

WEST VIRGINIA UNIVERSITY

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School of Nursing



Doctor of Nursing Practice Student Handbook

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2009-2010

WEST VIRGINIA UNIVERSITY SCHOOL OF NURSING

# Doctor of Nursing Practice Student Handbook

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## Welcome From the Dean

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**W**elcome - We are excited to be involved with our colleagues in the Robert C. Byrd Health Sciences Center in implementing a vision for health care in the 21st century, founded in WVU's history of excellence and service, with true social responsibility. Our WV Quality of Life Institute is off the ground with funding for the practice and education initiatives - one HRSA grant is focused exclusively on the DNP.

Nursing faculty and students are bringing nurses, nursing education and research, and advanced practice health care to serve the public in both urban and rural areas. The WVU School of Nursing remains committed to providing the highest levels of undergraduate professional nursing education, while expanding opportunities for graduate education. Our MSN program continues to prepare Nurse practitioners for WV with faculty who are experts in using technology with "high touch" skills.

In 2007-08, we launched two new doctoral programs, a Doctor of Nursing Practice (DNP) - the highest level of nursing practice, and the Doctor of Philosophy (PhD) that evolved from the DSN for nurses desiring a research career. Our programs are committed to building access with success throughout the state - regional campus support for undergraduates, online MSN and DNP programs, and a summer option for the PhD. I look forward to "meeting" you all - virtually or in person.



# **General Program Information**

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## Program Description

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**T**he West Virginia University School of Nursing Doctor of Nursing Practice (DNP) degree program will prepare advanced practice nurses to practice at the highest level of professional nursing. DNP graduates will advance the application of nursing knowledge through the translation and implementation of evidenced-based practice to improve health outcomes for diverse populations. This expert level practice builds on past advanced practice education, experience and certification.

The DNP program is a 30-34 credit post MSN program that can be completed in 5 semesters for students who elect a full-time progression plan. A part-time progression plan requires 7 to 9 semesters to complete. The curriculum allows students to enroll on a part-time or full-time basis.

Graduate students are strongly recommended to limit their credit load if they are also involved in full-time work. Students employed in full-time work should enroll for no more than six hours of doctoral level course work in any one term. Throughout the curriculum, students are guided in the processes of self-development aimed at pursuing excellence in scholarly and professional endeavors. Courses are offered via web-based modalities. Courses are scheduled in the late afternoon at times convenient for working students.

Students who do not hold current advanced practice certification at the time of admission will be required to meet the requirements to become certified as an advanced practice nurse during their DNP program of study. Additional credits of coursework will be necessary to meet certification requirements. Sample plans of study for DNP students seeking new or additional certification as a FNP, PNP, NNP, WHNP, GNP or in a leadership role are found below. Students will complete a set of core courses and then develop their clinical expertise in an area of their interest during the Clinical Focus, Clinical Application and Capstone courses.

The student plan of study is customized and requires 1000 precepted clinical hours post baccalaureate, which can include previous precepted Master's level clinical courses, with a minimum of 300 clinical hours at the DNP level.



Options to combine additional certification with the DNP include:

- Nurse Practitioner
  - Family
  - Pediatric
  - Neonatal
  - Gerontology
  - Women's Health
- Nursing Administration, Advanced

The program includes an evidenced-based Capstone Project. This faculty-guided scholarly experience is precepted by an expert in the area of interest. The project demonstrates the culmination of knowledge and experience gained in the DNP program directed at improving health outcomes in the area of focus.

## **School of Nursing Mission Statement and Goals**

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**T**he mission of the West Virginia University School of Nursing is to serve the people of West Virginia and larger society through education, research and service, including faculty practice. This mission is responsive to changing health care needs and emerging national and state changes in technology and health care delivery and is enhanced by a supportive and open environment. The faculty's educational effort is directed to providing high quality student-centered programs of instruction at all levels which prepare superb professional nurses to meet basic health care needs; advanced practice nurses to address complex health needs; and doctorally educated nurses to advance nursing knowledge through research, to assist in the formulation of policies to improve health care, and to serve as faculty in higher degree programs. Unique characteristics of the state mandate that the health care needs of rural populations and vulnerable groups be a major focus of education, research and service, including faculty practice.



### **Education Goal**

West Virginia University School of Nursing seeks to provide excellent, student-centered educational programs which address core competencies/elements in all programs and meet the changing needs of the communities of interest served.

### **Scholarship Goal**

West Virginia University School of Nursing seeks to increase scholarship, including funded research and peer-reviewed publications in order to benefit those we serve.

### **Service Goal**

West Virginia University School of Nursing seeks to increase the School's service activity in professional organizations, academe, practice, and continuing education in order to benefit those we serve.

## **Accreditation**

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The School of Nursing's graduate and undergraduate programs are accredited by the Commission on Collegiate Nursing Education. In the Fall of 2008, the School of Nursing was visited by the Commission on Collegiate Nursing Education (CCNE), and in the Spring of 2009, the School received full accreditation. The accreditation will be effective until 2019 for the BSN and MSN programs and until 2014 for the DNP program. CCNE accreditation applies to all WVU School of Nursing programs regardless of the campus on which the programs are offered.

The School of Nursing's Baccalaureate and Master's degree programs are accredited by the Commission on Collegiate Nursing Education. In fall 1998, the School of Nursing was visited by the Commission on Collegiate Nursing Education (CCNE), and in the spring of 1999, the School received full accreditation, which will be effective until 2009. This accreditation applies to all BSN and MSN WVU School of Nursing programs regardless of the campus on which the programs are offered. WVU will seek accreditation for the Doctor of Nursing Practice program in accordance with the guidelines for new program accreditation by CCNE. The next CCNE accreditation visit for the WVUSON is scheduled for November, 2008.

West Virginia University's educational programs, including all doctoral programs, are accredited by the North Central Accrediting Commission for Higher Learning.



## DNP Program Goals

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**A**t the completion of the program, the Doctor of Nursing Practice (DNP) graduate will be able to practice at the highest professional level to:

1. Use science-based theories and concepts to:
  - Determine the nature and significance of health and health care delivery phenomena,
  - Describe actions and advance strategies to improve health care delivery, and
  - Develop, deliver, and evaluate theory-based health care.
2. Demonstrate organizational and systems leadership that emphasizes the primacy of clinical work, continually improving health outcomes, and ensuring patient safety.
3. Use analytical methods and research to develop best practices and practice guidelines and to facilitate the evaluation of systems of care that will improve patient outcomes.
4. Use information systems and technology-based resources that support clinical and administrative decision making, care systems, nurse-sensitive outcomes, and quality improvement.
5. Assume a leadership role in the development of health care policy.
6. Establish, participate, and lead interprofessional teams.
7. Utilize a strong conceptual foundation in clinical prevention and population health.
8. Base practice on biophysical, psychosocial, sociopolitical, cultural, economic, and nursing science and ethics.
9. Develop, implement, and evaluate practice and care delivery models, which are politically and culturally appropriate.

Adapted from AACN Essentials of Doctoral Education for Advanced Nursing Practice



# **Curriculum Related Materials**

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## DNP Progression Plans

Full-Time						
	Fall		Spring		Summer	
<b>Year 1</b>	715 Scientific Underpinnings	3	717 Organizations and Leadership	3	742 Clinical Application*	2-8
	716 Analytic Methods	4	718 Population Health	3	763 Capstone 1	3
	761 Clinical Project 1	1	762 Clinical Project 2	1		
	741 Clinical Focus		741 Clinical Focus	2		
	<b>Total</b>	<b>8</b>	<b>Total</b>	<b>9</b>	<b>Total</b>	<b>5-11</b>
<b>Year 2</b>	719 Health Care Policy	3	742 Clinical Application*	2-8		
	764 Capstone 2	3				
	742 Clinical Application*	2-8				
	<b>Total</b>	<b>8-14</b>	<b>Total</b>	<b>2-8</b>	<b>PROGRAM TOTAL</b>	<b>30-34</b>

\*N 742 can be taken any semester after N 741 is completed and must total a minimum of 5 credit hours

Option 1: Accelerated Part-Time						
	Fall		Spring		Summer	
<b>Year 1</b>	715 Scientific Underpinnings	3	717 Organizations and Leadership	3		
	716 Analytic Methods	4	718 Population Health	3		
	<b>Total</b>	<b>7</b>	<b>Total</b>	<b>6</b>		
<b>Year 2</b>	719 Health Care Policy	3	762 Clinical Project 2	1	742 Clinical Application*	2-8
	761 Clinical Project 1	1	741 Clinical Focus	2	763 Capstone 1	3
	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>3</b>	<b>Total</b>	<b>5-11</b>
<b>Year 3</b>	764 Capstone 2	3	742 Clinical Application*	2-8		
	742 Clinical Application*	2-8				
	<b>Total</b>	<b>5-11</b>	<b>Total</b>	<b>2-8</b>	<b>PROGRAM TOTAL</b>	<b>30-34</b>

\*N 742 can be taken any semester after N 741 is completed and must total a minimum of 5 credit hours

Option 2: Regular Part-Time						
	Fall		Spring		Summer	
<b>Year 1</b>	715 Scientific Underpinnings	3	717 Organizations and Leadership	3		
	<b>Total</b>	<b>3</b>	<b>Total</b>	<b>3</b>		
<b>Year 2</b>	716 Analytic Methods	4	718 Population Health	3		
	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>3</b>		
<b>Year 3</b>	719 Health Care Policy	3	741 Clinical Focus	2	742 Clinical Application	2-8
	761 Clinical Project 1	1	762 Clinical Project 2	1	(credits to equal minimum total 5 over entire program)*	
	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>3</b>	<b>Total</b>	<b>2-8</b>
<b>Year 4</b>	763 Capstone 1	3	764 Capstone 2	3		
	742 Clinical Application*	2-8	742 Clinical Application*	2-8		
	<b>Total</b>	<b>5-11</b>	<b>Total</b>	<b>5-11</b>	<b>PROGRAM TOTAL</b>	<b>30-34</b>

\*N 742 can be taken any semester after N 741 is completed and must total a minimum of 5 credit hours



Part-Time Progression Plan for DNP students seeking FNP Certification						
	Fall		Spring		Summer	
Year 1	624 ADV PATHO	4	N632 ADV ASSESS	2	N633 RURAL PRIM CARE 1	3
	715 Scientific Underpinnings	4	N631 ADV PHARM	3		
			717 Organizations and Leadership	3		
	<b>Total</b>	<b>8</b>	<b>Total</b>	<b>8</b>	<b>Total</b>	<b>3</b>
Year 2	N634 RURAL PRIM CARE 2 (EQUIV to N741 for DNP seeking additional certification)	4	N636 Rural Primary Clinical 2	5		
	N635 RURAL PRIM CLINICAL 1	5				
	<b>Total</b>	<b>9</b>	<b>Total</b>	<b>5</b>		
Year 3	716 Analytic Methods	3	N718 Population Health	3	742 Clinical Application (credits equivalent to 400 hours over all semesters enrolled for N742)	1-4
	761 Clinical Project 1	1	762 Clinical Project 2	1		
	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>1-4</b>
Year 4	719 Health Care Policy	3	N765 Capstone 2	3	<b>PROGRAM TOTAL</b>	<b>53 with additional certification</b>
	764 Capstone 1	3				
	742 Clinical Application (credits equivalent to 400 hours over all semesters enrolled for N742)	1-4	742 Clinical Application (credits equivalent to 400 hours over all semesters enrolled for N742)	1-4		
	<b>Total</b>	<b>6-11</b>	<b>Total</b>	<b>3-7</b>		



