the person(s) being hazed does not excuse the violation. Failing to intervene to prevent, failing to discourage, and/or failing to report those acts may also violate this policy.

Misuse of computing resources in accordance with University policy, including but not limited to:

1. Actual or attempted theft or other abuse;
2. Unauthorized entry into a file to use, read, or change the contents, or for any other purpose;
3. Unauthorized transfer of a file;
4. Unauthorized use of another individual's identification and password;
5. Use of computing facilities to interfere with the work of another student, faculty member, or University official;
6. Use of computing facilities to interfere with normal operation of the University computing system; and
7. Knowingly causing a computer virus to become installed in a computer system or file.

**CON Statement of Academic Integrity and Student Conduct**

Strict adherence to the principles of intellectual and conduct honesty is expected from all students in the completion of assigned work in nursing courses and in professional behaviors. Failure to do so may result in:

- An academic assessment by course faculty of a “0” grade for the work in question (test or assignment).
- Submission of relevant information to the UMSL Associate Provost for Academic Affairs who may apply sanctions such as probation, suspension, or dismissal.
- If conduct related, relevant information submitted to the Office of Student Conduct.
Statement of Scholarly Work

Students are required to purchase the American Psychological Association (APA) manual (most recent edition) prior to their enrollment in the program. All formal papers required in the DNP program are to be written in a scholarly manner using the following technical standards:

- All work is to be properly referenced within the body of the paper or presentation as well as reflected in a complete reference list.
- Correct composition and grammar must be followed throughout the paper.
- Guidelines as listed in the latest edition of the publication manual of the American Psychological Association (APA) are to be followed for all formal papers and assignments.

No other forms of source citation and referencing will be acknowledged unless the course faculty make this exception.

UMSL Institutional Research Board (IRB)

CON IRB Policies

UMSL IRB review is required of students who are investigators in human subject research conducted on or off-campus especially when the findings will be presented or published. Human subject research includes data-bases with human subjects’ information. Students proposing to engage in human subject research must have a faculty member as a sponsor (usually your faculty advisor or doctoral committee chair) under whose supervision the research will be conducted. Students must complete CITI training located on the IRB link below during the first semester of DNP Capstone 1.

The IRB process is an electronic process through UMSL eCompliance. The information for electronic IRB training and submission can be found here.

Important IRB Deadlines

**Full Review:** It is very important to complete the electronic IRB submission 10 days before the scheduled IRB meeting. If you miss the deadline, your IRB review will be delayed one month. This should be completed in DNP Capstone 1.

**Expedited or Exempt Reviews:** The electronic IRB submission may be completed at any time. However, you must adhere to the deadline set in the DNP Capstone course. The review process is normally completed in 1-2 weeks.

Each year on the anniversary of the study project approval, UMSL’s IRB will expect a completed Human Subjects Annual Report/Modification or Final Report form. The final report is submitted when the research project is completed. Modification is required any time study is modified.
PGC/DNP Handbook 2021-2022 Agreement

I _________________________ (print name) have received and reviewed the PGC/DNP Handbook. I understand this handbook contains information and policies that may be important during my time at UMSL. By signing this document, I understand that I am held responsible to the policies and all information presented in this handbook. I also understand I should have my own health insurance coverage and am financially responsible for all health care associated with any injuries or illness which may occur on or off campus, including residency agencies.

Student Signature: ____________________________________________________________

Date: ___________________
PGC/DNP Appendices

A: Adobe signature directions
B: APRN Residency Guide
C: CSP Guide
Appendix A
Adobe Signature

Sign an agreement

If someone has used Adobe Sign to send you an agreement for signing, you receive an email notification with a link to sign the agreement. Also, if you use Acrobat DC or Acrobat Reader DC desktop application, you see a notification that an agreement has been shared with you for signing.

Do one of the following to sign an agreement sent to you using Adobe Sign:

Sign using an email link

1. Click the link of the agreement received in your email for signing. The agreement opens in a web browser.

2. Click in the fields and enter any requested information.
3. Click the signature field. If you are signing for the first time, you see the Signature or Initials panel.

You can choose to type, draw, or import a signature image. Added signatures and initials are
saved for future use.

- **Type:** Type your name in the field. You can choose from a small selection of signature styles; click Change Style to view a different style.
- **Draw:** Draw your signature in the field.
- **Image:** Browse and select an image of your signature.
- **Mobile:** Select this option to create your signature on a mobile device. Enter your mobile number and click Send. A link is sent to your mobile. Clicking the link opens the web browser on your mobile device where you can draw or select an image of your signature.
- **Save:** When this check box is selected, and you’re signed in to Acrobat Reader or Acrobat, the added signature is saved securely in Adobe Document Cloud for reuse.

Click **Apply** to place the signature or initial.

4. Click **Click To Sign**.

**Sign using Acrobat/Reader desktop application**

1. In Acrobat DC or Acrobat Reader DC, click **Home**. In the **Sign** section, click **All Agreements**. All the agreements shared or received for signature are displayed.
2. Double-click the agreement with the Waiting For You status, or select the agreement, and click **Sign** in the right-pane. The agreement opens.
3. Click in the fields and enter any requested information.
4. Click the signature field. If you are signing for the first time, you see the Signature or Initials panel.
   - **Type:** Type your name in the field. You can choose from a small selection of signature styles; click Change Style to view a different style.
   - **Draw:** Draw your signature in the field.
   - **Image:** Browse and select an image of your signature.
   - **Mobile:** Select this option to create your signature on a mobile device. Enter your mobile number and click Send. A link is sent to your mobile. Clicking the link opens the web browser on your mobile device where you can draw or select an image of your signature.
   - **Save:** When this check box is selected, and you’re signed in to Acrobat Reader or Acrobat, the added signature is saved securely in Adobe Document Cloud for reuse.

Click **Apply** to place the signature or initial.

5. Click **Click To Sign**.

**Sign a PDF**

To sign a PDF document or form, you can type, draw, or insert an image of your handwritten signature. You can also add text, such as your name, company, title, or the date. When you save the document, the signature and text become part of the PDF.

