



**SAINT LOUIS UNIVERSITY**

**TRUDY BUSCH VALENTINE  
SCHOOL OF NURSING**

**Doctor of Nursing Practice  
Student Handbook**

**2024 – 2025**



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# **SECTION I**

## OVERVIEW

This handbook has been developed to provide you with information that may be helpful while you are a student in the BSN-DOCTOR OF NURSING PRACTICE program, or Post-Masters DOCTOR OF NURSING PRACTICE Program in Nursing at Saint Louis University Trudy Busch Valentine School of Nursing (TBVSON). It represents the combined efforts of the Associate Dean of Graduate Nursing Education, faculty, and students in fostering a supportive, collegial environment at Saint Louis University TBVSON and in making explicit the practices and procedures specific to the programs. A copy of this handbook is available as a PDF file at the Learning Online Website: [DNP Student Handbook](#)

Applicants to the BSN-DOCTOR OF NURSING PRACTICE and Post MSN DOCTOR OF NURSING PRACTICE Programs in Nursing are admitted directly to Saint Louis University TBVSON. Saint Louis University does *not* have a *Graduate School*. Admission is determined by the TBVSON and communicated to Graduate Admissions and Graduate Education. Student graduation is determined by the School of Nursing and coordinated with Graduate Education. The TBVSON conforms to the basic policies of the [Graduate Education Catalog](#) of the University but may have higher standards than stated in the catalog. The Graduate Education Catalog leaves several options available to individual schools and programs. This handbook provides information that conforms to and/or supplements the policies of the Graduate Education Catalog of Saint Louis University. The handbook should be used in conjunction with the Graduate Education Catalog to answer policy and procedure questions regarding your course of study. If you have questions about the content of this handbook, contact your academic advisor or the Associate Dean of Graduate Education. Web links are current at the time of distribution of this handbook. Because of the dynamic nature of the Web, some links may no longer work. Contact the technology coordinator for guidance.

**The handbook is subject to change/s and the student should review and use the most current [DNP Student Handbook](#)**

# SAINT LOUIS UNIVERSITY



Saint Louis University is a Catholic, Jesuit University with three campuses: the Frost campus and Health Sciences Center campus in St. Louis Missouri, and the Madrid campus in Spain. The University was founded in 1818 and is the oldest university west of the Mississippi River. Saint Louis University began when Louis William DuBourg, Bishop of Louisiana, opened St. Louis Academy in a one-story house. DuBourg offered land to the Society of Jesus for a Native American School which became chartered as Saint Louis University in 1832. It moved to its present site on Grand Boulevard in 1888.

The University's mission is the pursuit of truth for the greater glory of God and for the service of humanity. The University is governed by a Board of Trustees and administered by a president who is the

chief executive officer. About 99% of the full-time tenured and tenure track faculty at the University hold the highest degree in their field. The University is classified as a Research University/High Research Activity by the Carnegie Foundation.

## **The Five Dimensions of the Saint Louis University Experience**

The Five Dimensions of the Saint Louis University Experience challenge all members of our community to strive for excellence, to become men and women for others, to integrate classroom and out of classroom learning, to develop their talents through discovery and reflection, and to be concerned for each person (*Cura Personalis*). All members of the University community are expected to contribute to the development and sustainability of the community through word and action. Our community is characterized by respect for the dignity of others, honesty, and the pursuit of truth. These Dimensions are created to ensure the right and privileges of all and to preserve the integrity of our learning community.

### ***Scholarship and Knowledge***

By developing a well-rounded educational foundation which incorporates learning through experience, by becoming scholars in their chosen fields, and by dedicating themselves to the advancement of knowledge, students are prepared for advanced study, for their careers, and for lifelong learning.

### ***Intellectual Inquiry and Communication***

By developing the abilities of intellectual inquiry and communication, students can learn effectively, express ideas and concepts clearly, and apply their knowledge to new situations they encounter.

### ***Community Building***

By welcoming and working with others, regardless of race, color, ethnicity, national origin, ancestry, religion, gender, disability, age, sexual orientation, marital status, military status, pregnancy, or any other characteristic protected by law, students build an inclusive community which leads to respect and compassion for human life and the dignity of each person.

### ***Leadership and Service***

By serving others and by promoting social justice, students become men and women for others who lead by their example.

### ***Spirituality and Values***

By developing their spirituality, values, and openness to the transcendent, students determine principles to guide their actions and their relationships with others.



## **THE MISSION OF GRADUATE EDUCATION AT SAINT LOUIS UNIVERSITY:**

The mission of Saint Louis University's Graduate Education is to advance the frontiers of knowledge and technical expertise and to prepare students to make their own contributions to such advances in their disciplines and professions by helping them carry out their responsibilities in an ethical and professional manner. In realizing this mission, Graduate Education at Saint Louis University is committed to specific goals and objectives:

1. To articulate a vision of excellence for the graduate community.
2. To bring an institution-wide perspective to all post-baccalaureate endeavors.
3. To maintain high academic standards across all academic disciplines.
4. To promote the ideals of a Catholic, Jesuit education.
5. To promote the research mission of the University.
6. To enhance the community of scholars among both graduate students and faculty.
7. To develop strategies for graduate education which contribute to and enhance undergraduate education.
8. To serve as an advocate for graduate education.
9. To emphasize the institution-wide importance of educating future college, university and high school teachers, and professionals in a variety of fields.
10. To serve as an advocate for issues and constituencies critical to the success of graduate education.
11. To support and further the non-academic interests and needs of graduate students.



## SAINT LOUIS UNIVERSITY TRUDY BUSCH VALENTINE SCHOOL OF NURSING



The TBVSON has achieved a national reputation for its innovative and pioneering programs. The School is among a handful of accredited schools to offer baccalaureate, masters, and doctoral programs. The programs are nationally recognized for their innovative and comprehensive curricula.

The TBVSON's mission is education within a multi-cultural and technological society. The TBVSON, as an integral part of Saint Louis University, seeks to fulfill its mission of education through teaching, research, and service in ways consistent with Catholic, Jesuit values of the University.

Founded in 1928, the School of Nursing offered certificate and Bachelor of Science in nursing degree programs. The accelerated baccalaureate program was the first of its kind in the nation, established in 1971. Graduate programs in nursing

leading to the master's degree, were offered beginning in 1935. Students for the accelerated generalist master's degree in nursing were admitted students fall 2010. The Doctor of Nursing Practice (DNP) program is a terminal professional degree for nurses in advanced practice. The first cohort of students was admitted in fall 2008. The Doctor of Philosophy in Nursing (Ph.D.) degree was approved in 1989 and admitted students in 1990. It was the first Ph.D. program in Missouri.

### **Accreditation**

Saint Louis University is fully accredited by the North Central Association of Colleges and Secondary Schools. The TBVSON is fully accredited by the Commission on Collegiate Nursing Education (CCNE) of the American Association of Colleges of Nursing (AACN), and is fully approved by the Missouri State Board of Nursing.

### **Mission Statement**

The mission of the TBVSON is education of "the whole person"—mind, body, heart, and spirit, within a dynamic, diverse, and technological society. The TBVSON, an integral unit of Saint Louis University, seeks to fulfill its mission of education and leadership in the development of nursing as a discipline and profession through teaching, research, practice, and service in ways consistent with the Catholic, Jesuit values of the University. The TBVSON acts responsibly by setting priorities and exercising stewardship to assure the best use of its resources.

The TBVSON, through the teaching component of the mission, prepares students at baccalaureate, master's, post-master's, and doctoral levels for professional nursing practice and interprofessional collaboration to care for the whole person, the "*Cura Personalis*". The TBVSON creates a student-centered environment that recognizes and actively addresses the diverse learning needs of students and an academic climate that promotes intellectual inquiry among faculty and students.

The TBVSON, through the research component of the mission, advances the active engagement of faculty and the involvement of students in the innovative scholarly process of discovery, dissemination, and translation of knowledge. The TBVSON promotes interprofessional collaboration in the conduct of research to maintain or improve health.

The TBVSON, through the service/practice component of the mission, promotes quality health care of individuals, families, and communities to alleviate ignorance, poverty, injustice, and hunger; extend compassionate care to the ill and needy; and to maintain and improve the quality of life for all persons. Saint Louis University TBVSON faculty, staff, students, and graduates provide this holistic care by working with people in diverse environments to maintain or improve health.

Approval body: GFA

Reviewed and revised: November 18, 2013; May 2008

## PHILOSOPHY

The TBVSON, as an integral component of Saint Louis University, upholds the Judeo-Christian philosophy and mission of the University to pursue truth for the greater Glory of God and for the service of humanity. The faculty of the TBVSON believes that all persons are created by God and possess intrinsic worth and dignity. We believe the very origin of nursing lies in the fundamental capacity to care for those in need. Recognition of *Cura Personalis* requires that acceptance, compassion, and respect characterize relationships among faculty, staff, administrators, and students in the School, and relationships with individuals, families, and communities and other health care professionals in nursing practice settings. The TBVSON provides a collegial environment of academic freedom in which students develop knowledge, insight, values, accountability, and professional competence.

Studying the liberal arts provides an essential foundation for the development of an educated person. Such an education assists students to develop greater knowledge of self, of God, of other people, and of the world in which they live. Attributes, such as intellectual insights, collaboration, communication, logical and analytical skills, and the exercise of independent judgment, are acquired through study of the humanities and the biological, physical, behavioral, and social sciences. This foundation also facilitates the study and practice of professional nursing.

Nursing as a profession and as a discipline is concerned with the promotion and maintenance of health, prevention of illness, care and rehabilitation of sick and disabled persons, and compassionate care of the dying. As a discipline developing its own science, nursing continues to expand its body of knowledge and to identify its articulations with the theories and practices of other relevant disciplines.

Nursing education is a collaborative endeavor of faculty and students in which each contributes and shares talents to enhance learning. Faculty members, having achieved expertise, facilitate each student's search for knowledge and self-actualization. Given students' individual abilities, interests, and career goals and changing societal needs, the faculty provides a range of educational programs and uses a variety of teaching methods. All educational experiences are designed to help students develop as critically reflective and socially responsible people who can make informed, prudent ethical decisions. The faculty encourages student self-assessment and evaluation, thereby preparing graduates for continuing personal and professional development. The faculty believes that continuing education is an integral component of nursing education and offers continuing education programs as a community service.

Initial preparation for professional nursing practice at Saint Louis University is organized around explicit concepts that structure the nursing content in the curriculum; such structure facilitates learning. Upon completion of the baccalaureate generalist program, the graduate possesses the theoretical base in nursing and related disciplines and the skills – both interpersonal and technological – required for practice. The graduate demonstrates the ability to integrate knowledge with skills and to collaborate with individuals, families, communities, and other health care professionals in nursing practice settings. The graduate is prepared to begin a career in the practice of nursing in a variety of health care settings with individuals of diverse cultural backgrounds and ages. Education at the baccalaureate level prepares graduates for advanced study in nursing.

Master's education provides for the attainment of advanced knowledge and the ability to apply nursing theories in practice and for the development of clinical leadership skills. Upon completion of the master's generalist program, the graduate is prepared with the ability to provide leadership for nursing care at the microsystem level. Nurse practitioner education at the master's level provides for the mastery of a methodology for advanced practice to address patient needs within a population focus. Graduates of the master's program contribute to the development of nursing through their practice, leadership, scholarly activities, and involvement in professional associations. Education at the master's level prepares graduates for doctoral-level study in nursing.

Doctoral education provides leadership for the continuing development of nursing as a discipline and a profession. The Doctor of Nursing Practice (DNP) prepares nurses for advanced practice with the specialized knowledge and skills needed to diagnose and manage health and illness and improve the quality of health care in all practice settings using evidence and outcome-based methodologies. DNP graduates demonstrate clinical expertise and promote high quality patient-centered care with an emphasis on interprofessional collaboration within the health care delivery system.

The Doctor of Philosophy in Nursing (PhD) fosters commitment to knowledge generation and expanding the science of the discipline. As stewards of the profession, graduates apply methods of knowledge discovery to advance nursing scholarship and practice. The study of nursing as a scientific discipline is complemented by advanced study in related disciplines to address complex healthcare issues.

Approval Body GFA

Revised and approved: November 18, 2013; May 2010



**CURRENT GRADUATE PROGRAMS AT THE TRUDY BUSCH VALENTINE  
SCHOOL OF NURSING**

- **Doctor of Philosophy in Nursing**
- **Doctor of Nursing Practice - Post Master's Track**
- **Doctor of Nursing Practice - Executive Nursing Leader**
- **Post Baccalaureate to Doctor of Nursing Practice (Advanced Practice)**
- **Master of Science in Nursing, Advanced Practice Programs**
- **Master of Science in Nursing, Clinical Nurse Leader**
- **Post Master's Certificate for Advanced Practice Programs**
- **Post Master's Certificate: Nurse Educator Option**

## TRUDY BUSCH VALENTINE SCHOOL OF NURSING CONTACT INFORMATION

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## TRUDY BUSCH VALENTINE SCHOOL OF NURSING POLICIES

As a graduate nursing student, please become familiar with all information relevant to your education. All University, Graduate Education, and TBVSON policies and procedures are in effect, including, but not limited to, academic standards, course withdrawals, and course incompletes.

[Graduate Education Catalog](#)

[Office of Student Financial Services](#)

[Office of the Registrar](#)

### **Health Policies and Disability**

#### **Health Insurance**

Saint Louis University requires all full-time graduate students to have basic health insurance. If a student already has other (non-University Health Plan) health insurance coverage in effect, then coverage under the University Health Plan (UHP) may be waived by returning signed waiver form with a copy front and back of the insurance card to the Student Health Center.

**University Health Plan and Billing Procedures:** [University Health Plan](#)

#### **Accommodations for Students with Disabilities**

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Student Success Center (BSC 331) or by going to [Student Success Center](#)

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact [Disability Services](#) or visit the Student Success Center. Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.



#### **Tuition and Fees**

The Office of [Financial Aid](#) provides financial services to Saint Louis University students. It includes those who are registered for "0" credit hours, will be assessed the student activity fee and the Busch Student Center fee. Students enrolled in courses and who live outside the metropolitan area will not be charged the Busch Student Center fee.

#### **Refunds**

Under ordinary circumstances, tuition refunds are to be made following the guidelines outlined by the Office of Student Financial Services. This policy provides for a refund of 70%-100% for withdrawals that occur between the first and fifth weeks of the semester. In those cases, in which the student's situation and subsequent request occur outside of the timeframe stated in the University policy, the Associate Vice President for Graduate Education may grant exceptions.

Generally, an exception to the stated policy will be granted only for situations involving extreme hardship. Specifically, a student must have developed a documented physical or mental health condition that prevents her/him from fulfilling the basic expectations of the courses in which the student is enrolled for the semester.



The portion of tuition refunded will be guided by the date on which the student stopped participating in course instruction. The following guidelines will be used in the determination of the refund to be granted; however, there may be instances in which no refund may be granted:

- If the student has attended for at least half of the semester, no more than a 50% refund may be granted.
- If the student has attended for at least two-thirds of the semester, no more than a 33% refund may be granted.
- If the student has attended for at least three-fourths of the semester, no more than a 25% refund may be granted.
- If the student has attended for more than three-fourths of the semester, no refund may be granted.

If an exception to the stated policy is requested, the student should complete a Tuition Refund Request form and justify the basis for the request.

### **Nondiscrimination Policy**

Saint Louis University TBVSON is in full support of the University Harassment Policy. Saint Louis University is a Catholic Jesuit institution with a distinctive educational mission and philosophy emphasizing Christian humanism, human dignity, and the development of the total human being.

These core values are manifested in the University's commitment to foster a workplace and learning environment that is free from any form of harassment because of sex, race, color, religion, national origin, ancestry, disability, age, sexual orientation, marital status, military status, veteran's status, or any other characteristics protected by law.

Saint Louis University affirms that harassment because of sex, race, color, religion, national origin, ancestry, disability, age, sexual orientation, marital status, military status, veteran's status, pregnancy, or any other protected classification is detrimental to its mission and values.

The University endeavors to take steps reasonably necessary to prevent such behavior from occurring, including providing education and training to faculty, staff, and students as to their rights and responsibilities, informing person of the appropriate procedures for reporting inappropriate behavior, promptly investigating complaints, and imposing appropriate sanctions.

The University's Harassment Policy may be obtained from this web site: [Harassment Policy](#)

### **Diversity, Equity, and Inclusion: SLU**

#### **Diversity, Equity, and Inclusion Statement for the Trudy Busch Valentine School of Nursing**

The TBVSON is committed to fostering a community where all faculty, staff, and students are respected, accepted, and valued. We strive to constantly advance diversity, equity, and inclusion and support efforts to embrace the unique attributes of every person. We are determined to provide excellence through recruiting and retaining a diverse workforce and student body by creating a climate that is respectful and supportive of everyone's success.

The TBVSON is committed to opportunities that promote equity in our community and in our educational and research practices. We strive to reduce health disparities and deliver culturally humble and high-quality health care. We acknowledge the imbalances of power, access, opportunity, and resources in our society that result in health disparities (e.g., quantitative differences in health status or quality of care) and health inequities (e.g., power imbalances between groups of people).

#### **Diversity, Equity, and Inclusion**

We are committed to respecting and educating the whole person (e.g., mind, body, heart, and spirit). Diversity is a broad range of individual, population, and social characteristics, including but not limited to age; sex; race; ethnicity; sexual orientation; gender identity; family structures; geographic locations; national origin; immigrants and refugees; language; physical, functional, and learning abilities; religious beliefs; and socioeconomic status (AACN, 2017).

Equity is about fairness, including the fair and just treatment of all individuals. Equity includes access to resources and opportunities for all people while building better outcomes for historically and currently disadvantaged populations. Equity requires targeted strategies. To differentiate between equity and equality, equality is the equal treatment of all or sameness. Equality provides the same resources and opportunities for everyone; without consideration of their needs, not everyone is situated the same (Michigan Department of Health and Human Services, 2019).

Inclusion is the active engagement of all voices within an organization's membership, leadership, policy-setting, decision-making



units, and overall profile. Inclusion is also the intentional incorporation of strategies and practices that foster a sense of belonging by promoting meaningful interactions among persons and groups representing different traits, perceptions, and experiences (AACN,2020; Metzger et al., 2020). Inclusivity acknowledges and values differences and embraces relationships with others whose lived experiences may be dramatically different than their own (Martinez-Acosta, 2018).

### **Anti-Racist Commitment**

As a School of Nursing, we champion the many aspects of diversity represented by our faculty, staff, and students. We individually and collectively are committed to anti-racist treatment and will continually examine our procedures and processes that might advantage one group over another. This commitment to anti-racist treatment will heighten our awareness and our ability to take action to dismantle all forms of oppression, be it interpersonal, systemic, or institutional and structural.

### **Cultural Humility**

The TBVSON embraces the central tenets of the cultural humility framework and uses this framework as a compass to ensure sustainable diversity, equity, and inclusion efforts. The cultural humility framework includes three features:

1. A lifelong commitment to self-evaluation and self-critique.
2. Preventing and rectifying abuses of power imbalances in the teacher-student, clinician-patient/family, colleague-colleague, and academic-community dynamic.
3. Developing and expanding mutually beneficial and non-paternalistic clinical and community partnerships.

Embracing this framework, we value and respect the life experiences, uniqueness, and perspectives of everyone which allows us to provide innovative and high-quality care to patients, families, our community, and beyond.

### **Our Pledge**

In keeping with our Jesuit mission, we are constantly striving to foster a diverse, equitable, and inclusive environment that welcomes all expressions of diversity and identity, including race, ethnicity, national origin, age, ability, gender, sexual orientation, faith, and ideology.

The faculty, staff, and students at the TBVSON are committed to fostering an environment that is free of bias, discrimination, and harassment, in the classroom and in the broader university community. We are a community that strives to model reflection, advocacy, and care for the community to work toward an equitable, democratic, and sustainable society.



# SAINT LOUIS UNIVERSITY

TRUDY BUSCH VALENTINE  
SCHOOL OF NURSING

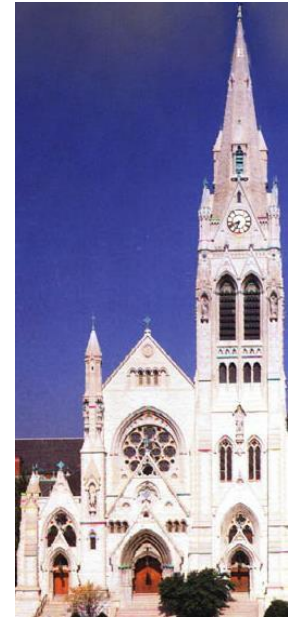
## **Academic Integrity/Ethical Behavior**

### **PREAMBLE**

Saint Louis University is a community of learning in which integrity and mutual trust are vital. Since the mission of the University is "the pursuit of truth for the greater glory of God and for the service of humanity," acts of falsehood violate its very reason for existence. They also demean and compromise the activities of teaching, research, health care and community service that are its primary mission.

Since the University seeks to prepare students and faculty for lives of integrity and occupations of trust, it regards all acts of academic dishonesty as matters of serious concern. Such dishonesty also undermines the academic assessment process, which in turn impairs the ability of the University to certify to the outside world the skills and attainments of its graduates. Such dishonesty allows those who engage in it to take unfair advantage of their peers and undermines moral character and self-respect.

The Academic Integrity Policy detailed below sets out principles that are implicit in the ethos of the University but that call for explicit formulation to guide the practice of the entire institution. In establishing necessary definitions and minimal procedures to be followed in adjudicating violations, it also allows academic units to set forth the details of their own honesty policies in ways appropriate to their disciplines.



***Academic integrity is honest, truthful, and responsible conduct in all academic endeavors.***

### **THE POLICY AND ITS SCOPE**

The Policy on Academic Integrity set forth here is designed to promote ethical conduct within the University community by:

- 1) Defining the responsibilities of various members of the University community;
- 2) Defining violations of academic integrity;
- 3) Setting minimum standards for reporting and adjudicating violations of academic integrity;
- 4) Establishing procedures for appeals to the Office of the Provost; and
- 5) Establishing standards and procedures for maintaining records.

The Office of the Provost, in collaboration with Deans and Directors of academic units, has the responsibility for integrating concepts of academic integrity into student programs and curricula.

To comply with the University policy, academic units are expected to amend their own academic integrity policies to align with University definitions and minimum standards. Such units are also responsible for acquainting their students with professional requirements beyond those minimal standards as relevant to particular disciplines (NOTE: The use of the term "academic unit" refers to colleges, schools, centers, and the department or program level. The term is used inclusively because the process of investigating violations of academic integrity may begin at the departmental level in some cases or at the level of the college or school in others).

### **1. Responsibilities of Members of the Community**

To create a learning environment in which high standards of academic integrity are prized requires the

efforts of everyone in the University community.

**Faculty** are responsible for adhering to high standards of academic integrity in their own research and professional conduct; for laying out relevant parts of the policy on their syllabi and assignments; explaining key terms to students and following procedures for reporting and adjudicating possible violations both in and out of their academic unit. Furthermore, faculty are encouraged to create assignments that minimize the possibility of academic dishonesty through clear expectations and to help to create an environment in which academic integrity is uppermost.

**Students** are responsible for adhering to University standards of academic integrity, helping to create an environment in which academic integrity is respected, and reporting violations of the policy to instructors, department chairs, or administrators, as appropriate.

**Staff** are responsible for calling the attention of their supervisors to possible violations of academic integrity, for modeling high standards of academic integrity in their own professional conduct and research and for otherwise supporting a community of academic honesty and trust.

**Academic administrators** such as Deans, Chairs and Directors are responsible for addressing and managing cases of academic dishonesty in accordance with University policies and those of their academic units. One exception is that alleged violations of academic integrity in scientific research will be addressed in accordance with the Research Integrity Policy of the University. Administrators in academic units are also responsible for providing students or others charged with violations of academic integrity with appropriate notice of the charges and the opportunity to respond in ways laid out in unit and University policies.

## 2. Violations of Academic Integrity

Definitions to guide academic units in setting and applying their academic integrity policies are as follows (more than one violation may apply):

**Falsification** entails misrepresentations of fact for academic gain. Instances include:

1. Lying to or deceiving an instructor about academic work;
2. Fabricating or misrepresenting documentation or the data involved in carrying out assignments;
3. Fabricating, misrepresenting, or altering in unauthorized ways information in academic records belonging to an instructor or to any academic department or administrative unit in the University.

**Plagiarism** involves the representation of someone else's thoughts, words, and/or data as if they were one's own or "self-plagiarism" which is the use of material prepared for one class and submitted to another without proper citation and without the permission of the instructor. Instances include:

1. Quoting directly from someone else's written, artistic or spoken work without using quotation marks or indented quotations and without giving proper credit to the author or artist; for example, cutting and pasting text from the internet and making it appear to be your own work.
2. Paraphrasing or incorporating someone else's ideas, concepts, arguments, observations, images, objects, music, or statements without giving proper credit;
3. Submitting as one's own work a paper or other assignment/project that has been prepared, either wholly or in part, by another person, group, or commercial firm without citation or acknowledgment.