Part-Time Progression Plan for DNP students seeking GNP Certification						
	Fall		Spring		Summer 1	
<b>Year 1</b>	N624 ADV PATHO (if not previously taken)	4	N631 ADV PHARM (if not previously taken)	3	671 Current Issues in Aging (Summer II) (EQUIV to N741 Clinical Focus/DNP)	3
	N715 Scientific Underpinnings	3	N717 Organizations and Leadership	3		
	<b>Total</b>	<b>3-7</b>	<b>Total</b>	<b>3-6</b>	<b>Total</b>	<b>3</b>
<b>Year 2</b>	N716 Analytic Methods	4	N718 Population Health	3	N673 Gero Primary Care 1	3
	N719 Health Care Policy	3	N672 Adv. Assess Older Adult	2		
	<b>Total</b>	<b>7</b>	<b>Total</b>	<b>5</b>	<b>Total</b>	<b>3</b>
<b>Year 3</b>	N674 Gero Primary Care 2	4	N742 Clinical Application (EQUIV to N676 Geriatric Practicum 2 for DNP seeking additional certification)	5	*N742 Clinical Application (DNP)	1-8
	N742 Clinical Application (EQUIV to N675 Geriatric Practicum 1 for DNP seeking additional certification)	5				
	N761 Clinical Project 1	1	N762 Clinical Project 2	1		
	<b>Total</b>	<b>10</b>	<b>Total</b>	<b>6</b>	<b>Total</b>	<b>1-8</b>
<b>Year 4</b>	N763 Capstone 1	3	N764 Capstone 2	3		
	*N742 Clinical Application (DNP)	1-8	*N742 Clinical Application (DNP)	1-8		
	<b>Total</b>	<b>4-11</b>	<b>Total</b>	<b>4-11</b>	<b>Total</b>	<b>54-</b>

\*N742 Clinical Application must total a minimum of 400 hours (minimum 7 credits) at the DNP level, and can be extended over 3 semesters if needed.



Part-Time Progression Plan for DNP students seeking WHNP Certification						
	Fall		Spring		Summer	
Year 1	624 ADV PATHO	4	N632 ADV ASSESS	2	N683 Primary Care of Women and Girls 1	3
	715 Scientific Underpinnings	4	N631 ADV PHARM	3		
			717 Organizations and Leadership	3		
	<b>Total</b>	<b>8</b>	<b>Total</b>	<b>8</b>	<b>Total</b>	<b>3</b>
Year 2	N684 Primary Care of Women and Girls 2 (EQUIV to N741 for DNP seeking additional certification)	4	N687 Women's Health Practicum 2	5		
	N86 Women's Health Practicum 1	5				
	<b>Total</b>	<b>9</b>	<b>Total</b>	<b>5</b>		
Year 3	716 Analytic Methods	3	N718 Population Health	3	742 Clinical Application (credits equivalent to 400 hours over all semesters enrolled for N742)	1-4
	761 Clinical Project 1	1	762 Clinical Project 2	1		
	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>1-4</b>
Year 4	719 Health Care Policy	3	N765 Capstone 2	3	<b>PROGRAM TOTAL</b>	<b>53 with additional certification</b>
	764 Capstone 1	3				
	742 Clinical Application (credits equivalent to 400 hours over all semesters enrolled for N742)	1-4	742 Clinical Application (credits equivalent to 400 hours over all semesters enrolled for N742)	1-4		
	<b>Total</b>	<b>6-11</b>	<b>Total</b>	<b>3-7</b>		



Part-Time Progression Plan for DNP students seeking NNP Certification						
	Fall		Spring		Summer	
Year 1	654 Neo PATHO	4	N655 Neonatal Health Promotion	2	N631 Advanced Pharmacotherapeutic (PNP/NNP only)	3
	715 Scientific Underpinnings	3	717 Organizations and Leadership	3		
	<b>Total</b>	<b>7</b>	<b>Total</b>	<b>5</b>	<b>Total</b>	<b>3</b>
Year 2	716 Analytic Methods	4	N663 Neonatal Care/Assessment 1	5		
	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>5</b>		
Year 3	N664 Neonatal Care 2	4	N718 Population Health	3	742 Clinical Application (credits equivalent to 400 hours over all semesters enrolled for N742)	1-4
	N665 Neonatal Practicum 1	5	N666 Neonatal Practicum 2	5		
	761 Clinical Project 1	1	762 Clinical Project 2	1		
	<b>Total</b>	<b>10</b>	<b>Total</b>	<b>9</b>	<b>Total</b>	<b>1-4</b>
Year 4	719 Health Care Policy	3	N765 Capstone 2	3	<b>PROGRAM TOTAL</b>	<b>56 with additional certification</b>
	764 Capstone 1	3				
	742 Clinical Application (credits equivalent to 400 hours over all semesters enrolled for N742)	1-4	742 Clinical Application (credits equivalent to 400 hours over all semesters enrolled for N742)	1-4		
	<b>Total</b>	<b>6-11</b>	<b>Total</b>	<b>3-7</b>		



Part-Time Progression Plan for DNP students seeking PNP Certification						
	Fall		Spring		Summer	
Year 1	624 ADV PATHO	4	717 Organizations and Leadership	3	N631 Adv Pharm (PNP and NNP)	3
	715 Scientific Underpinnings	4				
	<b>Total</b>	<b>8</b>	<b>Total</b>	<b>3</b>	<b>Total</b>	<b>3</b>
Year 2	716 Analytic Methods	4	N647 Pediatric Assessment and Care (Equivalent to N741 for DNP seeking additional certification)	5		
	<b>Total</b>	<b>4</b>	<b>Total</b>	<b>5</b>		
Year 3	N644 Pediatric Primary Care	4	N646 Pediatric Practicum 2	5	742 Clinical Application (credits equivalent to 400 hours over all semesters enrolled for N742)	1-4
	761 Clinical Project 1	1	N718 Population Health	3		
	N646 Pediatric Practicum 1	5	762 Clinical Project 2	1		
	<b>Total</b>	<b>10</b>	<b>Total</b>	<b>9</b>	<b>Total</b>	<b>1-4</b>
Year 4	719 Health Care Policy	3	N765 Capstone 2	3		53 with additional certification
	764 Capstone 1	3				
	742 Clinical Application (credits equivalent to 400 hours over all semesters enrolled for N742)	1-4	742 Clinical Application (credits equivalent to 400 hours over all semesters enrolled for N742)	1-4	<b>PROGRAM TOTAL</b>	
	<b>Total</b>	<b>6-11</b>	<b>Total</b>	<b>3-7</b>		



## Description of Courses

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**N 715: Scientific Underpinnings:** 3 Hr. Provides an understanding of the scientific underpinnings of the application of theory to health care at the highest level of advanced nursing practice.

**Course Objectives:** The objectives of this course are to prepare students who will perform at the highest levels of nursing practice. This course will examine the historical and scientific underpinnings that reflect the complexity of practice at the doctoral level including human biological and psychosocial responses, genomics, the science of therapeutics, and the conceptual foundation of nursing.

**Expected Learning Outcomes:** Upon successful completion of this course the student will be able to:

1. Examine the historical development of nursing practice.
2. Examine the theoretical bases of practice approaches, including middle range theory.
3. Integrate nursing science with knowledge from the biophysical and psychosocial sciences.

**N 716: Analytical Methods:** 4 Hr. PR/COREQ: N 715. Prepares the DNP student to translate research into practice, evaluate practice guidelines, improve health care practices and outcomes, and participate in collaborative research.

**Course Objectives:** The objectives of this course are designed to prepare students who will translate research into practice, to examine innovative strategies, including informatics, for designing interventions to promote change in a variety of settings, and to disseminate and integrate new knowledge into evidence-based practice. Students will use analytical methods to critique existing literature and practices against national benchmarks, design, implement, and evaluate outcomes of practice and continuous quality improvement initiatives, and apply relevant findings to improve practice guidelines and health care outcomes.

**Expected Learning Outcomes:** Upon successful completion of this course the student will be able to:



1. Use qualitative and quantitative analytic methods to critique literature and other evidence to determine and implement the best evidence for practice.
2. Apply processes to evaluate outcomes of practice, practice patterns, and systems of care within practice settings against national benchmarks to determine variances in practice outcomes and population trends.
3. Plan the design, implementation, and evaluation of continuous quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.
4. Apply relevant findings to develop practice guidelines and improve practice and practice environment.
5. Use information technology and qualitative and quantitative research methods to:
  - a. Collect data to generate evidence for nursing practice.
  - b. Identify gaps in evidence for practice.
  - c. Design evidence-based interventions.
  - d. Examine patterns of behavior and outcomes.
  - e. Inform and guide the design of databases.
  - f. Analyze data from practice.
  - g. Predict and analyze outcomes.
6. Disseminate proposals for evidence-based practice and research projects designed to improve health care outcomes.
7. Identify effective strategies to encourage collaboration and synergies at all stages of translation of evidence into practice between and among professionals and organizations.

**N 717: Organizations and Leadership:** 3 Hr. PR/COREQ: N 628 or equivalent. Provides a foundation for developing organizational and systems leadership skills critical to clinical care and health outcomes. Knowledge will help students to promote patient safety and excellence in health care organizations.

**Course Objectives:** The objectives of this course are designed to prepare students who will perform at the highest levels of nursing practice to participate as effective leaders in health care organizations. Students will be prepared to assess and analyze the impact of clinical policies and procedures on patient care and nursing practice. Student will be able to evaluate health care models and to begin to conceptualize new models of health care delivery based upon nursing science and theories of organizational science within the current political, cultural, systems, and economic perspectives.



**Expected Learning Outcomes:**

Upon successful completion of this course the student will be able to:

1. Analyze current organizational theories.
2. Evaluate health care delivery approaches that meet current and future needs based on scientific findings in nursing and other clinical sciences as well as organizational, political, and economic sciences.
3. Analyze leadership strategies to improve the quality of health care and patient safety in the workplace, including, but not limited to, advanced communication techniques, informatics, business principles, finance and economics, development and monitoring of budgets, and assessment of cost effectiveness of clinical initiatives which account for risk improvement.
4. Use appropriate decision support systems to translate research findings into health improvements.
5. Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex health care delivery systems.
6. Discuss the mentorship role in professional development.