Note: You can also capture a picture of your signature on mobile using Adobe Acrobat Reader mobile app and save it in Adobe Document Cloud so that it's synced and available for use across your desktop.
and other mobile devices. For more information, see Capture your signature on mobile and use it everywhere.

1. Open the PDF document or form that you want to sign.
2. Click the Sign icon in the toolbar. Alternatively, you can choose Tools > Fill & Sign or choose Fill & Sign from the right pane.

3. The Fill & Sign tool is displayed. Click Fill and Sign.

4. The form fields are detected automatically. Hover the mouse over a field to display a blue box. Click anywhere in the blue box, the cursor will be placed at the right position automatically. Type your text to fill the field.

Hover the mouse to display the detected text field. You can choose your desired color to fill the PDF form. Click the color button in the Fill & Sign menu and choose your desired color.
By default, the signature color is black. To retain the default color of the signature, make sure the Retain Original Color For Signature option is unchecked.
Note: For more information on filling your form, see Fill out your PDF form.

5. Click the **Sign** icon in the toolbar, and then choose whether you want to add your signature or just initials.

If you have already added signatures or initials, they are displayed as options to choose from.

6. If you've already added your signature or initials, just select it from the Sign options, and then click at the place in the PDF where you want to add your signature. Skip to the next step.

If you are signing for the first time, you see the Signature or Initials panel. Below is an example of the Signature panel.

You can choose to type, draw, or import a signature image. Added signatures and initials are saved for future use.

- **Type**: Type your name in the field. You can choose from a small selection of signature styles; click Change Style to view a different style.
- **Draw**: Draw your signature in the field.
- **Image**: Browse and select an image of your signature.
- **Save Signature**: When this check box is selected, and you're signed in to Acrobat Reader or Acrobat, the added signature is saved securely in Adobe Document Cloud for reuse.

Click **Apply**, and then click at the place in the PDF where you want to place the signature or initial.

7. To move the placed signature or initial, click the field to highlight it and then use the arrow keys. To resize or delete the field, use the options in field toolbar.

**Note**: If you want to use an image as your signature:

- Sign your name in black ink on a clean, blank sheet of white paper. Sign in the middle of the paper so you don't photograph or scan the edges.
- Photograph or scan your signature. If you are taking a picture of your signature, make sure that the page is lit and that no shadows fall across the signature.
- Transfer the photo or scan to your computer. Acrobat/Reader accepts JPG, JPEG, PNG, GIF, TIFF, TIF, and BMP files. You do not need to crop the image. Acrobat/Reader imports just the signature if the photo or scan is fairly clean.

**Send your signed PDFs**

After you have signed the form, you can share it with others. To share the form, follow the steps mentioned in the article **Send your form**.

**Get PDFs signed by others using Adobe Sign**

For more information, see **Send PDF documents for signature**

Appendix B

DNP Clinical Scholarship Project Guide & Portfolio of Activities

Name:
Date:
Program Track (BSN-DNP, MSN-DNP):
Population of Focus (AGNP, FNP, Leadership, etc.):
Committee Members:
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      • Mentor Agreement  

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      • Submit a New Project  
      • Amend or Close a Project  

III  CON Required Items, Forms, and Process  
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XI  DNP Clinical Scholarship Project Final Poster  
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XIII  Evaluation of DNP Program Objectives  

XIV  Evaluation of DNP Essentials
I. Doctoral Committee

*Directions:* The DNP Committee has a minimum of three members for the clinical scholarship project (CSP). Each student will be assigned a committee chair and second committee member, however, the student may choose the third committee member. The following are the roles for each committee member:

- **Chairperson** [Doctoral nursing faculty at the CON]
  - Assists the DNP student in defining a realistic and specific topic for the project.
  - May be a subject expert, but definitely a clinical inquiry process expert.
  - Collaborates with student on a regular basis and provides mentoring to guide project.
  - Assists student with institutional processing of required doctoral (D) forms.
  - Critiques the readiness of the proposal and final paper before sending to 2nd and 3rd committee members (AKA "readers").
  - Assures IRB adherence.
  - Provides constructive feedback to student with specific recommendations for improvement.
  - Assures appropriate implementation of project.
  - Communicates with other committee members as needed.
  - Collaborates with student regarding preferred communication methods, project meetings, project defense.
  - Attends (live) student presentation of project proposal and final defense.
  - Leads committee through project proposal and final defense presentations of the DNP clinical scholarship project.
  - Reports outcome of defense on D7 form.

- **Second Committee Member** (AKA: Reader) [Doctoral prepared faculty in the University of Missouri system]
  - Usually a subject expert but could be a clinical inquiry process expert.
  - Collaborates with student regarding subject matter.
  - Critiques readiness of project proposal and final paper/poster/presentation.
  - Provides constructive feedback to student with specific recommendations for improvement.
  - Communicates effectively with other committee members as needed.
  - Attends (live) student presentation of project proposal and final defense.
  - Signs doctoral (D) forms as needed and reports outcome of defense on D7 form.

- **Third Committee Member** (AKA: Reader) [Doctorally or master's prepared professional from the project site or UM system]
o Assist the student and faculty committee members to identify possible practice, process, or systems problems within the organization that could become the focus for the DNP clinical scholarship project.
o Provide feedback to the student and faculty committee members during the planning phase about the feasibility of potential project plans/methods within the organization.
o Participate on the DNP clinical scholarship project committee to review and approve the student’s project proposal.
o Assist the student as needed during the implementation phase to address unanticipated problems.
o Attends (live) student presentation of project proposal and final defense.
o Signs doctoral (D) forms as needed and reports outcome of defense on D7 form.

In early DNP Capstone I, the student identifies the healthcare organization where the clinical experiences and CSP will occur. The student must identify an individual within the organization that will serve as the CSP mentor and as a member of the student’s CSP committee. The individual in the organization should have a graduate degree (minimum of a master’s degree) to meet the UMSL Graduate School requirements to serve on a doctoral student committee. The student must have the mentor complete the Clinical Scholarship Project Mentor Agreement form and submit it into the course site. In addition, the student must document the mentor as a member of the doctoral committee on the appropriate doctoral (D) forms and send the mentor’s resume or curriculum vita in with the D1partA form in the first half of the Capstone 1 course. The graduate school must give final approval of the third committee member.