**Cheating** involves the use of unauthorized assistance to gain an advantage over others. Instances include:

1. Copying from another student's examination or using unauthorized assistance, aids, technological resources such as cell phones, calculators, translation software or Internet based applications in taking quizzes or examinations;
2. Using resources beyond those authorized by the instructor to complete assignments such as writing papers, preparing reports, giving oral presentations, making models, multi-media projects, sound recordings, creating visual materials such as drawings, videos, or photographs or presenting material on the internet;
3. Acquiring, disseminating, or using tests or any other academic forms of assessment belonging to an instructor or a member of the staff through any means (including social media) without prior approval;
4. Influencing, or attempting to influence, any University employee in order to affect a grade or evaluation;
5. Hiring or otherwise engaging someone to impersonate another person in taking a quiz or examination or in fulfilling other academic requirements.

**Sabotage** entails disrupting or seeking to prevent the academic pursuits of others. It includes:

1. Interfering with work or undermining the academic success of others in the university community in an intentional way for the purpose of negatively impacting that person's academic performance;
2. Modifying, stealing, or destroying intellectual property such as computer files, library materials, artwork, personal books, or papers.
3. Performing any action that would impact research outcomes such as lab tampering, falsification of data, or destruction of research resources.

**Collusion** involves unauthorized collaboration with another person or persons for the purpose of giving or gaining an academic advantage in such activities as completion of assignments or examinations without explicit permission of the instructor. Collusion may include any or all the other violations of academic integrity as defined above. For example, if two students developed a plan that enabled them to improve their performance on an assignment that was supposed to be completed independently, they would be guilty of collusion.

**Concealment** entails failing to call to the attention of a faculty member or administrator violations of academic integrity that an academic unit requires be reported.

### **3. Reporting and Adjudicating Violations of Academic Integrity**

Individual academic units in the University must consider standards of academic and professional conduct for their own disciplines. Therefore, the University Academic Integrity Policy attempts no single set of procedures for adjudicating violations of academic integrity at the academic unit level and only applies standards for process, record keeping, and appeals to the Office of the Provost. (Exception: Alleged violations of academic integrity in scientific research will be guided by the University's Research Integrity Policy.) Each academic unit is expected to develop and implement an academic integrity policy inclusive of the following guidelines (see individual college/school/center policies for specific guidelines):

**Minimal procedures** to be followed by academic units are as follows:

- Maintenance of confidentiality
- Formal charges of violations of academic integrity
- Notification of charges
- Definition of the roles of faculty, administrators, students, staff, and students in the proceedings
- Opportunity for response by those charged
- Opportunity to waive a hearing

- Procedures to avoid conflict of interest
- A hearing
- Notification of findings
- Provision of information on appeals to the Provost
- Maintenance of records ([Record Management and Retention Policy](#))

**When an alleged violation involves two units**, the academic unit responsible for reporting a violation of academic integrity is the one offering the course or program in which the alleged violation occurred.

- The academic unit in which the course is offered is expected to take the appropriate action (e.g., failure in the course) and any further actions should be taken in collaboration with the student's academic home unit.
- If a course is cross listed, the Deans or Directors of the academic units in question will determine which will take the lead.
- If the student being investigated is an unclassified graduate student, the Associate Provost for Graduate Education will have jurisdiction.
- If the person is an undecided undergraduate (University College), the Associate Provost for Undergraduate Education will have jurisdiction.

**When an alleged violation is reported to the University by an external source**, the Office of the Provost may refer the charge to the academic unit offering the course or program in which the alleged violation occurred. This process applies whether charges are made against current students or alumni.

**Investigations of violations** will be conducted in accordance with the standards and procedures of the academic unit with jurisdiction.

**Sanctions** will be imposed according to the policy standards of the academic unit with jurisdiction of the faculty member teaching the course or supervising the academic experience or leading the academic program in which the violation occurred. Academic unit with jurisdiction as defined as the unit of the faculty member teaching the course or leading the academic program in which the violation occurs. Formal charges of violations of academic integrity do not preclude other disciplinary actions that the University may take if circumstances warrant additional sanctions.

Sanctions are to be commensurate with the nature of the offense and with the record of the student regarding any previous infractions. Sanctions may include, but are not limited to,

- A lowered grade;
- Failure on the examination or assignment in question;
- Failure in the course;
- Notice of the infraction in the violator's permanent record;
- Participation in training sessions;
- Probation;
- Suspension from the University;
- Expulsion from the University;
- Revocation of University degree; or
- A combination of the above.

In extraordinary circumstances, the University reserves the right to withhold or revoke a degree in consultation with the academic unit as appropriate. There is no statute of limitations for degree revocation.

**The student can appeal the decision set forth by the academic unit with jurisdiction.**

#### **4. Submitting and Conducting an Appeal to the Office of the Provost**

##### **a.) Grounds for Appeals to the University Academic Review Board**

Except as required to explain the basis of a decision or to provide new information, an appeal will be limited to a review of the record of the unit with jurisdiction and of supporting documents to determine one or more of the following circumstances:

- The procedures set forth by the academic unit were not followed, which may have significantly impacted the outcome of the case or may have resulted in a different finding; The procedures set forth by the academic unit were not followed and, for that reason, a different finding may be justified.
- New or relevant information, not available at the time of the hearing, has arisen that may significantly impact the outcome of the case or may result in a different finding.
- The sanctions imposed were excessively harsh or excessive for the violation.

##### **b.) Constitution of the Board**

- Once an appeal has been filed with the Office of the Provost, the Associate Provost for Graduate Education or Associate Provost for Undergraduate Education will collect and review material compiling a record for initial review by the University Academic Review Board (UARB) serving as administrative oversight. The UARB, which reports to the Provost, has the responsibility of reviewing the appeal material and making a recommendation to the Provost. If the Board requires additional material during the review process, the chair may consult with the academic unit.
- The UARB is composed of four faculty recommended by the Faculty Senate Executive Committee, serving staggered two-year terms, and one student representative appointed by either Student Government Association (SGA) or Graduate Student Association (GSA) depending on the status of the student under review. Student members serve as ad hoc members of the UARB and must not be from the same academic unit as the academic unit in which the student accused of violations resides. Faculty members may serve more than one term. For the initial UARB, two members will be chosen for a one-year term and two for a two-year term.
- All UARB members will receive periodic training through workshops given by the University's legal counsel and a representative of the Office of the Provost. The chairperson of UARB serves a one-year term and will be chosen by the Faculty Senate President from the faculty pool. The role of the chairperson is to direct and supervise the review process, participate in the deliberations of the UARB, and ensure, insofar as possible, that following the review, the UARB delivers a thoughtful, clearly articulated decision. Any UARB member selected must recuse him/herself if that individual believes s/he cannot impartially fulfill his/her duties. Written notification of intent to appeal must be sent to both the academic unit administrator (e.g., Dean, Chair, or Director) with jurisdiction in the case and the Office of the Provost within five (5) University business days of receipt of the imposition of sanctions. Any concerns or objections with the make-up of the committee should be indicated at the time of notification.

The student's letter of notification to appeal must contain the following information:

- The student's name, student number, mailing address, phone number, and email address; and
- Notice of the violation itself and appropriate documentation of the event (e.g., Dismissal letter outlining academic integrity violations).

The Office of the Provost will acknowledge receipt of the notification to both the appropriate academic unit administrator and the student. Either party will then have five (5) business days to notify the Office of the Provost in writing of any objections to the composition of the UARB based on conflict of interest. The Office of the Provost will distribute the appeal to the UARB. In the event additional information is required, the UARB may contact the student or academic unit with jurisdiction.

- **Conflict of Interest.** Faculty, staff, students, and University officials asserting a violation of academic integrity should recuse themselves from any decision-making role. Such responsibilities will pass to faculty, staff, students, and University officials not directly involved in the case. In general, the standard for recusal is as follows: whenever individuals do not feel that s/he can consider all of the information provided during a review and render an impartial decision.

### **Final Notice**

Following the UARB review, a Notice of Final Determination will be sent to the academic unit administrator and the student submitting the appeal within five (5) University business days. Such notice should contain one of the following findings:

- Academic unit decision upheld; or
- Returned to the academic unit of jurisdiction for additional review based on UARB findings such as new material submitted for review or the unit's failure to follow the prescribed process.

All correspondence with the student submitting the appeal should be addressed to the student's local address as it appears in the University's official records and should be sent via U.S. certified mail. A copy will also be sent to the student's SLU e-mail address. A notice that is properly addressed will be presumed to have been received. It is the responsibility of the student submitting the appeal to inform the University of any change of address in a timely manner so that University records can be accurately maintained.

### **Reporting**

The Office of the Provost will report violations of academic integrity to the Office of the Registrar if a student is found responsible for the charge(s). Any sanctions imposed by the academic unit(s) become part of the student permanent records. In the event of future violations of University policies, the permanent record may be used to determine which sanction should be imposed. Violations of the University's academic integrity policies will appear in the student's permanent record (i.e. Banner), but will not appear on transcript(s).

### **5. Confidentiality**

Confidentiality applies to all aspects of a matter. Disclosure of the facts will be limited to the UARB and those University officials for each case who have a need to know the information in connection with discharging their official duties and responsibilities. Violation of this confidentiality clause may result in sanctions as deemed appropriate per the University.

Saint Louis University Academic Integrity Policy 2 Approved 6-26-15.

[Saint Louis University Office of the Provost](#)  
[Office of Student Responsibility and Community Standards](#)

## SAINT LOUIS UNIVERSITY TRUDY BUSCH VALENTINE SCHOOL OF NURSING GRADUATE SOCIAL MEDIA INTEGRITY POLICY

Generally defined, social media is the use of a website or mobile device to connect with people who share personal or professional interests. With communities numbering in the hundreds of millions of members, social media sites have become important venues where individuals or groups can share their knowledge and opinions, express creativity, connect and collaborate with others who have similar interests and are readily accessible. Examples of social media include but are not limited to: Facebook, Twitter, LinkedIn, YouTube and weblogs or "blogs." Many organizations, including Saint Louis University, have their own social media sites and actively participate in social media on a corporate or organizational level.

Primum non nocere (first do no harm): think, before posting. There is no such thing as a "private" social media site. Search engines can turn up posts and pictures years after publication. Do not post information that may harm the College, colleagues, or classmates. Avoid posting while feeling emotional about a subject – wait until you are calm and clear-headed. Admit mistakes. Be upfront and be quick with your correction. If posting to a blog, modify earlier posts when necessary and clearly indicate the change. Keep in mind that your parents, siblings, roommates, internship site supervisors and future employers will read your blog or social media posts, as well as prospective students, their parents, alumni, professors, and college administrators.

The tone and content of all electronic conversations should remain professional. Respect among colleagues and co-workers must occur in an inter-professional environment.

Posts should contain only factual information. Be judicious. All statements must be true and not misleading, and all claims must be substantiated and approved.

Do not comment on anything related to legal matters, litigation, or any parties that are in litigation.

Individuals are responsible for the content of their own internet and social media blogs/posts, pictures, etc. including but not limited to any legal liability incurred (defamation, harassment, obscenity, privacy issues regarding students or patients, etc.)

Do not post any content that is inappropriate. Inappropriate content includes, but is not limited to, material that is obscene, defamatory, profane, libelous, threatening, harassing, abusive, hateful, or embarrassing to another person or entity.

Medical advice on a social networking site should never be provided.

Be mindful of the copyright and intellectual property rights of others when posting. **Unlawful use of another's mark or intellectual property is not acceptable merely because that use occurs on social media.** Respect copyright and fair use laws from SLU. If you are ever in doubt, please refer to the University's Copyright Policy, or contact the Office of the General Counsel for guidance.

Maintain Confidentiality: Do not post confidential or proprietary information about Saint Louis University, its students, professors, or employees. Do not post any class content or information on any social media sites. Do not use SLU's logo or image for any endorsements or on any social media sites.

Use good ethical judgment and follow College policies and federal requirements, such as the Health Insurance Portability and Accountability Act, (HIPAA), and the Family Educational Rights and Privacy Act, (FERPA).

All material posted on the Internet via email, social media, or otherwise, is considered public and permanent; published information can be recovered. Be aware that your relationship to SLU and the College of Nursing can be discovered on the Internet.

Infractions to this policy will be addressed as a violation of Academic Integrity and handled per that policy.





# SAINT LOUIS UNIVERSITY

## TRUDY BUSCH VALENTINE SCHOOL OF NURSING

### I. Purpose

Common to the health care professions are expectations of integrity, honesty, and truthfulness which are tantamount to the standards of ethical conduct for the professional. These basic expectations are in accord with those held within the academic community.

Students in the TBVSON programs are therefore expected to be honest in their academic professional work. The TBVSON seeks to provide an atmosphere conducive to academic and professional honesty.

### II. Policy

#### A. Policy Statement

Saint Louis University supports an environment of trust and integrity. Faculty and students share responsibility for upholding academic integrity. Violating academic integrity is not consistent with such an environment. Violations of academic integrity include but are not limited to cheating, plagiarism, and falsifying or fabricating facts. Professional integrity is violated by any dishonesty in meeting the responsibilities inherent in clinical practice. Sanctions for a violation of academic or professional integrity may include but are not limited to disciplinary probation, suspension, and dismissal from the University. The Academic and Professional Integrity Policy is consistent with the University's Academic Integrity Statement.

#### B. Breaches of academic integrity include but are not limited to:

1. copying from another student's test paper, lab report, clinical assignment, or allowing another student to copy one's work
2. *copying from a textbook or class notes during a closed book exam*
3. *submitting material authored by another person but represented as the student's own work whether draft or final submission.*
4. copying a passage or text directly from a book, journal, or electronic source, or using extensive paraphrasing without indicating the source or without using a recognized style for citing sources
5. taking a test or writing a paper for another student
6. taking a course for another student or securing another student to take a course for oneself
7. securing or supplying in advance a copy of an exam without the knowledge and consent of the instructor
8. submitting an assignment as new work when this same assignment had been completed for a prior course
9. using nonapproved technology during an exam
10. collaborating with another person to commit breaches of academic integrity.

#### C. Breaches of professional integrity include but are not limited to:

1. falsifying information written in a medical record or reported orally to an instructor or staff person in a clinical practice setting
2. violating HIPAA guidelines such as patient confidential information
3. violating professional code of ethics
4. falsifying clinical hours or student data.

#### D. Sanctions for Academic Misconduct

1. Sanctions should be selected and imposed with three goals in mind:
  - a. To assist in the education of the student responsible for the academic misconduct
  - b. To encourage, in keeping with the University's mission, an honest intellectual environment
  - c. To maintain the integrity of the academic program and the rights of all individuals

2. Sanctions deemed appropriate for the Admissions, Progression, and Graduation Committee and Dean of the School of Nursing are:
  - a. Warning  
A formal written warning
  - b. Professional Probation for Academic Misconduct  
Probationary status imposed with or without restrictions for a definite period of time not to exceed one calendar year. A student is subject to immediate suspension or dismissal if involved in any act of misconduct, including violations of terms of probation, while on professional probation for academic misconduct.
  - c. Suspension  
Involuntary separation of the student from the School of Nursing or University for a definite period of time after which the student is eligible to return. The length of time for the suspension will be determined by the Admissions, Progression, and Graduation Committee and stated in the report to the Dean of the School of Nursing. The disciplinary sanction of suspension is not recorded on the student's permanent academic record. The student is subject to immediate dismissal if involved in any act of misconduct after the suspension has been lifted.
  - d. Dismissal  
Involuntary separation of the student from the School of Nursing or University without provision for a return in the future. In accordance with the University-wide code of student's rights and responsibilities, the disciplinary sanction of dismissal is required to be recorded on the student's permanent academic record.

Approved 5/7/07 Revised: 7/24/08

The following supplements the policy on Academic Integrity found in the *Saint Louis University Graduate Education Catalog 2010-2012* (see Academic Integrity/Ethical Behavior, p. 22. *Academic integrity* is "...a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action." (Center for Academic Integrity, 1999. p 4) To maintain academic integrity faculty and students must be both *intellectually responsible and avoid misconduct*.

Intellectual responsibility includes (a) clearly crediting one's own work and (b) completely and accurately crediting the work of others (c) using all sources, including electronic sources, critically.

1. To clearly credit one's own work, an author must make it evident what is his or her own interpretation of another's work or analysis of an area of study. This includes avoiding unintentional plagiarism such as that caused by inadequate paraphrasing of the work of others or transcription of notes that fail to indicate a direct quote. Anything that is not referenced is being claimed as one's own work.
2. Complete and accurate crediting of the work of others means citing the source when paraphrasing the work of others or presenting verbatim segments in quotes. Complete and accurate citations allow the reader to obtain the original source material. Paraphrasing involves substantial restating of a point and is not limited to changing a few words here or there.
3. Using sources critically involves being aware of the roles and limitations of gatekeepers who oversee the quality of some scholarly materials. Users need to apply critical judgment to assess the quality of information sources and content (peer reviewed and non-peer reviewed). Critical judgment is especially important in evaluating electronic sources because the gatekeepers who oversee quality of scholarly printed materials are often not in place for web-based materials. Consequently, the user must be skilled at evaluating the quality of the information sources. Not all web-based materials are appropriate as sources for academic work.

Misconduct includes intentional plagiarism, cheating, fabrication, and facilitation of dishonesty:

1. Intentional Plagiarism: "Knowingly copying another's work or ideas and calling them one's own or not giving proper credit or citation. This includes reading or hearing another's work or ideas and using them as one's own; quoting, paraphrasing, or condensing another's work without giving proper credit; purchasing or receiving another's work and using, handling, or submitting it as one's own work." (Michigan Technological University, 2002). Material should be paraphrased or quoted exactly, and the source cited. Paraphrasing means substantial rewording and is not limited to replacing a few words (Markham, Markham, & Waddell, 2001).
2. "Cheating: Intentional, unauthorized use of any study aids, equipment, or another's work during an academic exercise. This includes unauthorized use of notes, study aids, electronic or other equipment during an examination, copying or looking at another individual's examination; taking or passing information to another individual during an examination; taking an examination for another individual; allowing another individual to take one's examination; stealing examinations" (Michigan Technological University, 2002). The expectation is that you will complete all graded work individually unless there is a prior agreement with the Instructor for shared or group work. Prior agreement is also recommended if you are going to get extensive editorial assistance.
3. "Fabrication: Intentional and/or unauthorized falsification or invention of any information or citation during an academic exercise. This includes changing or adding an answer on an examination and resubmitting it to change the grade; inventing data for a research study, exercise, or report" (Michigan Technological University, 2002).
4. "Facilitating Academic Dishonesty: Knowingly allowing or helping another individual to plagiarize, cheat or fabricate information" (Michigan Technological University, 2002). If you suspect someone of cheating, talk first with the individual in case there is a legitimate explanation, then the instructor, advisor or departmental chair, as appropriate.

Information about academic integrity as it applies to the conduct of research may be found in the Midwest Nursing Research Society's (MNRS) monograph, *Guidelines for Scientific Integrity* (2nd edition). Members may download the monograph from the [MNRS Web site](#)

## References

- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Center for Academic Integrity, Kenan Ethics Program, Duke University. (1999, October). *The fundamental values of academic integrity*, <http://www.academicintegrity.org/icaai/assets/FVProject.pdf>
- Markham, R.H., Markham, P.T. & Waddell, M.L. (2011). *Ten steps in writing the research paper* (7th ed.). New York: Barron's Educational Series.
- Michigan Technological University. (2002). *Academic Integrity at MTU - A guide for students and faculty*. Michigan Technological University. [Note: July 24, 2012, no longer available on the Web site.]

## Intellectual Inquiry and Communication

Students are responsible for learning the content of any course of study for which they are enrolled and for putting forth their personal best efforts to be active and participating learners. As responsible members of the University community, students will conduct themselves in academic settings in a manner respectful of the rights of their fellow learners and their teachers. All students are expected to extend the highest standards of respect and professional integrity to the faculty, staff, and administration of the University. Students will not engage in any abusive or threatening speech or communications, whether verbally, written, or electronic speech. When conflict and difference of opinion arise, students will address one another, as well as all other members of the University honestly and respectfully.

See: [Office of Student Responsibility and Community Standards](#)

### Directives for Scientific Writing in the School of Nursing: APA Format

The most recent edition (currently 7<sup>th</sup> edition, published October 2019) of the *Publication Manual of the American Psychological Association* (APA) ([APA Style](#)) is accepted as the format for scientific writing in nursing courses in the master's program, on the written preliminary examinations, and on the thesis. For course papers to be submitted to a journal for publication, students should follow the journal's author guidelines as to the accepted format.

Writing Tips: [Tips on Scientific Writing](#)

APA style tips: [Purdue Online Writing Lab](#)

### Manuscripts and Posters – Acknowledgements

Manuscripts submitted for publication and conference presentations based on student work should acknowledge the support and efforts of faculty and the TBVSON. Permission should be requested for individual acknowledgements. Depending on the situation, acknowledgements and authorship should be assigned, as appropriate.

The TBVSON encourages students to submit manuscripts to journals that may have been developed as papers for their course work. Inclusion of others as co-authors is not required. Students, particularly those new to writing, may benefit by working with faculty members, students, or other colleagues on their manuscripts. However, the criteria for authorship must be followed. Most journal editors use the criteria defined by the International Committee for Medical Journal Editors (ICMJE).

[International Committee of Medical Journal Editors](#)

Authorship requires:

- “1) substantial contributions to conception and design, acquisition of data, or analysis and interpretation of data;
- 2) drafting the article or revising it critically for important intellectual content; and 3) final approval of the version to be published. Authors should meet conditions 1, 2, and 3” (ICMJE, 2009).

If a paper is written for a course and feedback from instructors is used for revision, acknowledgement of the faculty may be warranted; however, permission to acknowledge the individuals must be obtained.

Students are encouraged to review the entire authorship description at the ICMJE web site. Individuals who provide funding, collect data, or supervise the student would not meet the criteria for authorship if that was their only role. When papers are planned, discussion of authorship should be done at the beginning. International Committee for Medical Journal Editors. (2009). Uniform requirements for manuscripts submitted to biomedical journals: Ethical considerations in the conduct and reporting of research: Authorship and contributorship. Retrieved 2/16/11 ([ICMJE](#))

Author affiliations should note DNP student status at Saint Louis University. Additional affiliations may be included depending on the content and context of the paper. Funding sources should be considered for acknowledgement (research grants, scholarships, fellowships, etc.).

Student posters should prominently display the Saint Louis University logo and TBVSON name. Poster templates as well as logos are available from Associate Dean of Graduate Nursing Education.



## **DRESS CODE: GENERAL GUIDELINES**

**Graduate students should always convey a professional appearance. Specifically:**

1. Saint Louis University Identification Badges are worn in clear sight above the waist with name, title, and picture clearly visible in clinical settings (acute care and community based).
2. Apparel must be clean, neat, modest and in good condition.
3. Hairstyles should be clean and well-groomed with hair secured away from the face; hair should be a natural color i.e. not pink or blue etc.
4. Facial hair should be clean and neatly trimmed.
5. No visible body piercings or tattoos.
6. As specified by OSHA standards, personnel providing direct patient care wear socks or stockings and shoes with impermeable enclosed toes. Shoes are constructed of an impervious, non-absorbent material, clean and in good repair.

## **Academic Appeal Policy**

### **Admission, Progression and Graduation (AP&G)**

A student has the right to appeal any academic decision. The appeal gives the student the opportunity to explain extenuating circumstances or conditions which adversely affected their behavior or academic performance, and to describe plans for preventing such problems in the future. The appeal is heard by the TBVSON AP&G Committee and the Committee makes the decision to grant or deny the student's appeal. It is the responsibility of the AP&G Committee Chair to communicate the Committee's appeal decision to the student. The Associate Dean of Graduate Nursing Education of the student's program is also promptly informed of the committee's decision on the student's appeal and is responsible for follow-up with the student.

If a graduate student desires to appeal any academic decision, the procedure for academic appeals can be found in the Graduate Education Catalog.

### **Progressions Committee Procedures**

1. Following posting of course grades at the end of each semester, the Associate Dean of Graduate Nursing Education identifies those students who have not met all curricular and academic requirements as described in the respective program student handbook and/or catalog.
2. The Associate Dean of Graduate Nursing Education sends communication by e-mail to the students notifying them that they will receive a letter concerning their status in the TBVSON. The letter will explain the specific issue and the appeal process. A copy of the letter is sent to the student's mentor and/or advisor and the AP&G chairperson. The student is asked to acknowledge receipt of this notification by replying to the e-mail notification.
3. The appeal request must be made in writing to the AP&G Committee Chairperson. The request must be made within 10 business days following receipt of the letter communicating the academic issue. The appeal letter should, at a minimum, include the following:
  - a. A concise statement of the purpose of the appeal
  - b. Description of the relevant circumstances that may have influenced academic performance.
  - c. The student's plan for success.