**N 718: Population Health:** 3 Hr. PR/COREQ: N 716. Analysis of clinical prevention and population health programs for individuals, organizations, aggregates, and populations.

**Course Objectives:** The objectives of this course are designed to facilitate evaluation and application of epidemiological, biostatistical, occupational, and environmental data analysis in developing, implementing, and evaluating programs of clinical prevention and population health.

**Expected Learning Outcomes:**

Upon successful completion of this course the student will be able to:

1. Evaluate epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, organizational, aggregate, and/or population health.
2. Develop, implement, and evaluate interventions to improve organizational outcomes and access patterns and to address gaps in care of individuals, aggregates, or populations.
3. Synthesize concepts, including psychosocial dimensions and cultural diversity, related to interventions to address health promotion/disease prevention efforts at the organizational level.
4. Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.



5. Utilize large data sets to examine, predict, and explain population health.

**N 719: Health Care Policy:** 3 Hr. PR/COREQ: N 628 or equivalent. Provides a foundation for influencing, developing, implementing, and evaluating health care policies and legislation pertinent to issues in health care such as ethics, safety, cost, access, and quality.

**Course Objectives:** The objectives of this course are designed to prepare students who will perform at the highest levels of nursing practice to analyze policy and to engage in politically competent action. Students will relate health care policies to issues in health care such as bioethics, information systems technology, resource availability, safety, cost, access, and quality. Current events and problems will be used to demonstrate effective influence on policy formation. Students will be given the opportunity to analyze and articulate health policies from the perspective of consumers, nurses, other health professionals, and other stakeholders to improve health care outcomes. Students will be guided in the integration of political commitment and activism in advanced nursing practice.

### **Expected Learning Outcomes:**

Upon successful completion of this course the student will be able to:

1. Analyze critically health policy proposals, health policies, and related issues from the perspective of consumers, nurses, other health professionals, and other stakeholders in policy and public forums considering issues related to, but not limited to, social justice and equity, health disparities, cultural sensitivity, ethics, information technology, and global health issues.
2. Demonstrate leadership in the development of institutional, local, state, federal, and/or international health policy.
3. Demonstrate leadership in the implementation of policy at multiple levels.
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 health care communities.
6. Advocate for social justice, equity, and ethical policies within all health care arenas.
7. Demonstrate sensitivity to diverse organizational cultures and populations including patients and providers.
8. Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in health care.



**N 741: Clinical Focus:** 2 Hr. PR/COREQ: N 716, N 761, N 717, N 718, N 762. Provides an opportunity to develop requisite knowledge and mastery of skills relative to the state of the science in a particular area of clinical practice or organizational leadership. *This course is a theory course and does not entail clinical practice hours.*

**Course Objectives:** The objectives of this course are to guide the development of Doctor of Nursing Practice students who will perform at the highest levels of nursing practice. This course will provide students with the skills necessary to develop depth of knowledge in a particular clinical area of practice. Opportunities to gain knowledge relative to genomics, pathophysiology, advanced assessment, advanced pharmacology, and therapeutic interventions will be offered. At the conclusion of the course, the DNP student will have expanded his or her knowledge base relative to the provision of advanced nursing care with a particular clinical focus. Examples of clinical foci include but are not limited to: children with weight problems, rural women with diabetes, first-time mothers who are breastfeeding, caregivers experiencing depression, heart failure patients in the community, ventilator-dependent patients in the ICU, women with advanced breast cancer, older nurses working in acute care, etc

**Expected Learning Outcomes:** Upon successful completion of this course the student will be able to:

1. Synthesize foundational science relative to a particular clinical or leadership problem.
2. Analyze the state of the science relative to therapeutic interventions for a particular clinical or leadership problem.
3. Evaluate methods of integration of the current state of the science relative to a particular clinical or leadership problem into clinical practice.

**N 742: Clinical Application:** 2-8 Hr. variable credit. PR/COREQ: N 741. Provides for the mastery of clinical skills relative to the state of the science in a particular area of clinical or leadership practice.

**Course Objectives:** The objectives of this course are to guide the development of Doctor of Nursing Practice students who will perform at the highest levels of nursing practice. This course will provide students an opportunity for mastery of clinical skills in a particular area of clinical practice. Through work with expert preceptors, at the conclusion of the course, the DNP student will have expanded his or her clinical skill base



relative to the provision of advanced nursing care with a particular clinical focus. Examples of clinical foci include but are not limited to: obesity, diabetes, hypertension, lactation, grieving families, depression, etc.

**Expected Learning Outcomes:** Upon successful completion of this course the student will be able to:

1. Apply foundational science relative to a particular clinical or leadership problem.
2. Implement the provision of advanced nursing care with a particular clinical or leadership focus at the level of mastery.
3. Evaluate care as compared to the current state of the science relative to a particular clinical or leadership problem in his or her own practice.
4. Demonstrate cultural sensitivity in practice.

**N 761: Clinical Project 1:** 1 Hr. PR/COREQ: N 716. Identify a clinical or leadership practice problem and connect the problem to existing knowledge and science.

**Course Objectives:** The objectives of this course are designed to facilitate student exploration of a practice problem, current evidence relevant to the problem, and the link of the problem to the science and theory of nursing and related disciplines. Seminars will allow students to demonstrate critical analysis of data specific to the practice problem by integrating knowledge from a variety of sources within the context of nursing's scientific foundation.

**Expected Learning Outcomes:** Upon successful completion of this course the student will be able to:

1. Analyze emerging clinical patterns and problems within a practice setting, health care organization, or community.
2. Use science-based theories and concepts to determine the nature and significance of the practice or leadership problem.
3. Use analytical methods to critically appraise existing literature and other evidence relevant to the practice or leadership problem.
4. Integrate nursing science relative to the practice or leadership problem with knowledge of theory, ethics, health policy, culture, and the biophysical, psychosocial, analytical, and organizational sciences.



5. Evaluate current practice relative to the practice or leadership problem against national benchmarks to determine variances in clinical and organizational outcomes and population trends.

**N 762: Clinical Project 2:** 1 Hr. PR/COREQ: N 761, N 717, N 718.

Design an initiative to address the practice or leadership problem identified in Clinical Project 1 using appropriate research methods and a variety of scientific principles.

**Course Objectives:** The objectives of this course are designed to facilitate student development of an initiative to address the practice problem using appropriate research methods, scientific principles, and national benchmarks. Processes to evaluate outcomes will also be developed. Students will be guided by a practice mentor in the development of these initiatives. This course builds upon the expected learning outcomes of Clinical Project 1.

**Expected Learning Outcomes:**

Upon successful completion of this course the student will be able to:

1. Design an initiative to address the practice or leadership problem and promote safe, timely, effective, efficient, equitable, and patient-centered care.
2. Use research methods appropriately in the design of the practice/leadership-based initiative.
3. Employ principles of business, finance, economics, and health policy to develop a convincing plan for a practice level and/or system-wide clinical initiative that will address the identified problem.
4. Demonstrate sensitivity to diverse organizational and population cultures.
5. Design processes to evaluate outcomes of the practice or systems change.

**N 763: Capstone 1:** 3 Hr. PR/COREQ: N 762. Leadership skills to create change relative to the practice or leadership problem as designed in N 762: Clinical Project 2.

**Course Objectives:** The objectives of this course are designed to facilitate student leadership in the implementation of an initiative to address the practice problem. Skills in communication, negotiation, consensus building, partnering, design of databases, and analysis of cost effectiveness will be emphasized. Students will be guided by a practice mentor in the implementation of these initiatives. This course



builds upon the expected learning outcomes of N 762: Clinical Project 2.

**Expected Learning Outcomes:**

Upon successful completion of this course the student will be able to:

1. Lead the interprofessional team in the implementation of an initiative to address complex clinical or organizational problems.
2. Demonstrate skill in communication processes, negotiation, consensus building, and partnering in implementation of the practice or leadership initiative.
3. Inform and guide the design of databases that generate meaningful evidence of the effectiveness of the practice or organizational change.
4. Monitor a budget for the clinical or leadership initiative.
5. Analyze the cost effectiveness of the practice or leadership initiative accounting for risk and improvement of health care outcomes.

**N 764: Capstone 2:** 3 Hr. PR/COREQ: N 763. Evaluate the change implemented in Capstone 1 and analyze the relationship of the findings to practice and policy.

**Course Objectives:** The objectives of this course are designed to guide students in the evaluation, translation, and dissemination of outcomes from the practice initiative implemented in Capstone 1. Translation of outcomes to practice and policy will be emphasized. Students will be guided by a practice mentor in the evaluation, synthesis, translation, and dissemination of these initiatives. This course builds upon the expected learning outcomes of Capstone 1.

**Expected Learning Outcomes:** Upon successful completion of this course the student will be able to:

1. Use information technology and research methods appropriately to analyze outcomes of the practice or leadership initiative.
2. Evaluate the new initiative based upon scientific findings in nursing and other clinical sciences, organizational, political, and economic sciences.
3. Evaluate the initiative using concepts related to community, environmental, and occupational health, and cultural and socio-economic dimensions of health.
4. Provide leadership in the translation of new knowledge from the initiative into practice.



5. Disseminate evidence from the initiative to diverse audiences using multiple methods.
6. Demonstrate leadership in the development of institutional, local, state, federal and/or international health policy relative to the initiative.

## Student Participation in Online Courses

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Students in online courses have the professional responsibility to devote their full attention to the class while it is in session, just as they would in a traditional classroom setting. Students may not engage in patient care in the workplace while attending an online class session. If a student is permitted by an employer to participate in an online course during working hours, he or she must do so away from the clinical setting and only after being completely relieved of patient responsibilities. Students will not be permitted to make up course work or testing that is missed if called back to the workplace unless arrangements have been made with the course faculty member ahead of time.

## Computer Requirements for DNP Courses

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The DNP Program at WVU makes use of the latest in technological advances. West Virginia University School of Nursing has adopted Live Classroom and webcast technology to deliver nursing courses.

### WVU Student Email System

All students in the University have access to email through the Mountaineer Information Express (MIX) system. You must use this email system for MSN coursework. No other email addresses will be used by faculty to contact you or to notify you of course related or program related information. You can access MIX from any computer where you have internet access. The address for MIX is <http://www.mix.wvu.edu>. To access your MIX account, you will need a user name and password. To find your user name:

1. Go to <http://star.wvu.edu>
2. Click on STAR Access
3. Click on STAR Information system login
4. Enter your Student Number (700-xx-xxxx) found in your admission letter and pin (see next page)
5. Click on Personal Information



6. Click on View Address(es) and Phone(s)
7. If a MIX account has been created for you, a MIX username and email address section will be displayed .

To find your pin:

The default password for all accounts is 6 digits. Two digits for the day of your birthday and the last 4 digits of your Student Number. Ex: If your birthday is 05/03/1974 and your Student Number is 700-45-6789 then your default password is 036789. Again, your student number is found in your admission letter.

