Doctor of Nursing Practice
Student Handbook

2013-2014
Purpose of the School of Nursing Handbook for the DNP Student

Purpose: to assist students’ successful progression through the program; the handbook is not inclusive of all Graduate School Policies and Procedures. The Graduate Catalog is found at http://www.utc.edu/Administration/GraduateSchool/Resources/Include/GraduateCatalog.htm and serves as the primary document for UTC graduate program policies. School of Nursing Graduate students are expected to be familiar with and satisfy all regulations governing their graduate study at UTC.

General Responsibilities of DNP Faculty and Students

Faculty are committed to students’ successful achievement of program outcomes. Faculty serve as advisors and will guide and facilitate the student’s program of study. DNP students should look to faculty as a source of information and direction for clinical experiences, unique learning opportunities, outside conferences, etc. As the professional staff member for the Graduate Program of the School of Nursing, the Graduate Program Coordinator also serves as an advisor and guides students through the program related to non-curriculum requirements.

Graduate students in nursing are responsible for meeting curriculum and policy requisites in the School of Nursing as well as all UTC regulations. While courtesy email reminders may be sent periodically, it remains the student’s responsibility to adhere to deadlines and policies.

For the DNP student to be successful, a substantial amount of time and effort must be committed to one’s studies. The intensity and depth of knowledge and skills that must be learned exceeds that required by prior nursing education experiences. Part of becoming a clinical scholar who practices at the highest level in nursing is gaining experience and understanding of the role and practicing the knowledge and skills essential to achieve DNP Program Outcomes.

The School of Nursing began the DNP Program in January 2011 by offering its MSN to DNP option to the first cohort of students. The BSN to DNP in Nursing Administration-System option admitted its first cohort of students in May 2012. Regardless of the entry point, DNP curricula are designed so that all students attain the School of Nursing DNP Program Outcomes. Because different entry points exist, the curriculum is individualized for students based on their prior education and experience. Students entering the School of Nursing MSN to DNP program will have a master’s degree that has been built on AACN’s Master’s Essential (1998). The School of Nursing’s DNP Program is grounded in The Essentials of Doctoral Education for Advanced Nursing Practice (2006), a document that contains the current standards and guidelines for DNP education. In the Essentials, direct and indirect practice roles are specified. The direct practice role includes specialty practice in advanced practice nursing with a focus on care of individuals, and the indirect practice role includes advanced practice nursing at an aggregate, systems or organizational level (AACN 2006).

The Criteria for Evaluation of Nurse Practitioner Programs: Report of the National Task Force on Quality Nurse Practitioner Education (National Organization of Nurse Practitioner Faculty (NONPF, 2008)) and Practice Doctorate Nurse Practitioner Entry Level Competencies (NONPF, 2006) are used to guide the direct care nurse practitioner option in the DNP Program. The Council on Accreditation of Nurse Anesthesia Educational Programs (COA, 2012) Standards are used as the foundation for the nurse MSN anesthesia program. The ANA (2009) Nursing Administration: Scope and Standards of
Practice and the AONE (2010) Core Competencies for Nursing Executives, are used to guide the indirect care Nursing Administration-Systems BSN to DNP option.

The School of Nursing DNP curriculum focuses on development of graduates who can provide a leadership role in evidence-based advanced practice nursing, and students gain competencies in translating research into practice, evaluating evidence, and applying research findings in decision-making. Graduates will be able to lead implementation of transformational change in his/her area of specialty practice and provide health care at the highest level of his/her specialty. Completion of the program prepares graduates to practice in a variety of advanced practice roles requiring expert nurse clinicians with critical thinking, leadership and political policy knowledge and skills to advocate and create changes in healthcare practice at individual, population and organizational systems levels.

The UTC DNP program is delivered via distance learning technology in conjunction with a minimum of on-campus meetings. Faculty will meet with individual students via synchronous technology or face-to-face on campus, as appropriate or as requested by the student.
UTC School of Nursing
Doctor of Nursing Practice Program
Signature Form

This DNP handbook provides expectations, policies and procedures, information, and guidance to the student and the faculty related to the School of Nursing (SON) Doctor of Nursing Practice Program (DNP). Additional sources of information related to student policies are published in the UTC Graduate Catalog http://www.utc.edu/Administration/GraduateSchool/Resources/Include/GraduateCatalog.htm and UTC Student Handbook http://www.utc.edu/Administration/StudentDevelopment/handbook/academics.pdf. Students are expected to be knowledgeable about these policies.

Policies specific to the SON Graduate Program are included in this handbook. Course specific policies may be found in individual course syllabi. In circumstances where there is conflicting information, the student should seek clarification from the faculty. The SON DNP Program Student Handbook will be updated at least annually and is applicable to all students in the DNP Program.

Disclaimer
The information contained in this Handbook is as accurate and complete as possible. The School of Nursing reserves the right to change any requisites without actual notice. Every effort will be made to keep students advised of changes. However, the student holds the responsibility to know what changes have been made. Therefore, the handbook should be reviewed for changes each semester.

I verify that I have read and understand policies, rights and responsibilities included in the DNP Student Handbook.

Name: ________________________________ UTC ID: ____________________

Signature: ____________________________ Date: ________________

Please return this signed form to the School of Nursing Graduate Program Coordinator. You may either fax the signed document (Attention Sarah Blackburn Fax: (423) 425-4668) or Email: Sarah-Blackburn@utc.edu
The School of Nursing website contains important information and can be accessed at [www.utc.edu/Nursing](http://www.utc.edu/Nursing). Below is a listing of individuals that you may contact if you have questions about the DNP Program.

<table>
<thead>
<tr>
<th><strong>DNP Coordinator</strong></th>
<th><strong>MSN Family Nurse Practitioner Coordinator</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Joanie Jackson, DNP, APRN, FNP-BC</td>
<td>Chris Smith, PhD, APRN-BC, FNP</td>
</tr>
<tr>
<td>Phone: (423) 425-2131</td>
<td>Phone: (423) 425-1741</td>
</tr>
<tr>
<td>Fax: (423) 425-4668</td>
<td>Fax: (423) 425-4668</td>
</tr>
<tr>
<td>Email: <a href="mailto:Joanie-Jackson@utc.edu">Joanie-Jackson@utc.edu</a></td>
<td>Email: <a href="mailto:Chris-Smith@utc.edu">Chris-Smith@utc.edu</a></td>
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<tr>
<th><strong>BSN to DNP Nursing Administration Systems Coordinator</strong></th>
<th><strong>MSN Nurse Anesthesia Coordinator</strong></th>
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<tbody>
<tr>
<td>Carolyn Schreeder, DM, MSN</td>
<td>Linda Hill, DNP, DNSc, APN, CRNA</td>
</tr>
<tr>
<td>Phone: (423) 425-2131</td>
<td>Phone: (423) 425-5693</td>
</tr>
<tr>
<td>Fax: (423) 425-4668</td>
<td>Fax: (423) 425-4668</td>
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<tr>
<td>Email: <a href="mailto:Carolyn-Schreeder@utc.edu">Carolyn-Schreeder@utc.edu</a></td>
<td>Email: <a href="mailto:Linda-Hill@utc.edu">Linda-Hill@utc.edu</a></td>
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<tr>
<th><strong>Director School of Nursing</strong></th>
<th><strong>Graduate Program Coordinator</strong></th>
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<tr>
<td>Chris Smith, PhD, APRN-BC, FNP</td>
<td>Sarah Blackburn, BA</td>
</tr>
<tr>
<td>Phone: (423) 425-1741</td>
<td>Phone: (423) 425-4750</td>
</tr>
<tr>
<td>Fax: (423) 425-4668</td>
<td>Fax: (423) 425-4668</td>
</tr>
<tr>
<td>Email: <a href="mailto:Chris-Smith@utc.edu">Chris-Smith@utc.edu</a></td>
<td>Email: <a href="mailto:Sarah-Blackburn@utc.edu">Sarah-Blackburn@utc.edu</a></td>
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DOCTOR OF NURSING PRACTICE

CURRICULUM
The University of Tennessee at Chattanooga Mission

The University of Tennessee at Chattanooga is an engaged, metropolitan university committed to excellence in teaching, research, and service, and dedicated to meeting the diverse needs of the region through strategic partnerships and community involvement.