4. The hearing is scheduled based on the availability of a majority of the committee members. The Associate Dean of Graduate Nursing Education of the student's program will not be a voting member of the hearing committee.
5. If a committee member believes they cannot fairly review the evidence and render a decision, that committee member should recuse themselves from the meeting.
6. The student is provided with a list of the committee members. At the student's request, the committee chairperson will make a substitution of one (1) committee member, including the Committee Chair, if the student believes that the committee member may not render an impartial decision. The identified committee member will be asked to leave the room and a substitute may be requested by the Committee Chair if needed.
7. The student is encouraged to attend the hearing meeting of the AP&G Committee. If the student is unable to attend the meeting in person, the student may arrange to have a conference phone meeting with the committee. The student is responsible for informing the AP&G Committee Chairperson whether she/he is attending the meeting in person, meeting via a telephone conference call, or not attending the meeting at all. If the student will be attending the meeting either in person or via a conference call, the Committee Chairperson will discuss the hearing process with the student prior to the hearing.
8. A student may submit a request to the AP&G Committee Chairperson that he/she be accompanied by one (1) person at the hearing. This request should provide a rationale for the person's attendance and should be received at least two (2) business days prior to the scheduled hearing. If approved by the AP&G Committee Chairperson, the person may attend the meeting and speak to the petitioner but is not allowed to address the committee.
9. Prior to the Committee hearing, the Committee Chairperson will contact the student's faculty mentor and /or advisor and the faculty involved in courses pertinent to the appeal to invite them to provide any germane information regarding the student's appeal. Information from the mentor and faculty must be submitted to the Committee Chairperson in writing prior to the hearing.
10. No later than the day of the hearing, the Committee members are provided with a copy of the appeal letter and the completed AP&G Committee Summary form. The Associate Dean of Graduate Education or designee may provide information related to any previous academic issues.
11. The hearing will proceed as follows:
  - a. Introductions of all those present for the hearing.
  - b. Committee Chairperson will describe the academic eligibility issue including a review of the applicable policy.
  - c. The student will have the opportunity to make a statement to the Committee.
  - d. The Committee members will have the opportunity to ask the student questions germane to the issue.
  - e. The student will have the opportunity to make a final statement to the Committee, and then will be excused from the meeting room.
  - f. The Committee will then discuss the issue in a private session and make a majority decision regarding the appeal. The Committee Chairperson will vote only in case of a split decision.
  - g. If the appeal is granted, the Committee will establish any conditions that the student must meet to maintain academic eligibility.
12. The recommendation of the Committee will be recorded on the Confidential Progression Committee Summary Form. This Form will be kept in the Committee file until the student graduates or three years from the date of appeal. A copy will be forwarded to the Associate Dean of Graduate Nursing Education of the student's program, the Program Coordinator, and the Registrar. Minutes of each meeting will be maintained.
13. The decision regarding the student's appeal will be communicated to the student by the AP&G Chairperson by e-mail within 24 hours of the Committee meeting. Within 5 business days a letter will be sent to the student using traceable mail. If the appeal is granted, the decision and requirements for progression will be stated as appropriate in the letter. A copy of this letter will be sent to the Associate Dean of Graduate Education, the Program Coordinator, and the student's mentor/advisor, and the appropriate University department. A copy will be placed in the student's file.
14. If the appeal is denied the student can file an academic grievance with the Dean of the TBVSON.

15. At the AP&G Committee meeting toward the end of the academic year, the Associate Dean of Graduate Education will report on the students who have had their appeal granted over the past year and assess whether the students have met the requirements of their appeal.

Approved: School of Nursing General Faculty Assembly, 10/2014

## **STUDENT COMPLAINTS**

Students who have grievances with actions, decisions and/or processes at Saint Louis University VSON are afforded formal means for registering those complaints and for their complaints to be deliberated and acted upon by governing University officials. Details on specific types of complaints and related complaint policies and procedures can be found on the Office of the Provost Website at <https://www.slu.edu/provost/student-complaints.php>



## **SECTION II**

## PROGRAM POLICIES

### **The Doctor of Nursing Practice Program**

Saint Louis University TBVSON offers an online DNP program. This program is offered in response to the growing need for doctorally-prepared nurse clinicians/scholars and educators. The DNP prepared professionals provides evidence-based interventions and best practices to support individuals, families, and populations, and use research findings to develop systems of care.

The DNP is a practice-focused doctoral degree that educates nurses to become expert clinicians, leaders in health policy, and catalysts for improved health care delivery within an interprofessional environment. This online program is available to students who possess a baccalaureate or a master's degree in an advanced practice area such as a nurse practitioner, clinical nurse specialist, nurse educator, or generalist master's prepared nurse.

### **Student Learning Outcomes**

The graduate of Saint Louis University DNP Program is educated to:

1. Use advanced knowledge of mid-range and translational theories from nursing and other disciplines as a framework for advanced nursing practice.
2. Critically examine research and scholarship to support evidence-based clinical practice.
3. Exemplify ethical principles in the delivery of comprehensive health care.
4. Formulate strategies that consider the social and structural determinants of health to maximize health in populations.
5. Develop clinical competence for advanced practice that provides consumers with primary, secondary, and/or tertiary health care.
6. Use technology and information to improve health care.
7. Apply principles of epidemiology, biostatistics, and environmental sciences to recognized populations at risk, patterns of disease, and effectiveness of prevention and intervention.
8. Apply current knowledge of organizations and financing of the health care systems to improve the outcomes of care.
9. Design and implement processes to evaluate outcomes and systems for health care delivery.
10. Use business and management strategies for the provision of quality care and efficient use of resources.
11. Use advanced communication and leadership skills with interprofessional health care teams to create and evaluate health care delivery systems.
12. Influence health policy at institutional, local, state, and national levels to advanced health equity.

Approval Body: The Advanced Nursing Practice Program Committee

Approved: 04/18/2007; Reviewed and Approved 12/10/2012, 09/19/2023/03/20/2024

As a DNP student, please become familiar with all information relevant to your education. All University and TBVSON policies and procedures are in effect, including, but not limited to, academic standards, course withdrawals, and course incompletes.

[Office of Student Financial Services](#)

[Office of the Registrar \(Student Services\)](#)

[DNP nursing Web site \(Current Students\)](#)

## Admission and Progression Policies and Procedures

### CATEGORIES OF GRADUATE STUDENTS

**Classified** students have been admitted and matriculated into the TBVSON to pursue advanced degrees and are advised by faculty in their specialty.

**Unclassified** students are not formally pursuing degrees or certificates. Such students may be completing prerequisites for subsequent degree pursuit or simply taking coursework for enrichment. The former group may be eligible for some categories of financial assistance available through the University, but the latter is not. Ordinarily, a student may not remain in Unclassified status and be eligible for financial aid for more than two academic terms. Graduate-level courses taken during a specific academic term in Unclassified status will not be approved for subsequent inclusion in a degree program unless the student seeks and achieves classified status during that term and formally begins degree study with the next available academic term.

**Probationary** students are applicants for Classified admission who are temporarily assigned to this status because of deficits in their academic backgrounds. Students admitted on probationary status must achieve a GPA of 3.0 or higher within 12 credit hours or one year. Students placed on probation after admission must achieve a GPA of 3.0 or higher within two semesters or nine credit hours. Once the student has advanced to Classified status, she/he may petition that coursework completed while in Probationary status, exclusive of eliminating any prerequisite deficiencies, may be accepted toward partial fulfillment of degree requirements.

**Conditional Classified** student applicants are informally admitted, which permits them to initiate coursework prior to full approval of Classified status. A student is termed Conditional often because a required document which would complete the Classified application is missing, such as an updated transcript showing the conferral of a degree. Ordinarily, a student may remain in Conditional status for only one academic term, but the coursework completed during that term may subsequently apply toward a graduate degree.

**Certificate** students have been admitted and matriculated into the TBVSON to pursue advanced degrees and are concurrently seeking certificates or have been admitted and matriculated directly into certificate programs without seeking a degree. The student and the major field must understand that, although some completed, advanced, academic work will partially fulfill requirements for both certificate and degree, and some elective credits within the degree program may be assigned to the certificate, full completion of both sets of requirements may total credit hours in an amount greater than that required to earn the degree alone.

**Auditors** are students admitted into Unclassified status and who enroll in coursework but not for academic credit. They are formally registered with the Registrar's Office to be recognized on their transcripts. They are expected to attend classes regularly but are not responsible for assignments or examinations. Tuition to audit a course is \$50 per credit hour. Email, library, and other privileges associated with classified student status are granted to auditors. It is the decision of the Schools/Colleges to determine if a student may audit courses. In any case, students are permitted to audit a maximum of one course per semester, with a two-course audit limit within a degree program.

#### **Full Time Status**

Full-time is defined as six or more semester hours in formal (for credit) courses and/or the following criteria for establishing status: All graduate students holding appointments as Fellows, Trainees, or Graduate Assistants are considered full-time regardless of the number of hours enrolled, (i.e., a student can have fewer than 6 hours while being fully funded) (see Financial Resources policy); all graduate students registered for Special Study for Examinations are considered full-time; and/or all graduate students registered for 1 or more hours of dissertation research, or project guidance (6961/6960) are considered full-time. Graduate Education policy requires that students be enrolled in at least one hour of dissertation of credit upon achieving candidacy until completion of the 12 hours.

## **ADMISSION POLICIES**

Baccalaureate-degreed RNs who meet the following criteria are eligible to apply to the DNP degree program. RNs who have recently graduated from a BSN program and do not yet have clinical work experience may be considered for admission to the DNP program for part-time study while concurrently gaining work experience as a graduate nurse.

Holistic Admission: Saint Louis University TBVSON adheres to the principles of a holistic admission process in which selection criteria are broad-based and linked to our University's and TBVSON's mission and goals. While we do consider academic metrics (such as GPA, standardized test scores, etc.), we also look at applicant experiences, attributes, potential for success, and how applicants may contribute to the school's learning environment and to the profession.

Applicants to the TBVSON apply to NursingCAS for admission. Applicants for admission are considered individually based on the following admissions requirements:

- Baccalaureate degree in nursing from a program accredited by a nationally recognized accrediting agency.
- Cumulative credit point average (GPA) of 3.2 on a 4.0 system for admission as a Classified student.
- Submission of a goal statement (statement of your short- and long-term goals in becoming a DNP).
- Curriculum Vita/Resume documenting educational, clinical nursing, service to nursing profession, and community volunteer experiences as appropriate.
- An unencumbered registered nurse license in the state in which clinical experience will be done.
- Personal interview may be required.

## **Pre-requisite Courses**

Undergraduate pre-requisites that must be completed prior to specific graduate courses:

- Completion of an undergraduate-level descriptive and inferential statistics course prior to enrollment in General Research Methods.
- Completion of a beginning-level health assessment course or the equivalent thereof is required prior to enrollment in Advanced Health Assessment.

## **Other Requirements**

The following must be completed prior to initial enrollment and updated prior to the first clinical course:

- Unencumbered registered nurse licensure in the State of Missouri or in other states in which you will complete your practicum hours.
- Proof of licensure must be on file with the TBVSON.
- Proof of updated immunizations
- Submission of a copy of your card from completed American Heart Care Provider Course.
- Comprehensive Background Check completed through CastleBranch

**Master's degree Advanced Practice Registered Nurses in active practice (CNS or NP) who meet the following criteria are eligible to apply to the Post-Masters DNP program.**

- A cumulative grade point average of 3.2 on a 4.0 scale for admission as a classified student.
- A master's degree in nursing from a program accredited by a nationally recognized accrediting agency.
- Certification as a nurse practitioner (NP) in at least one of the nursing specialties that the TBVSON offers as an MSN degree (i.e., adult gerontological acute care or primary care NP, family NP, pediatric primary care NP, or family psychiatric/mental health NP-OR-Certification as a Clinical nurse specialist (CNS) with national and/or state recognition). Applicants will be individually evaluated according to specialty and functional role.
- Recognition as an advanced practice registered nurse (APRN) in the state in which clinical experience will be done.
- An unencumbered RN license in the state in which clinical experience will be done.
- Successful completion of advanced pathophysiology, advanced pharmacology, and advanced health assessment at the graduate level.
- Evidence of recent APRN experience.

- Curriculum Vita/Resume documenting educational, clinical nursing, service to nursing profession, and community volunteer experiences as appropriate.
- Inferential or Biostatistics course completed within the last 5 years.
- A written statement that describes:
  - clinical and leadership experiences as a master's prepared advanced practice registered nurse
  - reason for pursuing the DNP
  - description of career goals
  - possible DNP project (area of content and/or practice change that reduces risk)

A potential applicant who holds a master's degree that is not in an area of advanced nursing practice will need to complete the courses in one of the APRN specialties prior to applying to the Post-Master's DNP program.

### **International Students**

Any international student on an F1 or J1 Student visa is not eligible for admission since the DNP Program is totally online. For additional information, contact the [Office of International Services](#).

### **TRANSFER OF GRADUATE WORK AT OTHER INSTITUTIONS TAKEN WHILE A CLASSIFIED SLU BSN-DNP STUDENT.**

**The student must first complete six (6) credit hours as a SLU BSN-DNP or DNP student.** The student initiates a petition and has an official transcript of the work proposed for transfer forwarded to the TBVSON. The Associate Dean of Graduate Education must recommend approval of the transfer. Required documentation includes official transcripts and course syllabi that are to be reviewed for comparability or transfer. For a course to qualify for transfer, it must be applicable for inclusion in the student's SLU graduate nursing program, the student must have earned a B or higher in the course, and the institution awarding the credit must be willing to issue an official transcript. Course(s) must have been completed within 5 years prior to enrollment, except for Post-Masters students. No more than 20% of coursework may be transferred. The student submits a Petition to Transfer Credit form to the Associate Dean of Graduate Education. When all documentation has been received, the Associate Dean of Graduate Education will forward the documentation to the faculty advisor and appropriate faculty member teaching the course for which transfer credit is desired. Faculty members make a recommendation on the transferability of the credit. Decisions as to the transferability of credit are made by the Associate Dean of Graduate Education and are final. The student is then notified of the decision. [Petition for Transfer of Credit](#)

### **The 3 P's must be taken at Saint Louis University**

All NP students accepted to the graduate program must take NURS 5170 Advanced Pathophysiology, NURS 5080 Advanced Pharmacology and NURS 5110 Advanced Health Assessment at Saint Louis University. A Post-Master student who is a nurse practitioner and practicing may transfer in the 3 P's. An exception may be made for NURS 5170 Advanced Pathophysiology based on the GAP Analysis and review of the course syllabus.

### **Advanced Standing Definition**

Applicants who are board certified nurse practitioners are eligible to be admitted with advanced standing to receive post-master certificate in another specialty. Advanced standing requires the student to be currently working as an APRN in their specialty. Student transcripts must verify that core courses, include advanced health assessment, advanced pathophysiology, and advanced pharmacology have been successfully taken either at Saint Louis University or another accredited school of nursing. Students admitted with advanced standing must take all specialty courses in the post master's certificate program they are seeking including advanced clinical studies I and advanced clinical study II, advanced practicum, and any other required course related to the specialty.

### **Petition To Change Specialty (Concentration)**

A Classified student may petition to change the degree sought, concentration, or to add or delete a formal minor. The student is to submit the Petition to Amend the Graduate Program form to the DNP Director and the Associate Dean of Graduate Education. [Petition to Amend the Graduate Program](#)

Once the form is completed, the student should email it to the DNP Director. Generally, a student on academic probation may not change specialties within the TBVSON (i.e., going from FNP to ACNP, etc.). Permission to change specialties must be granted by the DNP Director, Specialty Coordinator, and the Associate Dean of Graduate Nursing Education.

### **Distance Learning and State Regulations**

Students at Saint Louis University TBVSON who have been accepted in the program are known to reside in those states in which SLU programs are approved or there is no regulation of Advanced Practice education. See a current list of approved states under: [Admission Requirements](#)

**A student who plans to move to another state-must contact the Associate Dean of Graduate Education for specific rules regarding distance education regulations in that state.** When considering an online program, the student should check with his/her State Board of Nursing and possibly the Board of Higher Education regarding regulations pertaining to professional education in that state.

### **Texas Students**

TEXAS HIGHER EDUCATION COORDINATING BOARD oversees the welfare of Texas students attending approved distance learning programs outside of Texas. Saint Louis University TBVSON is an approved program. Should a SLU student have a complaint about Saint Louis University, the following information would apply:

Student Complaint Procedure:

- (a) The student complaint form is available on the Agency's website. All complaints must be submitted to the Agency on the student complaint form.
- (b) Complainants shall send student complaint forms by electronic mail to [StudentComplaints@theccb.state.tx.us](mailto:StudentComplaints@theccb.state.tx.us) or by mail to the Texas Higher Education Coordinating Board, Office of the General Counsel, P.O. Box 12788, Austin, Texas 78711-2788. Facsimile transmissions of the student complaint form are not accepted.
- (c) All submitted complaints must include a student complaint form and a signed Family Educational Rights and Privacy Act (FERPA) Consent and Release form, which is at the bottom of the student complaint form. Submitted complaints regarding students with disabilities shall also include a signed Authorization to Disclose Medical Record Information form, which is at the bottom of the student complaint form.
- (d) The Agency does not handle, investigate, or attempt to resolve complaints concerning actions that occurred more than two years prior to filing a student complaint form with the Agency, unless the cause of the delay in filing the student complaint form with the Agency was the complainant's exhaustion of the institution's grievance procedures.
- (e) Former students shall file a student complaint form with the Agency no later than one year after the student's last date of attendance at the institution, or within 6 months of discovering the grounds for complaint, unless the cause of the delay in filing the student complaint form with the Agency was the complainant's exhaustion of the institution's grievance procedures.

### **Minnesota Students**

Students who are from Minnesota are required to complete a NETStudy2.0 which is conducted by the Commissioner to determine whether a nurse is disqualified for direct contact with persons served by a program: [Minnesota Department of Human Services](#) . The TBVSON initiates the background study request. This is in addition to the Background Check required by Saint Louis University.

### **Washington State**

Saint Louis University is approved by the Washington State Nursing Care Quality Assurance Commission to conduct practice experiences in the state of Washington for the a). MSN FNP & PNP; b). DNP FNP & PNP; and c). post master's certificate FNP & PNP programs.

### **Academic Advising**

On admission to the program, each DNP nursing student is assigned an advisor, the DNP Director. Additional guidance with respect to programmatic issues is available from the Associate Dean of Graduate Nursing Education.

The academic advisor provides guidance with respect to program planning, course selection and enrollment, scholarly development, and other issues related to the student's academic and professional development, as appropriate. **The student is**

highly encouraged to contact his/her academic advisor for questions or guidance.

### **Weekly Online Class Time Frame**

The official time frame for the DNP weekly on-line classes is from Monday through Friday. Please refer to the course syllabus for individual course specifics regarding assignment dates.

### **Student Degree Audit**

As a college student, it is your responsibility to be aware of how you are progressing through your various degree programs. The TBVSON Program recommends that students run a degree audit each semester prior to registration to determine what classes must yet be completed in working towards their degree.

Students may now run a degree audit through Degree Works. The degree audit can help the student determine which classes he or she must take to fulfill their major, minor, and certificate requirements. Instructions on how to monitor your academic record and prepare for graduation: [Degree Evaluation](#)

### **Program Requisites**

#### [Essential Information / Program Requisites](#)

The TBVSON uses CastleBranch to monitor compliance requirements. CastleBranch is a compliance tracking company with extensive experience in health care clinical compliance tracking. The company provides customer service assistance six days per week. Students will be responsible for the one-time cost of \$43.00 for compliance/immunization requirements and \$44.00 for the Background Check and \$37.00 for drug screening (payable to CastleBranch upon activation). This fee will cover your compliance tracking for the entire time you are enrolled as a student at Saint Louis University TBVSON. Directions on how to register and upload documents for CastleBranch may be found at: [CastleBranch](#) . All Program Requisites must be submitted to CastleBranch prior to initial registration of classes. You will upload the following information into CastleBranch:

1. **Authorization Form (one time only)** - Agencies require that the TBVSON release certain information regarding background checks, drug screens, immunizations, etc., upon request. Therefore, a SLU TBVSON Authorization Form is required to be signed and submitted to CastleBranch.
2. **Validation of Knowledge Regarding Exposure to Blood-Borne Pathogens (one time only)** - To ensure your knowledge of standard precautions and the system for reporting exposures, all students must read the booklet published by the CDC, [Exposure to Blood: What Health-Care Workers Need to Know](#), and the accompanying TBVSON Information, [Additional Notes on Blood-Borne Pathogens](#). Complete the [Blood-Borne Pathogens Receipt and Acknowledgement Form](#) that is required to be signed and submitted to CastleBranch.
3. **Graduate Nursing Student Health and Immunization Requirements**  
The Student Health Service Medical History Report that includes a physical and immunizations are to be uploaded to CastleBranch prior to initial registration.
  - **Diphtheria and Tetanus\*** Documentation of a primary series of diphtheria and tetanus toxoid, and a booster within the past ten years.
  - **Measles\*** Documentation of two doses of live measles (or MMR combined) vaccine separated by at least one month on or after the first birthday, OR laboratory evidence of immunity. Some students entering the University will need the second dose of live measles vaccine. Individuals who received killed measles vaccine, combination of killed and live measles vaccine, or measles vaccine of an unknown type between 1963 and 1967 are considered not vaccinated and should receive two doses of live vaccine at least one month apart.
  - **Mumps\*** Documentation of one dose of live mumps (or MMR combined) vaccine on or after the first birthday, OR laboratory evidence of immunity. Persons who received killed mumps vaccine available between 1950 and 1978 might benefit from revaccination.
  - **Rubella\*** Documentation of one dose of rubella (or MMR combined) vaccine on or after the first birthday, or documentation of laboratory evidence of immunity.
  - **Hepatitis A** Immunization series against Hepatitis A, OR laboratory evidence of immunity is recommended (not required) for students with direct patient contact, and highly recommended for students working with populations where there is increased incidence of Hepatitis A.

- **Hepatitis B\*** Immunization series against Hepatitis B, OR laboratory evidence of immunity is required prior to initial registration. Students are encouraged to follow current CDC recommendations, which include a follow-up titer to confirm continued immunity.
  - **Varicella** Documentation of two doses of live varicella vaccine separated by at least one month, or documentation of physician-diagnosed disease or laboratory evidence of immunity or birth in U.S. before 1980 recommended (not required).
  - **Tuberculin Test\*** A sequence of annual negative PPD tests or documentation of a negative two-step tuberculin skin test within the past 12 months or the Interferon Gamma Release Assay (IGRA) or T-spot is required prior to initial registration and before patient care experiences. Annual 1-step retesting is required throughout the program. Positive skin tests require a separate, annual, physician statement documenting treatment and the absence of active/infectious tuberculosis.
4. **Health Insurance and Portability and Accountability Act (HIPAA)**  
Under HIPAA, certain identifying pieces of health information are protected from casual scrutiny or use by unauthorized personnel. HIPAA regulations govern the circumstances of collection, access to, and use of this Protected Health Information (PHI): names, postal addresses, telephone numbers, fax numbers, e-mail addresses, dates (including birth dates), social security numbers, medical record, and health plan numbers, account numbers, certificate/license numbers, vehicle identifiers including license plate numbers, device identifiers, names of relatives, Web URLs, IP address numbers, biometric identifiers, photographs and comparable images, and any other unique identifying number, characteristic, or code. The HIPAA Acknowledgement form must be submitted to CastleBranch.
  5. **CPR Requirement** – All students are required to be certified by the American Heart Association and to maintain the certification throughout their coursework and submitted to CastleBranch.
  6. **Renewal of RN License**  
Students must send in a verification of current licensure. The student can visit his/her state board of nursing and conduct a licensee search, print off verification (or nursys.com). All students in the Adult Gerontological Acute Care NP track need to have a Missouri license for Residency or reside in a compact state. Documentation must be submitted to CastleBranch.
  7. **Criminal Background Checks: (Comprehensive)**  
To promote a safe healthcare environment and meet program standards and requirements of the University, TBVSON, and clinical affiliates, students must complete a comprehensive background check prior to enrollment. The TBVSON uses CastleBranch to monitor compliance requirements. CastleBranch is a compliance tracking company with extensive experience in health care clinical compliance tracking. The company provides customer service assistance six days per week. Students will be responsible for the Background Check at the cost of \$44.00 (payable to CastleBranch). Follow the detailed directions for completing the comprehensive background check: Program Requisites
    - Background Checks deemed unacceptable based on past criminal history will be handled on an individual basis with consultation from the Dean and Associate Dean of Graduate Nursing Education and may result in dismissal.
    - Background Checks results will be confirmed in CastleBranch by the TBVSON.
  8. **Drug Screens and Other Agency Requirements**  
To promote a safe healthcare environment and meet program standards and requirements of the University, TBVSON, and clinical affiliates, students must complete a drug screening prior to enrollment. The TBVSON uses CastleBranch to monitor compliance requirements. CastleBranch is a compliance tracking company with extensive experience in health care clinical compliance tracking. The company provides customer service assistance six days per week. Students will be responsible for the drug screening cost of \$37.00 (payable to CastleBranch). Follow the detailed directions for completing the drug screening: [Program Requisites](#)

***The agency maintains the right to deny a student to practice if a background check or drug screen is positive. In such cases, the inability to place a student in a clinical agency would prevent the student from completing the program.*** The records for both the criminal background check and the drug screen will be maintained in strict confidence by the TBVSON and will be disclosed to the participating agency only upon request.