II. Graduate School Required Doctoral Level Forms (D-Forms)

Directions: The graduate school requires seven D-forms to be completed throughout the CSP process. These forms alert the graduate school of a student’s progression towards CSP completion. While these forms are designed for PhD students, the same forms are used for all practice doctorates. See http://www.umsl.edu/gradschool/forms.html for more information. Please bookmark the link to this page - it is updated often and contains the most up to date information. Please keep a copy of all completed D-forms.

Electronic D-forms must be downloaded, completed, saved and submitted electronically to the committee chair. The committee chair will review, and if approved, sends the form (and any accompanying documents) to the Executive Director for Graduate Practice Programs for review and signature before submission to the Graduate school. The Executive Director for Graduate Practice Programs will electronically send all D forms (and accompanying documents) to the Graduate school with the DNP student, DNP committee chair, and graduate nursing academic advisor copied on the email.
• All forms must be submitted from a student’s UMSL e-mail address. Forms or student specific information coming from any other e-mail address [ex: yahoo, gmail, etc.] will not be acknowledged. This is to confirm identity as an UMSL student.
• Firefox or Chrome works best with these forms.
• Forms MUST be downloaded and opened with Adobe Reader DC - opening a file within the browser (not in Adobe) will not allow it to be fillable. Students and committee members may register and download Adobe Reader DC at no charge on a personal computer. Check the browser’s download settings to ensure the proper procedure. An electronic signature will need to be created using the prompts in Adobe Reader DC.

Table 1. D-Forms (http://www.umsl.edu/gradschool/forms.html)

<table>
<thead>
<tr>
<th>Number</th>
<th>Form Name</th>
<th>Date Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td>D 1</td>
<td>Appointment of Comprehensive Examination Committee (i.e., DNP Committee)</td>
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</tr>
<tr>
<td></td>
<td>• Part A</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Due October 1 (along with D4)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Part B</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Due immediately after the preliminary defense in Capstone 3</td>
<td></td>
</tr>
<tr>
<td>D 3</td>
<td>Application for Candidacy</td>
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</tr>
<tr>
<td></td>
<td>• List all graduate courses completed at UMSL or transferred into the DNP program, including any courses yet to be completed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The graduate nursing advisor (Stacy Pearson, <a href="mailto:pearsonsr@umsystem.edu">pearsonsr@umsystem.edu</a>) must review and “approve” as the advisor</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• An official transcript of courses completed from another University must be on record in the Graduate school</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Due November 1</td>
<td></td>
</tr>
<tr>
<td>D 4</td>
<td>Appointment of Dissertation Committee</td>
<td></td>
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<td>---</td>
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</tr>
<tr>
<td><strong>D 5</strong></td>
<td><strong>Doctoral Dissertation Proposal</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Minimum of three committee members: one as UMSL graduate faculty, one as UM faculty, and one as a master’s or doctoral level outside member from the agency where the project is being conducted</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The CV of the third (and possibly the second) committee member must be on file at the Graduate school</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Due October 1 (along with D1partA)</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** The D5 must be submitted for approval by the close of the term preceding the semester in which the student wishes to graduate (e.g., 18 December 2020 for May 2021 grad). These dates can be found on the Academic Calendar. Any D5 that is denied approval by the Graduate Program Director or the Graduate School must be re-submitted by the candidate and the re-submission date and subsequent approvals will determine the term in which the student is eligible to graduate.


<table>
<thead>
<tr>
<th><strong>D 6</strong></th>
<th><strong>Preliminary Approval of Dissertation and Oral Defense</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Must present the CSP defense preliminarily to committee members at least three weeks prior to the scheduled defense</td>
</tr>
<tr>
<td></td>
<td>D 9 form and the most recent drafted final paper in PDF must also accompany this form</td>
</tr>
<tr>
<td></td>
<td>Due June 15 (or three-weeks before the final defense date)</td>
</tr>
</tbody>
</table>
III. College of Nursing Required Items, Forms & Process

Directions: Download the following word documents, obtain signatures, save, then upload a copy of the signed forms into the DNP Capstone I course.

- DNP Clinical Scholarship Project Employer Agreement
  - Complete only if conducting the DNP CSP at the student’s place of employment
  - Provides documentation a student’s employer is aware the student cannot receive compensation for work on the CSP
  - Agreement is available in a word document in the Capstone I course canvas site
  - See below for example

- DNP Clinical Scholarship Project Mentor Agreement
  - Required for all DNP students
  - Provides documentation the third committee member understands and agrees to the responsibilities of the role
  - Agreement is available in a word document in the Capstone I course canvas site
  - See below for example
**DNP Project Process**

Following the appropriate DNP project proposal approval mechanisms, the project is then implemented, evaluated, and described in a scholarly paper and presented as an electronic poster or power point presentation. All students must submit an electronic poster, power point presentation, and a DNP CSP final paper to their committee chair and members for final project approval for successful completion of the DNP program.

The entire CSP process is self-regulated and self-motivated. A student may choose to work ahead and some may fall behind. The DNP Capstone courses are designed to help the student complete necessary steps to graduate within one-year. The following timeline contains the specific activities to anticipate towards CSP completion within one-year:
### CSP Timeline of Activities

#### N7291: DNP Capstone I

<table>
<thead>
<tr>
<th>Month</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>Literature Review, IRB Training, D1 (part A), D4</td>
</tr>
<tr>
<td>October</td>
<td>Methods Developed, Proposal Drafted D3</td>
</tr>
<tr>
<td>November</td>
<td>Finalize Proposal, Proposal Presentation</td>
</tr>
<tr>
<td>December</td>
<td>Turn-It-In Review, Proposal Approval, IRB Submission, D5</td>
</tr>
</tbody>
</table>

#### N7292: DNP Capstone II

<table>
<thead>
<tr>
<th>Month</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>Implement CSP</td>
</tr>
<tr>
<td>February</td>
<td>Implement CSP, Data Collection</td>
</tr>
<tr>
<td>March</td>
<td>Data Collection</td>
</tr>
<tr>
<td>April</td>
<td>Data Collection, Data Analysis</td>
</tr>
</tbody>
</table>