The School of Nursing Mission

The mission of the School of Nursing (SON) is to prepare qualified nursing professionals who can influence the health care environment and enhance the quality of life for individuals, families and society. We are committed to providing leadership in health care.
University of Tennessee at Chattanooga School of Nursing
Statement of Values

As the School of Nursing moves forward its mission and vision; it is guided by values that are grounded in a professional nursing practice that embraces clinical and scholarly excellence. The faculty, staff and students will:

1. Uphold and, at all times, act in concert with ethical values and principles.
2. Communicate with integrity, keep promises, and honor commitments.
3. Partner with our community of interest by creating relationships to promote common interest and shared values.
4. Practice stewardship through fair and responsible management of gifts and resources.
5. Espouse life-long learning, inquiry, and critical thinking.
6. Commit to quality and excellence in all we do.
7. Generate commitment and passion for the practice of nursing.
8. Foster creativity.
9. Model leadership.
10. Create an environment of inclusiveness where individual, intellectual and social diversity are valued.
DNP Program Outcomes

Upon completion of the DNP Program, the graduate will:

1. Practice in a specialized advanced nursing role through comprehensive assessment, ethically and culturally sensitive planning, therapeutic intervention and evidence-based evaluation. (Essential 8)
2. Apply evidence-based practice and prevention recommendations by integrating epidemiological, biostatistical, environmental and other scientific data to individuals, aggregates and/or populations. (Essential 7)
3. Employ organizational and leadership competencies to address current and future health, safety and other quality improvement issues for health care systems. (Essential 2)
4. Critically appraise information systems and advanced technical resources to support and improve health care. (Essential 4)
5. Integrate knowledge from nursing and other sciences in developing, implementing and evaluating new practice approaches to meet goals for improving health care. (Essentials 1,3)
6. Influence proposals for health policy, respecting the perspectives of the consumer, other health care providers and the affected communities or public entities, while incorporating principles of leadership, business, finance and economics. (Essential 5)
7. Stimulate effective system change as a leader or a member of a collaborative and/or inter-professional team to improve patient and population health outcomes. (Essential 6)
## Comparison Between DNP Essentials and DNP Program Outcomes

<table>
<thead>
<tr>
<th>DNP Essentials</th>
<th>DNP Program Outcomes</th>
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<tbody>
<tr>
<td>1. Scientific Underpinnings for Practice</td>
<td>#5. Critically seek and appraise new knowledge from nursing and other sciences and translate this knowledge in developing, implementing and evaluating new practice approaches to meet goals for improving health care.</td>
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<tr>
<td>2. Organizational and Systems Leadership for Quality Improvement and Systems Thinking</td>
<td>#3. Employ organizational and systems leadership competencies to address current and future health, safety and other quality improvement issues for health services.</td>
</tr>
<tr>
<td>3. Clinical Scholarship and Analytical Methods for Evidence-based Practice</td>
<td>#5. Critically seek and appraise new knowledge from nursing and other sciences and translate this knowledge in developing, implementing and evaluating new practice approaches to meet goals for improving health care.</td>
</tr>
<tr>
<td>4. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care</td>
<td>#4. Analyze, select and evaluate information systems and advanced technical resources to support and improve health care.</td>
</tr>
<tr>
<td>5. Health Care Policy for Advocacy in Health Care</td>
<td>#6. Initiate, analyze and/or influence proposals for health policy, respecting the perspectives of the consumer, other health care providers and the affected communities or public entities, while incorporating principles of business, finance and economics.</td>
</tr>
<tr>
<td>6. Interprofessional Collaboration for Improving Patient and Population Health Outcomes</td>
<td>#7. Stimulate effective system change as a leader or a member of a collaborative and/or inter-professional team.</td>
</tr>
<tr>
<td>7. Clinical Prevention and Population Health for Improving the Nation's Health</td>
<td>#2. Apply evidence-based prevention by integrating epidemiological, biostatistical, environmental and other scientific data in providing health services to individuals, aggregates and/or populations.</td>
</tr>
<tr>
<td>8. Advanced Nursing Practice</td>
<td>#1. Practice in a specialized advanced nursing role through comprehensive assessment, ethically and culturally sensitive planning, therapeutic intervention and evidence-based evaluation.</td>
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</table>
Post Masters DNP

The student will develop, implement and evaluate an evidence-based Translation of Research Project that could resolve a significant health-care problem or practice problem. The MSN to DNP option curriculum for most students consists of a minimum of 33 semester credit hours. A minimum of 1,000 hours of practice post-baccalaureate is required for program completion and graduation. Post masters students are permitted to apply a maximum of 500 of their post baccalaureate clinical hours to the 1,000 minimum mandate. Practice experiences are designed to help students achieve specific learning objectives related to the DNP Essentials (2006) and specialty competencies. Practice experiences are planned to provide systematic opportunities for feedback and reflection.

The School of Nursing DNP practice experiences include in-depth work with experts from nursing, as well as other disciplines, and provide opportunities for substantial student engagement within a practice situation. Because of the intense practice focus of the DNP program, practice experiences are devised to assist students in building and assimilating knowledge for an advanced specialty practice at a high level of complexity. The practice experience also provides the setting within which the translation of evidence project is completed.

Curriculum Requirements

- NURS 7000 - Philosophic Underpinnings for Nursing Practice 3 hrs.
- NURS 7010 - Evidence-Based Practice and Nursing Systems 3 hrs.
- NURS 7020 - Epidemiology and Health Requisites of Populations 3 hrs.
- NURS 7030 - Meeting Population Demands through Biostatistics 3 hrs.
- NURS 7040 - Technology and Transformation of Health Care 3 hrs.
- NURS 7050 - Leadership in Complex Health Care Systems 3 hrs.
- NURS 7060 - Health Care Policy & Economics 3 hrs.
- NURS 7070 - Translational Evidence-Based Residency I 3 hrs.
- NURS 7080 - Translational Evidence-Based Residency II 3-6 hrs.
- NURS 7091, 7092, 7093, 7094 - Translational Project I - IV 6 hrs.

33-36 hrs.

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<thead>
<tr>
<th>Year 1 Spring</th>
<th>Year 1 Summer</th>
<th>Year 1 Fall</th>
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<tbody>
<tr>
<td>NURS 7010 – 3 hrs.</td>
<td>NURS 7020 – 3 hrs.</td>
<td>NURS 7000 – 3 hrs.</td>
</tr>
<tr>
<td>NURS 7030 – 3 hrs.</td>
<td>NURS 7040 – 3 hrs.</td>
<td>NURS 7050 – 3 hrs.</td>
</tr>
<tr>
<td>NURS 7091 – 1 hr.</td>
<td>NURS 7092 – 1 hr.</td>
<td>NURS 7093 – 1 hr.</td>
</tr>
<tr>
<td>Total Credits = 7 hrs.</td>
<td>Total Credits = 7 hrs.</td>
<td>Total Credits = 7 hrs.</td>
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<tr>
<th>Year 2 Spring</th>
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<th>Year 2 Fall</th>
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<tr>
<td>NURS 7060 – 3 hrs.</td>
<td>NURS 7080 – 3-6 hrs.</td>
<td>NURS 7094 – 3 hrs.</td>
</tr>
<tr>
<td>NURS 7070 – 3 hrs.</td>
<td></td>
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<tr>
<td>Total Credits = 6 hrs.</td>
<td>Total Credits = 3-6 hrs.</td>
<td>Total Credits = 3 hrs.</td>
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</tbody>
</table>

| Total Program = 33-36hrs |
| Minimum of 1000 hours of practice Post BSN |
NURS 7000 - Philosophic Underpinnings for Nursing Practice (3 Credit Hours)
Exploration of philosophical and historical issues that create a context for the integration of the natural and social sciences with nursing science to develop a translational philosophy that will support initiation and evaluation of improved practice approaches.

NURS 7010 - Evidence-Based Practice and Nursing Systems (3 Credit Hours)
Examines the foundational and philosophical aspects of evidence-based practice for the advanced practice nurse. Research provides the basis of this course through the application of knowledge in the translational project. The student will examine and use applied research methods with a focus on protection of human subjects. Critiques of evidence-based research such as reliability, validity, trustworthiness and relevance to practice of research designs and findings will be emphasized.

NURS 7020 - Epidemiology and Health Requisites of Population (3 Credit Hours)
Examines the distribution and determinants of health related states and events in specified populations. Emphasis will be placed on the integration of applied epidemiology, study design, public health surveillance, methods of control and prevention and evaluation of health conditions, diseases, injuries and outcomes. This course will analyze specific epidemiologic methods for describing patterns of disease and developing innovative approaches involved in health planning, health policy and health care delivery systems.

NURS 7030 - Meeting Population Demands through Biostatistics (3 Credit Hours)
Examines methods used to generate and analyze biostatistical data as a foundation for developing, implementing, and evaluating policies and programs integral for the health care of identified populations. Prerequisite: admission to the DNP program, undergraduate and graduate statistics, or approval by the Director.

NURS 7040 - Technology and Transformation of Health Care (3 Credit Hours)
Provides the advanced practice nurse with the ability to use information systems/technology to support and improve patient care and transform health care systems. Prerequisite: admission to the DNP program, or approval by the Director.