*It is the student's responsibility to determine and follow all agency guidelines and requirements.*

**Please note: All students must meet the health/immunization requirements of their assigned clinical agency. These requirements may necessitate additional immunizations besides those required by the University and the TBVSON. All requirements are subject to change based on University, TBVSON, CDC or OSHA requirements.**

**\* These are University requirements.** All students must document compliance with these requirements upon entering the University. If documentation is not complete, students will be unable to participate in activities requiring patient contact, and the University will place a hold on subsequent registration.

Reference: Saint Louis University Student Immunization Requirements (1999): [Program Requisites](#)

Revised: Saint Louis University TBVSON (2002)

### **Emergency Contact Information Verification**

This information must be kept up-to-date in the student's Banner account. A registration Hold will be placed when the student does not have updated information (once a semester). If a student receives an e-mail reminding him/her to verify emergency contact information log onto Banner Self-Serve, click on the *Personal Information* tab, and update your information.

- If the student encounters difficulties, call the SLU Registrar's Office at 314-977-2269.

### **Student Photo ID Badge/Card**

All students are required to have a valid student ID card. The student will need to wear the SLU ID card during the clinical practicum. All new DNP students will receive an email, to your SLU email address, with a link to upload your picture. Please contact [Parking, Card, and Transportation Services](#) for any questions.

### **Computer -Technology Requirements**

#### **Required Browsers:**

- Mozilla Firefox (*free*). Download [Mozilla Firefox](#).
- Google Chrome (*free- allow pop-ups*). Download [Google Chrome](#)

#### **Required Software:**

- VLC Media Player is required. (*open source - free*). Download [VLC Media Player](#)
- Adobe Reader (*free*). Download [Adobe Reader](#). There is no need to purchase Adobe Acrobat.
- Endnote free bibliography software is available from SLU. Download [Endnote](#); More information about downloading Endnote will be provided at orientation.
- Microsoft Office Suite for sharing files and assignments with other students and faculty. If you have an older version of Office, you may obtain a free license for Microsoft Office 365 from SLU. [Download Microsoft 365](#) from the SLU website. Proctor U – Guardian (See section on proctored exams).

#### **Government, Military, or VA personnel**

- Many hospitals, all government offices, VA hospitals, and military bases/hospitals have blocked access to streaming media and other sites. This means that you will not be able to listen to lectures or, possibly, access your courses. You must have access to Saint Louis University TBVSON courses outside of your employment or military bases.

#### **Email Access**

- Each student **is required** to have a SLU email address through the University for communication, library access, course conferences, and on-line course work. **Important announcements are sent through SLU mail only.** The student should check this mail account at least 2-3 times weekly.

## Internet Connectivity

- See the [Bandwidth for Online Learning Recommendations](#) posted on the SLU Distance Student site.
- [Preparing for Online Learning](#)

## Smartphones and Tablets

- Mobile Apps for tablets and smartphones are available for some of the products used for course content delivery such as Canvas, Panopto and Zoom. Not all features are necessarily available in these apps or on mobile devices. All students should have access to a computer with webcam to complete their program of study.

## ZOOM

Zoom is a reliable, cloud-based platform for video and audio conferencing, collaboration, chat, and webinars that will enable us to maintain communication with our students. Zoom is now available to all faculty, staff, and students. More information can be found here regarding how to obtain [ZOOM](#).

## WebCam

Webcam instructions will be given in your courses for taking a proctored exam with Proctor U. There may be times when course instructors need to hold a live videoconference with students. This may be during beginning general orientation and in selected clinical courses. You will need a camera and microphone. The webcam you use for Proctor U should be fine. Depending on the webcam quality you may need an additional headset with a microphone or phone ear buds with a built-in microphone.

*\*Please have all necessary hardware, software including browsers and plug-ins well in advance of the course. Also, test your computer capabilities and Internet access prior to enrolling in the course.*

## Proctored Exams & Additional Costs

### Proctored Exams

The Commission on Collegiate Nursing Education (CCNE) accredits the programs at Saint Louis University TBVSON. As such, we are required to comply with the credentialing requirements, one of which is ensuring academic integrity for our on-line testing processes. For this reason, we have contracted Measure Learning (ProctorU), to assist us in proctoring on-line examinations in selected graduate level courses.

All students in the BSN-DNP program have the following additional costs:

- Testing costs by Proctor U – Approximately \$230.00 for the entire program – payment by the student is due when exams are scheduled.
- Software for Typhon (patient visit documentation) \$100.00 – This is a one-time fee due when you register for the first clinical course.

### Webcam

In order to use proctoring services, the student must have a webcam. A webcam installed on a laptop computer may be adequate. The recommended webcam resolution is 1280 x 720. Minimum webcam resolution is 640 x 480. All students must have a device that meets the Minimum System Requirements for ProctorU. Please note that ProctorU does not support tablets, Chromebooks, and smartphones.

### TIPS for Success for proctored exams

- Make sure you have your SLU ID; you will have to put it in front of the webcam for them to verify your identify.
- Make sure your device meets the minimum system requirements for ProctorU. Minimum system requirements can be found on the [ProctorU support page](#).
- Students must download the Guardian Browser to use ProctorU. Follow [Download Guardian](#) onto your appropriate operating system (Window or Mac). Chromebooks are **not** supported for SLU exams.
- Test in a private, well-lit room with no one else in there. They will have you move your webcam or computer around to search the room for books and notes.

- Clear your workspace of all materials except those allowed by your instructor.
- Close all third-party programs and unplug any secondary monitors.
- Remove any non-religious head coverings, watch, earbuds, and headphones.
- Test your equipment on the ProctorU site before every exam.
- Restart your computer before every exam.
- Make sure you have a fast and reliable internet connection. If you lose internet, **continue the test**, and email the course instructor immediately to inform him/her of your connection problems.
- Save each answer as you go.
- If you click out of the test, the test may shut down.
- Students must completely log off the proctored exam immediately after the exam has ended.
- [ProctorU Privacy Policy](#)

## **PROGRESSION POLICIES**

### **Registration for Courses**

Registration for scheduled courses is available online through [SLU Banner Self Service](#) after consultation with the academic advisor.

Detailed directions for on-line registration are available online at the [Office of the University Registrar](#) or from the Student Service Associate of your program. REGISTRATIONS ARE SUBJECT TO ADMINISTRATIVE CHANGE TO ENSURE THAT ALL STUDENTS ARE PLACED IN COURSES THEY NEED AND COURSES AND CLINICAL GROUPS ARE BALANCED ACCORDING TO FACULTY AVAILABILITY AND CLINICAL AGENCY REQUIREMENTS.

### **Academic Records Revision**

A student's transcript is documentation of their permanent academic record at Saint Louis University. Any discrepancies should be discussed with their advisor or mentor before following SLU's academic records revision process to verify that revisions are warranted.

Retroactive changes to a student's permanent academic record due to documented extenuating circumstances will be reviewed by the Academic Records Revision Committee ([ARRC](#)).

### **Failure to Register**

Matriculated students must maintain continuous enrollment during each Fall and Spring semester until graduation. Students who are not registered by the close of the registration period of the Fall and Spring semesters and have not submitted the petition for Complete Drop/Withdrawal for a given semester will have their record closed and will be required to complete the [Petition for Activation of Non-Registered Student Record](#) .

Exceptions are: 1. Student on approved Leave of Absence (see leave of absence policy). 2. Student participating in approved Study Abroad or Exchange Programs, or 3. Students on approved Consortium Agreements with U.S. or non-U.S. institutions (e.g. non-SLU Approved Study Abroad).

Students violating the mandatory continuous enrollment policy must pay a \$100 fee per semester not enrolled. Students whose enrollment is interrupted for three or more consecutive semesters (including Summer) must apply for readmission.

### **Adding a Course**

Students may add a course themselves through Banner anytime during pre-registration through the first two weeks of the semester. However, when entering a course after the first week of class, students should seek consultation from the course instructor regarding missed content or participation.

### **Dropping a Course**

Students must drop a course themselves through Banner at any time during the posted dates designated by the University. These dates are posted on the Registrar's website. In general, the deadline for a sixteen-week course occurs at the onset of week 10. Once you withdraw from a course, your instructor and advisor will be notified of the dropped course. You will also receive a prompt that dropping a course may change your anticipated date of graduation. It is highly suggested that you personally notify your advisor to make appropriate curriculum plan changes when you drop a course. [Tuition Refund Deadlines](#)

Students will be unable to independently drop a course beyond the dates posted on the Registrar's website. You may request to withdraw from a course after that time, but the request will only be honored if you are currently in good standing in the course (i.e., passing the course at the time of your request). Academic Records Revision Committee ([ARRC](#)).

### Incomplete Courses

Students may request a temporary grade of INCOMPLETE (I) for coursework that they will not be able to complete by the last class or clinical session due to extraordinary circumstances. Students must request the mark of Incomplete. **A grade of Incomplete may not be requested to avoid an unsatisfactory grade.** University policy stipulates that the student and the instructor agree in writing to the conditions for clearing the Incomplete. A petition for course extension must be completed and signed by the instructor and student. If the Incomplete was assigned to a prerequisite course, it must be cleared by the end of the first week of the course for which it is required. Incomplete courses for a graduating student must be completed and graded 30 calendar days after the conferral date. A mark of Incomplete must be cleared within one year after the course was taken. University policy requires that the marks of Incomplete will be changed to a grade of "F" by the Office of the University Registrar if the course is not completed by the approved deadline. If a student has 2 Incompletes they will be placed on probationary status. [Petition for Course Extension \(Incomplete\)](#)

### Probationary Admission

Students on probationary admission with Registration Holds may petition for permission to enroll in courses. Approval will override Registration Holds related to probationary admission only. [Petition for Probationary Admission Enrollment](#)

### Advance from Probationary to Classified Status

A student accepted on Probationary Status may not exceed twelve credits or one calendar year. The formal petition is initiated at the expiration of the Probationary-status tenure-period. [Petition to Advance from Probationary to Classified Status](#)

## PERFORMANCE STANDARDS

### Grading System

The following are the final grades designated by the Graduate Education office for 5000 and 6000-level offerings carrying two or more credits, exclusive of Thesis, Dissertation Research, or Project work, the quality-point values (per credit-hour) and the descriptions:

A	4.0	High intellectual initiative and achievement
A-	3.7	Approaching high intellectual initiative and achievement
B+	3.3	Good intellectual initiative and achievement
B	3.0	Clearly acceptable intellectual initiative and achievement
B-	2.7	Acceptable intellectual initiative and achievement. <b>Grade does not fulfill course requirements in a clinical course for progression.</b>
		Slightly above the minimum passing grade
C+	2.3	
C	2.0	Minimum passing grade
C-	1.7	Below minimum passing grade: <b>Grade does not fulfill course requirements in a theory course for progression.</b>
D	1.0	Poor academic work
F	0.0	Failure
AF	0.0	Failure due to excessive absences or unauthorized withdrawal

The grading system at Saint Louis University follows a 0 - 4.00 point scale. Quality Points for grades are assigned as follows:

Grade	Quality Points
A	4.00
A-	3.70
B+	3.30
B	3.00
B-	2.70
C+	2.30
C	2.00

C-	1.70
D	1.00
F	0.00

Grade	Quality Points
FQ^	0.00
The grade of FQ is given to those students who stop attending a course and have a failing grade.	
Grade	Notation
S	Satisfactory
TR	Transferred Credit
U	Unsatisfactory

The following course statuses are recorded on the academic transcript but are not grades.

Special Grade	Notation
AU	Audit. See Course Audit policy for additional information.
I	Course work incomplete. See Incomplete Course policy for additional information.
IP	In Progress. See below additional information
W	Withdrawal. Please see Withdrawal policy for additional information.

For Thesis Research, Dissertation Research, or Project Guidance course, the grades of “S” or “U” are assigned only in the final academic semester. For the grade of “S” students must have completed both the credit requirement and the thesis/dissertation/project itself. All prior registration will be marked with a status of “IP”.

The In-Progress “IP” status is valid only for courses designated as the following field-based courses:

- Clerkship
- Clinical
- Internship
- Externship
- Practicum
- Preceptorship

To enroll in a course on audit basis students must:

- Submit completed [Petition for Course Audit](#) and
- Receive approval by the instructor of the course and their advisor/department.
- Students will not receive academic credit for a course taken on an audit basis and therefore the course will not count toward attempted credits, earned credits or graduation requirements.
- Enrollment in audit courses will be indicated on academic transcripts as an ‘AU’.
- If the conditions authorized in the [Petition for Course Audit](#) are not met, the instructor may request an authorized withdrawal.
- A course registered for credit may be changed to audit only through the last day of the add/drop period.
- A course registered for audit may be changed to credit only through the last day of the add/drop period.
- Graduate Students will be charged \$50 per credit for courses taken on an audit basis.

### **Good Academic Standing, Academic Probation, and Dismissal**

Classified students are in good academic standing when they are making progress toward a degree within the time period established for that degree by the University. Students will not be advanced to candidacy or be eligible to graduate or continue an assistantship while not in good academic standing. Students are not in good standing if any of the following conditions are true:

- They are on academic probation;
- Their transcripts reflect more than 2 incomplete grades;
- Their time to degree has expired;
- They have been placed under temporary suspension for academic deficiencies or misconduct; and/or
- They have been formally dismissed from the University.

If the cumulative grade point average of Classified students falls below 3.00 (on the four-point scale, "B" = 3.00), students are automatically placed on academic probation (not to be confused with Probationary admission). To continue degree pursuit, students must progress toward a 3.00 cumulative average and are expected to emerge from academic probation within nine credits or two successive academic terms during which coursework registrations are recorded. Students may not be advanced to candidacy status while on academic probation.

Graduate students are expected to complete academic work at the "B+" level. A limited number of credits in which the grade of "C" or "D" is earned may or may not be accepted toward a degree at the discretion of the individual department or program. The Classified student's cumulative grade point average in academic work presented to fulfill degree requirements must be at least 3.00.

Each college, school, and center is responsible for establishing specific policies and procedures regarding the placement of, monitoring of and subsequent dismissals associated with academic probation at the program and university levels.

### **Failure of course**

All clinical courses require a B (85% or higher) to pass. The grade of C (77% or higher) is minimum for non-clinical courses. Cognate courses are mandatory (if part of your specialty) and do require at least a C (77% or higher) to pass the course. If a BSN-DNP student fails two (2) 5000 level courses or one (1) 6000 level course or receives two (2) C's in a clinical or theory course, the student will be dismissed from the BSN-DNP program. If a post-MSN DNP student receives a failing grade (clinical or theory) in one (1) graduate course, the student will be dismissed from the post-masters DNP program.

### **Repetition of Courses**

A graduate student may repeat the exact same required course only one time. If not successful on the second attempt, or if the required grade is not achieved in two separate courses, the student may not continue (will be dismissed from the program). For example, this would apply to receiving a "C" in a clinical course.

### **Time to Completion**

The entire BSN-DNP Master's degree program, exclusive of prerequisites, is expected to be completed within a seven-year time period, beginning with the academic term of the first course applicable to the degree. Should the seven years pass without the student completing all degree requirements, that student ceases to be in good academic standing unless she/he petitions a successful extension. Extensions are usually granted for no longer than one calendar year at a time.

Post-masters DNP nursing students entering with an MSN or related master's degree for which 18 credit hours have been accepted are expected to complete all degree requirements within seven (7) years of initial matriculation in the DNP program. As continuous enrollment is expected, DNP students are to enroll in course work or DNP Project credit each semester until degree completion (zero credit if 3-credits have been completed). If, for some crucial reason, students need to interrupt their continuous enrollment, they may apply for a formal leave of absence from the DNP program.

### **Petitions for Extension of Time to Complete Degree**

Any request for an extension of time to complete the degree must be made on the relevant Graduate Education form, [Petition for an Extension of the Time Period to Complete Degree Requirements](#).

### **Leave of Absence (LOA)**

Personal or family crises may necessitate a LOA from the DNP program for a period of no more than one year. The request

should be made to the Associate Dean of Graduate Education with corresponding documentation and support from the DNP Director. A LOA stops the time-to-complete clock. A student on a LOA does not have access to University services and will not be assessed a student activity fee. [Petition for Leave of Absence](#)

#### **Annual Review of Student Progress**

All master's and doctoral students must undergo an annual review of their progress. The way the review is conducted is determined by the students' advisor. The student must submit their signed Annual Review within 2 weeks of receiving it or a Hold will be placed on their registration. The TBVSON is required to file a copy of their review process with their appropriate Graduate Dean or Director and with the Office of Graduate Education. Copies of individual student reviews will be kept in the department or program office. A summary report of the results of annual reviews of all students in each department and program must be submitted to the appropriate Dean or Director of the college, school, or center.



# CURRICULUM

## Post BSN Doctor of Nursing Practice

The DNP is a practice-focused doctoral degree that educates nurses to become expert clinicians, leaders in health policy, and catalysts for improved health care delivery within an interprofessional environment. This online program is available to students who possess a BSN or MSN degree.

The DNP curriculum provides sequencing of courses in a flexible but rational manner. The courses are offered online during fall, spring, and summer semesters. The BSN-DNP program requires two campus visits to Saint Louis University including: 1) a 2-3 day residency during the 2<sup>nd</sup> or 3<sup>rd</sup> year of the program and 2) a final one day visit to present your DNP project. The Post MSN DNP program requires one visit to Saint Louis University to present your DNP project. The Post BSN-DNP Program requires a total of 60-68 credit hours beyond the BSN depending on the population specialty focus. The courses can be taken over a 4-to-5-year period depending on full or part-time study.

### **Specialties and Role Options Available**

All the same specialties are offered as in the MSN program, with an available optional Educator Track.

Adult-Gerontological Acute Care NP/Educator  
Family NP/Educator  
Pediatric Primary Care NP/Educator  
Family Psychiatric/Mental Health NP/Educator

### **All students complete 24 credits of 5000 level core courses that include:**

- NURS 5000 Epidemiology (3)
- NURS 5040 Role Acquisitions (1)
- NURS 5080, Advanced Pharmacology (3)
- NURS 5110, Advanced Health Assessment & Clinical Decision Making (3)
- NURS 5140, Health Promotion (3)
- NURS 5160, Principles of Practice Management (2)
- NURS 5170, Advanced Pathophysiology (3)
- NURS 5200, General Research Methods (3)
- NURS 6805 Introduction to Applied Statistics for Healthcare Research (3)

### **All students complete 25 credits of 6000 level core courses that include:**

- NURS 6100 Health Care Policy and Advanced Practice Nursing (3)
- NURS 6110 Health Care Delivery Systems (3)
- NURS 6130 Interprofessional Collaboration (3)
- NURS 6140 Leadership in Health Care (3)
- NURS 6150 Clinical Informatics (2)
- NURS 6160 Evidence Based Practice I(3)
- NURS 6170 Evidence Based Practice II (3)
- NURS 6960 Project Management (2)
- NURS 6961 DNP Project Management and DNP Project (3)

### **\*Additional optional three courses required for Educator Option**

NURS 5570 Curriculum Development in Nursing Education (2-3)  
NURS 5580 Instructional Strategies and Evaluation for Nurse Educators (2)  
NURS 5590 Practicum in Nursing Education (2)

## Adult-Gerontological Acute Nurse Practitioner Post BSN-DNP Sample Study Plan

Course Number	Course Title	Credit Hours	Clinical Hours	Semester Anticipated
<b>YEAR 1</b>				
	NP Orientation (Virtual)	0		Fall
NURS 5040	Role Acquisition	1		Fall
<b>NURS 6110</b>	<b>Health Care Delivery Systems</b>	3		Fall
NURS 5170	Advanced Pathophysiology	1		Fall
NURS 5140	Health Promotion	3		Spring
NURS 5200	General Research Methods	3		Spring
<b>NURS 5000</b>	<b>Principles of Epidemiology</b>	3		Summer
<b>YEAR 2</b>				
NURS 5080	Advanced Pharmacology	3		Fall
NURS 5110	Advanced Health Assessment	3	75	Spring
<b>NURS 6100</b>	<b>Health Care Policy &amp; Advanced Practice Nursing</b>	3		Spring
<b>NURS 6805</b>	<b>Introduction to Applied Statistics for Healthcare Research</b>	3		Summer
<b>YEAR 3</b>				
NURS 5260	Advanced Clinical Studies: I	4	75	Fall
NURS 5270	Advanced Clinical Studies II	5	150	Spring
NURS 5900	Residency (Onsite)	0		Spring
NURS 5810	Nursing Practicum	1	75	Summer
<b>NURS 6130</b>	<b>Interprofessional Collaboration</b>	3	75	Summer
<b>YEAR 4</b>				
	DNP Orientation (Virtual)	0		Fall
NURS 5810	Nursing Practicum	1	75	Fall
<b>NURS 6150</b>	<b>Clinical Informatics</b>	2		Fall
<b>NURS 6140</b>	<b>Leadership in Health Care</b>	3	75	Spring
<b>NURS 6160</b>	<b>Evidence Based Practice I</b>	3	75	Spring
NURS 5810	Nursing Practicum	1	75	Summer
<b>YEAR 5</b>				
<b>NURS 6170</b>	<b>Evidence Based Practice II</b>	3		Fall
NURS 5810	Nursing Practicum	1	75	Fall
<b>NURS 6961</b>	<b>DNP Project (1 of 3)</b>	1	75	Spring
<b>NURS 6960</b>	<b>Project Management (1 of 2)</b>	1		Spring
<b>NURS 6961</b>	<b>DNP Project (2 of 3)</b>	1	75	Summer
<b>YEAR 6</b>				
<b>NURS 6961</b>	<b>DNP Project (3 of 3)</b>	1	75	Fall
<b>NURS 6960</b>	<b>Project Management (2 of 2)</b>	1		Fall
NURS 5160	Principles of Practice Management	2		Fall
<b>TOTALS</b>				
		<b>60</b>	<b>1050</b>	

## Family Nurse Practitioner Post BSN-DNP Sample Study Plan

Course Number	Course Title	Credit Hours	Clinical Hours	Semester Anticipated
<b>YEAR 1</b>				
	NP Orientation (Virtual)	0		Fall
NURS 5040	Role Acquisition	1		Fall
NURS 5170	Advanced Pathophysiology	3		Fall
NURS 5200	General Research Methods	3		Fall
<b>NURS 6100</b>	<b>Health Care Policy and Advanced Practice Nursing</b>	3		Spring
<b>NURS 6805</b>	<b>Introduction to Applied Statistics for Healthcare Research</b>	3		Summer
<b>YEAR 2</b>				
NURS 5110	Advanced Health Assessment	3	75	Fall
NURS 5080	Advanced Pharmacology	3		Spring
NURS 5140	Health Promotion & Disease Prevention	3		Spring
<b>NURS 5000</b>	<b>Principles of Epidemiology</b>	3		Summer
<b>YEAR 3</b>				
<b>NURS 6150</b>	<b>Clinical Informatics</b>	2		Fall
NURS 5280	Advanced Clinical Studies: I	5	150	Fall
NURS 5290	Advanced Clinical Studies II	5	150	Spring
NURS 5900	Residency (Onsite)	0		Spring
NURS 5510	Mental Health in Family Practice	2		Spring
<b>YEAR 4</b>				
<b>NURS 6110</b>	<b>Health Care Delivery Systems</b>	3		Fall
NURS 5160	Principles of Practice Management	2		Fall
<b>NURS 6160</b>	<b>Evidence Based Practice 1</b>	3	75	Spring
	DNP Orientation (Virtual)	0		Summer
NURS 5810	Nursing Practicum	2	150	Summer
<b>YEAR 5</b>				
<b>NURS 6130</b>	<b>Interprofessional Collaboration</b>	3	75	Fall
<b>NURS 6170</b>	<b>Evidence Based Practice 2</b>	3		Fall
<b>NURS 6140</b>	<b>Leadership in Health Care</b>	3	75	Spring
<b>NURS 6960</b>	<b>Project Management</b>	1		Spring
<b>NURS 6961</b>	<b>DNP Project</b>	1	75	Spring
<b>NURS 6961</b>	<b>DNP Project</b>	1	75	Summer
<b>YEAR 6</b>				
<b>NURS 6960</b>	<b>Project Management</b>	1		Fall
<b>NURS 6961</b>	<b>DNP Project</b>	1	75	Fall
NURS 5810	Nursing Practicum	2	150	Fall
<b>TOTALS</b>				
		<b>65</b>	<b>1125</b>	