#### N7293: DNP Capstone III

<table>
<thead>
<tr>
<th>Month</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>May</td>
<td>Draft Final Paper, Draft Poster, Draft Presentation</td>
</tr>
<tr>
<td>June</td>
<td>Final Paper Revision, Final Poster Revision, Preliminary Defense</td>
</tr>
<tr>
<td>July</td>
<td>CSP Defense (Presentation), Final Poster Presentation, Final Paper Approved D1 (part B), D7</td>
</tr>
<tr>
<td>August</td>
<td>Graduate!</td>
</tr>
</tbody>
</table>
DNP Clinical Scholarship Project
Employer Agreement
(Available in a word document in the DNP Capstone course canvas site)

_________________________________ (name of student) will be engaged in a DNP clinical scholarship project at
_________________________________ (name of organization) to complete requirements for the DNP academic degree from
the University of Missouri-St. Louis. The student may complete the DNP clinical scholarship project requirements in their place of
employment as long as the activities are not compensated via employee payroll or other means for completion of the project and
its related activities.

_____________________________________________ ___
(Student Signature) (Date)

_______________________________________________
(Healthcare Organization Representative Signature & Title) (Date)

Return this completed form to the DNP student. The DNP student will submit this document to the committee chair and DNP
capstone course for the University of Missouri-St. Louis records.
DNP Clinical Scholarship Project Mentor Agreement
(Available in a word document in the DNP Capstone course canvas site)

(name of student) is a doctor of nursing practice (DNP) student at the University of Missouri-St. Louis (UMSL). The DNP clinical scholarship project (CSP) requires the student to implement a project addressing a complex practice, process, or systems problem usually within a practice setting. The student uses evidence to improve the practice, process, or systems problem. Examples of possible project methods may include quality improvement, evidence-based practice, or program development and evaluation. The student works with a DNP project committee including the faculty chair, a second faculty member, and an organization member to plan and implement the project. The organization mentor needs to be minimally master’s prepared and can facilitate the student’s implementation of the project.

In conjunction with the faculty, the organization mentor responsibilities include:

1. Assist the student and faculty committee members to identify possible practice, process, or systems problems within the organization that could become the focus for the DNP CSP.
2. Provide feedback to the student and faculty committee members during the planning phase about the feasibility of potential project plans/methods within the organization.
3. Participate on the DNP clinical scholarship project committee to review and approve the student’s project proposal.
4. Assist the student as needed during the implementation phase to address unanticipated problems.
5. Attends (live) student presentation of project proposal and final defense.
6. Signs doctoral (D) forms as needed and reports outcome of defense on D7 form.

Mentors may participate in the DNP CSP meetings including the proposal and defense meetings in person, by phone or other distance-mediated modalities (e.g., skype, zoom, etc.).

I am aware of these responsibilities and agree to participate as an organization mentor.

(Healthcare Organization Representative Signature & Title)  
(Date)

(Student Signature)  
(Date)

Return this completed form to the DNP student. The DNP student will submit this document to the committee chair and DNP capstone course for the University of Missouri-St. Louis records.
IV. Human Subjects (IRB) Training
(Due in Capstone I semester)

Directions:
1. Log into UMSL’s Office of Research Administration’s eCompliance portal: https://umsl.ecompliance.umsystem.edu/login and create an account or log into your existing account.
2. Select Institutional Review Board (or go to the Collaborative Institutional Training Initiative (CITI) website: https://about.citiprogram.org/en/homepage/)
3. Complete the Prerequisites in eCompliance
   o Take IRB Training
     ▪ Sign into the CITI Program and affiliate with the University of Missouri-St. Louis
     ▪ At the UM System Login, use your UMSL SSO (UMSL username and password)
     ▪ Under Institutional Courses, select View Courses for the University of Missouri-St. Louis
     ▪ Under Learner Tools for UMSL, select Add a Course
       • Question 1: select not at this time
       • Question 2: select no
       • Question 3: select either the Human Subjects Research: Social and Behavioral Research; or if your research involves biospecimen or biomedical research, choose and complete the Human Subjects Research: Biomedical module. The training selected should be based on the type of research conducted.
       • Question 4: select not at this time
       • Question 5: select not at this time
       • Click Submit and follow the onscreen instructions to access the course. CITI Program saves all completed modules so multiple logins are allowed to complete the course (anticipate 3-4 hours for completion). Your completed training will populate in eCompliance within 24 hours.
   o Advisor Approval
   o PI Assurance
   o My Personal Information
   o Upload CV
4. Download and save the certificate of completion for Human Subjects Research Training.
5. Upload a copy of the certificate into the Capstone I course.
V. IRB Submission

Directions:
1. Log into UMSL’s Office of Research Administration’s eCompliance portal: https://umsl.ecompliance.umsystem.edu/login.
2. Select Institutional Review Board
3. Complete the Submission to IRB and related forms
4. Enter the advisor approval information to include:
   - DNP committee chairperson’s name
   - Dr. Kimberly Werner (Associate Dean for Nursing Research at the College of Nursing)
   - Ms. Keri Jupka (Research Assistant at the College of Nursing)

Note: A student may not start a project or collect any data until the IRB has approved the proposal.

5. Amending or Closing Out a Project
   There are several reasons a student may need to revisit the IRB package periodically. The first is an IRB proposal must be renewed annually. A student will receive an automatically generated email prior to the annual review date if the project spans multiple years. Secondly, any time a change is needed in the study, an amendment/modification request will need to be completed. Finally, when the project is complete, the project will need to be closed in eCompliance. The instructions for completing each of these steps are similar:
   - Log into UMSL’s Office of Research Administration’s eCompliance portal: https://umsl.ecompliance.umsystem.edu/login.
   - Select Institutional Review Board
   - Complete the Submission to IRB, IRB Forms, and the Completion/Withdrawal report

Additional items to note

The campus IRB committee meets the third Thursday of each month. Protocols undergoing a full review must be received 10-days prior to this date in order for review. **To ensure a proposal is reviewed when needed, make sure to share the project with the DNP Committee Chair or Dr. Werner by the 1st of the month when IRB approval is needed** (e.g., if the project is to start on January 1, 2021, the project must be shared with the DNP committee chair and Dr. Werner no later than December 1, 2020. This will ensure that the CON internal review is complete in time for submission to the campus IRB committee which is 10 days prior to the monthly meeting.)