NURS 7050 - Leadership in Complex Health Care Systems (3 Credit Hours)
Examines evidence-based concepts and theories to be an effective leader in complex health care systems. Prerequisite: admission to the DNP program, or approval by the Director.

NURS 7060 - Health Care Policy and Economics (3 Credit Hours)
Critically examines governmental, nongovernmental and geopolitical issues that influence advanced nursing practice. Provides a critical analysis of the economics of health care, focusing on financing and delivery of care within the US. Prerequisite: admission to the DNP program, or approval by the Director.

NURS 7070 - Translational Evidence-Based Residency I (3 Credit Hours)
Provides the Doctor of Nursing Practice student with individualized opportunities to apply advanced leadership and clinical knowledge in healthcare systems; identification of needs and/or interests to further define their clinical practice; allows the student to gain experience in selected clinical or agency sites to increase competencies in areas such as clinical acumen, case management, leadership, and/or business practices. Practice setting and focus is individualized to...
students’ specific areas of interest. Student will be precepted by an expert in the field. This course meets full time equivalency requirements. Prerequisite or Co-require: NURS 7000, NURS 7010, NURS 7020, NURS 7030, NURS 7040, NURS 7050, NURS 7060.

**NURS 7080 - Translational Evidence-Based Residency II (3-6 Credit Hours)**
Continues to build on the work done in NURS 7070. Students will continue to apply advanced leadership skills and clinical knowledge within their designated practicum site and will continue to enhance his/her competencies in areas such as clinical acumen, case management, leadership, and/or business practices. The student will develop, submit, and defend a proposal for the Translational Project. This course meets full time equivalency requirements. Prerequisite or Co-require: NURS 7000, NURS 7010, NURS 7020, NURS 7030, NURS 7040, NURS 7050, NURS 7060, NURS 7070.

**NURS 7091, 7092, 7093, 7094 - Translational Project I - IV (6 Total Credit Hours)**
The Doctor of Nursing practice program culminates in a capstone translational project course that will merge the practice and scholarship components of the degree. It is designed to address a practice issue affecting groups of patients, health care organizations or health care systems. Students will work with community groups, clinics, hospitals or health care systems to assess, plan, implement, and evaluate a proposal that is mutually agreed upon by the practice setting, the student, and the student’s advisory committee. The successful completion of this scholarly project will contribute to an aspect of advanced nursing practice. This course meets full time equivalency requirements. Prerequisite or Co-require: NURS 7000, NURS 7010, NURS 7020, NURS 7030, NURS 7040, NURS 7050, NURS 7060, NURS 7070, NURS 7080.
DNP: Nursing: Nursing Administration Systems

The UTC School of Nursing BSN to DNP Nursing Administration-Systems (NAS) option will prepare students as systems leaders who design models of health care delivery, evaluate clinical outcomes, identify and manage health care needs of populations and use technology and information to transform health care systems. The NAS option is constructed specifically for current and future nurse administrators/executives who will be prepared for supervisory oversight of a group of essential services or functions. The BSN-DNP NAS option is for students preparing for organizational leadership or administrative roles and will include increased depth in organizational and systems’ leadership; the curriculum is grounded in the Essentials for DNP (2006), The ANA (2009) Nursing Administration: Scope and Standards of Practice and the AONE (2010) Core Competencies for Nursing Executives. The BSN to DNP NAS is a part-time option for working nurses who have family and other obligations.

The BSN-DNP program curriculum consists of a minimum of 64 semester credits; most students will be required to complete 67 semester credits. As a component of the program, the student will complete courses specific to nursing administration, including organizational and management theory, resource management, marketing, informatics, change, quality and patient safety and leadership. The program will also include an appropriate advanced nursing administration practicum experience prior to the courses that precede the residency and the final translational project courses. Ethical decision making is threaded throughout the curriculum. All DNP students will develop, implement, and evaluate an evidence-based Translational Project designed to resolve a significant health care problem. All DNP students will complete residency courses and obtain a minimum of 1000 hours of clinical practice post BSN, a distinction of a DNP graduate (AACN, 2006).

Curriculum Requirements:

- **NURS 5000** - Conceptual and Theoretical Foundations of Nursing 3 hrs.
- **NURS 5010** - Nursing Research with Statistical Application 4 hrs.
- **NURS 5150** - Financial Administration for Nurse Executives 3 hrs.
- **NURS 5300** - Theoretical Foundations for Health Systems Administration 3 hrs.
- **NURS 5310** - Advanced Resource Management 2 hrs.
- **NURS 5320** - Consulting & Marketing Skills for Advanced Practice Nurses 3 hrs.
- **NURS 5330** - Introduction to Health Care Information Systems 3 hrs.
- **NURS 5340** - Health Systems Practicum for Advanced Practice Nurses 4 hrs.
- Electives 6 hrs.
- **NURS 7000** - Philosophic Underpinnings for Nursing Practice 3 hrs.
- **NURS 7010** - Evidence-Based Practice and Nursing Systems 3 hrs.
- **NURS 7020** - Epidemiology and Health Requisites of Populations 3 hrs.
- **NURS 7030** - Meeting Population Demands through Biostatistics 3 hrs.
- **NURS 7040** - Technology and Transformation of Health Care 3 hrs.
- **NURS 7050** - Leadership in Complex Health Care Systems 3 hrs.
- **NURS 7060** - Health Care Policy & Economics 3 hrs.
- **NURS 7070** - Translational Evidence-Based Residency I 3 hrs.
- **NURS 7080** - Translational Evidence-Based Residency II 3-6 hrs.
- **NURS 7091, 7092, 7093, 7094** - Translational Project I - IV 6 hrs.
- Total Required 64-67 hrs.
### DNP: Nursing: Nursing Administration Program of Study and Course Descriptions

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<th>Course Code</th>
<th>Course Title</th>
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<td>N5010</td>
<td>Research and Statistical Applications</td>
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<td>N5310</td>
<td>Advanced Resource Management for Advanced Nursing Practice</td>
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<td>Meeting Population Demands Through Biostatistics</td>
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<td>N7040</td>
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<td></td>
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**Total Credit Hours: 64-67/Minimum 1000 hrs. practice Post BSN**

**NURS 5000 - Conceptual and Theoretical Foundations of Nursing (3 Credit Hours)**

The role of the advanced practice nurse within the framework of nursing science. Selected theoretical and conceptual nursing frameworks, which provide a foundation for advanced nursing practice.
NURS 5010 - Nursing Research with Statistical Applications  (4 Credit Hours)
An examination of methods and statistical applications in nursing research, utilizing nursing theory both as a basis for research and in practice. Prerequisite: Undergraduate level statistics:

NURS 5150 - Financial Administration for Nurse Executives  (3 Credit Hours)
Financial administration theories, principles, and practices essential for nurse executives within the changing health care environment.

NURS 5300 - Theoretical Foundations for Health Systems Administration  (3 Credit Hours)
Exploration of theories, principles, and behaviors essential for the management of resources within the changing health care environment from an advanced practice nurse perspective.

NURS 5310 - Advanced Resource Management for Advanced Nursing Practice  (2 Credit Hours)
Principles and techniques of financial management for achievement of health care system goals and explores current topics in financial management of health care systems while maintaining quality outcomes. The focus is on the role of the advanced practice nurse in resource management.

NURS 5320 - Consulting and Marketing Skills for Advanced Practice Nursing  (3 Credit Hours)
Theories and concepts related to intra-and entrepreneurial principles and skills for the advanced practice nurse.

NURS 5330 - Introduction to Health Care Information Systems  (3 Credit Hours)
The concepts upon which Health Care Information Systems are developed, implemented, and maintained. Operating systems, networking concepts, security issues, and workstation design and evaluation related to the health care environment will be addressed.

NURS 5340 - Health Systems Practicum for Advanced Practice Nurses  (4 Credit Hours)
The application of advanced knowledge and skills related to health systems administration or nursing informatics in a selected health care setting.

Electives – 6 Credit Hours of approved electives

NURS 7000 - Philosphic Underpinnings for Nursing Practice  (3 Credit Hours)
Exploration of philosophical and historical issues that create a context for the integration of the natural and social sciences with nursing science to develop a translational philosophy that will support initiation and evaluation of improved practice approaches.
NURS 7010 - Evidence-Based Practice and Nursing Systems  (3 Credit Hours)
Examines the foundational and philosophical aspects of evidence-based practice for the advanced practice nurse. Research provides the basis of this course through the application of knowledge in the translational project. The student will examine and use applied research methods with a focus on protection of human subjects. Critiques of evidence-based research such as reliability, validity, trustworthiness and relevance to practice of research designs and findings will be emphasized.