## Family Psychiatric Mental Health Nurse Practitioner Post BSN-DNP Sample Study Plan

Course Number	Course Title	Credit Hours	Clinical Hours	Semester Anticipated
<b>YEAR 1</b>				
	NP Orientation (Virtual)	0		Fall
NURS 5040	Role Acquisition	1		Fall
NURS 5170	Advanced Pathophysiology	3		Fall
NURS 5080	Advanced Pharmacology	3		Spring
NURS 5140	Health Promotion	3		Spring
<b>NURS 6805</b>	<b>Introduction to Applied Statistics for Healthcare Research</b>	3		Summer
<b>YEAR 2</b>				
NURS 5110	Advanced Health Assessment	3	75	Fall
NURS 5200	General Research Methods	3		Fall
NURS 5400	Ecological Approach to Human Behavior	3		Spring
NURS 5430	Psychopharmacology	3		Summer
<b>NURS 5000</b>	<b>Principles of Epidemiology</b>	3		Summer
<b>YEAR 3</b>				
NURS 5340	Advanced Clinical Studies I	4	150	Fall
<b>NURS 6150</b>	<b>Clinical Informatics</b>	2		Fall
NURS 5350	Advanced Clinical Studies II	5	150	Spring
<b>NURS 6160</b>	<b>Evidence Based Practice I</b>	3	75	Spring
NURS 5900	Residency (Onsite)	0		Spring
<b>NURS 6130</b>	<b>Interprofessional Collaboration</b>	3	75	Summer
NURS 5810	Nurse Practicum	1	75	Summer
<b>YEAR 4</b>				
NURS 5810	Nursing Practicum	1	75	Fall
<b>NURS 6170</b>	<b>Evidence Based Practice II</b>	3		Fall
NURS 5160	Principles of Practice Management	2		Fall
<b>NURS 6110</b>	<b>Health Care Delivery Systems</b>	3		Fall
NURS 5810	Nursing Practicum	1	75	Spring
<b>NURS 6140</b>	<b>Leadership in Health Care</b>	3	75	Spring
<b>NURS 6100</b>	<b>Health Care Policy &amp; APN</b>	3		Spring
	DNP Orientation (Virtual)	0		Summer
<b>NURS 6960</b>	<b>Project Management (1 of 2)</b>	1		Summer
<b>NURS 6961</b>	<b>DNP Clinical &amp; Project (1 of 3)</b>	1	75	Summer
<b>YEAR 5</b>				
NURS 5810	Nursing Practicum	1	75	Fall
<b>NURS 6960</b>	<b>Project Management (2 of 2)</b>	1		Fall
<b>NURS 6961</b>	<b>DNP Clinical &amp; Project (2 &amp; 3 of 3)</b>	2	150	Fall
<b>TOTALS</b>				
		<b>68</b>	<b>1125</b>	

## Pediatric Nurse Practitioner BSN-DNP Sample Study Plan

Course Number	Course Title	Credit Hours	Clinical Hours	Semester Anticipated
<b>YEAR 1</b>				
	NP Orientation (Virtual)	0		Fall
NURS 5040	Role Acquisition	1		Fall
NURS 5170	Advanced Pathophysiology	3		Fall
NURS 5140	Health Promotion & Disease Prevention	3		Fall
NURS 5080	Advanced Pharmacology	3		Spring
NURS 5200	General Research Methods	3		Spring
<b>NURS 5000</b>	<b>Principles of Epidemiology</b>	3		Summer
<b>YEAR 2</b>				
<b>NURS 6110</b>	<b>Health Care Delivery Systems</b>	3		Fall
NURS 5110	Advanced Health Assessment	3	75	Spring
<b>NURS 6100</b>	<b>Health Care Policy &amp; Adv Practice Nursing</b>	3		Spring
<b>NURS 6805</b>	<b>Introduction to Applied Statistics for Healthcare Research</b>	3		Summer
<b>YEAR 3</b>				
NURS 5320	Advanced Clinical Studies I	4	75	Fall
<b>NUR 6150</b>	<b>Clinical Informatics</b>	2		Fall
NURS 5330	Advanced Clinical Studies II	4	75	Spring
NURS 5160	Principles of Practice Management	2		Spring
NURS 5900	Residency (Onsite)	0		Spring
<b>NURS 6130</b>	<b>Interprofessional Collaboration</b>	3	75	Summer
<b>YEAR 4</b>				
NURS 5810	Nursing Practicum	2	225	Fall
<b>NURS 6160</b>	<b>Evidence Based Practice I</b>	3	75	Spring
<b>NURS 6140</b>	<b>Leadership in Health Care</b>	3	75	Spring
	DNP Orientation (Virtual)	0		Summer
<b>YEAR 5</b>				
NURS 5810	Nursing Practicum	1	75	Fall
<b>NURS 6170</b>	<b>Evidence Based Practice II</b>	3		Fall
<b>NURS 6960</b>	<b>Project Management (1 of 2)</b>	1		Spring
<b>NURS 6961</b>	<b>DNP Clinical and DNP Project (1 of 3)</b>	1	75	Spring
<b>NURS 6961</b>	<b>DNP Clinical and DNP project (2 of 3)</b>	1	75	Summer
<b>YEAR 6</b>				
<b>NURS 6961</b>	<b>DNP Clinical and DNP Project (3 of 3)</b>	1	75	Fall
<b>NURS 6960</b>	<b>Project Management (2 of 2)</b>	1		Fall
NURS 5810	Nursing Practicum	1	75	Fall
<b>TOTALS</b>				
		<b>61</b>	<b>1050</b>	

### Post-MSN Doctor of Nursing Practice Program

*The post-masters DNP program consists of a total of 31 credit hours: 25 credit hours of course work and 5 credit hours of DNP Management and Project. Course descriptions are in Appendix A. Post-MSN students attend a one-day virtual orientation at the beginning of the program and a one-day on campus visit prior to graduation to present their DNP projects.*

#### Post-MSN DNP Sample Study Plan (APRN and NEL)

Course Number	Course Title	Credit Hours	Clinical Hours	Semester
<b>YEAR 1</b>				
	DNP Orientation ( <b>Virtual</b> )	0		
NURS 6150	Clinical Informatics	2		Fall
NURS 6100	Health Care Policy and Advanced Nursing Practice	3		Spring
NURS 6130	Interprofessional Collaboration	3	75	Summer
<b>YEAR 2</b>				
NURS 6110	Health Care Delivery Systems	3		Fall
NURS 6160	Evidence-Based Practice I	3	75	Spring
NURS 5000	Principles of Epidemiology	3		Summer
NURS 6805	Introduction to Applied Statistics for Healthcare Research	3		Summer
<b>YEAR 3</b>				
NURS 6170	Evidence-Based Practice II (Methods & Techniques)	3		Fall
NURS 6140	Leadership in Health Care	3	75	Spring
NURS 6960	Project Management	1		Spring
NURS 6961	DNP Project	1	75	Spring
NURS 6961	DNP Project	1	75	Summer
<b>YEAR 4</b>				
NURS 6960	Project Management	1		Fall
NURS 6961	DNP Project	1	75	Fall
<b>TOTALS</b>				
		<b>31</b>	<b>450</b>	

## CLINICAL REQUIREMENTS

### Attendance

Students are expected to participate in coursework as outlined in the course syllabus. Late postings and assignments may result in the loss of points in the grade for the course. Lack of participation may result in a failing grade for lack of attendance. **These standards apply to summer course work as well. Students are advised to plan vacation times between semesters or on Spring break. [Academic Calendars](#) are on the SLU home website for several years in advance so that vacation time may be planned accordingly.**

Completion of the required number of clinical practicum hours per course is mandatory. Practicum hours are arranged in collaboration among the student, the course coordinator, and the on-site preceptor. Students are expected to arrive at the practicum experience prepared. Students demonstrating unsafe or inappropriate behavior in the clinical area as determined by the course faculty or on-site preceptor will be required to leave the practicum area. The student will be suspended until evidence is provided that the deficiencies have been corrected. If an infraction is serious, the student may be dismissed from the graduate program. Students must be appropriately attired (see Dress Code) for all clinical activities according to agency guidelines and wearing the Saint Louis University ID badge or agency required badge.

**A student who does not master the clinical skills within the required allotted hours of clinical time to meet course objectives may be asked to do additional clinical hours to progress in or finish the program. The student may be asked to make a campus visit for evaluation purposes.**

### Dress Code

**Graduate students should always convey a professional appearance. Specifically,**

1. Saint Louis University Identification Badges are worn in clear sight above the waist with name, title, and picture clearly visible in clinical settings (acute care and community based).
2. Apparel must be clean, neat, modest and in good condition.
3. Hairstyles should be clean and well-groomed with hair secured away from the face; hair should be a natural color (i.e., not pink, or blue etc.).
4. Facial hair should be clean and neatly trimmed.
5. No visible body piercings or tattoos.
6. As specified by OSHA standards, personnel providing direct patient care wear socks or stockings and shoes with impermeable enclosed toes. Shoes are constructed of an impervious, non-absorbent material, clean and in good repair.

### Policy Regarding Clinical Time

Weekly daytime hours for a minimum of one day per week will, in most cases, be required for clinical courses to meet course objectives. Inability to schedule such clinical experiences during those daytime hours may prevent completion of the program. However, with an appropriate clinical site, weekend or evening hours may be permitted. Clinical courses require 75-150 clock hours except for the practicum course (NURS 5810). This works out to about 10 hours per week.

Medical mission trips are generally not approved as clinical time. Speak to your advisor about medical mission trips. There are several variables to consider such as practicing in the NP role, the liability and licensure issues, as well as the quality of the experience. Students may request this clinical time to "count" but frequently these experiences, while beneficial to personal growth and the community, do not replicate what is to be accomplished in the course clinical done in the US.

### Selection of Clinical Preceptors

Selection of preceptors is carried out by the student in collaboration with the course coordinator and/or DNP Director. Student must be licensed as an RN in the state in which the clinical preceptorship is to be held. The only exception is if the preceptorship is performed at a VA facility or military base as the RN license may be from any state.

The clinical preceptor will:

- Be a nurse practitioner (NP), DNP, PhD, licensed mental health professional, or physician licensed (MD, DO) and nationally certified (if applicable) in their specialty area with experience and expertise in the area of specialization. Students must have an APRN preceptor for a portion of their clinical hour requirement. \*In some states Physician Assistants (PAs) are not approved to serve as preceptors, therefore TBVSON does **NOT** allow PAs to precept NP students.
- Have APRN clinical experience appropriate to their area(s) of responsibility for **at least one year**.
- Not be related to the student (i.e., spouse, parent, sibling, in-laws, or any relation which may create a conflict of interest).
- Be doctorally prepared for DNP clinical courses.
- Not be related to the student (i.e. spouse, parent, sibling, in-laws, or extended family).
- Not be the student's employer, supervisor, or prescribing provider. If the student works in a facility with several physicians and APRNs, the preceptor can be one of the other health care providers if that person is not supervising the nurse in his/her professional position.
- The student is to consult the course coordinator for validation that the selected preceptor is suitable and there is no conflict of interest.

Students should consider the following:

- Do the clinical site personnel demonstrate a positive attitude to the profession of nursing?
- Does she/he have a desire to work with and teach students?
- Is she/he an ethical care provider?
- Will the schedules of the potential preceptor and the graduate student match?
- Will the practice provide a wide variety of experiences and learning opportunities?

#### **Preceptor Selection Guidelines and Approval Process**

1. Students obtain information regarding guidelines for preceptor selection from the student handbook, course materials, and/or course coordinator.
2. Student contacts willing preceptor and preceptor accepts to take the student for the semester.
3. Students download the Preceptor Information Form (Appendix E in DNP Handbook or within each clinical course) to complete or give to the preceptor to complete. **This form MUST be typed.**
4. The student verifies the preceptor's license by doing a search on Nursys or the appropriate board of nursing website. The student prints a copy of the preceptor's license information and checks for any disciplinary action or encumbrances.
  - For Nurse Preceptors, go to: <https://www.ncsbn.org/license-verification.htm>
  - For non-nurse preceptors (MD, DO, PA, mental health professions), go to the appropriate website. For Missouri providers, go to: <http://pr.mo.gov/healingarts-public-information.asp>
5. The student submits the preceptor information form and license verification to the Preceptor Approval course on Canvas for their specialty if this is an MSN course. If it is a DNP course, the student submits the Preceptor Information Form to the course coordinator.
6. Kari Elbe verifies with the clinical agency if an affiliation agreement is required or if proof of enrollment and SLU's Certificate of Liability insurance is sufficient. If an affiliation agreement is required, the student submits the Facility Contract Request form to Kari Elbe.
7. For MSN courses, when the legal arrangement is negotiated, the Preceptor Approval course grade will read 100 and the student is approved to start clinical hours. For DNP courses, the course coordinator will inform the student when they may start clinical hours.

**Do not send in multiple preceptor forms from the same clinical site without contacting the course coordinator regarding your arrangements. Your preceptor must be able to evaluate you. For primary care, spending time with more than one preceptor in a short clinical experience such as 75 hours limits the ability of the preceptor to evaluate you properly. Clinical hours must be done in the admitted (or permitted) state, and it is the student's responsibility to notify the school and advisor about moving states.**



## GUIDELINES FOR CLINICAL SITES BY SPECIALTY

### **Adult-Gerontological Acute Care Nurse Practitioner Specialty (ages 13 and up)**

ACNP specialty (all clinical hours need to be hospital based). Students need to complete the process for obtaining a hospital contract prior to their first clinical course (see form). Preceptors can be an APN or MD.

**NURS 5110 Advanced Health Assessment & Clinical Decision Making (75 hours):** Any area in the hospital that will facilitate the student's ability to perform a comprehensive history and physical examination on acute and complex chronically ill patients (ages 13 and above). Emergency medicine or a hospitalist group is recommended.

**NURS 5260 Advanced Clinical Studies I (75 hours):** The student focus is addressing short term goals that include minimizing or preventing complications. The student develops critical reasoning coupled with advanced practice skills. Areas to focus on are hospitalist or emergency medicine. Students may have more than one preceptor/multiple sites.

**NURS 5270 Advanced Clinical Studies II: (150 hours)** The student's focus is addressing patients with complex acute and unstable conditions. Areas of focus are Intensive Care units (medical or surgical for 75 hours along with surgery & trauma for 75 hours). Students may have more than one preceptor/multiple sites.

**NURS 5810 Advanced Practice Nursing Clinical Practicum (300) hours: (75 in the summer and 225 in the fall):** Advising from the core faculty will determine the additional sites needed for this course. The student assumes increasing independence and subspecialty competencies in selected populations within the hospital environment. Areas to consider are neurology or neurosurgery; renal; endocrine; hematology/oncology; palliative care; cardiology; infectious disease; and ortho/trauma. Students may have more than one preceptor/multiple sites.

*\*By the end of the NURS 5810 the ACNP student will be able to demonstrate competencies in most of the specialties and subspecialties within the hospital environment: (cardiology, surgical trauma, orthopedics, emergency medicine, palliative care, geriatric care, critical care, hematology-oncology, renal, endocrine, neurology/neurosurgery, and infectious disease).*

### **Family Nurse Practitioner Specialty (all ages)**

**NURS 5110 Advanced Health Assessment & Clinical Decision Making (75 hours):** The clinical site may be community, outpatient, or inpatient but the student must have an opportunity to conduct histories and perform both complete and focused physical exams on a wide variety of ages. 40 adult clinical hours and 35 pediatric (ages under 13 years) clinical hours are required. The preceptor may be an APRN or physician. Family Nurse Practitioners and Family Medicine Physicians are preferred.

**NURS 5280 - Advanced Clinical Studies (150 hours):** The students can seek rotations with internal medicine or family practice NP's or primary care physicians.

**NURS 5290 - Advanced Clinical Studies (150 hours):** Students can use family practice (either NP or MD), OB-GYN physician or CNM or WHCNP, PNP or Pediatrician, as pertinent to the course content. 100 clinical hours in OB/GYN (minimum of 25 prenatal and 4 post-partum) and 50 clinical hours in pediatrics is required.

**NURS 5810 - Advanced Practice Role Practicum (300 hours): (150 in the summer and 150 in the fall):** Continuation of the above areas. Convenient care clinicals are not a good choice for these courses. Subspecialty practices on a rotational basis (i.e., dermatology, sports medicine, radiology, etc.). (Maximum of 25 hours in subspecialties).

### **Pediatric Primary Care NP Specialty (birth to 21 years)**

**NURS 5110 Advanced Health Assessment & Clinical Decision Making (75 hours):** The clinical site may be community-based, outpatient, or inpatient; but the student must have an opportunity to conduct histories and perform both complete and focused

physical exams on a wide variety of ages of children. The preceptor may be an APRN (PNP/FNP) or a pediatrician. FNPs and Family Medicine Physicians may be used, if they have contact with several children on the clinical day.

**NURS 5320 & NURS 5330 - Advanced Clinical Studies (75 hours):** The student must work with a PNP, FNP, or pediatrician and be involved in care of well children and children with acute and/or chronic health problems. The primary setting should be community and outpatient care. Plus, limited clinical hours specialty practices will be allowed.

**NURS 5810 - Advanced Practice Role Practicum (375 hours: 150 in the summer and 225 in the fall):** The student must be with a PNP, FNP, or pediatrician and be involved in the care of well children and children with acute and chronic health problems in primary and outpatient sites. Limited clinical hours at in-patient sites that support clinical reasoning and advanced practice skills may be considered. A minimum of 10 neonatal contacts (1 month of age or less) must be documented by the end of the program.

#### **Family Psych Mental Health NP Specialty**

**NURS 5110 Advanced Health Assessment & Clinical Decision Making (75 hours):** The clinical site may be community, outpatient, or inpatient but the student must have an opportunity to conduct histories and perform both complete and focused physical exams on a wide variety of ages. 40 adult clinical hours and 35 pediatric (ages under 13 years) clinical hours are required. The preceptor may be an APRN or physician.

**NURS 5340 Advanced Clinical Studies I (150 hours each):** This is a theory and clinical course. Clinical learning expectations include client clinical hours that are focused on individual psychotherapy roles of the FPHMNP. The preceptor may be a fully licensed clinical therapist, licensed clinical social worker, or psychologist. Further and specific information regarding selection of appropriate licensed mental health professional preceptors, settings, and age populations are provided in the course materials.

**NURS 5350 Advanced Clinical Studies (150 hours):** This is a theory and clinical course. Clinical learning expectations include direct client contact/encounter hours that are focused on medication management roles of the FPHMNP. The preceptor may be a FPMHNP or a psychiatrist. Further and specific information regarding selection of appropriate licensed mental health professional preceptors, settings, and age populations are provided in the course materials.

**NURS 5810 Advanced Practice Role Practicum (225 or 300 hours):** This is a clinical course wherein the three credits (NP) or four credits (non-NP or MSN student) are covered between summer and fall sessions. The emphasis of students' direct client contact hours is medical and medication management role and strengthening holistic FPMHNP care provider and prescriber roles with clients of all ages experiencing mental health issues. Further and specific information regarding selection of appropriate licensed mental health professional preceptors, settings, and age populations are provided in course materials. The student is to consult the course coordinator for validation that the selected preceptor and setting are suitable and that there is no conflict of interest regarding employment role in the same health care system as the proposed clinical site.

#### **NURS 6130 – Interprofessional Collaboration**

This course has 75 hours of mentored practicum where you will focus on the assessment of the health care delivery system and the organizational theories and behaviors involved in those systems. Systems processes are examined to reduce health disparities and promote patient safety. Trends in health care delivery models will be explored. Innovative health care delivery models will be envisioned. All preceptors must be approved by the course instructor.

#### **NURS 6140 – Leadership in Health Care**

This course has 75 hours of mentored practicum where you will observe and interact with an experienced nurse leader as she/he leads meetings, makes critical decisions, and addresses conflicts. It is strongly recommended that the leader(s) you choose to complete this practicum with is/are outside your current employment setting. Nurse leaders hold several positions including Directors of Nursing (hospital, nursing home, home care, ambulatory care facilities, etc.); Hospital administrators including CEOs; Nursing Supervisors; Risk Management Officers; Nursing Department and Division Directors; the political arena as leaders of national nursing organizations; directors of IRBs and risk management offices; and administrators of nursing homes; etc. Think about where you want to work in five years and ask the nurse leader there. You can have more than one nurse leader/mentor, but it is recommended that you have no more than two nurse leaders/mentors for this course.

It will be the student's responsibility to identify a nurse leader to serve as a mentor. Preferably, the nursing leader selected will be a DNP or PhD prepared nurse. Instructor approval must be obtained for exceptions to this. You will need to obtain pre-approval of your leadership mentor, site, objectives (a minimum of four), and the plan. These will need to be typed and submitted using the provided forms. A letter of agreement needs to be sent from the TBVSON to your mentors before initiation of your practicum. All these steps must be completed before you can begin your practicum. Any practicum hours logged before receiving an e-mail of approval will not be accepted towards completion of this course. The forms for recording your practicum hours will be provided.

### **NURS 6160 – Evidence Based Practice I**

- The student chooses a practice site that will enhance his/her understanding of the types of patients or clinical issues he/she will be involved with in the DNP project.
- Preceptors must be prepared at the doctoral level. By necessity, this will be an MD for most students. However, a DNP, PhD, Pharm D, DPT, etc., may be a good fit for your clinical interest. Some large facilities have nurse researchers who are involved in evidence-based projects.
- All preceptors must be approved by the course instructor.
- In order to enhance the student's ability to objectively critique evidence-based practices, the site selected is **NOT** the student's current work setting.

### **Tips for Finding a Preceptor**

Finding a preceptor for nurse practitioner practicum hours can be a stressful and time-consuming process. It can be very discouraging to be turned down, especially multiple times. Faculty and previous graduate students shared the following suggestions which you may find to be very helpful:

- Join the local Nurse Practitioner organization. If you currently have membership in a specialty organization such as NAPNAP or AACCN you will find resources there, too.
- Networking—preceptors were found through recommendations of other NPs. Some preceptors are taking students only on the referral of others.
- "I called, wrote letters, and sent them my CV (resume) so they could see my experience in advance."
- "I found my preceptor from a co-worker who is an NP."
- "I got names from friends, former instructors, and preceptors."
- "I found my preceptor through those who work at my hospital."
- "Connection. I knew the preceptor from a previous job."
- "Start early. Don't worry, you will find one!"
- "I found my preceptors from previous students."
- "I looked in the phone book and did cold calls."
- "I looked for preceptors who were associated with the hospital I work at and those who were close to home and work. I reviewed their qualifications to try to find a fit."

### **Preceptor Selection Guidelines and Approval Process for MSN Specialty Courses (with clinical hours)**

1. Students obtain information regarding guidelines for preceptor selection from the student handbook, course materials, and/or course faculty members.
2. Student contacts willing preceptor and preceptor accepts to take the student for the semester.
3. Students download the Preceptor Information Form (Appendix E in DNP Handbook or within each clinical course) to complete or give to the preceptor to complete. This form **MUST** be typed.
4. The student verifies the preceptor's license by doing a search on Nursys or the appropriate board of nursing website. The student prints a copy of the preceptor's license information and checks for any disciplinary action or encumbrances.
  - For Nurse Preceptors, go to: <https://www.ncsbn.org/license-verification.htm>
  - For non-nurse preceptors (MD, DO, PA, mental health professions), go to the appropriate website. For Missouri providers, go to: <http://pr.mo.gov/healingarts-public-information.asp>
5. The student submits the preceptor information form and license verification to the Preceptor Approval course on Canvas for their specialty.
6. Kari Elbe verifies with the clinical agency if an affiliation agreement is required or if proof of enrollment and SLU's Certificate of Liability insurance is sufficient. If an affiliation agreement is required, the student submits the Facility Contract Request form to Kari Elbe.
7. When the legal arrangement is negotiated, the Preceptor Approval course grade will read 100 and the student is approved to start clinical hours.

**Do not send in multiple preceptor forms from the same clinical site without contacting the course coordinator regarding your arrangements. Your preceptor must be able to evaluate you. For primary care, spending time with more than one preceptor in a short clinical experience such as 75 hours limits the ability of the preceptor to evaluate you properly. Clinical hours must be done in the admitted (or permitted) state, and it is the student's responsibility to notify the school and advisor about moving states.**

### **Electronic Clinical Log (Typhon Log)**

Typhon log has been adopted for use at TBVSON (**for 5000 level clinical coursework**). Overall, the goal is to simplify the process of logging your patients. Each NP certifying body requires a minimum of clinical hours and types of patients pertinent to the specialty. We have selected Typhon Group to handle this electronic log. SLU has purchased use of the program. The individual student pays a one-time fee (\$100) that covers you until your graduation. Because the application is hosted at Typhon Group's offices, users can login from anywhere.

You can quickly and easily enter all patient encounter information from one page, including demographics, clinical information, diagnosis and procedure codes, medications, and clinical notes. In addition, eventually you will learn how to document your work using ICD-9 and CPT codes. This system allows students to develop a portfolio of their work that can be used when seeking employment later. The e-log also allows faculty to follow the progress of each student. Faculty can track whether students are satisfactorily progressing in their clinical experiences, thereby meeting the objectives of the course. Demographic information will indicate whether students are caring for patients within the assigned specialty area as well as what types of procedures students are asked to perform. Overall, faculty can compare what students are being taught and how that compares to actual performance in the clinical arena. As a result, the program will be able to assess what areas need to be changed so that students continue to meet nationally established clinical competencies.