You can change your password online inside of MIX. To do so:

1. Select the STAR tab
2. Select STAR Information System link
3. Select Personal Information
4. Select Change your PIN for STAR, MIX & WebCT (PIN must contain 6 digits)

The MIX homepage has a great tutorial that you should complete before your classes begin. Use MIX to your best advantage during your program!

## **Distance Course Delivery**

The courses you will take in the DNP program will be delivered via distance education technologies. eCampus is the WVU distance education platform. Technologies used within eCampus include Wimba Live Classroom and Webcast.

### **eCampus**

Once you are registered for coursework, one day prior to the beginning of the Fall semester you will be able to begin accessing your course online via eCampus. When you sign onto your MIX account, the courses for which you are registered will appear. When you click on the course name, you will automatically be taken to the eCampus site for your course. You will follow the directions found on this course web site to access course materials. Typically, you will want to first click on the "Syllabus" icon to begin your course.

A helpful orientation to web course work is found on our website at <http://www.hsc.wvu.edu/charleston/nursing/>. You should click on eCampus orientation at the bottom of the page. This orientation has a



number of helpful sections, including study skills, Net-etiquette, and others. You should review these orientation materials now.

### **Live Classroom**

Live Classroom delivers synchronous real-time online classes via Horizon Wimba Live Classroom. You will be able to access each course you are enrolled in via WVU's E-Campus. When you log into E-Campus, on the home page of each course you will see links to the live class sessions delivered via Horizon Wimba Live Classroom. As a student you need to be sure your computer meets the following requirements to participate in Live Classroom:

Windows 2000 or later as the operating system with at least 256 MB of RAM

Internet Explorer 6.0 as your web browser and your browser needs to support Java and JAVASCRIPT. Download JAVA version 1.5 from [www.java.com](http://www.java.com)

### **Soundcard and Speakers**

The microphone that you choose can be a neck headset, single ear-piece headset, or an over the ears headset. It is essential that the headset offers volume control on the cord and that the cord be adequate in length. When in Live Classroom, you will unplug your computer speakers and plug the headset into your computer. It is recommended that you purchase the Logtech Premium Stereo Headset with a microphone. You can get this at Wal-Mart or Office Depot for no more than \$30. You will be using the headset for many of your classes and so it is best that you have one that will work well for you. The microphone that you choose needs to be an over the ears headset. It is essential that the headset offers volume control on the cord, a mute button, and a cord that is adequate in length. When in Live Classroom, you will unplug your computer speakers and plug the headset into your computer. You need to purchase the Logtech Premium Stereo Headset with a microphone. You can get this at Wal-Mart or Office Depot for about \$30. You will be using this headset for many of your classes and so it is best that you have one that will work for you. Wireless headsets will not work.

You must complete the Set-up Wizard as soon as you are accepted into the program to be sure that your computer supports Horizon Wimba. You should complete the set up wizard on every computer that you will



use to access coursework. The set-up wizard will recommend what additional downloads you will have to install and run on your computer. There is no cost associated with these downloads. You will need to have high speed internet access through a cable modem, DSL, or satellite. Please be advised that when you purchase your high speed internet access there is usually an additional cost for the fastest connectivity. Consult your internet service providers regarding your connection speed for your membership. It is in your best interest to purchase the fastest speed your internet service provider offers. We understand that DSL and high-speed cable is not available in some rural areas and students must resort to high-speed satellite internet service. Dial-up connections do not work with this technology. If dial-up is the only access you have from home, we recommend looking for alternate sites to attend class where you can get high-speed connection. Dr. Lynne Ostrow prepared a webcast titled "Introduction to Live Classroom". The link is: <http://webclasses.hsc.wvu.edu/mediasite/viewer/?peid=81fe2d80-c59e-4c32-ad01-1ce3a55238b3>. All students must view the webcast prior to orientation to be ready for classes at the start of the Fall 2009 Semester.

### Webcast

A webcast class delivers synchronous and asynchronous web-broadcasting to students in their home, place of employment (when off-duty), or local library via the computer by utilizing live web-based streaming video and synchronized multimedia presentation. The West Virginia University School of Nursing has adopted webcast technology to deliver some core graduate nursing courses. Students are required to be present for the webcast course at the time it is scheduled. Students are active participants in this type of instructional technology by answering live poll questions and by submitting electronic comments to the instructor during the live webcast class. To see a live webcast of this modality go to:

<http://msl.hsc.wvu.edu/mediasite/Viewer/Viewers/Viewer240TL3Banner.aspx?mode=Default&peid=e799e884-d6d1-4c47-9682-5c5fd315bd90&pid=3509e979-ca6c-454f-ac21-da0215dff7c2&playerType=WM7>

At this time you should visit the website <http://webclasses.hsc.wvu.edu/> and click on the links under "Everyone" to test your system to receive the webcast and to learn what it is all about. Use the recommendations on this website for troubleshooting your system. It is essential that you can access webcast for your courses.



## Computer Help Desk

Phone Number: 304-293-4444

Toll Free: 1-877-327-9260

Help Desk Email:

[OITHelp@mail.wvu.edu](mailto:OITHelp@mail.wvu.edu)

Help Desk Hours:

(Fall & Spring Semester Hours)

M-Th., 8:15 a.m. - 10:00 p.m.

Fri., 8:15 a.m. - 5:00 p.m.

Sat., 10:00 a.m. - 6:00 p.m.

Sun., 4:00 p.m. - 12 midnight

If you encounter problems any time during online coursework, the Help Desk should be able to assist you. You should not call the instructor for help with technical problems. Before you call the help desk, please determine what version of Internet Explorer and Microsoft media player you are running, and which online delivery system you are using (ie. eCampus, Live Classroom, Webcast).

## Computer Requirements

If you already have a computer, the minimum computer requirements for participating in coursework at WVU School of Nursing are:

Windows XP environment (or Vista)

Screen resolution of 1024 X 768

Microsoft internet explorer 6\* web browser

Windows Media Video Player 10 or above

56K dialup or broadband connection (broadband is highly recommended)

\*Active scripts must be enabled within browser

\*Run ActiveX controls and plug-ins must be enabled within browser

\*For best performance, newer versions of Internet Explorer and Media Player should be used. Broadband connection is highly recommended.

\*MS Office (includes Word, Excel, Power Point, and Outlook) is required for all School of Nursing coursework.



If you are buying a new computer, be sure to have the following minimum configuration:

Intel processor, 2GHz or better  
2GB Ram  
256 MB Video graphics card for desktop computer  
Windows compatible sound card / Speakers for desktop, use integrated sound/speakers for laptop  
120 GB hard drive  
USB ports (version 2.0 preferred) (Desktop should have 4 ports, laptop should have 2 ports minimum)  
Standard keyboard / mouse  
10/100 Ethernet card (for DSL, Cable modem, or LAN connection)  
15" XGA color display (1024 X 768) for desktop, laptop should have minimum of 12.1" color TFT display  
CD-RW ( consider DVD/CD-RW combo for laptop)

**Computer Skills** Students are expected to be familiar with operating and using electronic technology. The skills of word processing on Microsoft Word, database utilization, internet competence, and email know-how, including the use of attachments, are essential to course work in the MSN program. It is an expectation that you are proficient with these computer skills. We recommend you visit <http://www.microsoft.com/education/tutorials.mspx> for online tutorials to help with Microsoft Office product use. If you need to update your general computer skills, you may want to obtain the following book by Joos, I., Whitman, N., Smith, M., Nelson, R. (2006) entitled "Introduction to Computers for Healthcare Professionals" (4th edition); Sudbury, MA: Jones and Bartlett Publishers.

Although we will go over the distance delivery systems during the online orientation, it is essential that you have access to an adequate computer and that you have connected to Wimba Live Classroom and Webcast before the orientation. We will not spend time reviewing the use of Microsoft Word, e-mail, or attachments at orientation. Course instructors will not spend time on computer skills during class.

#### Course Registration

You will need your WVU Identification Number and WVU MIX e-mail address in order to register for courses. This information is provided in your letter of admission from the University. Instructions for course registration can be found at:



<http://www.hsc.wvu.edu/son/academicPrograms/msn/currentStudents.htm>. Click on "Class Registration Directions", print the instructions, and follow the steps provided.

### **Additional Computer Information**

You will need to have high speed internet access through a cable modem, DSL, or satellite. Consult your internet service provider regarding your connection speed. It is in your best interest to purchase the fastest speed your internet service provider offers. We understand that DSL and high-speed cable is not available in some rural areas and students must resort to high-speed satellite internet service. Dial-up connections do not work well with this technology. If dial-up is the only access you have from home, we recommend looking for alternate sites to attend class where you can get high-speed connection.

If you are planning to purchase a new computer, review the Computer Purchasing recommendations from WVU's Office of Information Technology at <http://oit.wvu.edu/tsc/purchase/index.php>. Also note the University has special student offers from Dell and Gateway with reduced rates on some computers.

These courses will require file sharing. Please install the free anti-virus software and keep this software up-to-date. This software can be downloaded from <http://oit.wvu.edu/tsc/antivirus/index.php>

### **Computer Labs**

#### **Morgantown Computer Lab**

The Health Sciences Center Computer Based Learning Center (CBLC) offers a computer lab on the 2nd floor of Health Sciences Center South. The lab contains both PC and Macintosh computers. The computers are supported by a local area network that provides Internet access.

#### **Charleston Computer Lab**

The Charleston Division offers computer access for students in the HSC Library (1st Floor) and the Computer Services Lab (2nd Floor). Library computers have access to Microsoft Office, Internet Explorer, Netscape, GroupWise, Cochrane Library, and Nursing Primary care programs. Computer Services Lab computers have access to Microsoft Office, Internet Explorer, Netscape and GroupWise.



There may also be computer labs available at your place of employment, local or community college, or public library.

The Help Desk can assist you if you have difficulty accessing course sites or the WVU online library. You can reach them at <http://oit.wvu.edu/helpdesk/> or 304-293-4444 or [oithelp@mail.wvu.edu](mailto:oithelp@mail.wvu.edu). Faculty cannot help you with technological issues during class time.

## Academic Integrity

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In accordance with the WVU Graduate Catalog, academic integrity is expected of all members of the WVU community. Academic dishonesty is condemned at all levels of life, indicating an inability to meet and face issues and creating an atmosphere of mistrust, disrespect, and insecurity. Academic dishonesty, includes, but is not limited to, **plagiarism, cheating and dishonest practices, forgery, misrepresentation or fraud.** Academic integrity is expected in all activities, including those that occur online. Academic dishonesty can result in exclusion from the course, a lower grade and/or an unforgivable F in the course. The Dean may also impose additional penalties. Academic dishonesty will also be reported by faculty to the WV Board of Examiners for Registered Professional Nurses for their consideration relative to disciplinary action against the student's RN license.

## Academic Advising

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### Admission Status

A student admitted as provisional must meet the provisions stated in the letter of admission. Once provisions have been met, the advisor will request a change of student's status to regular admissions to Stuart Wells.