NURS 7020 - Epidemiology and Health Requisites of Population  (3 Credit Hours)
Examines the distribution and determinants of health related states and events in specified populations. Emphasis will be placed on the integration of applied epidemiology, study design, public health surveillance, methods of control and prevention and evaluation of health conditions, diseases, injuries and outcomes. This course will analyze specific epidemiologic methods for describing patterns of disease and developing innovative approaches involved in health planning, health policy and health care delivery systems.

NURS 7030 - Meeting Population Demands through Biostatistics  (3 Credit Hours)
Examines methods used to generate and analyze biostatistical data as a foundation for developing, implementing, and evaluating policies and programs integral for the health care of identified populations. Prerequisite: admission to the DNP program, undergraduate and graduate statistics, or approval by the Director.

NURS 7040 - Technology and Transformation of Health Care  (3 Credit Hours)
Provides the advanced practice nurse with the ability to use information systems/technology to support and improve patient care and transform health care systems. Prerequisite: admission to the DNP program, or approval by the Director.

NURS 7050 - Leadership in Complex Health Care Systems  (3 Credit Hours)
Examines evidence-based concepts and theories to be an effective leader in complex health care systems. Prerequisite: admission to the DNP program, or approval by the Director.

NURS 7060 - Health Care Policy and Economics  (3 Credit Hours)
Critically examines governmental, nongovernmental and geopolitical issues that influence advanced nursing practice. Provides a critical analysis of the economics of health care, focusing on financing and delivery of care within the US. Prerequisite: admission to the DNP program, or approval by the Director.

NURS 7070 - Translational Evidence-Based Residency I  (3 Credit Hours)
Provides the Doctor of Nursing Practice student with individualized opportunities to apply advanced leadership and clinical knowledge in healthcare systems; identification of needs and/or interests to further define their clinical practice; allows the student to gain experience in selected clinical or agency sites to increase competencies in areas such as clinical acumen, case management, leadership, and/or business practices. Practice setting and focus is individualized to students' specific areas of interest. Student will be precepted by an expert in the field. This course meets full time equivalency requirements. Prerequisite or Corequisite: NURS 7000, NURS 7010, NURS 7020, NURS 7030, NURS 7040, NURS 7050, NURS 7060.
**NURS 7080 - Translational Evidence-Based Residency II (3-6 Credit Hours)**
Continues to build on the work done in NURS 7070. Students will continue to apply advanced leadership skills and clinical knowledge within their designated practicum site and will continue to enhance his/her competencies in areas such as clinical acumen, case management, leadership, and/or business practices. The student will develop, submit, and defend a proposal for the Translational Project. This course meets full time equivalency requirements. Prerequisite or Corequisite: NURS 7000, NURS 7010, NURS 7020, NURS 7030, NURS 7040, NURS 7050, NURS 7060, NURS 7070.

**NURS 7091, 7092, 7093, 7094 - Translational Project I - IV (6 Total Credit Hours)**
The Doctor of Nursing practice program culminates in a capstone translational project course that will merge the practice and scholarship components of the degree. It is designed to address a practice issue affecting groups of patients, health care organizations or health care systems. Students will work with community groups, clinics, hospitals or health care systems to assess, plan, implement, and evaluate a proposal that is mutually agreed upon by the practice setting, the student, and the student's advisory committee. The successful completion of this scholarly project will contribute to an aspect of advanced nursing practice. This course meets full time equivalency requirements. Prerequisite or Corequisite: NURS 7000, NURS 7010, NURS 7020, NURS 7030, NURS 7040, NURS 7050, NURS 7060, NURS 7070, NURS 7080.
DOCTOR OF NURSING PRACTICE

TRANSLATION OF RESEARCH PROJECT INFORMATION
Introduction

All UTC School of Nursing DNP options consist of a plan of study that includes an evidence-based practice project that is a translation of evidence into practice. The project is a faculty-guided scholarly practice experience that provides evidence of student critical thinking, ability to apply research principles, and ability to transform practice through problem identification, proposal development, implementation, and evaluation of a clinical problem.

The Purpose of the Translation of Research Project in the DNP Curriculum

Nurses prepared at the DNP level provide leadership for evidence-based practice and model translating evidence-based research in practice. Doctor of Nursing Practice nurses participate as members of a research team or conduct research utilization projects. The Translational Project experience is an in-depth, integrative and interprofessional experience that results in a practice-related written project that exemplifies how evidence can be used to change or improve practice or outcomes for patients, families, populations, and/or health care systems. Thus, a translation of research project is a scholarly process to address a clinical/practice relevant problem in nursing and healthcare. Successful completion of the project requires competence in knowledge development activities, such as undertakings aimed at improving the reliability of healthcare practice and outcomes, abilities of appraising and applying research principles, and abilities associated with transforming practice through problem identification, project development, implementation, and evaluation of a needed clinical change. Coursework within the DNP program supports the various Translational Project components.

The DNP Translational Project is developed implemented and evaluated during the program of study and will have a data analysis component with a relevant clinical application grounded in evidence-based practice. The completed final project will be presented to the faculty following specified guidelines conforming to the final products (written paper, presentation and publishable paper). It is expected that the DNP project will be ready to submit for publication. The actual publication of the work is not a requirement for the degree. The submission of the publishable paper may occur after the completion of the project, with the additional help from committee members, who may then be co-authors.

Translation of Research Project Committee

Students will be assigned a project Chair who will also serve as an advisor to the student for successful project completion. The Chair must hold Graduate Faculty status as approved by the Graduate School Dean in collaboration with the School of Nursing. The committee members must also hold Graduate Faculty status as stipulated by the Graduate School.

Among other responsibilities, the Chair will:

- Assure IRB compliance, guide preparation of the project prospectus, project development, implementation, and evaluation, final project presentation and finalization of the written document requirements
- Ensure that the entire committee meets with the student at least two times: one for the defense of the project prospectus/qualifying exam and one for final presentation and written evaluation of the project. It is expected that the student’s committee may need to meet more than the minimum times specified.
- Assure that the project will be of value to the associated organization/community/professional organization.
- Collaborate with the student to identify potential project committee members who will bring expertise to the project.
- Guide the student through the Translational Project to its final approval by all committee members.
- Collaborate with the student to assure that the project will lead to a publishable paper.
- During the last semester of the student’s program of study, the Committee Chair and the DNP Coordinator or designee will complete and sign the DNP End of Program Completion Form found in Appendix V.

Responsibilities of the Committee Members:
- The committee will consist of the Chair, a committee member who is a UTC faculty member and one community member.
- The community member must hold, at minimum, a Master’s Degree. It is highly recommended that the community member of the committee be selected from the organization or clinical site where the student will conduct the project. To obtain full approval of the student’s selection of the community member appointment to the committee, the student must send an electronic copy of each member’s resume or vita to the Graduate Program Coordinator and the Chair.
- The members must bring expertise in the clinical nursing topic of interest, the methodology used in the project, or other knowledge related to the project.
- Additional members may be added to the committee with approval of the Chair and will be nonvoting members of the committee.
- The selected faculty member, community members and the Chair are voting members.
- The committee will meet as often as necessary as deemed necessary by the Chair in collaboration with the student.
- The committee voting members critique the Translational Project proposal and review revisions as requested by the Chair or the student.
- Members will share critiques and concerns of drafts of the project with the student and the Chair.
- The committee voting members review the student’s written and oral presentation of the final project for approval.

The Process Guide
The Chair of a student’s Translational Project will be assigned when the student is accepted into the program. The student must engage in the following process to be successful in completing the project in a timely manner.

1. The student should identify the type of project and clinical question with the Chair. The student should also work with a librarian who specializes in supporting the School of Nursing to develop an effective and efficient strategy for conducting a search for appropriate literature. When the Chair approves the PICOT question along with background data, the student and Chair should select a faculty committee member and a community member to serve on the committee.
2. The community member should be someone from the agency where the project will be implemented and evaluated; the outcomes of the project should be useful to the organization/community.
3. The student should determine the availability of the committee members over the period that the student will be working on the project, especially during the summer semester(s).
when some faculty may specify limits on his/her availability; this should be accomplished by the end of the first semester if possible.

4. The student should complete a prospectus, receive appropriate IRB approval, and proceed with the plans for further development, implementation and evaluation of the translation of research project under the guidance of the committee.

5. For IRB approval, the student in collaboration with the faculty should submit the appropriate forms using the policy guidelines found at http://www.utc.edu/Administration/InstitutionalReviewBoard/application-process.php

6. The student should not proceed with any type of recruitment, data collection or analysis until the student receives the Chair's approval.

7. At the completion of the DNP Program, the student will deliver a presentation and written evidence-based Translational Project that he/she has designed, implemented and evaluated.