### **NURS 5900-20 – Residency (0 credit hours)**

The concept of *residency* is an on-campus/live course requirement for all BSN-DNP students. Post-Master's DNP students do not attend residency. This requirement is met by attending the Residency session placed ordinarily at the end of or after the second Clinical Studies Course. The student should refer to the specific program plan for the specialty.

Purposes of the Residency:

- Validation of the student's identity.
- Validation of specialty-specific competencies.
- Validation of assessment skills.

- Assessment of student's ability to make complex client decision-making.
- Socialization of the student into the professional role.
- Introduction of Saint Louis University milieu on-site.
- Offer opportunity for practice of specialty skills.

If the student does not satisfactorily complete the residency, the student will be asked to return to campus for another evaluation.

### **Libraries**

There are two main libraries at SLU: Medical Center Library and Pius XII Memorial Library. Their Web sites and other University Libraries are excellent avenues to explore what is available online. [Saint Louis University Libraries](#)

Free interlibrary loan electronic document delivery through [ILLiad](#) for students for references not held by the HSC Library. All interlibrary requests should be done at the Medical Center Library. Plan ahead of time for all requests because it may take some time to receive materials, even with ILLiad. The Pius XII Library usually will *not* perform an interlibrary loan for nursing students (check with reference librarian). Operating hours vary depending on the library and the time of year.

[Medical Center Library](#)

[Pius XII Memorial Library](#)

Study rooms, available on a first come-first serve basis, are in both libraries. The Medical Center Library allows large groups to have precedence over smaller groups. Consult with the main desk if you have any questions.

For psychiatric mental-health nursing topics, the Missouri Institute for Mental Health Library (on Arsenal Street just west of Kingshighway at the State Hospital) has a large collection of bound volumes and current literature. [UMSL Missouri Institute of Mental Health](#)

### **Bookstore & Book Lists**

There is one commercial bookstore on campus. Books for medical and non-healthcare courses are available at the Barnes and Noble Bookstore in Busch Memorial Center at the corner of Grand Boulevard and Laclede Avenue. [Saint Louis University Official Bookstore](#)

### **University Support Centers**

- Campus Ministry, ([Campus Ministry](#))
- SLU Information Technology Services for MySLU, Self Service Banner ([ITS](#) or 314- 977-4000)
- Canvas and software questions, contact Cynthia Rubbelke, e-technology coordinator ([Cynthia Rubbelke](#))
- Typhon Log (Electronic Clinical Log) questions contact ([Mary Kolb](#))
- Registrar's Office, DuBourg Hall Room 22, 314-977-2269 ([Registrar](#))
- Student Health and Counseling Services, Marchetti Towers East 1<sup>st</sup> Floor, ([Student Health Center](#) or 314-977-2323)
- The Graduate Writing Center is in Verhaegen Hall ([Graduate Writing Resources](#))
- University Writing Services information ([University Writing Services](#))

### **Certificate Program in University Teaching Skills**

*The Reinert Center for Transformative Teaching and Learning (CTTL)* is devoted to promoting quality teaching at Saint Louis University in the Jesuit tradition. The CTE is a place where graduate students who are interested in academic careers can engage in stimulating dialogue about timely pedagogical issues. Individuals may choose to pursue the CTTL *Certificate in University Teaching Skills* by attending seminars and completing additional requirements. The Certificate program is available online. For more information regarding the certificate program, [Reinert Center for Transformative Teaching and Learning](#)

### **Center for Risk Reduction**

The TBVSON has established a Center for Risk Reduction. In general, DNP nursing students are encouraged to develop their DNP project topics that are congruent with the Center's definition and framework. Risk reduction is defined broadly and includes interventions that (a) reduce the probability of the occurrence of specific diseases, disease- or treatment-related complications and symptoms, or disease progression, and/or (b) promote health by strengthening the individual, group, or community.

The Center is a collaborative mechanism to stimulate and accelerate collaborative partnerships for the conduct of research and dissemination of findings. The Center creates an environment to encourage and support the development of programs of faculty research and/or practice. It also provides a collaborative forum for the discussion and dissemination of research and evidence-based practice findings.

## **SECTION III**

## **Doctor of Nursing Practice Project**

### **Overview**

The DNP student must design and complete a DNP project that presents evidence of the student's ability to extend the evidence base in nursing through original work that focuses on a practice change initiative in risk reduction. Examples include: a program evaluation, a quality improvement project, evaluation of a new practice model, a consulting project, or a pilot study (See the SLU TBVSON web site for sample titles of DNP projects).

[DNP Student Capstone Projects](#)

As described in the Essentials of Doctor of Nursing Practice Education (American Association of Colleges of Nursing, 2014), "the project should address a complex practice, process, or systems problem within the student's field of expertise, propose an evidence-based intervention to address that problem for a significant population, use doctoral-level leadership skills to implement and evaluate the efficacy of the intervention, and evaluate the outcomes of the intervention" (p. 418-419). The DNP curriculum is designed to prepare APRNs to evaluate evidence to improve patient outcomes and all course work builds the skills and knowledge needed to move the student toward the DNP Project. As described below, students will complete the following steps to successful project completion and publication:

1. The student will select a DNP project committee who will oversee the project, including a chair and at least one reader.
2. The student should have the DNP Project topic and approach identified no later than the end of the first year.
3. Once the project design is determined and approved by the chair and reader, a letter of intent should be sent to the Associate Dean of Graduate Education (see Appendix G for sample letter).
4. The student ordinarily must get IRB approval for the project. Some quality improvement projects that do not involve people at all (such as a process evaluation) may not need IRB approval.
5. The student will then implement the project, collect data, complete analysis of findings, and identify the implications of these findings.
6. The final product for completion of the project and program is a written publishable paper that describes the project and is ready for submission to an appropriate peer reviewed journal.
7. At the completion of the program each student will also present their project in an open forum on SLU campus.

### **DNP Project Committee**

The DNP Project committee will provide guidance on the design and conduct of the project and feedback on the written proposal and final paper. The committee chair should be selected at the end of NURS 6170. The student will work with the chair to identify a second committee member or reader. Together, they should fill the functions listed below. The committee is up to the student to choose and may or may not include the student's assigned advisor. Please ask potential committee members in advance since a person may not be able to accept due to other commitments. Students will also have access to a statistician to consult on design and analysis methods as well as presentation of results for the DNP project.

### **Chair**

The committee chairperson leads the committee members as they work with students on their doctoral DNP projects. Students should select someone with expertise related to their project. The Chair must have a full-time faculty appointment with graduate



faculty status at SLU TBVSON. Students are expected to confirm with their advisor and/or their proposed chairperson that he/she is indeed eligible to serve in that role.

The chair is primarily responsible for ensuring that such projects meet all of SLU requirements including those pertaining to content coverage, methodology, research ethics, and form and style. Chairs lead, monitor, coordinate, and assess the progress of the DNP project from start to finish. The chair reads the initial work and gives permission for the draft (when ready) to be sent to the second reader. The student is responsible for updating their chair on their progress and discussing issues that arise during the project.

### **Second Committee Member Reader**

The reader collaborates with the chair throughout DNP project completion process to provide overall guidance about the acceptability of the DNP project. Students usually choose someone with different expertise from the chairperson. The reader can be another faculty member, or potentially someone else. The student should discuss options with the chair. A second reader could be included if there is a need.

A student may choose an academically credentialed and doctorally-prepared person from his/her content or specialty area or from the community to serve on the committee, but this person may not be the Chairperson. If you would like to include a person from your content area that is not on the SLU TBVSON faculty, you must make sure there is no conflict of interest. For example, you cannot have someone you work for, or someone who evaluates you on your committee. Should the RARE situation arise where there would be no other suitable committee member, and your chair agrees, you would need to write a request in the form of a Letter of Exception addressed to the Associate Dean of Graduate Education justifying the need to select such a committee member.

### **Statistician**

The statistician assists with determining appropriate statistical tests for the DNP project and assists with data analysis. Dr. John Taylor is our statistician for all DNP projects.

### **Timeline to progress to presentation stage of DNP Project**

Two months prior to your presentation date, the following requirements must be met:

- All data must be collected and submitted to the statistician.
- The manuscript is written and in final submission format (according to author guidelines for targeted journal) and submitted to your chairperson.

One month prior to your presentation date, the following requirement must be met:

- PowerPoint presentation must be in final submission format and submitted to your chairperson.
- Failure to meet these requirements will result in a delay in graduation.

## Courses and the DNP Project

### **NURS 6160 Evidence Based Practice I (3 credit course)**

During this course you will learn about quality improvement methods, and how to review and critique the literature on your topic to identify the best evidence for your potential project. Following this course, you will want to continue to collect literature on your topic in preparation for writing the final literature review for your proposal.

### **NURS 6170 Evidence Based Practice II (3 credit course)**

During this course you will work on the design of the DNP project and write a pre-proposal. This pre-proposal will include most of the components needed for your final proposal and submission of your project to the IRB. You will also complete the IRB training. Following this course, you will take your pre-proposal to your identified chair for final development.

**NOTE: If the student changes their topic after completing EBPII, they must complete a full review of the literature on the new topic and develop a new proposal to be presented to the chair before proceeding.**

### **NURS 6960 Project Management (2 credits)**

You are allotted 2 credits of course work to work with your committee and a statistician to turn your pre-proposal into a finished product and submit it to the IRB. This is typically completed in the spring to summer following NURS 6170. Most projects take about 6 months to complete after IRB approval so plan your timeline for your project with your chair early in this process.

### **NURS 6961 DNP Project (3 credits)**

The student must be continuously enrolled as they work on their DNP project. NURS 6961 has variable credit hours (0-3), which provides time and flexibility for the student to work on their project. For example, a student in good academic standing can register up for 1 credit in the spring, 1 credit in the summer and 1 credit in the fall. The student is to register under the committee chair's number with the assistance of the DNP administrative assistant (the student may not self-register). In the event the student has not completed their DNP project after registering for 3 credits hours of NURS 6961, he/she may enroll in zero credit hours. All course work must be completed before the final semester of the DNP Project.

- The earliest a student may register for DNP Project is after NURS 6170 Evidence Based Practice 2: Methods and Techniques
- Students cannot register for project hours without a designated chairperson for the DNP project committee. The chairperson will discuss the number of project hours in which to enroll. The Administrative Assistant will enroll the student at the chairperson's direction. Students may not self-enroll for the DNP Project.
- Students may enroll in the course for variable credit but must total to 3 credits to complete your program. A grade of "IP" or "in progress" is frequently given but in the last semester of DNP project a grade of "S" must be assigned.
- A student may register for the DNP Project (NURS 6961) during the Spring semester prior to coursework completion if approved by the advisor.

## DNP Project Process

### Letter of Intent

Once the project idea is well-formed, the student writes a letter of intent for the proposed project (See Appendix G). The format for the letter of intent should include:

1. Background: state the reason for selecting the topic:
  - a. What is the importance of the study?
  - b. What is the gap in the knowledge base or unmet need that will drive your project?
2. Problem statement or aims that will guide the project:
  - a. What problem does this work attempt to solve?
  - b. What is the scope of the project?
3. Methodology:
  - a. What specific conceptual model or approaches will be used?
  - b. What types of evidence (data), tools and/or instruments will be used?
4. Clinical Implications (expected outcomes):
  - a. What clinical improvements are anticipated?
  - b. What patient improvements are anticipated?

**If the project is a Quality Improvement Project, then the student should use the SQUIRE Guidelines for the DNP project proposal format: [Squire Guidelines](#)**

Once the letter is written, the student submits it to the faculty advisor/DNP project chair for review. Once the advisor/chair is satisfied with the letter of intent, it is submitted to the committee reader. After approval is obtained from each of the committee members, they sign the form, and it is submitted to the DNP Director for signature. Once the student and chair get approval, the student may proceed with the IRB process.

### Institutional Review Board (IRB) Process

IRB approval/determination will be required for every DNP project. **\*\*\*This means that no data may be collected prior to the protocol document receiving an official determination by SLU's IRB.**

**The procedure for obtaining an IRB determination is as follows:**

- Complete the project proposal and get approval from the chair and reader (the format should allow the student to paste most of the information later into the IRB forms).
- When students are ready to complete the IRB protocol document, they should email the Scientific Pre-reviewer ([Joanne Schneider](#)) for the current IRB document.
- Note that the IRB may want a letter of approval from any sites where the study will be conducted. Check this out with Dr. Schneider.
- Sections of the written proposal can be pasted directly into the form. **NOTE: PI (student) must be the one who checks the responsibilities/signature box on the PI Obligations page.** Once completed, the protocol document can be sent to chair and reader for final approval.

- When the committee has approved the IRB proposal, the protocol document is then sent for review by an expert TBSON faculty member assigned to complete a “Scientific Pre-review.” This prereview is to assure that the project is scientifically appropriate and that students have addressed all potential issues related to projects. Pre-reviewer suggestions must be addressed prior to final submission to the IRB. For DNP students, the scientific pre-reviewer is Dr. Joanne Schneider.
- Students and chairs will get an email with the pre-reviewer’s recommendations for revisions to complete the protocol document. Once students have addressed the recommendations, the pre-reviewer (Dr. Schneider) will instruct the student how to proceed.
- Students will be notified when the IRB review is complete. The IRB may request some additional changes. Once these are completed and checked by the IRB, the student will get final approval and only then may begin data collection.

**IRB instructions revised 5/30/2018**

**School of Nursing**

	<b><u>Personnel Information Page</u></b>		<b><u>Pre-review Assignment(s)</u></b>	
	<b>Administrative Contact</b>	<b>Department Chair/Advisor</b>	<b>Department Chair/Advisor</b>	<b>Scientific/PPC Review</b>
Faculty Proposals		Dr. Michelle Papachrisanthou	Dr. Michelle Papachrisanthou	Dr. Helen Lach
PhD Student Dissertation Proposals		Dissertation Chair	Dissertation Chair	Committee member not on research team
DNP Student Project Proposals		Dr. Karen Moore See below*	Project Chair*	Dr. Joanne Schneider See below**

\***Personnel Information Page For DNP Projects:** Enter Dr. Karen Moore as Department Chair on the **personnel page** and the DNP Project Chair as Department Chair/Advisor when you assign **pre-reviewers**.

\*\***Pre-review Assignments For DNP Projects:** Select the DNP Project Chair as Department Chair/Advisor and Dr. Schneider as the Scientific/PPC Reviewer on the **pre-review assignment page**.

Once the entire protocol document has been completed email the protocol document to the person indicated for PPC/Scientific Review in the table above (Dr. Schneider). The PPC/Scientific Reviewer will instruct you on how to proceed.

Finally, **at graduation, student PIs who have open IRB must CLOSE them.** If in the rare case the student PI wishes to transfer the study to a new PI (such as their committee chair) for additional work after graduation, the student should contact the IRB for instructions on how to do so.

**DNP Project Clinical Hours**

A minimum of 225 clinical (clock) hours are required for the project and must be documented in a clinical log (see Appendix H). Activities that may be counted in the clinical hours for the DNP project may include but are not limited to:

- CITI training.
- Developing the IRB proposal (up to 8 hours).
- Data collection (interviewing patients, reviewing charts).
- Team meetings related to the implementation of the project.

- Implementation of the project at the site.
- Data analysis.
- Dissemination of findings at the site.

### **Completing the Publishable Paper**

The student will write up the findings from their DNP Project as a paper that is to be submitted for publication. The paper should be in acceptable form before the student makes their final presentation, as the presentation should cover this information.

- The student should begin to look at possible journals to submit their manuscript describing their project. The DNP chair approves the final journal selection.
- Once a journal is selected, author guidelines will provide the format for the final DNP project product. For example, the journal will dictate the manuscript style (i.e. reference format, line spacing, margins, figures and/or tables, and length of the manuscript).
- The student is ordinarily the first author on the DNP paper. The chair, reader, and statistician may be co-authors. Journals have guidelines for who qualifies for authorship which generally includes participation in design, conduct, or analysis of the project as well as participation in the writing and/or editing. Students should discuss authorship with their committee as the project plan is finalized.
- Resources on writing up the project as a journal article are available and are in your course materials. Talk with your chairperson if you need any additional resources. The writing center provides editorial assistance and should be considered.
- The chair will review the manuscript and determine when it is ready for the reader to review, and when it is completed and ready for journal submission.

### **DNP Project Presentation**

The final step is for the student to present their completed DNP Project at sessions scheduled typically at the end of the spring and fall semesters.

- The student should plan a 20-minute presentation of the project and findings.
- A slide presentation should be designed to support the oral presentation. The student can anticipate approximately 1 slide per minute for presentation.
- The presentation is public and other students, faculty, or other visitors may be invited to attend the presentation and ask questions.
- Dates for presentations are generally scheduled in the spring and fall so students can also attend graduation.

## DNP Project Checklist

Student Name:	
DNP Project Title:	
DNP Project Committee Names	
Chair	
Reader	
Member (optional)	
Project Progression	Date
Project Committee Chosen	
IRB training completion date	
Letter of intent signed by committee and Associate Dean of Graduate Education	
IRB proposal approved by Chairperson and Reader	
IRB proposal approved by School of Nursing Pre-Reviewer	
SLU IRB approval obtained	
Other approvals completed (i.e. agency IRB approval)	
Data Collection Plan Timeline Start: Completion:	
Data Entry completed	
Data analysis completed	
Journal selected	
Anticipated date of manuscript draft completion	
Graduation Plan	
Expected date of Graduation	
Application for Degree Form completed and sent to Associate Dean of Graduate Education at beginning of semester	
Presentation Commitment form signed by Chair and sent to Associate Dean of Graduate Education at beginning of semester	
Manuscript completed	
Manuscript approved (manuscript must be ready for submission prior form prior to presentation)	
PowerPoint slides developed for 20-minute presentation (25 slides max)	
Presentation completed	
Submission of paper sent to Chair	

## **Health Insurance and Portability and Accountability Act (HIPAA)**

Under HIPAA, certain identifying pieces of health information are protected from casual scrutiny or use by unauthorized personnel. HIPAA regulations govern the circumstances of collection, access to and use of this Protected Health Information (PHI): names, postal addresses, telephone numbers, fax numbers, e-mail addresses, dates (including birth dates), social security numbers, medical record, and health plan numbers, account numbers, certificate/license numbers, vehicle identifiers including license plate numbers, device identifiers, names of relatives, Web URLs, IP address numbers, biometric identifiers, photographs and comparable images, and any other unique identifying number, characteristic, or code. Saint Louis University faculty and student researchers submitting Institutional Review Board protocols for review (see below) must have completed HIPAA training and incorporated the most recent applicable HIPAA assurances with or in their IRB protocol. For guidance see [Institutional Review Board \(IRB\)](#)

## **Institutional Review Board (IRB) Policies and Procedures**

“All faculty and students at Saint Louis University conducting research involving human subjects . . . must submit their research protocol to an Institutional Review Board (IRB) for review.... In order to assist investigators in deciding whether a planned activity constitutes research involving human subjects, the following federal definitions of research and human subjects are provided:

- *Research* means a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge.
- *Human subject* means a living individual about whom an investigator (whether professional or student) conducting research obtains data through intervention or interaction with the individual, or (2) identifiable private information.”  
[\[IRB\]](#)

## **IRB Certification**

Documentation of an approved educational program on the protection of human research subjects must be on file with the Office of Nursing Research and the University IRB Office before any research on human subjects can be conducted.

## **IRB Guidelines**

DNP students should become familiar with the Guidelines for Investigators in Preparation of Human Research Protocol and other relevant guidelines for your anticipated research. Students should also have completed HIPPA training (In EBP 2 NURS 6170) and should review deadline dates for review by the IRB. IRB instructions, Forms to Request Full or Expedited Review (IRB face sheet) or to Request Exempt Status on the human subject protocol are available online at <https://www.slu.edu/research/faculty-resources/research-integrity-safety/institutional-review-board-irb/irb-process/submit-irb-application.php>. Dates for IRB review are also posted at this site.

Students should anticipate [HIPAA training](#) dates and all deadline dates for reviews by the IRB.

Initial submission of the human subjects’ protocol should be sent to the chair of your DNP research committee. This committee acts as the Protocol Preparation Committee (PPC). After students have responded to the recommendations of the committee, the protocol is forwarded to the Associate Dean for Graduate Education for approval and signature. The student is responsible for forwarding the protocol to the scientific pre-reviewer (Dr. Schneider; see instructions above).

DNP students who have not already completed the IRB education module will do so as one of the course requirements of NURS 6812 Issues of Scientific Integrity in Nursing and Health Research (1 credit).

Requests for changes in protocol or continuing review and reports of study completion are submitted directly to the University IRB Office with a copy to the Associate Dean for Research Administration.

## **PROPOSAL PREPARATION COMMITTEE**

*Required by the IRB*

### **From the SLU IRB:**

**Q: What is a Protocol Preparation Committee (PPC)? Does my department have one? Do I need to submit my application to a PPC?**

“A: In some departments/schools (TBVSON), there is a Protocol Preparation Committee (PPC). A list of PPC contacts is available on our website by going to the BSS or Biomedical tab and clicking Contacts & PPC. If your department or school has a PPC, you must submit your protocol to the PPC for review prior to submitting it to the IRB. The PPC will review your protocol for scientific merit and adherence to IRB instructions. Once your protocol has been reviewed by the PPC, it must be forwarded to the appropriate IRB office.”

### **Overview of Process:**

The PPC process is the quality control mechanism for the DNP project at Saint Louis University TBVSON. The goal of PPC is to facilitate quality student research through a supportive environment of committee members dedicated to a collaborative enterprise. The DNP project committee is the PPC Committee. The IRB proposal must be signed by an external person as the scientific pre-reviewer to the research process i.e. not listed on the protocol (Dr Joanne Schneider).

### **In Brief:**

At SLU TBVSON, you must submit your proposal to your Chair, then to the second member. The proposal is then submitted to Dr. Karen Moore for approval. After Dr. Moore signs the proposal then you can submit to the IRB. The proposal is then reviewed by Dr. Joanne Schneider, the scientific pre-reviewer. She will make recommendations before it goes for formal IRB review.



## Graduation

### **Advancement to Candidacy**

The BSN-DNP degree student anticipating the final academic term in residence must file an [Application for Degree](#) the semester before graduation: [Doctoral Forms and Policies](#)

The application must be completed, together with an exit questionnaire, by a set date in that final term. Subsequently, the student receives a candidacy packet that includes information to be reviewed and checked by the student and the advisor. Following filing of the cited materials and favorable action by the Dean for Academic Affairs, the student in good academic standing becomes a Candidate for the Doctor of Nursing Practice degree. A student will not be advanced to Candidate status while on academic probation.

All students in NURS 5810 will take a written comprehensive exam in the final semester of course work. This exam must be taken by a designated week (week 8 fall and spring, week 4 for summer) of the course. The student must pass the exam to pass the course. If the student fails the exam, the student is required to take the exam a second time during the semester. If the student fails on the second attempt, the student will be required to take NURS 5810 for a minimum of one credit the following semester.

See the *Application for Degree and Exit Questionnaire* form at DNP Forum SLU Global site to be filed early in the semester of intended program completion. The Application for Degree must contain the **full title** of the DNP Project. The form requires the signature of the DNP project Chair and the Associate Dean of Graduate Education. The Doctor of Nursing Program student completes the Application for degree through Banner Self-Serve

The *Exit Questionnaire* is sent to:

**Christine Harper**  
Doctoral Candidacy Advisor  
DuBourg Hall, Room 420D  
(314) 977-2243  
Email: [Christine.harper@slu.edu](mailto:Christine.harper@slu.edu)

Ms. Harper explains the graduation process. Deadlines are early. The deadline for the Application for Degree is up to one semester before and within the first two weeks of the semester of graduation. After this time, you must complete a [Petition for Late Application for Graduation](#) and a \$50 late graduate application fee will be assessed. The Doctoral Candidacy Advisor prepares a Degree Audit Form for the student and advisor. The Degree Audit Form is sent to the student (via email) and a paper copy to the Doctoral Oral committee chairperson. Specific deadline dates are listed in the graduate education link below. Be sure to look them up.

Visit the Graduate Education website for a more detailed explanation of the steps in the entire candidacy process: [Doctoral Forms and Policies](#)

**BSN-DNP students** and Post Master's DNP students will receive their diploma by mail within a few weeks of graduation from the Registrar at Saint Louis University.

Both BSN-DNP and post-masters DNP students are invited to participate in Graduation ceremonies. The faculty will be there in academic regalia. In the Pre-Commencement ceremony, all students are called by name and walk across the stage, however, doctoral students carry their hood up on stage and their DNP project Chair places the hood over their head. They then shake hands, etc. Awards are presented; students inducted into Sigma Theta Tau are recognized, etc. Students finishing in December may elect to participate in the May commencement ceremonies as an alternate.