### Academic Advisor

On admission, students are assigned an Academic Advisor who is a member of the Graduate Faculty. The Academic Advisor identifies a plan of progression for the program to ensure that students will successfully complete all requirements for graduation. Students meet with the **Advisor to complete the Progression Plan. Any changes in the Progression Plan must be processed with the Academic**



**Advisor and sent to the Associate Dean for Academic Affairs. Students are expected to contact their academic advisor each semester before registering for courses.** It is expected that students will phone or e-mail the advisor in advance to set up appointments. Every effort is made by the faculty to accommodate students' schedules.

Students must be sure that a correct home and work phone number as well as address are on record with both the Advisor and the Office of Student Services. If such information changes, notify the Advisor, Student Services, and the University Office of Admissions and Records immediately.

### **Plan of Study**

**A** Plan of study is completed by the student and academic advisor when the Capstone Committee has approved the Capstone Proposal. The form must be signed by the student and his/her Academic Advisor and submitted to the Associate Dean (Charleston-Associate Dean Southern Region or Morgantown-Associate Dean Graduate Academic Affairs) who signs the form and sends it to the Associate Dean for Graduate Academic Affairs. (See Appendix A)

The Associate Dean for Graduate Academic Affairs makes a copy for the student's file and submits the original to the Health Sciences Graduate Program Office for final approval.

When approved by the Health Sciences Graduate Programs Office, the Plan becomes a binding agreement for the student, Academic Advisor and the Health Sciences Graduate Program Office of WVU.

**Request for a change in the Plan of Study should be submitted in writing.** For a small change in approved Program, a letter of request should be submitted to the Health Sciences Programs Office after written concurrence has been obtained by the Advisor and the Student. Major changes in Program will require that a revised Plan of Study Form be submitted for approval to the Health Sciences Graduate Programs Office. The original approved Plan of Study Form will be returned to the Associate Dean for Graduate Academic Affairs.



## Incomplete Grades

**T**he grade of I is given when the instructor believes that the course work is unavoidably incomplete or that a supplementary examination is justifiable. A grade of I is not appropriate to avoid unsatisfactory failing grade in a course. A contract to remove the grade I (see Appendix B for copy of form) should be completed by the student and instructor before a grade of I is given, or during the first two weeks following the term during which the I was given. The contract should clearly explicate the work necessary to remove the grade of I, the date for completion, and the grade to be given if the work is not complete. The student, the Associate Dean, the student's advisor and the faculty should receive a copy of the contract. Contracts are a binding agreement between the faculty member and student.

## Graduation

A checklist of requirements for graduation can be found in the Appendix. It is essential that students meet with their Academic Advisor each semester throughout the Program to discuss progression and graduation requirements so that at the time of graduation all requirements will have been met.

## Credit Loads

Graduate students are strongly recommended to limit their course credit load if they are also working. **Persons who are employed full-time (40 hours) are strongly advised to enroll for no more than six to eight credits in any one term. Those in half-time work (20 hours) are advised to enroll for no more than nine credit hours.**

## WVU Student ID Card

Students who wish to obtain a WVU Student Identification card must have paid the special fees included in their tuition and fees invoice. To get the ID card, take a copy of the paid invoice to the student ID Office in the Mountainlair or to the Student Services Office in Charleston. The personnel there will validate the invoice and take a picture. The cards are usually ready in five to seven working days. Students must have a photo ID when picking up the card.



## HIPAA Requirements

All students are required to provide verification of HIPAA training from place of employment. If you have not had HIPAA training, you must complete the training prior to the first week of nursing classes. All students enrolled in the West Virginia University School of Nursing graduate programs are required to provide verification or complete training on the Federal Law – Health Insurance Portability and Accountability Act (HIPAA).

## Registering for Courses

**R**egistration for courses MUST be done only after consulting with the advisor. Course offerings are listed in the Schedule of Courses, which is published each semester, typically near the middle of the term. The Schedule of Courses is available on the WVU Admissions and Records page: (<http://www.arc.wvu.edu>) Keep in mind that the most current information about course offerings and times is available on the WVU Admissions and Records Web-site.

Students should make and keep their own copies of all forms, documents, letters, etc. that relate to progression or academic standing in the program. Examples include: registration forms, grade reports, and grade modification forms.

Remember that students must maintain a 3.0 GPA to remain in good standing as a graduate student. See your advisor immediately if the GPA falls below this standard or if a grade of C or lower is received in a nursing course.

## Progression and Graduation Standards

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In order to progress in the Doctor of Nursing Practice curriculum, a student must meet the following performance standards:

1. Achieve an overall academic Grade Point Average of at least 3.0 in all work attempted in the DNP Program.
2. A student may only carry forward one C grade in a nursing course. A second C in a nursing course will result in dismissal from the Program.
3. A student who falls below the 3.0 GPA on nine or more credit hours has one semester to bring up the GPA to the 3.0 requirement.



4. A student may repeat only one nursing course and only one time.
5. A grade of D or F in any course cannot be carried forward. A grade of D or F in any course results in dismissal from the program.
6. All required courses must be taken for letter grades (A, B, C).

Appeal processes for the DNP program follow the West Virginia University guidelines and can be found in the WVU Health Sciences Catalog. Students considering an appeal should contact their academic advisor.

### **Transfer of Course Work**

- Twelve semester credits of course work with a grade of B or better may be transferred from institutions accredited at the graduate level with permission of the Associate Dean for Graduate Academic Affairs.
- A student wishing to transfer credit from another institution must confer with their academic advisor and obtain a transfer of graduate credit form from the Office of Student Services. (See Appendix D for a copy of this form.) This form requires the signature of the appropriate Associate Dean.
- The student should provide information about the course for transfer including the name of the institution with address and zip code, the course number and name, and the course descriptions as published by that institution. The WVU course it replaces or the requirement it meets must be identified. Courses for transfer will be evaluated for equivalency by the Associate Deans and appropriate graduate faculty. Final approval of coursework for transfer is granted by the Associate Dean.
- The student must have an official transcript from the other institution sent to the Office of Admission and Records.

### **Degree Requirements**

The following requirements must be met:

- Complete 30-34 or more semester credit hours (dependent on program of study).
- Remove all conditions, deficiencies, and incomplete grades. Credit hours for courses in which the grade is lower than C will not count toward satisfying graduate degree requirements.
- Register for course work, in the semester graduating. This does not include completion of request to remove a grade of incomplete.



- Completion and documentation of all clinical and community service hours.



## Credit by Advanced Standing Guidelines for DNP Students

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West Virginia University honors credit by examination from external tests such as CLEP and Advanced Placement and from internal, departmental or school examinations. The form of these examinations may include, but is not limited to, "pencil and paper" test, computer administered tests, or "practical" demonstrations of skills and knowledge.

### Eligibility

1. The student and the advisor believe that the student has the knowledge and skills contained in a course and the student wishes to establish credit by examination.
2. The opportunity to establish credit by examination is available to all students admitted to the School of Nursing. Registered nurse students may complete advanced standing examinations after admission, but prior to initial enrollment in WVU or nursing courses. All other students must abide by the policy stated in the WVU Catalog, which requires that the student be "currently enrolled" to establish credit by examination.
3. The student's official record does not show credit for the course (i.e., any grade of S, P, A, B, C, D, I).
4. The student is not officially enrolled in the course. A student who withdraws from a course after the end of the official registration period for a semester is not eligible to challenge the course in that semester.
5. A student may challenge the same course by examination only two times.

### Procedure

1. The student and advisor discuss the feasibility of establishing credit by examination.
2. The student obtains the Application for Advanced Standing Examination from the School of Nursing Office of Student Services in Morgantown or Charleston Division Nursing Office and completes it with the assistance of the Advisor. (A copy of the form is in Appendix).



3. The student makes an appointment with the instructor of the course to be challenged. At that meeting, the student will obtain the instructor's signature and should discuss the availability of study materials and the timing and format for the examination. The provision of study materials and the timing and format for the examination are the prerogative of the instructor.
4. The instructor sends the completed Application for Advanced Standing Examination to the HSC Office of Admissions & Records or Charleston Division Office of Student Affairs. The student will be assessed the fee through his/her student account. The student will go to <http://www.mix.wvu.edu> to pay electronically. Admissions & Records will send the appropriate form to document the outcomes of the examination to the instructor.
5. It is the student's responsibility to arrange with the instructor for the actual examination.
6. It is the course instructor's responsibility to document the outcomes of the examination to Admissions and Records and the student.
7. It is the advisor's responsibility to make certain that the course credit appears on the student's transcript, if the student is successful.
8. Since University policy, only allows 12 credits hours of coursework to be transferred from another university, no more than 12 credits can be requested for credit by advanced standing examination.

## Faculty Supervision of Graduate Student Precepted Clinical Placement Guidelines

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**A**n essential component of a DNP program is a group of expert preceptors who can help students develop clinical expertise and transition to the highest level of advanced nursing practice. The role of the preceptor is complementary to that of the faculty member. The triad of faculty member, student, and preceptor must collaborate to assure that the student meets personal and program objectives. This document will outline assumptions about the role of each of these participants and guidelines for program implementation.



### **Faculty Role**

1. The ultimate responsibility for assuring that students have appropriate, individualized learning experiences lies with the course faculty.
2. The ultimate responsibility for evaluating student learning lies with the course faculty.
3. Evaluation of graduate student learning in the clinical areas includes, but is not limited to:
  - a. Meaningful, periodic contact with students.
  - b. Regular contact with clinical preceptors.
  - c. Periodic faculty, preceptor, and student discussion of student progress, accomplishments, identified areas for improvement, and ability to meet needs in the clinical site.

### **Preceptor Role**

1. The major roles of the preceptor are that of health care provider, role model and clinical teacher.
2. In order to fulfill this role, preceptors must:
  - a. Have an understanding of student's learning needs.
  - b. Have information regarding students' previous experiences and knowledge base.
  - c. Have clarity regarding evaluation criteria.
3. Preceptors participate actively in the evaluation process with faculty and students.

### **Student Role**

1. Students bring a common knowledge base from core courses to the clinical experience.
2. Students have different personal and professional experiences that enhance their knowledge base.
3. Students recognize their clinical areas of strength and the gaps in knowledge.
4. Students share their experiences and identified gaps in knowledge with faculty to facilitate planning for clinical placements.
5. Students participate actively in the evaluation process with faculty and preceptors.



## Expectations

1. Students meet with the course faculty to identify appropriate, individualized learning experiences for the clinical courses. Faculty will consider: past experiences, learning needs for role implementation, geographic area, and facility capabilities for offering appropriate preceptorship when planning clinical placements.
2. Course faculty and students will work together to identify and contact appropriate preceptors. Faculty provide in writing: course syllabi, and evaluation criteria and tools.
3. Faculty initiates contact with students and preceptors on a periodic basis. This will serve as an opportunity to proactively problem solve, identify learning needs, and negotiate additional experiences.
4. Students participate in ongoing evaluation with the preceptor and faculty member. Thoughtful self-evaluation is an expectation.
5. Faculty identify deadlines, (in writing), for receipt of preceptor and student self-evaluation. No final grade will be recorded until preceptor, student, and faculty evaluations are completed.
6. After the semester is completed, faculty extends letters of appreciation to preceptors.