If you have questions about how and when to complete certain forms, contact:
   - Keri Jupka, Research Assistant, UMSL College of Nursing: kijzf@umsystem.edu
   - Danielle Hunter, Senior Compliance Manager, Office of Research Administration, UMSL: Danielle.hunter@umsl.edu
VI. Course Objectives & Evaluations

*Directions:* Provide individual learning objectives and evaluations for each capstone semester. A learning objective should be specific, measurable, actionable, relevant, and timely (SMART). The objectives should reflect what the student wants to achieve during the semester and should not include completion of assignments.

Example:
- **Correct:** Spend three days with an information technologist to learn how to implement an evidence-based screening instrument for depression into the electronic health record.
- **Incorrect:** Complete the clinical scholarship proposal.

At the end of the semester, each objective should have a reflective evaluation of how the objective was met (or not) during the semester. A student will keep all course objectives and evaluations on one document (i.e., a running document of all objectives and their evaluations). There should be at least three objectives for each semester.

The aims for each Capstone semester:
1. Capstone I: Completion of IRB training, literature review, DNP project proposal, DNP committee, IRB and Graduate school approvals obtained.
2. Capstone II: Project implemented, data collected, results analyzed, and begin final paper draft.
3. Capstone III: Completion of final paper, poster and professional presentation (oral defense).

A. **DNP Capstone Course Individual Learning Objectives** (Due at the beginning of each capstone semester. Available in a word document in the DNP Capstone course canvas site.)
   1. Capstone 1: Individual Learning Objectives (Fall semester)
   2. Capstone 2: Individual Learning Objectives (Spring semester)
   3. Capstone 3: Individual Learning Objectives (Summer semester)

B. **DNP Capstone Course Evaluation of Learning Objectives** (Due at the end of each capstone semester. Available in a word document in the DNP Capstone course canvas site.)
   1. Capstone 1: Evaluation of Individual Learning Objectives (Fall semester)
   2. Capstone 2: Evaluation of Individual Learning Objectives (Spring semester)
   3. Capstone 3: Evaluation of Individual Learning Objectives (Summer semester)
VII. DNP Clinical Scholarship Project Plan  
(Based on the Logic Model Development Guide [Kellogg Foundation, 2004])

Directions:
1. Briefly identify the problem (e.g., the number of pediatric needlesticks in an Emergency Department).
2. Provide a brief problem statement (e.g., the average number of needlesticks for children in an Emergency Department is 2.2).
3. Provide a brief purpose statement (e.g., the purpose of this project is to reduce the number of needlesticks).
4. State the aim(s) of the project in SMART format (e.g., the number of needlesticks will decrease by 5% in three months)
5. State the outcome measures for the CSP (e.g., the number of IV needlesticks, the number of SC needlesticks, the rate of IV compared to SC needlesticks)
6. Complete an evidence table.
8. Provide a method plan for executing the project.
9. Complete the checklist to assure key components are addressed in the project proposal plan (Kellogg Foundation, 2004).

Problem:

Problem Statement:

Purpose:

AIM(S):

Outcome Measures:  

(Available in a word document in the DNP Capstone course canvas site.)
Reference Matrix (Evidence Table)

*Directions:* Complete the reference matrix with the studies used for the project proposal (Bonnell & Smith, 2018). Add more rows as needed.

<table>
<thead>
<tr>
<th>CITATION</th>
<th>PURPOSE / BACKGROUND</th>
<th>PARTICIPANTS / SETTING</th>
<th>METHODS / DESIGN</th>
<th>RESULTS / LIMITATIONS / RECOMMENDATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author(s), Date, Title, Journal Information, doi</td>
<td>Purpose &amp; Outcome Measures or Goals (Aims)</td>
<td>Sample &amp; Setting</td>
<td>Study Design &amp; Interventions</td>
<td>Results, Strengths/Weaknesses, Limitations, &amp; Recommendations</td>
</tr>
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</tbody>
</table>

(Available in a word document in the DNP Capstone course canvas site. Add rows as needed.)
### Logic Model Table


<table>
<thead>
<tr>
<th>Resources</th>
<th>Activities</th>
<th>Outputs (Objectives)</th>
<th>Short- &amp; Long-Term Outcomes</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>To accomplish this project the following items, finances, organization input, statistical support, etc. will be needed.</td>
<td>To address the selected problem, the following activities are expected to be accomplished (including a time or timeline for completion).</td>
<td>Once accomplished, it is expected the selected activities will produce the following result. (Describe using SMART objectives as a guide: Specific, Measureable, Action-oriented or Achievable, Realistic, Timeframe)</td>
<td>If accomplished, these activities will lead to the following (improvement) changes within the year (immediate) and in three years (sustainability).</td>
<td>If accomplished, the following changes in practice will occur at the departmental level, organizational level and/or systems level.</td>
</tr>
</tbody>
</table>

(Available in a word document in the DNP Capstone course canvas site. Add rows as needed.)
Method Plan (See section VII for explanations)

- **Design:**
- **Setting:**
- **Sample:**
- **Procedures:**
  - **Planning:**
  - **Interventions:**
  - **Data collection and analysis:**
- **Validated Instruments To Be Used** (if any, e.g., PHQ-9):
- **Needed Approvals:**

(Available in a word document in the DNP Capstone course canvas site.)
### Proposal Checklist

**Directions:** Review the project plan using the checklist below to assess the quality of the project proposal before submission to the committee (Kellogg Foundation, 2004).