The University Commencement occurs in Chaifetz Arena. In this ceremony (about 1 hour in length) students are not recognized individually, but rather, each school's graduates stand as they are presented to the University President who declares you graduates and "sons and daughters of Saint Louis University forever." There is a nationally known speaker and a lot of "pomp and circumstance." The student is encouraged to try to make at least one or the other. After all your hard work, you deserve the recognition! Do it for yourself as well as your family.

### **Certification Exams (BSN-DNP)**

Upon completion of the requirements for the BSN-DNP degree program, you qualify to take the American Nurses Credentialing Center's (ANCC) certification examination, the American Association of Critical-Care Nurses, the American Academy of Nurse Practitioner (AANP) exam, or the Pediatric Nursing Certification Board (PNCB) Exam. All students are required to send in the **Clinical Hours Summary Log (See appendix F) to their advisor.**

[American Association of Critical-Care Nurses](#)

[American Nurses Credentialing Center](#)

[American Academy of Nurse Practitioners](#)

[Pediatric Nursing Certification Board](#)

After the degree is posted, you will need have the transcript sent to the certification examination office. Plan to visit the respective web sites for these certification exams and analyze the different requirements. All exams are recognized in all 50 states. Email a request for **Validation of Education** (ANCC) to the TBVSON. If you have transferred credit, Dr. Papachrisanthou then writes a “gap analysis” to inform ANCC about the coursework that was accepted in transfer. When you get your results, please send us an email notifying us.

[Transcripts Request Form](#) (Check Hold for Degree Conferral)

**APPENDIX A**  
**Course Descriptions, Prerequisites and Corequisites**

Note: Scheduled semesters/years for course offerings may change.

Course	Pre-requisite	Pre/Co-requisite
NURS 5000 Epidemiology	None	None
NURS 5200 General Research Methods (3)	None	None
NURS 5170 Pathophysiology (3)	None	None
NURS 5110 Assessment & CDM (3)	None	None
NURS 5080 Pharmacology (3)	NURS 5170	NURS 5170
NURS 5140 Health Promotion (3)	None	None
NURS 5160 Principles of Practice Mgmt (3)	Advanced CI Studies I	Advanced CI. Studies II
NURS 5040 Role Acquisition	None	None
NURS Advanced CI. Studies I (4-5) <b>Acute Care: 5260</b> <b>Family: 5280</b> <b>Pediatric: 5320</b> <b>Psych-Mental Health: 5340</b>	NURS 5080, NURS 5110, NURS 5140, NURS 5170 NURS 5400	None
NURS Advanced CI. Studies II (4-5) <b>Acute Care: 5270</b> <b>Family: 5290</b> <b>Pediatric: 5330</b> <b>Psych-Mental Health: 5350</b>	Advanced CI. Studies I	Principles of Practice Management
NURS 5430 Psychopharmacology (3)	NURS 5080	
NURS 5900 Residency (0)	Advanced CI Studies I	Advanced CI Studies I
<b>NURS 5810</b> Nursing Practicum (2 Summer/2-3 Fall) Nursing Practicum (FPHMNP only) 1-2 Summer; 1-3 Fall)	Adv. CI Studies II,	Research, Ethics (or pre)
NURS Cognates (2-3) Acute Care: none Family: 5510 Pediatric: none Psych-Mental Health: 5400	None	None
NURS 6100 Policy for APN	None	none
NURS 6110 Health Care Delivery Systems	None	None
NURS 6130 Interprofessional Collaboration	NURS 5810 (1 credit)	None
NURS 6150 Clinical Informatics	Statistics	None
NURS 6160 Evidence Based Practice I	NURS 5xxx Adv. Clin I	None
NURS 6170 Evidence Based Practice II	NURS 6160	Evidence-Based Practice 1
NURS 6960 Project Management	NURS 6170	None
NURS 6961 DNP Project	NURS 6888	NURS 6160 and 6170

## **Course Descriptions**

### **NURS 5000**

#### **Principles of Epidemiology**

Credit Hours: 3

An overview of epidemiological investigation, including introduction to the tools of descriptive and basic analytical epidemiology, and basic sociodemographic concepts. Basic concepts in statistical inference are discussed as they relate to epidemiological applications. (Offered summer)

### **NURS 5040**

#### **Role Acquisition**

Credit Hour: 1

This course examines the history and development of the advanced practice nursing (APN) role, responsibilities, and specialty areas in advanced practice. Capabilities and competencies relevant to advanced practice are explored. Professionalism and commitment to life-long learning are reaffirmed. (Offered fall and spring)

### **NURS 5080**

#### **Advanced Pharmacology**

Credit Hours: 3

The course focuses on concepts, principles, and application of pharmacotherapeutics used by a nurse practitioner in the management of health problems encountered in primary care. Emphasis is placed on the action, absorption, metabolism, excretion, and toxicity of the major classes of drugs used in clinical practice. Lifespan considerations that affect management are included. (Offered fall and spring)

### **NURS 5110**

#### **Advanced Health Assessment and Clinical Decision Making**

Credit Hours: 3 (75 clinical contact hours)

This course focuses on the assessment and diagnostic reasoning component of the nursing process in the health care of individuals and families across the lifespan. The course integrates advanced assessment within the dimensions of the adaptation framework including advanced assessments of physical health, growth and development, and psychological, socio-cultural and spiritual health of individuals with their families, and performing comprehensive health assessments and development of advanced assessment skills. (Offered fall and spring.)

### **NURS 5140**

#### **Health Promotion**

Credit Hours: 3

Selected models, mid-range theories, and tools are used to understand behavior and to identify risks to health. Evidence-based clinical prevention activities are analyzed for their use to improve the health of individuals, families, and populations. Methods for providing leadership in the conceptualization and implementation of clinical prevention and population health for individuals and populations are explored. The impact of lifestyle, cultural and environmental factors on health, and/or health disparity are discussed. Students will evaluate health promotion/disease prevention interventions with individuals and/or groups. (Offered fall and spring.)

### **NURS 5160**

#### **Principles of Practice Management**

Credit Hours: 2

Pre-requisite: NURS 5xxx Advanced Clinical Studies I. This course explores the professional and business aspects of advanced practice nursing. Concepts explored include: legal aspects of practice, cost containment, reimbursement, coding, case management, and outcomes management. Principles of advanced practice nursing management and balancing productivity with the quality of care are examined. Mentoring others in practice and the importance of being active in professional organizations are discussed. (Offered fall and spring)

**NURS 5170****Advanced Pathophysiology****Credit Hours: 3**

Provides an in-depth study of the physiological changes and responses to altered health states and their impact on the functional status of patients. Lifespan and vulnerable population considerations are integrated throughout. (Offered fall and spring.)

**NURS 5200****General Research Methods****Credit Hours: 3**

Survey of the techniques, methods, and tools of research in the behavioral sciences and social sciences. General discussion of the research process followed by examination of several different study designs such as observational, experimental, descriptive, and sample survey. Overview of different methods of data collection and analysis frequently used in research literature. (Offered fall and spring.)

**NURS 5260****Advanced Clinical Studies in the Acute Setting I****Credit Hours: 4 (75 clinical contact hours)**

Pre- or Co-requisites: NURS 5080. Prerequisites: NURS 5170, NURS 5180, NURS 5110. This course addresses short-term goals including minimizing or preventing complications, attending to co-morbidities, and promoting physical and psychological well-being. Discussion will relate to palliative care, end-of-life care and evaluation of risk factors to address maximizing health outcomes. Specific skill sets for the Adult Gerontology Acute Care Nurse Practitioner are developed dependent on the patient population and specialty-based area of practice. The practicum component of this course provides the nurse practitioner student the opportunity to master and apply the theory, knowledge and skills in a variety of acute care settings across the life span. (Offered fall only)

**NURS 5270****Advanced Clinical Studies in the Acute Setting II****Credit Hours: 5 (150 clinical contact hours)**

Prerequisite: NURS 5260. This course addresses the management of the adult (adolescent –older adult) patient who are physiologically unstable and that are at risk for potential life-threatening conditions. Discussion will relate to the utilization of invasive interventions and procedures that promote physiologic stability in acute and life-threatening conditions. In caring for patients and their families' strategies in the physiological, psychological, sociocultural and spiritual dimensions will be implemented. The practicum component of this course provides the nurse practitioner student the opportunity to master and apply the knowledge and skills in a diverse population including the Intensive Care Unit. (Offered spring only)

**NURS 5280****Advanced Clinical Studies I: Adult and Older Adult Clients****Credit Hours: 5 (150 clinical contact hours) Family NP**

Prerequisites: NURS 5080, NURS 5170, NURS 5140, NURS 5110. Relevant theories are applied in the nursing management clients with primary health care needs and/or acute or chronic illness. By using research and evidence-based practice guidelines students implement strategies in the physiological, psychosocial, cultural, and spiritual dimensions in caring for clients and their families. The practicum component provides for the integration of the nurse practitioner role in primary care. (Offered fall only)

**NURS 5290****Advanced Clinical Studies II: Women and Children****Credit Hours: 5 (150 clinical contact hours)**

Prerequisite: NURS 5280. This course focuses on the theoretical and scientific bases for health promotion,

maintenance and management in the primary care of women, expectant families, and children (ages 0-21 years). Well women care, family planning, and reproductive tract disorders commonly seen in primary care will be studied. Care of children with minor acute and selected stable chronic health problems will also be addressed. Trends in health care, ethical issues, and the socioeconomic and political environment of women, expectant families, and children will be analyzed to optimize the management of care. A practicum component is required. The course is designed for the family nurse practitioner role in the primary care setting. (Offered spring only)

#### **NURS 5320**

##### **Advanced Clinical Studies I: Nursing of Children**

##### **Credit Hours: 4 (75 clinical contact hours)**

Prerequisites: NURS 5080, NURS 5170, NURS 5140, NURS 5110. This course provides the student with the opportunity to apply knowledge and skills in the clinical management of children who are healthy or who are experiencing selected health problems. Emphasis is placed on using models and theories that guide advanced practice nursing. The focus is on the assessment and diagnosis of health risks and health problems. Therapeutic interventions will be designed to promote health for well childcare and to restore health for children who have common childhood illnesses. (Offered fall only)

#### **NURS 5330**

##### **Advanced Clinical Studies II: Nursing of Children**

##### **Credit Hours: 4 (75 clinical contact hours)**

Prerequisite: NURS 5320. This course provides the student with the opportunity to apply knowledge and skills in the clinical management of children who are experiencing selected acute and chronic health problems. Emphasis is placed on using models and theories that guide advanced practice nursing. The focus is on the assessment, diagnosis, and therapeutic interventions for children with acute and chronic illness and their families. (Offered spring only)

#### **NURS 5340**

##### **Advanced Clinical Studies in Psych Mental Health Nursing I**

##### **Credit Hours: 4 (150 clinical contact hours)**

Pre- or Co-requisites: NURS 5400, NURS 5140, Prerequisites: NURS 5080, NURS 5170, NURS 5110. This course focuses on behaviors pertinent to the role of the advanced practice nurse as a psychotherapeutic agent in holistically treating clients with acute and chronic mental health needs/problems. Selected counseling and psychotherapy theories, biopsychosocial theories, and psychiatric mental health-related concepts, issues, problems, and disorders are examined. Clinically, students use research findings, evidence-based clinical practice guidelines, practical knowledge and skills, and theories. Self-initiated academic and personal discoveries are expected. Emphasis is given to active and ongoing collaboration with clients, their families and/or significant others, and the interprofessional team. (Offered fall only)

#### **NURS 5350**

##### **Advanced Clinical Studies in Psych Mental Health Nursing II**

##### **Credit Hours: 5 (150 clinical contact hours)**

Prerequisites: NURS 5340. This course focusses on the use of pertinent theories, research, evidence-based findings, practice guidelines and standards, and interdisciplinary collaboration to holistically assessment and manage complex health and mental health care needs/problems of groups and individuals across the continuum of

care. Group theories and processes to effectively design, conduct, and evaluate strategies for a structured group therapy product are stressed. The performance of comprehensive psychiatric assessments/evaluations and analysis of client data to formulate differential diagnoses based on appropriate classification systems are emphasized. Students tailor their use of holistic psychotherapy modalities and intervention strategies for clients of selected populations. (Offered spring only)

#### **NURS 5400**

##### **Ecological Approach to Human Behavior**

**Credit Hours: 3**

This course focuses on content that facilitates the development of the psychotherapist role of a psychiatric mental health advanced practice nurse or the counseling role of advanced practice nurses in other specialties when taken as elective. Psychological theories, models, therapies, and treatment strategies that address the requisite knowledge and skills needed to foster therapeutic advanced practice nurse-client relationships are examined with emphasis on target populations. Analyses of treatment/intervention strategies within various theories and models that may be used with particular clients are explored. Personal and professional orientations, values, and behavioral insights are examined throughout the course to promote increasing depth and breadth of understanding of using oneself as a therapeutic tool. (Offered spring only)

#### **NURS 5430**

##### **Psychopharmacology**

**Credit Hours: 2**

Prerequisites: NURS 5080. This course focuses on concepts, principles, and application of psychopharmacotherapeutics used in the management of individuals across the lifespan at risk for developing and/or having mental health needs/problems or diagnoses of psychiatric disorders. Emphasis is placed on the proposed mechanism of action, metabolism, excretion, and adverse reactions of the major classes of psychopharmacological agents used in a wide range of clinical settings. (Offered summer only)

#### **NURS 5510**

##### **Mental Health of the Family in the Primary Care Setting**

**Credit hours: 2**

Multicultural individuals and families at risk for mental and psychosocial problems are considered within the context of primary care practice. Nurse practitioner students will use evidence-based practice to integrate behavioral, substance abuse and primary care services for individuals across the lifespan. Students will learn methods of intervention using cognitive-behavioral, psychopharmacological, and non-traditional approaches to psychosocial and related chronic illness and physical problems. Research related to environmental, psychosocial, genetic, economic, family systems developmental risk factors, drug efficacy and non-pharmacological approaches for individuals with mental and psychosocial illness is investigated. The impact of contemporary health care policy and other legislative proposals regarding quality, cost and access to care will be integrated. (Offered spring only)

#### **NURS 5560**

##### **Evidence Based Approaches for the Nurse Educator**

**Credit Hours: 2**

This course is designed to help students develop the role and responsibilities of an evidence-based nurse educator. Students develop skills in locating, analyzing, integrating, and sharing evidence, and explore different models for promoting evidence-based practice. An emphasis on using best practices to create classroom, laboratory and clinical teaching environments that facilitate learning, and the achievement of desired cognitive, affective and psychomotor outcomes is promoted. Strategies for teaching undergraduate/ pre-licensure students to address quality safety guidelines in nursing are highlighted.

Reflective practice, the spirit of inquiry and continuous quality improvement, is fostered. Students plan for continuing their own professional development as nurse educators, and to address the scholarships of academia. (Offered summer only)

Prerequisite: (NURS 5200 or NURS 5205) \*May be taken concurrently.

**Prerequisite(s):** ( NURS 6160) \*Concurrent enrollment allowed.

**NURS 5570****Curriculum Development in Nursing Education****Credit Hours: 2-3**

This online course provides learning opportunities for students to explore theories, logical processes, standards, evidence, and strategies to design, deliver, and evaluate nursing curriculum and learner outcomes, and to explore the practicalities of curriculum work included in the faculty role. Attention is also given to interpersonal issues which can influence curriculum development and curriculum work. Core processes associated with faculty development, ongoing appraisal, leadership, and scholarship, are explored as the essential components of all curriculum work. (Offered spring only)

**NURS 5580****Instructional Strategies and Evaluation for Nurse Educators****Credit Hours: 2**

In this online course students learn about a variety of innovative teaching strategies and learning theories which promote experiential learning and a learner centered classroom. The use of multi-media, social media and technology is explored. Characteristics of the learner, including cultural diversity, learning style, and generational perspectives are considered as they influence the teaching-learning process. Strategies for teaching in unstructured (clinical, practice, community) settings, and guided structured settings (traditional, online, collaborative, inter-professional, and simulation-skills lab) are presented and analyzed. A variety of strategies to assess and evaluate student learning are explored. Challenges and opportunities facing nursing education are discussed and new ideas to improve teaching in nursing education are explored. (Offered fall only)

**NURS 5590****Practicum in Nursing Education****Credit Hours: 2**

This online course facilitates the graduate student's integration of educational theory and nursing knowledge. The student participates in a teaching practicum under the guidance of an experienced nurse educator. Concurrent discussions address topics promoting the student's role socialization and professional development as a nurse educator and future change agent and leader. (Offered fall and spring semester)

Pre- or Co-requisite: NURS 5570

Prerequisite: NURS 5580.

**NURS 5810****Advanced Practice Nursing Clinical Practicum**

**Credit Hours: Variable 1-5; no more than 2 credits may be taken in the summer semester; the intended limit is no more than 3 clinical days per week** Prerequisite: NURS 5XX (Advanced Clinical Studies II in area of specialization). This course provides the student with a practicum experience that includes concentrated time in the role of the advanced practice nurse. The student assumes responsibility for the provision of health care services to selected populations under the supervision of appropriately qualified preceptors. The student assumes increasing independence and competency in assessing, planning, implementing, and evaluating health care. This course includes seminar discussions exploring the implementation of the role and functions of the advanced practice nurse. (Offered summer and fall semester.)

**NURS 5900****Residency, Credit Hours: 0**

The concept of *residency* is an on-campus/live course requirement of all master's and BSN-DNP students. The student is required to come to the SLU campus for onsite instruction in skills not amenable to online learning, such as suturing. The purpose of the residency is to evaluate the student's progress in the program. Depending upon the specialty, the experience is three to five days in length. This requirement is met by attending the Residency session placed ordinarily at the end of or after the first Clinical Studies Course. The student should refer to the specific program plan for the specialty. (Offered spring only)

Purposes of the Residency:



- Validation of the student's identity
- Validation of specialty-specific competencies
- Validation of assessment skills
- Assessment of student's ability to make complex client decision-making
- Socialization of the student into the professional role
- Introduction of Saint Louis University milieu on-site
- Offer opportunity for practice of specialty skills

#### **NURS 5980**

##### **Graduate Reading Course**

##### **Credit Hours: 1-3**

Independent study course in which the student contracts with a faculty member to supervise the course. Students must obtain permission from the faculty specialty coordinator and the Associate Dean of Graduate Education. Students will be registered for a graduate reading course by the Student Services administrative assistant.

#### **NURS 6100**

##### **Health Care Policy and Advanced Practice Nursing**

##### **Credit Hours: 3**

This course provides an overview of health care policy and selected policy models. Ethical, legal and social factors impacting policy development are addressed. The policy making processes at the organizational, local, state, national, and international level are explored. The role of an advanced practice nurse in influencing policy in health care delivery, outcomes and professional nursing is emphasized. Students learn skills to analyze policy processes and engage in politically competent actions. (Offered spring only)

#### **NURS 6110**

##### **Health Care Delivery Systems**

##### **Credit Hours: 3**

This course focuses on the assessment of health care delivery systems and the organizational theories and behavior involved in those systems. System processes are examined to eliminate health disparities and promote quality of care. Current trends and alternate health care delivery models are explored. Health care reimbursement, forecasting, and outcome management are discussed. Future possibilities of health care delivery models are envisioned. (Offered fall only)

#### **NURS 6130**

##### **Interprofessional Collaboration**

##### **Credit Hours: 3 (75 clinical hours)**

This course utilizes an interprofessional framework to guide the exploration of complex patient-centered care of individuals, families, communities, and vulnerable populations. Course topics include: the history of interprofessional practice, its philosophic principles, terminology, current research, team competencies, and frameworks of practice. This course consists of one 2-hour seminar each week and 1 credit hour of interprofessional clinical practice that is equal to 75 clock hours. (Offered summer only)

#### **NURS 6140**

##### **Leadership in Health Care**

##### **Credit Hours: 3**

This course analyzes leadership theories and spheres of influence of the advanced practice nurse in the delivery of health care. Change theory and the process of making change at an organizational/system level are examined. Students will focus on the assessment and enhancement of their leadership skills and career development. Effective leadership strategies within an organization are analyzed. The course requires 75 hours of clinical. (Offered spring only)

#### **NURS 6150**

##### **Clinical Informatics**

##### **Credit Hours: 2**

Information literacy and the use of computers in health care are explored. Students learn the processes for selection and evaluation of information systems. Patient care technology is studied. Use of technology to analyze outcomes and examine patterns is emphasized. Information systems/decision supports and web-based learning or clinical tools are discussed to support or improve patient care. (Offered fall only)

#### **NURS 6160**

##### **Evidence Based Practice I**

**Credit Hours: 3**

This course provides the theoretical and clinical knowledge needed to prepare the advanced practice nurse to lead the implementation of evidence-based practice as a standard of care in a variety of health care settings. Students will enhance their skills in translating research findings into practice and critically evaluate information available from professional consensus statements and evidence-based guidelines. Formulating a clinically relevant question and summarizing the current literature on this topic serves as the foundational basis for the initial draft of a proposed DNP project. Students are expected to integrate this information into their DNP. (Offered spring only)

#### **NURS 6170**

##### **Evidence Based Practice II: Methods and Techniques**

**Pre-requisite: EBP I**

**Credit Hours: 3**

This course builds on student's understanding of scholarly inquiry, research designs, methods, and research translation as best practices in health care. Topics include theoretical underpinnings for translational research design, needs assessment, program planning and evaluation, and application of quantitative and qualitative methods in the study of practice related phenomena. Cultural, political, and ethical issues related to translational research are addressed are consistent with Jesuit values. (Offered fall only)

#### **NURS 6805**

##### **Introduction to Applied Statistics for Healthcare Research**

**Credit Hours: 3**

This course strengthens students' knowledge of the application and analysis of univariate statistics for generating nursing knowledge. Topics include a review of probability theory, sampling theory and distributions, hypothesis testing, tests of association and independence with emphasis on univariate parametric and nonparametric statistics. Practical application is given to the use of statistical software, graphing data, coding, data management, and conducting nursing research. (Offered summer only)

#### **NURS 6888**

##### **DNP:NEL Practicum**

**Credit Hours (variable)**

This course is designed to provide shortfall hours for DNP:NEL who need additional hours of practicum to achieve the 1000 required hours to obtain a DNP degree. Students may request hours after their first two semesters in the program. Clinical hours should focus on an area of interest and requires both a faculty member and a preceptor. (Offered fall, spring, and summer semester)

#### **NURS 6960**

##### **DNP Project Management**

**Credit Hours 2**

This course is designed to assist the student in refining the DNP project regarding the clinical research question, statistical analysis, writing the interpretation and discussion of results. The course is offered as variable credit. (Offered fall and spring semester)

#### **NURS 6961**

##### **Doctor of Nursing Practice Clinical and DNP Project**

**Credit Hours: 3**

This course includes 3 credit hours of clinical. The clinical requirement includes 225 hours of experience

culminating in a publishable paper. This clinical experience will provide the student with the opportunity to integrate and synthesize knowledge gained throughout the program. The student's project will focus on a practice change initiative in risk reduction. Examples include: a program evaluation, a quality improvement project, evaluation of a new practice model, a consulting project, or a pilot study. (Offered fall, spring, and summer semester)

## **APPENDIX B**

### **Resource Information**

#### **Internal Funding**

Niedert Scholarship

#### **External Funding**

External funding refers to all sources of funding outside SLU.

Both the TBSON and the Medical Center require the completion of transmittal forms that track the process of review and approval of applications for external funding. [Research Planning Committee](#)

#### **School of Nursing Forms for Application for External Funding**

- *See the Grants Management Specialist*

#### **Medical Center Forms for Application for External Funding**

- The Grants and Contracts Transmittal Form and Research Lay Summary and other relevant information may be found on the following Web site: [Research Planning Committee](#)

#### **Individual National Research Service Awards (NRSA) (F31).**

These are individual pre-doctoral (“pre-doc”) training awards that are available competitively through the National Institutes of Health (NIH) and similar agencies. Full-time Doctor of Nursing Practice students are *strongly encouraged* to make NRSA application *early* in their Doctor of Nursing Practice program. Contact your advisor and see Appendix L for the process). Check the NIH Forms and Applications page for updates, information, and help.

#### **American Association of Colleges of Nursing (AACN) ([AACN Scholarship & Financial Aid](#))**

The AACN maintains an *excellent* database of sources for financial aid and scholarships for graduate and post-graduate students. Be sure to search the various awards to determine eligibility criteria.

#### **U. S. Government**

##### **Department of Defense Breast Cancer Research Program ([BCRP](#))**

The Department of Defense Breast Cancer Research Program (BCRP) is accepting applications from nurses with an interest in breast cancer clinical research. Through the BCRP, Clinical Research Nurse Awards are granted to nurses with a baccalaureate, master's, or doctoral degree who wish to pursue a career in breast cancer research and testing. This mentored research training experience awards up to \$75,000/year for salary and up to \$25,000/year for direct and indirect costs (2 year max). For more information and an application, call (301) 619-7079.