8. The student will also develop a publishable paper in collaboration with faculty.

Guidelines for the DNP Prospectus/Qualifying Exam:

A Component of the Translational Project

The DNP Prospectus presentation is a defense of the project proposal and serves as the student's qualifying exam. The oral presentation should include statements of the problem, a brief review of salient literature, methods to be used, anticipated results, and potential implications of the project. PowerPoint slides may be used to accompany student prepared handouts. The DNP Committee Chair will conduct the meeting. The student, Committee Chair, Committee Members and DNP Coordinator or designee will attend the presentation and other faculty will attend if they so desire. All are welcome. The student must receive a majority approval or conditional approval at the time of the DNP Qualifying Examinations in order to progress in the program. If the student is not successful and the proposal is not approved, the student may repeat the DNP Qualifying Examination/project proposal defense once. If the student fails to receive an approval for the project proposal subsequent to the second attempt, the student may be dismissed from the DNP program.

The Prospectus/Qualifying Exam Form found in Appendix VII identifies elements of the prospectus that should be included in the presentation for a successful defense and passing of the Qualifying Exam.

The meeting shall be scheduled at a time and place that is convenient and agreed upon by the Committee Chair, the Committee Members and the student. A schedule of possible times and dates for each cohort will be specified by the DNP Program Coordinator at least one month prior to the “sign-up” period. The Committee Chair will advise the student when he/she is ready to set a date for the prospectus presentation and the student will be responsible for signing up. Following the meeting, the Committee Chair and members will decide if the student has completed the requirements for the prospectus. The Committee Chair will notify the student of the decision, including any necessary changes to be made. These changes will be made by the student under the direction of the Committee Chair. The Prospectus/Qualifying Exam Form found in Appendix VII will be submitted to the Graduate Program Coordinator and the student should save a copy for his/her DNP Portfolio.

Please note that no data collection or interventions related to the project can be started prior to approval by the project committee and UTC/agency IRB.
**Dissemination of the Project**

In collaboration with the Chair and Committee Members, the student should share project results with the clinical site. Students will also provide formal presentations at scholarly forums in the School of Nursing, UTC, and at other local venues. Students should seek out opportunities to disseminate findings at state and national professional meetings guided by the Chair and committee members. Students will be given the opportunity to deliver a poster, a paper presentation and a publishable paper.

*Publishable Paper(s):* The Chair and committee members and/or course faculty will assist students in identifying a scholarly journal relevant to their student’s project or other scholarly work. Students will utilize the Guidelines for Authors specified in the selected journal to develop the publishable paper. Students should collaborate with faculty prior to submitting any paper for publication. Members of the student’s committee may also need to collaborate/contribute to the paper related to his/her expertise. A clinical expert on the topic may also be asked to review your paper if appropriate. The process of peer review is a vital part of scholarship/professionalism and one a student will want to consider whether they are creating requisite documents for their own practice or writing for publication.

**DNP Translational Project: The Guide for the Final Paper**

Purpose of the guideline: to help guide the development of the student’s Translational Project Final Paper. It expands on the Prospectus requirements. Page limits are suggested but are not mandatory.

The Final Paper must conform to current APA Format & Style guidelines.

I. **Introduction: The Practice Problem (3-4 pages)**

A. *Analysis of the nature of the practice problem or issue that will be the focus of the intervention*

   1. Description of the problem
   2. Population, community or system affected
   3. Epidemiology—incidence, prevalence, etc.
   4. Agency/system knowledge of and perceived significance of the problem
   5. Importance to advanced practice nursing (identify the relevance to change in practice and the leadership role of the DNP student)
   6. Identify desired outcomes with impact
   7. Value the innovation/intervention brings to the population/system
   8. Purpose statement: The purpose of this (translation of research project) is...
   9. Clear meaningful question (Use PICOT to identify question components.)

II. **Discussion of the theoretical/conceptual framework (3-5 pages)**

   1. Description of framework that guides the project (illustration of model if appropriate)
   2. Clear link to purpose and question
   3. Model used to guide change process

III. **Analysis of the evidence-based literature (Reliability and Validity) (4-6 pages)**

   1. Critical synthesis of relevant literature
      a. *Analysis of Evidence Table*
   2. Gaps in evidence identified
3. Summary of the critical appraisal of the literature

IV. Plans/Method for Implementation (12 – 16 pages)

A. Translation of Research into Practice Design

1. Discuss the design/components of the project (must be methodologically rigorous)
   a. Identify the model to guide implementation of the translation of research project including rationale for its selection.
   b. Describe the contextual aspects of the project setting
   c. Organizational/systems and individual readiness to change including anticipated barriers, facilitators, challenges related to the project
   d. The Sample
   e. The Logic Model
      * Discuss resources/inputs required for the success of the project
      * Discuss evidence-based interventions, activities
      * Clearly identify short/long term outputs
      * Identify outputs of interventions and activities
      * Discuss outcome measures
      * Discuss the expected impact of the project

2. Proposed Plan to Evaluate Outcomes and Impact
   (Are the outcomes of interest sensitive over time? How will the outcomes of interest be measured? Are there existing valid and reliable instruments to measure the outcome of interest? Who will measure and will training be necessary? What is the cost of measuring the outcome?)
   a. Measurement tools
   b. Evaluation/research methodology
   c. Statistical test required

V. Data collection procedures (sources and processes to measure outcomes) (2-4 pages)

1. Clearly describe all procedures
2. Use of information systems and technology

VI. Analysis of findings including Cost Analysis & Any Recommendations (3-5 pages)

1. Budget/business plan in appendix

VII. Clear and Feasible Plans for Sustainability (2-4 pages)

VIII. Dissemination plan (clear and feasible) – What is going to be done with the information/data obtained in the project? (1-3 pages)

Appendices

References

Adapted from:
## Translational Project Paper Rubric

**For a Satisfactory Grade, all criteria must be met.**

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<tr>
<th>Requisites</th>
<th>Criteria Not Met</th>
<th>Criteria Met</th>
<th>Exceptional</th>
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<tr>
<td>Background/problem information analyzed and supports the project</td>
<td>Problem is not clearly articulated. Literature review is disorganized and incomplete</td>
<td>Problem is clearly articulated &amp; information is organized and appropriate in scope</td>
<td>The problem is well chosen articulated and significant in scope and potential impact</td>
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<td>Need, feasibility and significance are clearly presented; literature, benchmarks and supporting data provided and appropriate; framework is evident and appropriate</td>
<td>Theoretical framework is inappropriate; supporting literature/evidence is not present &amp;/or insufficient.</td>
<td>Literature review of evidence is organized &amp; methods are sufficient to provide acceptable level of analysis - conceptual framework is present</td>
<td>Literature review of evidence is complete, well organized and clearly presented. The conceptual framework is well thought out &amp; applied appropriately</td>
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<tr>
<td>Critical synthesis of relevant literature &amp; gaps noted &amp; <em>Analysis of Evidence Table</em> included; reliability &amp; validity of evidence is summarized.</td>
<td>Presented literature, analysis &amp; summary of reliability &amp; validity of information absent</td>
<td>Literature, summary of reliability &amp; validity of information provides an acceptable analysis</td>
<td>The analysis and summary is thorough, complete, well organized and clearly articulated</td>
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<tr>
<td>Design of the project uses appropriate methodology to support the desired outcomes and sustainability.</td>
<td>Design, methods and plan of analysis are unclear.</td>
<td>Design, methods, plan of analysis &amp; sustainability plan are appropriate and clear.</td>
<td>Methods and plan for analysis are complete &amp; well organized. Sustainability plan is well thought out.</td>
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<tr>
<td>Characteristics of quality writing including use of APA format and style</td>
<td>Paper is poorly written, unorganized and contains numerous grammatical errors; does not present well.</td>
<td>Quality of writing is acceptable; use of APA format and style is consistent. The paper is coherent and contains a few punctuation/grammatical errors.</td>
<td>The quality of writing &amp; use of APA format and style is above average; the product it is well organized &amp; demonstrates logical consistency. No spelling, punctuation &amp; grammatical errors.</td>
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Student: ___________________________ Date: ____________________
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<th>Comments:</th>
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<td>Chair ____________________</td>
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<tr>
<td>Committee Member ____________________</td>
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## Final Translational Project Presentation Rubric

Student: ____________________________  Date: _________________

### Project Substance

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<tr>
<th>Requisites</th>
<th>Unsatisfactory Presentation</th>
<th>Satisfactory Presentation</th>
<th>Outstanding Presentation</th>
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</table>
| - Does not meet project expectations  
- Little or no evidence of synthesis and analysis  
- Presentation reflects little effort/thought  
- Significance to population, community or system unclear or not effective in solving the issue or making effective change | - Met project expectations in terms of depth & breadth of content  
- Clear and concise evidence of synthesis and analysis  
- Presentation reflects effort, thought & satisfactory delivery  
- Project significance to population, community or system was clear or was effective in solving the issue/or making effective change | - Exceeded project expectations and will contribute significantly to the literature  
- Thorough, clear and concise evidence of synthesis and analysis  
- Presentation reflects highly developed presentation effort/thought and delivery  
- Project is highly significant to the population, community or system, showed a high degree of clarity or was highly effective in solving the issue/making effective change |