## Guidelines for Clinical Application in the DNP Program

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### Purpose of Clinical Application in the DNP

The DNP Clinical Application course will serve to provide an in-depth clinical experience for students. This advanced practicum will provide the opportunity to, for example, gain advanced clinical skills, link policy making with clinical systems, translate research into practice and/or serve as change agents for health care. The American Academy of Colleges of Nursing have mandated that all DNP graduates have completed at least 1000 hours of precepted post BSN clinical experiences in their specialty area. Most MSN programs and Advanced Practice certifications require only 500 hours.

All DNP students at West Virginia University will complete at least 1000 precepted clinical hours post-BSN. N742 Clinical Application faculty will



create an individualized clinical plan with each student to meet the goals and objectives of their clinical practica. The clinical application experience will be facilitated by a DNP prepared faculty member (see below for additional information about clinical preceptors).

### **Calculation of Clinical Hours**

Each student must document the number of precepted clinical hours completed in their MSN or post MSN program. For students who cannot document the number of clinical hours completed in their MSN or post MSN program, the minimum number of hours required by the certification body at the time of the student's advanced practice certification will be used.

Each student will be provided with 100 hours of clinical credit for implementation of the DNP capstone project. Additional hours, to equal 1000 post BSN precepted clinical hours, will be accumulated during N742 Clinical Application. Students may spread those hours over 3 semesters of work, registering for the appropriate number of credits each semester. Clinical to clock hour ratios in the graduate programs at WVUSON are 1:4. Therefore, if a student needs to complete 400 hours of clinical experience, their total credits of N742 will equal 5 credits, which can be registered for over the course of 3 semesters.

**All WVUSON DNP students are required to complete a minimum of 300 hours of precepted clinical practicum during the DNP program, even if they document 1000 hours or more of precepted clinical practicum in their MSN program, or post MSN work. The 300 hours do not include the 100 hours allotted for the DNP capstone project.**

**Preceptors:** Each DNP student will select, with the input of their N742 faculty member, a preceptor for their clinical experience. The preceptor must be an expert in the area in which the DNP student wishes to develop expertise. There are currently very few nurses prepared at the DNP level who can serve as the clinical preceptor for DNP students. Therefore, the clinical preceptor will not necessarily be a DNP-prepared advanced practice nurse. Examples of persons who might fill the position of clinical preceptor include an advanced practice nurse or other professional with a doctoral degree; an advanced practice nurse with considerable experience and recognition as an expert in a particular clinical field; a MD with specialized training and experience; a nurse with a high level administrative position as the Director, Vice President, President, or CEO within a health care organization; a doctorally-prepared nurse educator; a nurse with an advanced business or other degree, etc. The clinical preceptor must hold a



position in the organization where he/she can facilitate the DNP student's access to clinical services, organizational information, decision makers, and other personnel in order to meet the DNP student's clinical experience objectives and implement the capstone project (if applicable) during the practicum within the organization.

**When possible and practical, the DNP student is encouraged to select a clinical preceptor outside of their current work setting. An exception may be in large organizations, for example, where the DNP student would be placed for the clinical application course with a clinical preceptor outside the department or unit where they are employed. The line between current employment and clinical application hours and project(s) (if applicable) must be clear to the organization, the preceptor, the N742 faculty, the DNP Capstone Project Committee (as applicable), and the DNP student.**

### **Affiliation Agreements (Contracts) for Clinical Sites**

The School of Nursing has existing clinical contracts across West Virginia and other states. Students are also welcome to develop their own clinical sites from the area or outside of West Virginia. However, it may take 2-3 months to establish new contractual arrangements, so students should begin to work early with N742 faculty to make those arrangements. Students may not participate in clinical practica in any agency in which there is not a current affiliation agreement. A list of current affiliation agreements will be provided for DNP students.

*Approved March 4, 2008*

## **DNP Capstone Structure**

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### **Phase I**

*Initial* presentation of DNP Project Plan to the DNP Faculty Member(s) and peers from N762: Clinical Project 2, occurs during N762.

During N762, the DNP student presents a written project proposal that includes a description of the following:

1. Title Page
2. Body of the Paper
  - Background and Significance of Proposed Project/Intervention



- Problem Statement - Identification of the challenges, problems, situations, opportunities leading to the proposed project.
- Theoretical Framework
- Project Description
  - Literature Review and Synthesis
  - Congruence of Organizations Strategic Plan to Project
  - Project Objectives
- Project Design
  - Evidence Based Project /Intervention Plan
  - Timeline of Project Phases
  - Resources – Personnel, Technology, Budget, etc.
  - As appropriate to the individual project and determined by the advisor and mentor, the DNP student will include a market analysis, strategic analysis and/or product/services, sales/marketing, operations and financial plan that justifies the need, feasibility and sustainability of the proposed project.
  - Evidence of Key Site Support (Appendix)
- Evaluation
  - For each objective, include specific details as to how your project will be evaluated. What evidence-based measures will be applied to the evaluation plan? What evidence-based measures/instruments were used for each objective? What method of analysis will be used for each objective?

When N762 is complete, and the project plan is completed, the DNP Capstone Project Plan is presented to and evaluated by the DNP Capstone Chairperson, the Project Mentor, and the Content Expert (Committee). The committee provides feedback to the student about the final project proposal, and approves the proposal. If approved, the student moves to Phase II. *Capstone chair must be a regular member of the graduate faculty and can not be the student's supervisor in their place of employment. The Capstone chair completes the Plan of Study form and the DNP Capstone Proposal Approval form and obtains committee signatures. These forms are sent to the SON Graduate Academic Affairs office with a copy to the student's advising file.*



## **Phase II**

Most DNP projects will likely be considered to be “not human subjects research” , and therefore only require filing with the IRB for that designation. Upon approval of the final capstone proposal by the Committee, the DNP student is ready to file with the IRB. The student is not permitted to start official data collection and official work on the project until the project has been deemed by the IRB as “not human subjects research”. If the IRB deems the project to be “human subjects research”, and a further review is warranted, the student works with the DNP Capstone Chairperson to fulfill the IRB requirements.

## **Phase III**

Once the IRB has deemed the project “not human subjects research”, the DNP Candidate starts the official capstone project and enrolls in N763 Capstone 1. During this time, the student maintains frequent communication with the DNP Capstone Chairperson. Communication with the Project Mentor and Content Expert are guided by need and Capstone Chairperson advice (monthly updates at a minimum are anticipated).

## **Phase IV**

Upon Final Completion of the DNP Capstone Project, the DNP Candidate is required to submit in writing a formal project report. The Report is to include the following elements:

### **Final Written Project Report**

The report of the DNP project is to be submitted in both electronic format and a written hard copy (once revisions are complete).

1. The report is to be consistent with APA style (5th edition). It is to be formatted in a readable typeface no smaller than 12 type. The narrative body is to be printed in regular font Page numbers are to be placed at the right upper corner, three quarters of an inch (3/4') from the top and one inch (1”) from the right edge.



2. The report should be organized and at a minimum the report should include:

A. Title Page. This includes the name of the project, student name and academic credentials, Name of Academic Institution, and the words, “in partial fulfillment of the requirements for the Doctor of Nursing Practice Degree”; copyright.

B. Executive Summary/Abstract. This is no more than 1 page long and inserted as the first page behind the title page. The Executive Summary/Abstract should contain summary elements C-F below. The Executive Summary/Abstract provides an overview of the project. Bullet point format is acceptable and should be used to conserve space in the Executive Summary/Abstract.

C. Body of Report. This section includes: background and significance, problem statement, theoretical framework, project description, and project design. Descriptions of technical equipment, instruments, key personnel etc should be placed in the appendix.

D. Evaluation Plan. For each objective, include specific details as to how your project was evaluated. What evidence-based measures were applied to the evaluation plan? What evidence-based measures/instruments were used for each objective? What method of analysis was used for each objective?

E. Results. These should be written against each project objective. To what extent was the objective achieved? For each objective discuss the key facilitators that made the objective achievable and the key barriers. Then write a section that describes unintended consequences. Remember, unintended consequences can be positive or negative.

F. Recommendations. In writing this section discusses the recommendations for the site at which the project was conducted and be specific. Should the project be continued, reduced, phased out, or expanded? Are any ongoing evaluations needed for phases outside the scope of the DNP project? Place your recommendation



within the framework of the organization's strategic plan and be sure to recommend who needs to be involved in or responsible for future phases. Next, write recommendations regarding the possible application of this project in other settings.

G. Although not part of a typical report, include a section detailing the contribution of the project to the attainment of your personal leadership goals.

### **Final Approval**

The student provides the written report to the DNP Capstone Chairperson, Project Mentor and Content Expert (Committee). The student will provide an oral presentation of the report to the Committee, and upon completion and approval of both the written and oral presentation, the DNP student will be eligible for graduation.

The DNP Capstone Chairperson certifies the student as eligible for graduation by completing and signing the WVU HSC Graduate Programs Plan of Study Form.

Approved March 4, 2008



## DNP Program Capstone Process

<b>Task/Product</b>	<b>Related Course</b>	<b>Timetable</b>	<b>Responsible Parties</b>
Identification of problem to be addressed	N761	By completion of N761	N761 Faculty, Student
Selection of DNP Capstone Advisor and Project Mentor	N762	During N762	N762 Faculty, Student
Project Design/Development of Capstone Proposal	N762	By completion of N762	N762 Faculty, Student, DNP Capstone Chairperson, Project Mentor, Content Expert
Approval of Capstone Proposal	N762, N763	At end of N762, or prior to N763	N762 Faculty, DNP Capstone Chairperson, Project Mentor, Content Expert, Student
IRB Notification/Approval (if indicated)	---	After Approval of capstone proposal	DNP Capstone Chairperson, Student
Project Implementation	N763	Ongoing until complete	Student, DNP Capstone Chairperson, Project Mentor, Content Expert, N763 Faculty
Project Evaluation and Dissemination	N764	Ongoing until complete	Student, DNP Capstone Chairperson, Project Mentor, Content Expert, N764 Faculty
Approval of Final Product of DNP Capstone	----	Written paper and oral presentation	Student, DNP Capstone Chairperson,



		upon completion of Capstone project	Project Mentor, Content Expert
Completion of Capstone Project Completion Approval Sheet		Upon final approval of written and oral presentation	DNP Capstone Chairperson

- Project Mentor: Expert in organization where capstone project will be implemented, who can assist student with process in the organization. Examples of assistance may be in understanding of organizational culture, processes within the organization, successful change initiatives, potential champions for project, etc.
- Content Expert: A nationally recognized expert in content area of student capstone project who can assist student with development of expertise in the area of project focus. Can be a WVU School of Nursing faculty member, or can be from outside of the School of Nursing.