<table>
<thead>
<tr>
<th>Progress Toward Results Quality Criteria</th>
<th>Yes</th>
<th>No</th>
<th>Comments/Revisions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A variety of audiences are taken into consideration when specifying credible outputs, outcomes, and impacts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Target participants and/or partners are described and quantified as outputs (e.g. 100 teachers from 5 rural high schools).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Events, products, or services listed are described as outputs in terms of a treatment or dose (e.g. 30 farmers will participate in at least 3 sessions of program, or curriculum will be distributed to at least 12 agencies).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. The intensity of the intervention or treatment is appropriate for the type of participant targeted (e.g. higher-risk participants warrant higher intensities).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. The duration of the intervention or treatment is appropriate for the type of participant targeted (e.g. higher-risk participants warrant longer duration).</td>
<td></td>
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<td>6. Outcomes reflect reasonable, progressive steps that participants can make toward longer-term results.</td>
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<td>7. Outcomes address awareness, attitudes, perceptions, knowledge, skills, and/or behavior of participants.</td>
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<td>8. Outcomes are within the scope of the program’s control or sphere of reasonable influence.</td>
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<td>9. It seems fair or reasonable to hold the program accountable for the outcomes specified.</td>
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<td>10. The outcomes are specific, measurable, action-oriented, realistic, and timed.</td>
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<td>11. The outcomes are written as change statements (e.g. things increase, decrease, or stay the same).</td>
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<td>12. The outcomes are achievable within the funding and reporting periods specified.</td>
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<tr>
<td>13. The impact, as specified, is not beyond the scope of the program to achieve.</td>
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</table>
VIII. DNP Clinical Scholarship Project Proposal

Directions: Unless otherwise specified, use the Publication Manual of the American Psychological Association (2010) as a guide for manuscript structure, content, and referencing recommendations. Specifically,

- 12-point Times New Roman font
- One and one-half inch left margin (Graduate school requirement) with one-inch top, right, and bottom margins (APA recommendation).
- Running head and page numbers
- Title page (https://www.umsl.edu/gradschool/admitted/irl.html) (format example below)
- Double-spaced throughout
- Each table or figure must be in its own appendix, referenced in order mentioned in text and included after the references (do not include tables or figures in the body of the text)

A. Proposal Outline (headings and brief content descriptions)

Title Page (title no more than 12 words)

Introduction (1-2 pages)
- Description of the problem.
- Significance of the problem.
- Purpose of the project, including the aim(s) of the project, outcome measures, objectives or study question(s) in PICO(T) format.

Review of the Literature (5-6 pages)
- Describe the literature review process including databases searched, key words used, Boolean operators, inclusion/exclusion criteria, and the number of studies retrieved, then selected for review.
- Provide an in-depth analysis of the current literature and evidence-based practice related to the project problem. Key concepts, themes, similarities, differences, strengths, and weaknesses are identified in the literature review. This should not be an annotated bibliography.
- Summarize and synthesize the review of literature findings; describe what is known about the problem and the gaps in the literature.
• Evidence-Based model or framework (e.g., Plan-Do-Study-Act, Stetler Model, etc.) to be used for the study. The framework or model is used to provide a foundation, guide the project, and establish the boundaries of the project.

Method (1-2 pages)

Describe in detail how the project will be conducted using future tense, including the following as subheadings:
• **Design**: Overall approach to be used, such as quality improvement, evidence-based practice, change implementation, program evaluation, program development, or others. Describe the study design (e.g., observational, descriptive, cohort, case-control, cross-sectional, etc.). Include the method to obtain data (e.g., retrospective medical record review).
• **Setting**: Type of health care setting and patient population. Include a description of the community population, such as size, number of health care facilities, and specifics of the organization (e.g., number of patients in the practice, number of employees, etc.), or other pertinent variables to describe the setting for the project. No identifiers should be used.
• **Sample**: Type of sample (e.g., convenience, purposeful, etc.), potential participants, recruitment strategies, inclusion/exclusion criteria, desired sample size (if known).
• **Approval Processes**: Describe approvals to be obtained including organizational, doctoral committee, and human subject approval from the IRB (UMSL and setting IRB if needed) to conduct the project. List any risks/benefits or ethical considerations.
• **Data Collection/Analysis**: Describe how data will be de-identified, coded and protected. Describe any data collection instruments (including validated instruments) to be used and provide a copy in an appendix. Include the database collection instrument to be used when collecting data and include in an appendix. Identify all data to be collected on the database collection instrument. Describe the anticipated data analysis methods (e.g., chi square, t-tests, etc.).
• **Procedures**: Describe in detail the steps to be completed for the project, including preliminary work, and description of any interventions.

Reference List

Appendices
Clinical Scholarship Project Sample Title Page

Electronic Thesis Sample Title Page.
Info in YELLOW is required, info in BLUE is optional, text in RED should be deleted from final doc.

TITLE of thesis
[Each significant word should be capitalized, titles in ALL CAPS will not be accepted]

Louie A. Triton

Student Education/Degrees
B.S. Human Development and Family Studies, University of Missouri-Columbia, 1992

A Thesis Submitted to The Graduate School at the University of Missouri-St. Louis
in partial fulfillment of the requirements for the degree
Master of Science in Psychology
with an emphasis in Publishing Studies

May/August/December
2019
Month and Year of graduation

Advisory Committee
Committee Chairperson, Ph.D.
Chairperson
Committee Faculty Member 2, Ph.D.
Committee Faculty Member 3, Ph.D.

Copyright, Louie A. Triton, 2019
IX. Clinical Scholarship Project Time Log

Directions: Please keep a running log of any time spent on or working towards your final CSP and program completion (e.g., attendance at intensives #2-6, QI simulation project, IRB training, performing a literature review, project meetings, proposal writing, attendance at a conference to enhance CSP knowledge, etc.). Time that cannot be counted includes time spent on assignments for the DNP Capstone courses (e.g., completion of individual objectives, logic model, etc.). Also, attempt to identify which DNP Essential the activity may reflect (if applicable). Please add additional rows as needed. The recommended number of hours in each Capstone section would be 125-150 hours each as a student will need a minimum of 400 capstone residency hours by the completion of Capstone III. The ongoing clinical scholarship project time log is due at the midterm and end of each Capstone semester.