### Content of Presentation

| - Evidence of presentation content knowledge is unclear, weak or missing  
- Presentation is not delivered in a professional manner appropriate for audience  
- Student not able to answer questions | - Basic knowledge of content demonstrated  
- Sufficient information provided to reflect knowledge  
- Delivered in a professional manner appropriate for audience  
- Student was able to generally answer questions | - Expert knowledge of content demonstrated through overview of project, appropriate details, examples and evidence  
- Delivered in a professional manner appropriate for audience  
- Student was able to answer questions with detail |

### Presentation

| - Student is unprepared or presentation is of poor quality  
- Presentation did not meet requirements  
- Visual aids are unorganized, ineffective, or missing | - Presentation shows planning and practice  
- Presentation meets requirements & fits time limits  
- Visual aids are set up, cued and ready to use with little difficulty | - Presentation is clearly planned, practiced and refined  
- Presentation requirements are exceeded but fits time limit  
- Visual aids are set up, cued and ready to use and are outstanding |

### Delivery of Presentation

| - Delivery difficult to understand  
- Intermittent, minimal, or no eye contact; posture and facial expressions distracting  
- Appearance too casual and inappropriate for professional presentation | - Adequate volume and articulation  
- Generally maintained eye contact with audience  
- Affirmative facial expressions and posture  
- Appropriate dress and appearance | - Clear articulation & volume appropriate  
- Comfortable with direct & consistent eye contact with audience  
- Confidence shown through posture, gestures, movement and expression  
- Appropriate dress and appearance |

### Overall Grade (check appropriately): _____Satisfactory _____Unsatisfactory _____Outstanding

**Signatures:**

Chair of Committee ____________________________  Committee Member________________________

Committee Member ____________________________  Date_____________________________
DOCTOR OF NURSING PRACTICE

PORTFOLIO
Introduction

Purpose: the DNP Portfolio demonstrates the student’s educational, personal and professional growth by showcasing the process of learning and a sample of the actual knowledge acquired (Casey & Egan, 2010). The DNP Portfolio is a requirement for program completion and will be reviewed by the Chair of the student’s Translational Project. Students will be given feedback and suggestions for improvement as indicated. Students will submit the Final Portfolio on the formatted USB to the Coordinator of the DNP Program for final review by the Graduate Committee. Students will use the following Portfolio Guidelines in constructing the product:

- **Introduction**
  - Cover sheet titled “UTC Doctor of Nursing Practice Portfolio”
  - Student’s name
  - Faculty Chair’s name
  - Committee Members names
  - Residency Preceptors Name
  - Acknowledgements (optional)
  - Signed Evaluation Forms - Qualifying Exam (Approval of Prospectus); Final Evaluation of Students Residency; Translational Project Completion Form
  - DNP Verification of Completion of Program Requirements

- **Professional Items**
  - Current CV (See Appendix V for CV Guidelines essential to the portfolio)
  - License
  - CPR, ACLS, PALS, etc.
  - Advance Practice Certification
  - Other Professional Certifications

- **Program Reflections**
  - Reflection Papers (reflections on progression/growth in the DNP Role)

- **Technology and Transformation of Health Care**
  - Exemplar(s) of achievement

- **Health Policy and Transformation of Health Care**
  - Exemplar(s) of achievement

- **Residency Form and Case Reports**
  - Case reports
  - Residency/clinical log

- **Peer Reviewed Poster Presentations**
  - Copy of poster presentation and identification of audience and any evaluation/feedback received

- **Completed Translation of Research Project**

- **Peer Reviewed Manuscript/Presentation**
  - Abstract with letter of acceptance
  - Power point slide presentation
  - Publishable paper related to the Translational Project

Reference

### DNP Portfolio Rubric

<table>
<thead>
<tr>
<th>For a Satisfactory Grade, all Requisites must be rated Satisfactory</th>
<th>Exceptional</th>
<th>Satisfactory</th>
<th>Needs Work</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Format</strong></td>
<td>Portfolio documents are organized into sections with well-defined visual structure, selection of elements are as specific &amp; are excellent</td>
<td>Portfolio documents are generally organized into sections and include identified elements</td>
<td>Organization and visual structure needs improvement. Documents are sometimes inconsistently organized &amp; inclusion of elements are random/incomplete</td>
<td>Portfolio is a disorganized collection of documents without visual structure. Organization and overall selection of elements include are disorganized, missing or incomplete.</td>
</tr>
<tr>
<td><strong>Learning Process &amp; Knowledge Gained</strong></td>
<td>Provides example of elements to support growth in the role that exemplifies excellence in achieving program outcomes</td>
<td>Provides example of elements to support growth in the role to achieve program outcomes</td>
<td>Provides few or very few elements to support program outcomes</td>
<td>Disorganized and unclear support of growth is presented.</td>
</tr>
</tbody>
</table>

Student Name: ____________________________________________________________

Date of Final Review: _____________________________________________________

Committee Chair Signature: ________________________________________________

Graduate Committee Review – Date__________________________________________
DOCTOR OF NURSING PRACTICE

PRACTICUM AND RESIDENCY
DNP Residency

Introduction
Purpose: The purpose of the clinical residency is to acquire an integrative practice experience in the knowledge and skills related to the essentials of doctoral education for advanced nursing practice. The School of Nursing uses preceptors in all graduate practicum or residency courses.

Preceptors generally work one on one with students but in some situations may work with one or several students. The preceptor may be the primary day-to-day agency contact for the student or assist in connecting the student(s) with others in the agency. The agency and the faculty member should jointly decide on the specific arrangements for the preceptor-student relationship.

Preceptor Orientation Information
The School of Nursing has developed a Preceptor Guide that specifies the responsibilities and role of the student, faculty and preceptor. The faculty believe that guidance and teaching by preceptors is a significant dimension of the learning experience of all students. Preceptors provide DNP students with unique, real-world opportunities to interact with healthcare leaders and experts, advance their knowledge, practice new skills, and achieve competencies. The information in this guide is intended to facilitate a positive experience for the Preceptor and the DNP student.

All School of Nursing students are expected to exhibit a professional demeanor at all times in the clinical setting including:

- Professional dress with UTC School of Nursing identification badge
- Respectful demeanor to all people encountered in the clinical setting including preceptors, faculty, staff, patients, families, colleagues and other healthcare professionals
- Express appreciation to preceptors for their dedication, mentoring, and teaching at the end of the clinical experience

The Preceptor Packet is found in the Preceptor Guidelines Section of the DNP Handbook.
DOCTOR OF NURSING PRACTICE

ACADEMIC POLICIES
Introduction

These policies are not inclusive of all Graduate School Policies and Procedures. The Graduate Catalog is found at http://www.utc.edu/Administration/GraduateSchool/Resources/Include/GraduateCatalog.htm, and serves as the primary document for graduate program policies. Graduate students are expected to be aware of and satisfy all regulations governing their graduate study at UTC.

Non-Discrimination Policy

I. Policy: The University of Tennessee at Chattanooga School of Nursing admits students of any race, religion, sex, sexual orientation, color, national ethnic origin, disability or age to all the rights, privileges, programs and activities generally accorded or made available to students at the School of Nursing. It does not discriminate on the basis of race, religion, sex, sexual orientation, marital status, color, national or ethnic origin, disability or age, in administration of its educational policies, admissions policies, scholarship and loan programs, and other university-administered programs.

II. Purpose: The purpose of a policy on non-discrimination is to assure the commitment of the University of Tennessee at Chattanooga School of Nursing to promoting inclusion, respect and the inherent value of all students.

III. Procedure: The University of Tennessee at Chattanooga School of Nursing will voluntarily follow policy for non-discrimination and diversity by admitting students of any race, religion, sex, sexual orientation, color, national ethnic origin, disability or age; by affording to all the rights, privileges, programs and activities generally accorded or made available to students at the School of Nursing; and by not discriminating on the basis of race, religion, sex, sexual orientation, marital status, color, national or ethnic origin, disability or age in administration of its educational policies, admission policies, scholarship and loan programs and other university-administered programs. The School of Nursing will accurately exhibit and follow the non-discrimination policy.

Accreditation

The School of Nursing BSN, MSN and DNP programs are accredited by the Commission on Collegiate Nursing Education (CCNE), an autonomous accrediting agency officially recognized by the U.S. Secretary of Education as a national accreditation agency ensuring the quality and integrity of baccalaureate, graduate, and residency programs in nursing. The MSN Nurse Anesthesia graduate program is accredited by The Council on Accreditation (COA). The University of Tennessee is regionally accredited by the Southern Association of Colleges and School (SACS).