*Approved March 4, 2008*

**West Virginia University  
School of Nursing  
DNP Capstone Project and Plan of Study Guidelines**

1. The DNP Capstone Project and Plan of Study Form should be submitted after completion of the Capstone Project defense.
2. This form should be typewritten and completed in full.
3. The form must be signed by the student and his/her DNP Capstone Project Advisor and submitted to the Associate Dean for Graduate Academic Affairs who signs the form and sends it to the Office of Student Services.
4. The Office of Student Services makes a copy for the student's file and submits the original to the Health Sciences Graduate Program Office for final approval.
5. When approved by the Health Sciences Graduate Council Chairperson and the Health Sciences Graduate Programs Office, the Plan becomes a binding agreement for the student,



Project Advisor and the Health Sciences Graduate Programs Office of WVU.

6. Request for a change in the DNP Capstone Project and Plan of Study should be submitted in writing:

**For a small change in approved program**, a letter of request from the student should be submitted to the Associate Dean for Graduate Academic Affairs after written concurrence has been obtained by Advisor and the student. The request will be sent to Health Sciences Graduate Programs Office by the Associate Dean.

**Major changes in program** will require that a revised DNP Capstone Project and Plan of Study Form be submitted by the chair to the Associate Dean for Graduate Academic Affairs who will send the request for approval to the Health Sciences Graduate Programs Office.

7. The original approved DNP Capstone Project and Plan of Study Form will be returned to the Office of Student Services where it will be placed in the student's file.

See Appendix for DNP Capstone Project Approval and Plan of Study Form and DNP Capstone Proposal Approval Form



## WVU Electronic Thesis and Dissertations

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As of August 15, 1998, WVU requires the electronic submission of all theses and dissertations (ETDs). Students will utilize the ETD format for their capstone project. ETD exemptions will only be granted in rare instances. While this guide focuses on formats generally applicable to both paper and electronic documents, be advised that you must also consult the WVU Electronic Theses and Dissertations Web pages at <http://www.wvu.edu/~thesis/> to learn about the program. Links have been provided, where applicable, to facilitate navigation to topics regarding electronic formats. Faculty in Nursing 761, 762 and Capstone 1 and 2 will provide more information about this system.

### Additional Resources

ETD Workshop Materials

<http://oit.wvu.edu/training/etd/etdworkshop.php>

Creating and Submitting ETDs at WVU

<http://oit.wvu.edu/training/etd/create-submitETD.pdf> PP Presentations Also Available.



# **Miscellaneous Student Information**

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## WVU School of Nursing Drug and Alcohol Testing Policy

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1. The WVUSON has a responsibility to maintain a safe environment for its students as well as maintaining safe conditions for patients. Any student under the influence of drugs or alcohol during a clinical experience may pose serious safety and health risks, not only to themselves, but to all those who work with them and to patients for whom they provide care. The unlawful possession, use, or sale of illegal drugs, prescription drugs, over the counter drugs, and/or alcohol in the clinical agency, poses an unacceptable risk for unsafe patient care.
2. Any registered nurse who is aware that another person has violated the WV Nursing Code and Legislative Rules 19-3-14, 14.1.b, is obligated to report the person to the WV Board of Examiners for Registered Professional Nurses for consideration of disciplinary action. Therefore, WVUSON faculty, students, and agency RNs are required to report any suspicious behavior and arrange drug and alcohol testing.
3. Reasonable suspicion of substance abuse is considered when any student demonstrates unusual, unexplained behavior in the agency environment or during clinical experiences. Observable signs might include, but are not limited to:
  - a. Slurred speech
  - b. Odor of alcohol on breath or person
  - c. Unsteady gait
  - d. Disoriented or confused behavior
  - e. Significant changes in work habits
  - f. Observed behaviors indicative of hallucinations
  - g. Unexplained accident or injury
  - h. Sloppy, inappropriate clothing and/or appearance
  - i. Physically assaultive, unduly talkative, exaggerated self-importance, making incoherent or irrelevant statements in the agency setting
  - j. Excessive sick days, excessive tardiness when reporting for clinical or class
  - k. Missed deadlines, careless mistakes, taking longer than customary to complete work
  - l. Coordination (not normal, swaying, staggering, lack of coordination, grasping for support)
  - m. Performance (unsafe practices, unsatisfactory work)



- n. Alertness (change in alertness, sleepy, confused)
  - o. Demeanor (change in personality, fighting, excited, combative, aggressive, violent, argumentative, indifferent, threatening, antagonistic)
  - p. Eyes (bloodshot, dilated)
  - q. Other clinical observations consistent with impairment
4. Drug testing may be required for any student who demonstrates behaviors of reasonable suspicion (3a-q) in the clinical environment.
  5. Drug testing may be required for any student who demonstrates suspicion of substance abuse impairment and who has access and/or direct responsibility for controlled substances if known drugs of abuse are missing or otherwise unaccounted for while in the clinical agency. This determination will be made on a case-by-case basis by the agency manager or administrator and the Dean of WVUSON, or the Dean's representative.
  6. Informed consent will be obtained prior to testing. Fees associated with testing will be the responsibility of the student.
  7. Noncompliance with requests for drug and alcohol screening from a student who demonstrates suspicion of substance abuse impairment will be viewed as a violation of the WVUSON Drug and Alcohol Testing Policy. The student may be subject to dismissal from the nursing program.
  8. The collection site will be in a standard collection area laboratory or emergency department as per the agency protocol. Non-acceptable and Acceptable values for lab results will be determined according to the agency policies. Collection procedures will adhere to the required "chain of custody" protocol as indicated by the assigned clinical agency.
  9. The student who is suspected of substance abuse impairment will be escorted to the collection site with the appropriate faculty member or assigned preceptor and an agency staff member. All will remain at the collection site until the required specimens are obtained. Agency policy will be followed as required.
  10. Following an incident that requires drug or alcohol testing, the student will be sent home by cab or responsible individual.  
**Under no circumstances will the student be allowed to drive home. Arrangements will be made so that the student will be at home after the incident with another individual.**
  11. The student's confidentiality will be strictly maintained. The test results will be communicated only to the student, the appropriate



Associate Dean, the physician reviewing the results with the student, and the WVUSON Dean.

12. Records will be maintained in a separate file by the WVUSON in a secured area. Requests for information will require a court order or may be released by the student's signed written consent and liability waiver.
13. Any violation of this policy by a student will result in disciplinary action including dismissal from the nursing program.
14. WVUSON recognizes that chemical dependency is an illness that can be treated. Assistance for students who are dependent on a chemical substance is available through WVU.

11/29/04

### Directions for Faculty

Reasonable suspicion of substance abuse impairment is considered when any student demonstrates unusual, unexplained behavior in the agency environment or during clinical experiences. Observable signs might include, but are not limited to:

1. The faculty member or assigned preceptor will have another faculty member or agency staff member to confirm that the suspicious behavior is a result of substance abuse impairment.
  - a. Slurred speech
  - b. Odor of alcohol on breath or person
  - c. Unsteady gait
  - d. Disoriented or confused behavior
  - e. Significant changes in work habits
  - f. Observed behaviors indicative of hallucinations
  - g. Unexplained accident or injury
  - h. Sloppy, inappropriate clothing and/or appearance
  - i. Physically assaultive, unduly talkative, exaggerated self-importance, making incoherent or irrelevant statements in the agency setting
  - j. Excessive sick days, excessive tardiness when reporting for clinical or class
  - k. Missed deadlines, careless mistakes, taking longer than customary to complete work
  - l. Coordination (not normal, swaying, staggering, lack of coordination, grasping for support)
  - m. Performance (unsafe practices, unsatisfactory work)
  - n. Alertness (change in alertness, sleepy, confused)



- o. Demeanor (change in personality, fighting, excited, combative, aggressive, violent, argumentative, indifferent, threatening, antagonistic)
  - p. Eyes (bloodshot, dilated)
  - q. Other clinical observations consistent with impairment
  
- 2. The student who is suspected of substance abuse impairment will be asked to leave the area and go with a faculty member/assigned preceptor, and a witness (agency staff member) to discuss the situation in a location ensuring privacy and confidentiality. The discussion will be documented, and the decision to drug test will be made.
- 3. Faculty will contact WVUSON Student Services office, if possible, to assist with accompaniment of student to lab and during testing. The student will be accompanied to testing site by WVUSON faculty/assigned preceptor and agency staff. Agency policy will be followed as required.
- 4. The student who is suspected of substance abuse impairment will submit appropriate laboratory specimens in accordance with the Drug & Alcohol Testing Policy and related clinical agency policies.
- 5. Informed consent will be obtained by the faculty prior to testing. Fees associated with testing will be the responsibility of the student.
- 6. The student who is suspected of substance abuse impairment will be suspended from all clinical activities until the case has been reviewed by the appropriate personnel or committees, as designated by the WVUSON.
- 7. If the laboratory test is negative, the student will be allowed to return to clinical activities without penalty. Arrangements to make up missed work must be initiated by the student on the first day back to class or clinical (which ever comes first).
- 8. If any one laboratory test is positive for substances, the decision may be any of the following: warning, referral for medical evaluation, or immediate dismissal from the program.
- 9. Student confidentiality will be maintained at all times.

11/29/04



### Requirements for Faculty Reporting “Reasonable Suspicion” of Drug/Alcohol Use

1. State date and time you contacted Student Services office (include name of contact), if possible.
2. Write Violation of Safe Standards of Clinical Practice Incident Report and include student name, date, and time of observations.
3. Include any behavioral, visual, olfactory or auditory observations that constitute reasonable suspicion. Observable signs might include, but are not limited to:
  - a. Slurred speech
  - b. Odor of alcohol on breath or person
  - c. Unsteady gait
  - d. Disoriented or confused behavior
  - e. Significant changes in work habits
  - f. Observed behaviors indicative of hallucinations
  - g. Unexplained accident or injury
  - h. Sloppy, inappropriate clothing and/or appearance
  - i. Physically assaultive, unduly talkative, exaggerated self-importance, making incoherent or irrelevant statements in the agency setting
  - j. Excessive sick days, excessive tardiness when reporting for clinical or class
  - k. Missed deadlines, careless mistakes, taking longer than customary to complete work
  - l. Coordination (not normal, swaying, staggering, lack of coordination, grasping for support)
  - m. Performance (unsafe practices, unsatisfactory work)
  - n. Alertness (change in alertness, sleepy, confused)
  - o. Demeanor (change in personality, fighting, excited, combative, aggressive, violent, argumentative, indifferent, threatening, antagonistic)
  - p. Eyes (bloodshot, dilated)
  - q. Other clinical observations consistent with impairment
4. List unexplained absences or tardiness.
5. Include if student admitted to use of drugs/alcohol.
6. Describe if drugs/alcohol were discovered on student and provide detailed listing.