##### **National Health Service Corps (NHSC) Scholarship Program ([NHSC](#))**

(DHHS, Bureau of Health Professions, Health Resources and Services Administration)

*Full-time* Doctor of Nursing Practice students, depending on their career goals, may find this an attractive option. The NHSC has a number of opportunities available for health professions students. NHSC scholarships are available to students dedicated to practicing primary care in communities of greatest need. In return for scholarship support, students agree to practice in communities across the Nation where need is the greatest. In cooperation with regional and state partners, NHSC offers students the opportunity to serve on interdisciplinary teams in medically underserved areas. The NHSC also offers a loan repayment program for those dedicated to serving the underserved and who have qualifying educational loans. See the NHSC Web site for detailed information.

##### **National Institute of Nursing Research ([NINR](#)) [*full-time study*]**

Also see the following:

**National Research Service Award – Individual Pre-Doctoral Fellowship ([NRSA](#))**

**National Institutes of Health (NIH) Graduate Partners Program  
Current Doctor of Nursing Program Students: Individual Agreements.**

<https://www.training.nih.gov/programs/gpp/IndividualPartnership>

Program designed to bring pre-doctoral graduate students to the NIH for DNP project research by developing an agreement between a NIH Investigator and University Professor. Graduate students (U.S. and International) currently enrolled in a DNP training program come to NIH laboratories to enhance their DNP project research by developing an Individual Agreement. An Individual Agreement is defined as an agreement between a university graduate student advisor and an NIH Investigator for the graduate student to do his/her DNP project research in whole or in part at the NIH.

**National Institutes of Health Loan Repayment Programs**

<https://www.lrp.nih.gov/>

These NIH Loan Repayment Programs (LRP) are a vital component of our nation's efforts to attract health professionals to research careers in areas of national need. The programs are the Clinical Research LRP, Pediatric Research LRP, Contraception and Infertility Research LRP, Clinical Research for Individuals from Disadvantaged Backgrounds LRP, and Health Disparities Research LRP. National Institutes of

Health Loan Repayment Programs (LRPs) can repay up to \$35,000 a year of qualified educational debt for health professionals pursuing careers in clinical, pediatric, contraception and infertility, or health disparities research. The programs also provide coverage for Federal and state tax liabilities. Applicants must have a doctoral-level degree, devote 50% or more of their time (20 hours per week based on a 40 hour work week) to nonprofit- or government-funded research, and have educational debt equaling at least 20% of their institutional base salary. U.S. citizens, permanent residents, or U.S. nationals may apply.

**Nurse Faculty Loan Program (NFLP)**: Saint Louis University School of Nursing applies annually for funds awarded by the Division of Nursing (Bureau of Health Professions, DHHS). To be eligible to participate in this loan program, Doctor of Nursing Program nursing students must indicate they intend to complete the 9-credit hour Nurse Educator Role Option during their doctoral studies. Students must be enrolled *full-time*. The program's purpose is to increase the number of qualified nurse faculty. Following graduation, the borrower can cancel up to 85% of the NFLP loan in exchange for serving as nursing faculty at a school of nursing. Contact Dr. Joanne Schneider, (314)-977-8937

**Nursing Education Loan Repayment Program (NELRP)**

(DHHS, Bureau of Health Professions, Division of Nursing)

*Full-time* Doctor of Nursing Practice students, depending on their career goals, may find this an attractive option. The Nursing Education Loan Repayment Program (a) assists in the recruitment and retention of RNs dedicated to providing health care in facilities with a critical shortage of nurses, and (b) provides an opportunity for RNs to consider a career in American's nursing shortage areas. All participants must agree to work full-time in an approved health facility. For two years of service, 60% of the participant's total qualifying loan balance will be paid; for three years of service, 85% of the participant's total qualifying loan balance will be paid. For detailed information, including eligibility requirements, and application instructions, visit the NELRP Web site.

**Nurse Reinvestment Act: Nursing Scholarships**

In exchange for at least two years' service at a health care facility with a critical shortage of nurses, the Nursing Scholarship Program pays tuition, etc.

**Veterans Health Administration**

Pre-doctoral fellowships: This fellowship supports RN doctoral candidates to conduct their DNP project study at VA facilities if the topics of the DNP project are relevant to the care of veterans. DNP project research topics should be in the area of geriatrics, primary care, rehabilitation, spinal cord injury, home health care, mental health, substance abuse, or other nursing care topics related to the care of the adults and aged. The fellowship is for two years *full-time* (40 hours per week) or three years *part-time* (minimum of 20 hours per week). The annual stipend is \$25,000 per year for full-time fellows and pro-rated for part-time fellows. Continuation to the second and third years is dependent upon a satisfactory performance evaluation.

## **Private Sources**

### **Campus RN/AACN Nursing Scholarship Fund**

Campus RN and the American Association of Colleges of Nursing (AACN) have partnered to offer this new scholarship program for students pursuing professional nursing education programs. Visit the Web site for detailed information and application.

### **American Assembly for Men in Nursing (AAMN)**

AAMN Foundation and Johnson & Johnson's Campaign for Nursing's Future have partnered to offer this new \$1,000 scholarship program for male students pursuing professional nursing education programs. Established in 2004, these scholarships are intended to support male students who are seeking a pre-RN licensure or graduate degree in nursing. Applicants must submit an application and all supporting documentation. The more complete your application, the stronger consideration your application will receive.

### **American Association of Critical Care Nurses (AACN)**

The AACN awards grants for research that is relevant to acute critical care nursing practice. Interdisciplinary projects are especially invited. Funds will be awarded for projects that address one or more AACN research priorities and link with AACN's vision. The AACN research priority areas include: effective and appropriate use of technology to achieve optimal patient assessment, management, and/or outcomes; creating a healing, humane environment; processes and systems that foster the optimal contribution of critical care nurses; effective approaches to symptom management; and prevention and management of complications.

### **American Association of Retired People**

In 2005, the Office of Academic Affairs provided financial assistance for graduate students committed to studying aging or public policy, and working in aging-related careers. The Web site should be checked for similar offers in the future.

### **American Association of University Women (AAUW)**

The AAUW Web site is a valuable resource for fellowships and grants information specifically for women doctoral candidates. Doctor of Nursing Program nursing students should search the various awards to determine eligibility criteria. International fellowships are also available for women who are not U.S. citizens.

### **American Cancer Society**

The American Cancer Society is the largest non-government funder of cancer research in the United States. The Society's research program focuses on beginning investigators, a program of targeted research, and an enhanced commitment to psychosocial and behavioral, health services, health policy, epidemiological, clinical and cancer control research. These scholarship grants may provide \$15,000 per year for up to four years of support. Visit the Society's Web site above.

### **American Heart Association: Heartland Affiliate Predoctoral Fellowship**

The objective of the competitive predoctoral fellowship is to help students initiate careers in cardiovascular and stroke research. Applicants may be U.S. citizens, permanent residents or a holder of the following types of visas: J-1, F-1, H-1B, O-1, or NAFTA professionals (TN). Visit the Web site for more information.

### **American Lung Association**

The American Lung Association promotes research by direct grants for research and training of scientists, through a vigorous advocacy program designed to optimize federal support of lung research.

### **American Nurses Association**

**Ethnic/Minority Fellowship Program in Psychiatric/Mental Health Nursing** – American Nurses Association

Nurses Association (ANA) offers a clinical research pre-doctoral fellowship program for RNs who are American citizens or have permanent visas; are members of ANA; are master's-prepared and pursuing a Doctor of Nursing Practice in psychiatric/mental health nursing or a field with specialty knowledge in mental health nursing such as child abuse, school violence, psycho-gerontology, or substance abuse with a focus on minority health. Recipients must be a member of an ethnic minority group including but not limited to: American Indian or Alaskan native; Asian, African American, Hispanic, Native Hawaiian, or Pacific Islander. Applications are due March 8 annually.

#### **American Nurses Credentialing Center**

##### **[Margretta Madden Styles Credentialing Scholars Grant](#)**

The grant provides up to \$10,000 to conduct research on credentialing for nurses. DNP project research is supported. For complete eligibility requirements and an application, visit the Web site.

##### **[American Nurses Foundation Research \(ANF\) Grants Program](#)**

Through the Nursing Research Grants program, ANF provides funds to beginner and experienced nurse researchers to conduct studies that contribute toward the advancement of nursing science and the enhancement of patient care. Awards are given in all areas of nursing, including healthy patient outcomes, health care policy development, critical care, gerontology, women's health, community and family intervention.

##### **[American Psychiatric Nurses Association: APNA-Janssen Scholarship](#)**

Graduate students enrolled in a program leading to a Doctorate in Nursing with an emphasis in psychiatric/mental health nursing are invited to apply! Deans and Directors of nursing schools are also invited to nominate one or more of their students for the scholarship.

##### **[American Society of Health-System Pharmacists](#)**

The ASHP Research and Education Foundation offers a research grant program custom-designed to meet the needs of junior investigators or practitioners new to research in the federal health services sector. This grant is sponsored by Abbot Laboratories. The program will support research efforts critical to the study of medication adherence and persistence in older patients who receive care through the Veterans Administration, the Department of Defense, and the Public Health Service. Studies should focus on individuals with either HIV/AIDS, auto-immune diseases, psychiatric disorders, or stages 3 and 4 renal disease. A secondary goal of the program is to develop and strengthen the skills of newer researchers in the federal services and foster mentoring of these researchers by more experienced senior investigators. Four grants of \$25,000 each will be awarded. Pharmacists, physicians, and nurses interested in applying for funding should refer to the Request for Proposals and application instructions on the ASHP Foundation Web site.

##### **[AORN Foundation \(Association of Perioperative Registered Nurses\)](#)**

The AORN Foundation Scholarship Program offers financial support to students enrolled in nursing schools and to perioperative nurses pursuing bachelors, masters, or doctoral degrees.

##### **[Community of Science \(COS\) Resources for Research, Worldwide](#)**

COS, s a leading provider of information resources to researchers, scholars and other professionals around the globe. COS provides services that enable these professionals to find the funding, people and information that are important to their work. One of these services is the COS Funding Opportunities™, the largest compendium of information about available funding.

##### **[Emergency Nurses Association Foundation Scholarships](#)**

The mission of the foundation is to enhance emergency healthcare services to the public through the promotion and support of research and education in emergency care. Doctoral and faculty doctoral scholarships are available.

#### **John A. Hartford Foundation**

##### **[Building Academic Geriatric Nursing Capacity Scholars Program](#)**

Pre-doctoral Scholarship: The program includes tuition and fees plus a stipend for two years of full-time study at the institution chosen by the applicant. The selected institution is a significant consideration in the application review and selection process. If the applicant is a newly entering doctoral student the gerontological research project to be undertaken as the doctoral thesis must be identified by the beginning of the second year of funding and the school must describe potential strategies for securing continued support that will enable the applicant to complete their doctoral program. All predoctoral applicants must identify a strong gerontological nurse mentor for their research topic or an advisor if they are newly enrolled.

#### **[Global Korean Nursing Foundation \(GKNF\) Scholarship for Korean American Nurse Scholars](#)**

The scholarship is awarded on the basis of an all national competition depending primarily on the academic promise and scholarly achievement of the applicant. The award of \$2,000 is given to one person annually. Applicant must be a Korean American doctoral candidate in nursing, who has a minimum GPA of 3.5/4.0 on the doctoral coursework and has got approved his or her research proposal for DNP project. Doctoral students who are either permanent residents or US citizens are preferred. Contact [eclee@uic.edu](mailto:eclee@uic.edu) or 312-996-7973.

#### **[March of Dimes](#)**

March of Dimes programs fund several different types of research, all aimed at preventing birth defects and infant mortality. These programs include basic research into life processes, such as genetics and development; clinical research applied to prevention and treatment of specific birth defects and prematurity; the study of environmental hazards; and research in social and behavioral sciences relevant to our mission.

#### **[Minority Nurse Magazine](#)**

Minority Nurse Magazine is a valuable resource for scholarship information specifically for minority nursing students. Doctor of Nursing Practice nursing students should search the various awards to determine eligibility criteria including financial need, academic achievement, and involvement in community activities. In addition, some may require payment of an application fee. Contact the sponsoring organizations for specific information and deadlines. Visit the Web site for detailed information.

#### **[National Black Nurses Association Women's Health Research Grant Program](#)**

NBNA Women's Health Grant Program supports research which will address the deficit of data available on improving the health status of minority women. Information from this effort will provide population specific data to guide health practice in the promotion, prevention and education of peri-menopausal women and their unique health concerns. The amount of funding available for this research grant in direct cost is \$20,000.00. Funding for this project is contributed by Wyeth Pharmaceuticals.

#### **[National Student Nurses Association Foundation](#)**

The Foundation of the National Student Nurses Association will award Promise of Nursing fellowships to registered nurses enrolled in post-graduate education programs in preparation for a nurse educator role may be eligible for awards to support tuition, academic fees, and books. Eligibility is also related to your ZIP CODE.

#### **[Nurse Educational Funds, Inc.](#)**

The National Educational Funds, Inc., is a not-for-profit organization which seeks and distributes funds to baccalaureate-prepared RNs who are in need of scholarship assistance for graduate study. Visit the Web site for detailed information and eligibility.

#### **[Nurse Practitioner Healthcare Foundation Scholarship and Awards Program](#)**

This scholarship program includes 2 scholarships and 15 awards for practicing nurse practitioners or nurse practitioners currently enrolled in an accredited master's or doctoral degree program. Awards range from \$1,000 to \$5,000.

#### **[Oncology Nursing Society](#)**

The Oncology Nursing Society has multiple funding opportunities for conducting research. Visit the Web site to see the organization's research agenda.



### [P.E.O. Educational Loan Fund](#)

The fund was established in 1907 to make loans available to qualified women who desire higher education and are in need of financial assistance. Students must be recommended by a local chapter of the P.E.O. Sisterhood and within two years of completing her course of study. The current maximum loan is \$9,000 at 2% interest and due six years from the date of issue. Interest is billed annually with principal payments to begin after graduation from the program for which the loan was granted. There is an employee at Saint Louis University (Miriam Hallazo) available to speak to students about this loan.

### [Pharmaceutical Research and Manufacturers of America Foundation \(PhRMA\)](#)

A pre-doctoral fellowship in health outcomes provides two years of stipend funding during a student's Doctor of Nursing Practice doctoral program after course work has been completed and the remaining training activity is the student's research project. The applicant must be a full-time student and the Department Chair is expected to verify the applicant's doctoral candidacy. Visit the Web site to see the areas of interest available for funding.

### [Sigma Theta Tau International \(STTI\) Research Grants](#)

Explore the site for STTI grants and joint partner grants with other organizations. Small grants will support research activities but not tuition.

### [Women's Research & Education Institute](#)

The Women's Research & Education Institute fellowships are designed to train potential leaders in public policy formation to examine issues from the perspective, experiences, and needs of women. Students who are currently enrolled in a master's or doctoral program at an accredited institution in the U.S. are eligible. A WREI Fellow receives a stipend of \$1,300 per month for eight months (January -August). An additional sum of \$500 is provided for the purchase of health insurance. WREI will also reimburse up to \$1,500 for the cost of three hours tuition at a Fellow's home institution. Applications can be downloaded from the WREI's website.

### **Service Organizations**

Many service organizations have scholarships and grants set aside. Contact local chapters and ask about the availability of student assistance. These are often not advertised, so, asking about opportunities may be the only way to discover what is available. Examples of service organizations include: American Legion, Eagles, Rotary, Lions, etc.

### **Other**

#### [American Association of University Women \(AAUW\)](#)

The AAUW Web site is a valuable resource for fellowships and grants information specifically for women doctoral candidates. Doctor of Nursing Practice nursing students should search the various awards to determine eligibility criteria. International fellowships are also available for women who are not U.S. citizens.

Also, contact the **Recruitment Specialist**, at the TBVSON at (314) 977-8995 for information about low interest student loans.

APPENDIX C



**FACILITY CONTRACT REQUEST FORM**

Not all agencies require a full contract for you to participate in clinicals. In lieu of a contract, some agencies are satisfied with a letter of good standing and a copy of our liability insurance which covers you while you are at their facility. **It is your responsibility to clarify with the facility IF an agreement is required.** Feel free to contact Kari Elbe to verify if an affiliation agreement already exists with your potential agency. If your clinical site requires a full contract with the University in order for you to precept there, **YOU- THE STUDENT** must complete this form and submit prior to starting the clinical experience. Depending on an array of variables, the contracting period can take anywhere from a couple of weeks to a couple of months.

Complete and return to: Kari Elbe  
 Clinical Contract Coordinator  
 Saint Louis University School of Nursing

Phone: 314-977-8904  
 FAX: 314-977-8949

**For clarity, I prefer to receive this form TYPED and submitted via EMAIL to [Kari.Elbe@slu.edu](mailto:Kari.Elbe@slu.edu)**

Student Name		Today's Date	
Email address		Phone number	
Specialty Option		Are you earning a post master's certificate?	Yes      No
Clinical Course	NURS:	Course Coordinator	

Facility Name	
Street address	
City, State & Zip	

Facility Contact*		Contact's Title	
Email Address		Phone No.	

**Facility Contact is NOT the preceptor. This is the person who will help facilitate a contract at the clinical agency**

Name of Potential Preceptor			
Dates you need this clinical site		TO	
	Month/Year		Month/Year

This form does not constitute an agreement. This form is used only to gather information from a student to be used to contact a prospective clinical site for an affiliation agreement.

## Appendix C

**NURS 6961 DNP Project Presentation**

**Faculty Scoring Rubric**

**STUDENT NAME** \_\_\_\_\_

**RATE THE STUDENT’S PRESENTATION ON EVIDENCE OF DNP PROGRAM OUTCOMES AS FOLLOWS:**

**5= STRONGLY AGREE; 4= AGREE; 3= NEITHER AGREE OR DISAGREE; 2= DISAGREE; 1= STRONGLY DISAGREE**

Program Outcome	5	4	3	2	1	Comments/examples to support your score
1. Uses advanced knowledge of mid-range and translational theories from nursing and other disciplines as a framework for advanced nursing practice						
2. Critically examines research and scholarship to support evidence-based clinical practice						
7a. Applies principles of epidemiology to populations at risk						
7b. Applies principles of biostatistics to populations at risk						
7c. Applies principles of environmental justice and environmental science to populations at risk*						
7d. Applies knowledge of patterns of disease to populations at risk						
7e. Applies principles of prevention and intervention to populations at risk						
9. Designs and implements processes to evaluate outcomes & systems for health care delivery						

**\*Environmental justice (EJ)** is the fair treatment and meaningful involvement of all people regardless of race, color, national origin, or income with respect to the development, implementation, and enforcement of environmental laws, regulations, and policies.

**\*Environmental science** is an interdisciplinary academic field that integrates physical, biological, and geography to the study of the environment, and the solution of environmental problems.

## APPENDIX D

### Preceptor Information Form

#### Instructions for Preceptor Approval Process

1. Students obtain information regarding guidelines for preceptor selection from the student handbook, course materials, and/or course faculty members.
2. Student contacts willing preceptor and preceptor accepts to take the student for the semester.
3. Student downloads the Preceptor Information Form (Appendix D or within each clinical course) to complete or give to the preceptor to complete. This form **MUST** be typed.
4. The student verifies the preceptor's license by doing a search on Nursys or the appropriate board of nursing website. The student prints a copy of the preceptor's license information and checks for any disciplinary action or encumbrances.
  - a. Check for any disciplinary action or encumbrances.
    1. For Nurse Preceptors, go to: [License Verification \(Nursys.com\)](https://www.nursys.com)
    2. For Non-nurse preceptors (MD, DO, PA, mental health professions), go to the appropriate website. For Missouri providers, go to: [Missouri Division of Professional Registration](https://www.sos.mo.gov/Professional-Registration)
5. The student submits the preceptor information form and license verification to the Preceptor Approval course on Canvas for their specialty.
6. Kari Elbe verifies with the clinical agency if an affiliation agreement is required or if proof of enrollment and SLU's Certificate of Liability insurance is sufficient. If an affiliation agreement is required, student submits Facility Contract Request form to [Kari Elbe](#) .
7. When the legal arrangement is negotiated, the Preceptor Approval course grade will read 100 and the student is approved to start clinical hours.

Faculty Approval \_\_\_\_\_ Date\_\_\_\_\_

**Saint Louis University School of Nursing  
Preceptor Information Form**

Student Name	
Specialty Track (e.g. ACNP, AGNP, FNP, PNP, FPMHNP)	
Course Number	
Course Coordinator	
Semester and Year	
<b>Preceptor Contact Information</b>	
Full Name of Preceptor	
Name of Clinical Site/Medical Group	
Street Address	
Suite No., Department, Mail-Stop, Etc.	
City, State, Zip	
Office Phone	
Cell Phone (optional)	
FAX Number	
E-mail Address	
Other contact information	
Best Time & Preferred Method of Contact	
Preferred address for Verification of Precepting form (& thank you letter)	
<b>Licensure/ Specialty Information</b>	<b>*Send verification of license document. You must notify the School of any encumbrances or changes of status in your licensure or certification.</b>
Degree (s)	
License Type, State and Number Any current discipline to license? (y or n)	
Specialty (e.g. Cardiology, FNP, LCSW)	
*If CNS or other please specify	
Subspecialty (if applicable)	
Certifying Body (e.g. ANCC, NCBPNP)	
Experience/students	Yrs experience:                      Current # of students:
<b>Clinical Setting</b>	
Clinical Setting Type (Hospital, Outpatient Clinic, please specify)	
Patient Population (e.g. Pediatric, etc.)	
<b>Faculty to Fill Out</b>	
Dates	Beginning:                      Ending:
Total Number of Clock Hours	

**Scan and send to Course Coordinator**

## APPENDIX E

### Saint Louis University School of Nursing Program Clinical Hour Summary Log

Name of Student \_\_\_\_\_ Specialty \_\_\_\_\_

**Instructions:** A Program clinical hour summary log must be emailed to your advisor along with your request for Validation of Nurse Practitioner Education Program. This form reflects a running total of actual clock hours of time completed in the clinical setting for each preceptor. Add lines to the table below as needed. Use complete names and credentials. Use more than one page if necessary.

Course Number	Dates	Site (full name, city, state)	# Clock Hours	Preceptor/s (with Credentials) (one line per preceptor)

**APPENDIX F: SAMPLE LETTER OF INTENT:**

**To:** Associate Dean of Graduate Education, Doctor of Nursing Practice Program  
**From:** \_\_\_\_\_  
**Subject:** **DNP Project Letter of Intent**  
**Date:** \_\_\_\_\_

- I have chosen a DNP Project (describe below): Background: state the reason for selecting the topic: (use Squires Guidelines for Quality Improvement Project)
- - What is the importance of the study?
  - What is the gap in the knowledge base or unmet need that will drive your project?
- Problem statement or aims that will guide the project:
  - What problem does this work attempt to solve?
  - What is the scope of the project?
- Methodology:
  - What specific conceptual model or approaches will be used?
  - What types of evidence (data), tools and/or instruments will be used?
- Clinical Implications (expected outcomes):
  - What clinical improvements are anticipated?
  - What patient improvements are anticipated?

Format: Margins: 1 inch, Arial or Times New Roman 12 point, Double-spaced. I will begin initial work on my DNP Project in \_\_\_\_\_ and I plan to complete the work \_\_\_\_\_. Issues such as IRB approval and data collection may affect this timeline. I will participate in the SLU SON DNP Symposium with a satisfactory presentation of the DNP Project (graduation requirement).

Dr. \_\_\_\_\_ will serve as my DNP project Committee Chairperson. By her/his signature below, Dr. \_\_\_\_\_ has agreed to serve as a Committee member.

\_\_\_\_\_  
Student's Name, degree  
Doctor of Nursing Practice student the signatures below indicate the committee members who have agreed to serve **and** who have approved the document.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of Chairperson  
DNP Project Committee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of Member (Reader)  
DNP Project Committee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Associate Dean of Graduate Education, Doctor of Nursing Practice Program

\_\_\_\_\_  
Date





## **APPENDIX H: PRE-REQUISITES TO GRADUATION CHECKLIST**

**If you are planning on finishing this semester, you must complete the application for degree. The Application for Degree is ONLINE through Banner Self-Service. The instructions to complete the Application for Degree through BSS: <https://www.slu.edu/registrar/academic-resources/graduation-and-diplomas.php>**

**Before you apply for graduation you must have completed the following:**

### **Completion of the DNP Project**

- Approval of project form submitted and signed by committee member and Association Dean
- IRB approvals by SLU and your agency (as appropriate). This is required in a prior semester.

### **Requirements to Present at Doctor of Nursing Practice Scholars Day**

- Data Collection must be complete.
- Data Analysis must be complete.
- Manuscript must be in submissible form prior to presentation (as approved by Committee Chair).
- DNP project Log must be submitted by the day of presentation (see Appendix F).
- A slide presentation of no more than 20 minutes; plan for 10-15 minutes of questions (as one would prepare for a conference presentation).