ADA Awareness Statement

Nursing is a practice discipline, with cognitive, sensory, affective, and psychomotor performance requirements. The faculty of the School of Nursing has identified the skills and professional behaviors that are essential to pursue a course of study to be eligible to write the national certification exams and practice as an advanced practice professional nurse. In order to progress in the nursing curriculum, a student must possess a functional level of capability to perform the duties required of an advanced practice nurse. The essential eligibility requirements for participation in the nursing program are identified as Core Performance Standards. These standards are adopted from the Southern Council on Collegiate Education for Nursing (SCCEN) and are congruent with the skills presented in the document entitled Essentials of College and University Education for Professional Nursing, a publication of the American Association of Colleges of Nursing. If these standards cannot be achieved by the student, either unassisted or with dependable use of assistive devices, the faculty reserves the right to dis-enroll the student from clinical courses.
School of Nursing Core Performance Standards

Applicants must meet the essential eligibility requirements for participation in the nursing program. Nursing is a practice discipline, with cognitive, sensory, affective, and psychomotor performance requirements. The following Core Performance Standards identify essential eligibility requirements for participation in the nursing program.

<table>
<thead>
<tr>
<th>ISSUE</th>
<th>STANDARD</th>
<th>EXAMPLES OF ACTIVITIES (NOT ALL INCLUSIVE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking Ability</td>
<td>Critical thinking ability sufficient for clinical judgment.</td>
<td>Transfer knowledge from one situation to another. Process information, evaluate outcomes, problem solve and prioritize. Use long and short-term memory, identify cause-effect relationships. Plan activities for others. Synthesize knowledge and skills. Sequence information.</td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td>Interpersonal skills sufficient to interact with individuals, families and groups from a variety of social, emotional, cultural, and intellectual backgrounds.</td>
<td>Negotiate interpersonal conflict. Respect cultural diversity in clients. Establish rapport with clients and co-workers.</td>
</tr>
<tr>
<td>Communication Ability</td>
<td>Communication abilities sufficient for interaction with others in verbal and written form.</td>
<td>Explain health conditions, diagnostic and treatment procedures and initiate health teaching. Interpret and document client responses to health status. Convey information through written and oral reports. Organize work and perform multiple tasks within given time constraints and under stressful conditions while maintaining the ability to communicate clearly.</td>
</tr>
<tr>
<td>Mobility</td>
<td>Physical abilities sufficient to move from room to room and maneuver in small spaces.</td>
<td>Move within confined spaces. Sit or stand and maintain balance for extended periods of time. Reach above shoulders and below waist. Twist, bend, stoop, climb on stool or stairs, and move quickly in response to potential emergencies. Push, pull, lift or support a minimum of 25 pounds. Use upper body strength. Squeeze with hands and fingers and maintain physical tolerance for repetitive movements and demands of the work environment.</td>
</tr>
<tr>
<td>Motor Skills</td>
<td>Gross and fine motor skills sufficient to provide safe and effective nursing care.</td>
<td>Grasp small objects with hands. Manipulate small objects with fingers. Write with a pen. Type on a computer keyboard.</td>
</tr>
<tr>
<td>Hearing Ability</td>
<td>Auditory ability sufficient to monitor and assess health needs.</td>
<td>Hear normal and faint voices. Hear faint body sounds such as blood pressure, heartbeat, etc. Hear in situations when not able to read lips. Hear auditory alarms such as monitors, fire alarms and call bells.</td>
</tr>
<tr>
<td>Tactile Ability</td>
<td>Tactile ability sufficient for physical assessment.</td>
<td>Feel vibrations to detect pulses, etc. Detect temperature. Feel differences in sizes and shapes and detect surface characteristics.</td>
</tr>
</tbody>
</table>


(Reviewed by Academic Affairs Committee, 1/26/10; Reviewed by School of Nursing Faculty, 2/9/10)
Professional and Academic Standards

All students who have been admitted to the School of Nursing are required to meet the following professional and academic standards.

1. Tennessee Board of Nursing Requirements
2. UTC Honor System
3. School of Nursing Confidentiality Policy
4. Clinical Agency Policies
5. Nursing Code of Ethics
6. Individual Course Policies
7. Academic Policies
8. Dismissal and Progression Policies

Academic Progression: Student's earning a “C” or less or a "No Credit” in any course will be required to repeat the course. Any student who earns a “C” or less and/or a "No Credit” in two courses during their enrollment will be considered for dismissal from the School of Nursing. Students must also meet the standards of the Graduate School related to academic progression. See Graduate Catalog http://www.utc.edu/Administration/Records/Catalogs/ for Graduate School Standards related to academic progression. (Approved by Graduate Committee 8/17/2010 – unanimous; Approved by School of Nursing Faculty 9/21/10 – unanimous)

Ethical Violations and Failure to Achieve Professional/Skills Behaviors: A student may also be dismissed from the DNP program should the faculty find that the student's behavior directly violates the ethical code of conduct and/or professional standards of practice governing the nursing profession. A student, regardless of academic performance, may be dismissed should he or she fail to demonstrate mastery of essential professional behaviors, which include those skills essential for work in the nursing profession. See Graduate Catalog http://www.utc.edu/Administration/Records/Catalogs/ and the UTC Student Handbook regarding the academic Honor Code expected of all students attending the university.

Conduct Standards and ANA Code for Nurses (American Nurses’ Association, 2001): All nursing students are expected to exhibit the attributes of accountability, integrity, professionalism, regard for self, regard for others, respect, responsibility, safety, and theoretical competence. All students are expected to adhere to the American Nurses Association (ANA) Code for Nurses in their professional conduct. Students who hold a professional license are also expected to adhere to the state rules regarding professional conduct. All students are expected to abide by the rules of the School of Nursing, the Graduate School, and the University.

1. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of the health problems.
2. The nurse’s primary commitment is to the patient, whether an individual, family, group or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse’s obligation to provide optimum patient care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining and improving healthcare environments and conditions of employment conducive to the provision of quality healthcare and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and other members, is responsible for articulating nursing values, maintaining the integrity of the profession, and shaping social policy.

**Uniform Policy**

Students are to comply with the policies and procedures of any agency with which the University of Tennessee at Chattanooga School of Nursing has an agreement. During the clinical experiences, DNP students MUST wear appropriate, professional-looking attire (e.g., no jeans). Wearing a lab coat over street clothes is highly recommended to both protect your clothing and promote a more professional appearance. In addition, students are to wear the official UTC School of Nursing picture identification badge whenever present in the clinical agencies.

**Drug Screening Policy**

It is the policy of the College of Health, Education and Professional Studies (CHEPS) to be in compliance with all policies of the clinical facilities with which the College affiliates for student clinical learning experiences. The Chattanooga Area Consortium of Healthcare Education requires that at a minimum, students in a health care related program be required to submit to a drug screen upon admission and additionally for cause.

The purpose of this policy is to provide a safe working environment for students, patients, visitors, healthcare agency staff and university faculty and staff. In order to participate in the clinical experiences required in the health science programs, the student may be required to undergo drug screening. In addition, all students are subject to subsequent testing on a reasonable suspicion that he/she is under the influence of drugs or alcohol such that it impairs the student’s ability to perform competently.

If a student’s behavior demonstrates that he/she is impaired (functioning in any impaired manner, exhibiting inappropriate behavior in the classroom or clinical setting, or demonstrating any unprofessional conduct or negligence associated with impairment), the faculty academically responsible for that student will document the specific behaviors of the student. This written communication will include any supportive facts and/or documentation of the occurrence (at a minimum: time, places, circumstances, behaviors, witnesses or other persons who possess knowledge of the student’s behavior). A determination of functioning in an unprofessional manner will be established by the professional responsible for the student based standards of the profession.

The student will sign that he/she has read the documentation completed by the faculty regarding his/her behavior. If the behavior is observed in clinical practice, the student will be immediately removed from the agency for the sake of patient safety. If the behavior occurs in the classroom, the student will be removed from the classroom. The student may not return to class or clinical until reviewed by the Dean of CHEPS.

Documentation of behavior will be forwarded to the Dean for review on the day of the incident. The documentation will become part of the student’s record. The Dean or Designee(s) will evaluate the documentation presented, and if warranted, request an immediate drug screen. The Dean may ask to meet the student. The review will be completed by the Dean within five days of the incident.