7. List reports of complaints of student behavior from nursing personnel, patients/family, or other students.
8. List witnesses to behavior and witness that accompanied faculty and student to private location. (See #2 under Directions to Faculty.)
9. Describe specific incident in detail.
10. Sign and date report.
11. Send copy of report to Associate Dean for Graduate Academic Affairs office within 24 hours of incident.
12. Forward any recommendations of discipline to Student Services office.

11/29/04



**West Virginia University  
School of Nursing**

**Consent Form for Alcohol, Drug, and Substance Testing**

I hereby consent for the agency’s laboratory to collect blood, urine, or saliva samples from me to conduct necessary medical tests to determine the presence or use of alcohol, drugs, or controlled substances. Further, I give my consent for the release of the test result(s) and other relevant medical information to the WVUSON Dean. I also understand that if I refuse to consent, I may be subject to disciplinary action which could include dismissal from the nursing program.

**AGREED TO:**

\_\_\_\_\_ Student \_\_\_\_\_ Date

\_\_\_\_\_ Witness \_\_\_\_\_ Date

**REFUSED:**

\_\_\_\_\_ Student \_\_\_\_\_ Date

\_\_\_\_\_ Witness \_\_\_\_\_ Date

**Reason for Refusal:** \_\_\_\_\_

**Copies of completed form to:**

- Student**
- Faculty/Preceptor**
- Agency**
- WVUSON Student Services**

**11/29/04**



## Community Service Guidelines

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### Definition of Community Service

**A** method under which students actively participate in organized service that is conducted in and meets the needs of a community. It is monitored by the program/school at the Health Sciences Center and the community/agency representative. This service activity helps foster civic responsibility and may be integrated into and enhance the academic curriculum of the students.

### Requirements

Community service is required of **ALL** Health Science students, including part-time and full-time undergraduate and graduate (**DNP**) students. Graduate students must complete **50** hours of community service.

### Learning Objectives

- To foster civic responsibility.
- To enhance the hands-on learning experience of the student.
- To assist the student in identifying and meeting health & social needs of the community.

Examples of Acceptable Community Service:

(Note: These examples are **not** an all inclusive list of agencies and activities that are acceptable for community service).

### Activities:

- Read-a-loud program at a school
- Health education session in a school or community
- Visiting the elderly (i.e., nursing homes, hospitals, etc.)
- Activities through churches, sororities, fraternities, etc. (i.e. Adopt-A-Highway)
- Working with youth soccer, baseball, basketball, etc.

### Agencies:

- Habitat for Humanity (building homes for people without shelter)
- Hospice
- Health Right
- Soup Kitchen, Bartlett House, Meals on Wheels, etc.



- Child Life Program in a Children's Hospital
- Ronald McDonald House
- Big Brothers/Big Sisters
- American Red Cross and Blood Donation Centers
- Salvation Army
- Christian Help
- Health Fair
- Asthma & Diabetic Camps
- Youth Development Campus (i.e. 4-H)

### **Procedures**

1. The student seeks pre-approval of the activity from the academic Advisor.
2. The student completes the approved community service under appropriate supervision.
3. A person in the community must sign-off indicating that the service was performed satisfactorily.
4. The student turns in documentation of the service to Student Services for recording in his/her advising file. (See Appendix for Community Service Activity Report Form).

Approved 8/15/97



# School of Nursing Community Service Activity Report Form

*(One Activity Per Form)*

Name of Student: \_\_\_\_\_ Student # \_\_\_\_\_

Activity: \_\_\_\_\_

Name of Agency/Organizaiton: \_\_\_\_\_

Brief Description of Activity: \_\_\_\_\_

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Total Hours of Service for this Activity: \_\_\_\_\_

Verification: Name, Signature, Title, Agency, and Phone Number of Person at the Agency Who Supervised or Was Responsible for the Service Activity.

Agency Name (Please Print)

Agency Telephone Number

Name of Supervisor (Please Print)

Signature

Title (Please Print)

Date



## School of Nursing Financial Aid

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**T**he School of Nursing offers a limited number of tuition waivers and traineeships. Students will be notified of dates to apply for these programs when they are available to DNP students.

Application forms for the Meritorious Students Tuition Waiver and Professional Nurse Traineeship are found on the web at

<http://www.hsc.wvu.edu/son/academicPrograms/msn/currentStudents.htm>. The two programs are described in the next two statements.

### Meritorious Student Tuition Waiver

- This award covers tuition. The student activities fee, and off-campus resources fee are not covered.
- A minimum of 3 credit hours and a maximum of 8 credit hours may be awarded.
- Enrolled students are eligible for an award if they are a regular student in the DNP Program in Nursing, maintained an overall GPA of 3.5 or better on a minimum of 14 credit hours of graduate nursing courses, and demonstrate financial need.
- The School of Nursing receives a limited number of tuition waivers to award and priority is given to academic progress, academic performance, and financial need to determine finalists for the tuition waiver.

### Professional Nurse Traineeship

- This award covers tuition, fees, and a stipend for full-time master's and doctoral students.
- Enrolled students are eligible for an award if they are admitted as a regular student in the Doctor of Nursing Practice's Program in Nursing, maintained an overall GPA of 3.5 on at least 24 credit hours of graduate nursing courses, and demonstrate financial need.
- The award will be given to students who work 20 hours a week or less while carrying a full time graduate course load of 9 credit hours.
- The School of Nursing may use only 10% of allocated funds for Traineeships to doctoral students and priority for this award will be full time study, academic performance (GPA), financial need, and work load of 20 hours or less.



- See <http://www.hsc.wvu.edu/son/academicPrograms/msn/currentStudents.htm> for:
  - Application for Meritorious Student Tuition Waiver
  - Application for Professional Nurse-Traineeship

### **Other Forms of Financial Aid**

Information concerning other forms of financial assistance available to students, and application forms should contact:

HSC Financial Aid Office  
Health Sciences North  
PO Box 9810  
Morgantown, WV 26506-9810  
Telephone 304/293-3706

### **Tuition and Transportation**

Students pay tuition and fees shown in the WVU Health Sciences Center Catalog, plus special fees and deposits as required. Fees are subject to change without notice. Students' expenses vary widely according to their individual course of study. Students are expected to provide their own transportation, equipment, and instruments for the clinical courses. Specific immunizations, including hepatitis B, are required.

Some clinical experiences require the student to travel in a multi-county area. Students are responsible for providing their own transportation to all clinical experiences.



## Graduate Faculty Research Interest & Expertise

<b>Name</b>	<b>Research Interests</b>
* Laurie Badzek, MS, RN, JD Professor	Advanced directives Guardianship Confidentiality End of life care Palliative care
*Buck, Joy, PhD, RN Associate Professor	Community Based End of Life Care HIV/AIDS Prevention and Care Health Policy Palliative Care
*Margaret Burkhardt, PhD, RN Associate Professor	Spirituality and Health Health and the Environment
*Ilana Chertok, PhD, RN Associate Professor	Lactation Maternal Child Health Jewish Medical Ethics
Lisa Hardman DNP, BC-ADM, CDE Assistant Professor	Diabetes Leadership/Management Staff Development Online Learning/Teaching Online
*June Larrabee, PhD, RN Professor	Quality of care Patient satisfaction Patient outcomes Patient perceptions Context of care
*Nan Leslie, PhD, RN Professor	Women's health and lifestyles Breast cancer detection and prevention Health promotion Women's empowerment for self and health care



## Graduate Faculty Research Interest & Expertise (Continued)

Name	Research Interests
*Susan McCrone, PhD, RN Professor	CVD risk reduction Depression in older adults CABG surgery Psychological sequelae of chronic illness
*Georgia Narsavage, PhD, RN, FAAN  Professor and Dean	Community-based care for  adults with chronic lung disease  Outcomes  Campus-Community Based Partnerships
*Alvita Nathaniel, PhD, RN Associate Professor	Moral reckoning in nursing Nursing Ethics
Barbara Nunley, PhD, RN Associate Professor	Hardiness and physiological responses of elderly spousal caregivers of partners with Alzheimer's disease  Rural vs. Urban elderly spousal caregivers of partners with dementia.
*Cynthia Persily, PhD, RN, FAAN Professor	Rural workforce Environmental competence Pregnancy outcomes Nursing Workforce Community empowerment
Heidi Putman, PhD, RN Assistant Professor	Asthma action plan



## Graduate Faculty Research Interest & Expertise (Continued)

*Kari Sand-Jecklin, EdD, RN Associate Professor	Complementary/alternative health practices Nursing student concept mapping in care planning. Validity/reliability of the student evaluation of clinical education environment inventory.
Elisabeth Shelton PhD, RN, CNE	Student Retention Critical Thinking in Nursing Students Pediatric Pain Management
Marilyn Smith, PhD, RN Clinical Associate Professor	Quality of life for victims for victim and perpetrator related + batterer attendance at an intervention program  Male perspective on rape
*Mary Jane Smith, PhD, RN Professor	Story-centered qualitative research  Intervening in drinking/driving Adolescent obesity Linguistic word analysis
Sheila Stephens DNP , MBA, AOCN Clinical Assistant Professor	Palliative care for people with advanced disease Quality of life for cancer patients
Robert David Lane, DNP Clinical Assistant Professor	

\* Denotes Regular Membership and Ability to Chair Capstone Projects



## Appendices

### WEST VIRGINIA UNIVERSITY SCHOOL OF NURSING

#### DNP CAPSTONE PROPOSAL APPROVAL FORM

Student: \_\_\_\_\_

Title of Proposal: \_\_\_\_\_

Date of Meeting: \_\_\_\_\_

\_\_\_\_\_  
Content Expert

\_\_\_\_\_  
Project Mentor

\_\_\_\_\_  
Chairperson

Approved: \_\_\_\_\_

Approved with the following changes: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_





### DNP Capstone Project Approval and Plan of Study Form Continued

#### Courses Accepted From Other Institutions

Must obtain prior approval before enrolling in Transient courses. Get Transient Application form approved prior to enrolling in courses.

Major Area				Minor Area			

Approved By:

\_\_\_\_\_  
Associate Dean of Nursing or Designee  
Office

\_\_\_\_\_  
HSCGP

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date



## Contract to Remove Grade of Incomplete

**Department:** Nursing

A Contract to Remove Grade of "I" should be completed before a grade of I is given or during the first two weeks following the term during which the "I" was given.

**Student Name:**

**Student No.:**

**Course: Section:**

**Semester:**

**Year:**

**Student Rank:**

**Major:**

**Advisor:**

**Instructors:**

**Course grade at this time:**

**Name(s) of textbook(s):**

**Reason for grade of I:**

**Work necessary to remove the "I":**

**Date by which course must be completed:**

**Grade to be assigned if the incomplete work is not completed:**

I understand that the course work must be completed by the date indicated above; otherwise the grade for the course will be as specified above.

**Student's Signature:**

**Date:**

**Instructor's Signature:**

**Date:**

**copies:**

- Student
- Department (Office where course offered)
- Student's Advisor
- Instructors