<table>
<thead>
<tr>
<th>Date</th>
<th>Hours</th>
<th>Description of Activities</th>
<th>DNP Essential</th>
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**TOTAL HOURS**

(Available in a word document in the DNP Capstone course canvas site. Add rows as needed.)
X. DNP Clinical Scholarship Project Final Paper

Directions: Use the Publication Manual of the American Psychological Association (2010) as a guide for manuscript structure, content, and referencing recommendations. The use of 12-point Times New Roman font, One and one-half inch left margin with one-inch top, right, and bottom margins. The final paper should be a maximum of 20 pages (including title page, abstract, project content, references, and appendices).

A. Final Paper Outline (headings and brief content descriptions)

Title Page (max. 12 words)

Abstract (max. 250 words)
- Problem
- Methods
- Results
- Implications for Practice

Introduction (1-2 pages)
- Background/Significance
- Purpose of the project, aims or goals of the project, including outcome measures, objectives or study question(s)

Review of the Literature (5-6 pages)
- Literature review process including databases searched, key words used, Boolean operators, inclusion/exclusion criteria, and number of publications retrieved and selected for review
- In-depth analysis of the current literature and evidence-based practice related to the project problem
- Summary or review of literature findings
- Framework used for the study

Method (1-2 pages)
- Design
- Setting
• Sample
• Procedures
• Data Collection/Analysis
• Approval Processes

Results (1-2 pages)
• Sample demographics (include a table or figure in an appendix)
• All data is reported and analyzed, including statistical results (may include tables or figures in an appendix)

Discussion (1-2 pages)
• Answer the study question(s)
• Explanation and critical thinking of (significant) results obtained
• Implications for practice
• Recommendations for further study and strategies for maintaining and sustaining change

Conclusion (1-2 paragraphs)
• Summary of findings

References

Appendices
• An appendix is needed for each table or figure and should follow APA (2010) recommendations
XI. DNP Clinical Scholarship Project Final Poster

A. Template

Templates for posters are on one slide in a power point (.pptx) presentation. Choose a font size that can be read from 3 feet away (generally the title=50pt, sub-headings=26pt, body text=20pt, see sample attached template). You will need to choose a template (several are available on the internet), color, title of the text boxes, however, the UMSL logo will need to be displayed on the top right of the poster.

Examples:
Evaluation of a Youth Emergency Room Enhancement Program for Behavioral Health
Anne L. Thatcher, MSW, LMSW, BSN, RN

PROBLEM
- 2-5% of all pediatric ED visits in the US are for mental health complaints
- In Missouri between 2006-2015 there was a 42% increase in mental health hospitalizations for youth ages 14- to 17-years
- 30-day readmission rates for youth with mental health diagnoses is higher than for non-mental health diagnoses (8.0% vs. 6.2%)
- In St. Louis City, 17,296 youth between ages 13- to 18-years have mental illness that severely impacts their functioning

PROBLEM STATEMENT
- Lack of research on intensive mobile outreach programs for youth with mental health issues in the United States
- Youth Emergency Room Enhancement Program is in pilot year and needs a thorough outcome evaluation to assess efficacy

METHOD
- Plan-Do-Study-Act (POSA) design with cohort sample and retrospective record review
- Convenience sampling, 8 referral sources, 5-20 year old youth with mental health issues
- Data collected for 3-months pre-YERE Program enrollment and 3-months post-YERE Program enrollment
- Descriptive statistics analyzed
- Paired t-test used, Mann-Whitney U test, Multiple regression analysis

RESULTS
- N = 24 participants
  - Age: Mean = 14.13 years old
    SD = 3.603
    Youngest = 7 years old
    Oldest = 20 years old
  - 41.7% (n = 10) had 2 diagnoses
  - 29.2% (n = 7) had 3 diagnoses
  - 12.5% (n = 3) had 4-5 diagnoses

CONCLUSIONS
- Further analysis with a larger sample size is needed.
- Zip code is predictive of the number of admissions post-YERE program enrollment indicating potential additional barriers to mental health care.
- Use of zip code to help target greater intensity of services could be a future focus of the YERE Program.
- Additional analysis with a larger sample could elucidate additional predictive factors to further guide program focus in the future

Acknowledgements: Sally Haywood, Tiffany Lovelace-Taylor, Susan Sorber, and Wendy Orson with the Behavioral Health Network of Greater St. Louis and all YERE Steering Committee members.
Print the Poster.

Poster approval must be obtained from the DNP Committee Chair. If printing is desired, contact the Printing Services office at UMSL via email (print@umsl.edu) or phone (314) 516-5322. Inform the office employee you are a student who needs a poster printed and ask whether they would like a digital file (the poster in .pptx form), the date the poster is needed, and what the dimensions of the poster should be. Typically, posters for research conferences measure 36” by 48”, and the cost for printing a poster of this size is about $80. If presenting the poster at a conference, verify the requested dimensions with the conference or venue.

C. Paying for your poster.

The CON may reimburse a student for out-of-pocket expenses related to poster printing. If a student is attending a conference to present work from their DNP clinical scholarship project, a request for payment of printing services may be made to the Associate Dean of Academics at the CON. An approved student will need a fund number (called a MoCode) for UMSL Printing Services when picking up the poster. Printing Services can then charge the faculty fund or the appropriate CON account for the cost of printing the poster. The poster will need to be displayed electronically at Intensive #6 regardless if the student is presenting at a conference.
XII. DNP Clinical Scholarship Project Final Presentation

Directions: The time limit on the final CSP power point presentation is 15 minutes. The recommendation is to not spend more than five-minutes on the introduction and review of literature. The DNP committee is more interested in the CSP methods, results, discussion and recommendations. There will be a 10-minute question and answer period immediately following the presentation. The DNP committee members ask questions first. Once the committee has asked questions and provided other comments, the remaining audience is allowed to ask questions or provide comments. The DNP committee will spend 10-15 minutes discussion your progress and a decision will be made on successful completion of the doctoral level CSP. The recommended outline for the final presentation is:

- Introduction
  - Background and Significance
  - Purpose, aims, outcome measures, study question(s)
- Review of Literature
  - Cite only major publications and their findings
- Method
  - Design
  - Setting
  - Sample
  - Procedures
- Results
  - Demographic table or figure
  - Statistical methods or quality improvement tools used
  - Tables and figures of results
- Discussion/Recommendations
  - Implications for practice
  - Maintenance of the change
  - Recommendations for future study
- Summary/Conclusions
- References
XIII. Evaluation of DNP Program Objectives

*Directions:* As a personal reflection, report how each UMSL CON DNP program objective was met. Simply stating “met” or “not met” is not acceptable. Briefly explain how the overall program objective was met. This is due at the completion of Capstone III course.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Personal Evaluation</th>
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<tbody>
<tr>
<td>1. Integrate nursing science, informatics, research, and ethical/legal principles to provide excellence in advanced clinical nursing practice.</td>
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<tr>
<td>2. Translate research science to improve healthcare delivery and health outcomes.</td>
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<td>3. Generate strategies for multidisciplinary leadership through analysis of critical indicators and/or healthcare delivery systems to optimize patient care and safety.</td>
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<td>4. Demonstrate an understanding of strategies to influence health policy-making to improve health outcomes, shape healthcare delivery, and remove barriers to healthcare.</td>
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<td>5. Develop strategies to establish best practices tailored to a specific setting.</td>
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<td>6. Evaluate practice approaches based on nursing theories and theories from other disciplines.</td>
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(Available in a word document in the DNP Capstone course canvas site)
XIV. Evaluation of DNP Essentials – Capstone I, II, III
(Based on the original Essentials of Doctoral Education for Advanced Nursing Practice [AACN, 2006]

*Directions*: Briefly identify the progress made towards each essential (this may include course and/or coursework or project work achieved in this curriculum that has contributed towards attaining essential foundational skills for the DNP) at the end of each capstone semester (i.e., a running document submitted each semester). Not every essential will be completed by the end of Capstone I, but this evaluation should begin in Capstone I. In Capstone II, the student will update the evaluation to include further progress towards competencies not yet completed. By the end of Capstone III, all essential competencies will need to have been completed. (*Note*: Refer to the Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006) for further information regarding the components of this table [http://www.aacn.nche.edu/publications/position/DNPEssentials.pdf].)

<table>
<thead>
<tr>
<th>Essential #</th>
<th>Essential Description</th>
<th>Progress Towards Competency</th>
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<td><em>(Note the capstone course where the essential competency was identified as being met. Reference to previous courses or coursework is encouraged.)</em></td>
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</table>
## II. Organizational and systems leadership for quality improvement and systems thinking (pp. 10-11)

1. Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences.

2. Ensure accountability for quality of health care and patient safety for populations with whom they work.
   a. Use advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems.
   b. Employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level and/or system-wide practice initiatives that will improve the quality of care delivery.
   c. Develop and/or monitor budgets for practice initiatives.
   d. Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement of health care outcomes.
   e. Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers.

3. Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent...
in patient care, the health care organization, and research.

<table>
<thead>
<tr>
<th>III.</th>
<th><strong>Clinical scholarship and analytical methods for evidence-based practice</strong> (pp. 11-12)</th>
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<tr>
<td></td>
<td>1. Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.</td>
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<td>2. Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends.</td>
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<td>3. Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.</td>
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<td>4. Apply relevant findings to develop practice guidelines and improve practice and the practice environment.</td>
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<td>5. Use information technology and research methods appropriately to:</td>
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<td></td>
<td>• collect appropriate and accurate data to generate evidence for nursing practice;</td>
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<td></td>
<td>• inform and guide the design of databases that generate meaningful evidence for nursing practice;</td>
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<td>• analyze data from practice;</td>
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<td>• design evidence-based interventions;</td>
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<td>• predict and analyze outcomes;</td>
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<td>• examine patterns of behavior and outcomes;</td>
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<td>• identify gaps in evidence for practice.</td>
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<td>6.</td>
<td>Function as a practice specialist/consultant in collaborative knowledge-generating research.</td>
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<td>7.</td>
<td>Disseminate findings from evidence-based practice and research to improve outcomes.</td>
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<td>IV.</td>
<td><strong>Information systems/technology and patient care technology for the improvement and transformation of health care</strong> (pp. 12-13)</td>
</tr>
<tr>
<td>1.</td>
<td>Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems.</td>
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<tr>
<td>2.</td>
<td>Analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology.</td>
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<tr>
<td>3.</td>
<td>Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases.</td>
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<td>4.</td>
<td>Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology.</td>
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<td>5.</td>
<td>Evaluate consumer health information sources for accuracy, timeliness, and appropriateness.</td>
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<td>V.</td>
<td><strong>Health care policy for advocacy in health care</strong> (pp. 13-14)</td>
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<tr>
<td>1.</td>
<td>Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other</td>
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|   | health professions, and other stakeholders in policy and public forums.  
2. Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy.  
3. Influence policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve health care delivery and outcomes.  
4. Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes.  
5. Advocate for the nursing profession within the policy and healthcare communities.  
6. Develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery.  
7. Advocate for social justice, equity, and ethical policies within all healthcare arenas.  
| VI. | Interprofessional collaboration for improving patient and population health outcomes (pp. 14-15)  
1. Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products.  
2. Lead interprofessional teams in the analysis of complex practice and organizational issues.  
3. Employ consultative and leadership skills with intraprofessional and interprofessional |
teams to create change in health care and complex healthcare delivery systems.

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<th>VII.</th>
<th>Clinical prevention and population health for improving the nation's health (pp. 15-16)</th>
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<tr>
<td></td>
<td>1. Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.</td>
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<td>2. Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.</td>
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<td>3. Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.</td>
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<th>VIII.</th>
<th>Advanced nursing practice (pp. 16-17)</th>
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<tr>
<td></td>
<td>1. Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.</td>
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<td>2. Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences.</td>
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<td>3. Develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes.</td>
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<td>4. Demonstrate advanced levels of clinical</td>
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judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.

5. Guide, mentor, and support other nurses to achieve excellence in nursing practice.

6. Educate and guide individuals and groups through complex health and situational transition.

7. Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues.

(Available in a word document in the DNP Capstone course canvas site)