If a student has a positive drug screen, s/he will not be allowed to participate in the clinical courses at the assigned clinical agency or any other clinical agency. The student will be dismissed from the program. The student will then be required to complete, at the student’s cost, chemical dependency evaluation and treatment to be considered for readmission to the program. Readmission into a program in the CHEPS will be considered only upon completion of a treatment program, and the recommendations of the program’s student/academic admission committee, the Department Head and the Dean. Any student with a positive drug screen shall be dismissed from the program for a minimum of one calendar year and will be immediately withdrawn from all courses.

If the student desires to reapply to the program, he/she must provide proof of a minimum of one year of treatment in a program and documentation of ongoing treatment if readmitted to the program. If readmitted to a program in the CHEPS, random drug screens will be required and these results must be conveyed to the Department Head. The
A student will be required to obtain random drug testing until the student withdraws or graduates from the program. All testing is at the student’s expense.

Licensed students, who test positive on a drug screen, will be reported to Tennessee Professional Assistance Program (TNPAP). Readmission into a program in the CHEPS will be considered only upon completion of a TNPAP approved rehabilitation program or the recommendation or TNPAP, and the recommendations of the program’s student/academic admission committee, the Department Head and the Dean.

The CHEPS encourages impaired students to seek assistance voluntarily and assume responsibility for their personal and professional conduct.

**Communication**

All faculty, staff and students are at all times expected to engage in respectful communication. Faculty teaching graduate courses will identify additional communication standards relevant to the individual course in each syllabus.

The University of Tennessee at Chattanooga has adopted email as an official means of communication with students. Each student, upon enrolling, is issued an email account with the University. This is the account used for University business and official University communications to students. Students are expected to regularly check their email account for University communications. Students may use the UTC account for personal communication at their discretion. Assistance with student email is available through the UTC Help Desk at 425-4000.

**Infection Control Policy**

The School of Nursing maintains an infection control policy for students, faculty and staff to ensure a safe environment (Appendix I).

**DNP Student Participation in Program Governance**

During fall semester of each year, one DNP student will be selected to serve on the School of Nursing Graduate Committee. Because the program uses distance learning as its platform for curriculum delivery, the minutes of the SON Graduate Committee will be redacted and placed on Black Board for students to review. All suggestions for program improvement are greatly welcomed.

**Graduate Program Advisement and Progression**

In addition to faculty, each graduate student will be advised by the School of Nursing Graduate Program Coordinator (GPC). The primary role of the GPC is to help the student understand the academic and administrative processes of the School of Nursing and the University and the nature of School of Nursing graduate academic programs other than the curriculum. The GPC also seeks to understand each student’s particular concerns affecting academic progress. The adviser neither grants nor denies administrative approval for particular academic actions. Academic advising issues such as submitting a petition, course registration, graduation planning, or discussion of life issues related to the student’s program of study can be discussed with the GPC. Below is a guideline of various entities and questions that students may need to seek advisement from the GPC:

<table>
<thead>
<tr>
<th>Petition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration Holds</td>
</tr>
<tr>
<td>Graduation Applications</td>
</tr>
<tr>
<td>Pin Number &amp; other registration issues</td>
</tr>
<tr>
<td>Program related issues</td>
</tr>
<tr>
<td>Financial Aid Issues</td>
</tr>
<tr>
<td>Probation Issues/Academic Standing</td>
</tr>
<tr>
<td>Progression Issues</td>
</tr>
<tr>
<td>SON or University Policies</td>
</tr>
<tr>
<td>Issues with Nursing Courses</td>
</tr>
<tr>
<td>Concerns/Grievances related to SON/Graduate</td>
</tr>
</tbody>
</table>
Academic Advisement for DNP students is performed by the DNP Coordinator or a faculty designee.

**Program of Study and Candidacy/Graduation Application**

Each graduate student in the nursing program must complete and submit a Program of Study (POS). **Instructions for completing and submitting the Program of Study (GS#101), the Candidacy Form (GS#102) and the Application for Candidacy & Graduation (GS #103) are found in Appendix II.** During the first semester in the program the POS (GS#101Form) must be completed (Appendix II). The student must complete a Candidacy (GS#102) Form (Appendix IV) and also a Graduation Application (GS #103) Form (Appendix V) prior to the semester of graduation (Appendix IV). For students graduating in the spring, the Graduate Application must be submitted at the beginning of the prior fall semester. For students graduating in the summer or fall, the application must be submitted at the beginning of the prior spring semester.

**Grading Policy**

The School of Nursing Grading Scale has been approved by faculty for all programs.

Grading Scale: The following numerical grading scale will be used in all nursing courses:

- 92-100: A
- 84-91: B
- 78-83: C
- 70-77: D
- <70: F

During each semester, all grades will be recorded to two (2) decimal places. At the end of the semester, the final grade will be calculated to two decimal places and rounded mathematically:

- Less than 0.50 – Round down to next whole number ex. 91.49 = 91
- 0.50 or greater – Round up to next whole number ex. 91.50 = 92

(Approved by Graduate Committee 8/17/2010; Approved by School of Nursing Faculty 9/21/10)

**Transfer Credit**

The Graduate School has determined that a majority of all coursework in a graduate student’s program must be taken for graduate credit at UTC. Graduate program faculty will determine the extent of transfer credit acceptable in their respective programs.

To be considered for transfer credit in any graduate degree or certificate program, a course taken at another university must meet the following minimum criteria:

- Carry graduate credit from a regionally accredited university,
- Have a grade of B or better,
- Fit within the timeframe of the student’s program of study, and
- Not have been used for a previous degree at the same degree level or for an undergraduate degree.

Initiation of procedures to have transfer credit accepted is the responsibility of the student, who must have one official transcript sent to the UTC Graduate School directly from the institution(s) at which the work was taken. The student should present the syllabus to the program coordinator/director. If the program coordinator finds the coursework comparable in requirements and standards to the relevant UTC coursework and recommends the transfer credit, the course(s) may be listed on the student’s Application for Admission to Candidacy form. This form should then be submitted to the Dean of The Graduate School for final evaluation and approval. If approved, the credit will be incorporated into the student’s official academic record.
Doctoral Students with Master’s Degrees

Students admitted to a doctoral program who have completed a master’s degree, or its equivalent, may request the faculty of the doctoral degree program accept all or parts of the relevant graduate course work to count as fulfilling a portion of the doctoral degree requirements. In programs where this option is allowed a student with a master’s degree may substitute no more than 50% of the doctoral degree requirements with graduate work completed at another institution or within another degree program offered by UTC unless the course work is included in the Doctoral Program of Study Form. Although previously completed graduate courses may be used to satisfy a portion of the requirements for the degree listed on the student’s Doctoral Program of Study Form, those courses will not be officially transferred to The University of Tennessee at Chattanooga and will not be placed on the student’s UTC transcript.

Continuation Standards and Academic Progression

To continue in the graduate nursing program, students are required to do the following.

A. Conform to the “Continuation Standards” as stated in the UTC Graduate Catalog. This means maintaining a cumulative grade point average of 3.0 on all courses taken for graduate credit.

B. Student’s earning a “C” or less or a “No Credit” in any course will be required to repeat the course. Any student who earns a “C” or less and/or a “No Credit” in two courses during their enrollment will be considered for dismissal from the School of Nursing. Students must also meet the standards of the Graduate School related to academic progression. See Graduate Catalog http://www.utc.edu/Administration/Records/Catalogs/ for Graduate School Standards related to academic progression. (Approved by Graduate Committee 10/19/2010 – unanimous; Approved by School of Nursing Faculty 11/9/10 – unanimous)

C. Maintain active clinical requirements. Clinical agencies such as hospitals, health departments, clinics etc., have certain criteria with which we must comply. As a School of Nursing, we must certify that the students we take into clinical agencies as part of clinical courses meet these requirements.

Grade Appeal

The Grade Appeal Policy is the same as the Graduate School Grade Appeal Policy. Each faculty member has the prerogative and responsibility to determine in accordance with his or her best judgment the grade for each student. Whenever a student feels that his/her rights and interests have been seriously jeopardized by unfair, arbitrary, or malicious exercise of faculty grading prerogative, the student may appeal a grade. Failure to receive the grade desired or expected is not sufficient reason to appeal a grade. If at any step in the appeals process the University fails to respond to the student within the time specified, this shall be treated as a denial of the appeal and the student may proceed to the next step of the process.

The appeal procedure is designed to provide graduate students with a clearly defined method for appealing a grade which is deemed to have been assigned unfairly, arbitrarily, or maliciously. The following procedure is to be followed for all grades (including comprehensive examinations) that are included on a student’s transcript. In all cases, the instructor shall be presumed to have assigned the proper grade and the student appealing shall have the burden of proof to the contrary.

Step 1. The student shall consult with the instructor within 5 working days after grades are made electronically available to students. If an agreement is reached, the appeal process ends.

Step 2. If the student cannot reach the professor or if the complaint is not resolved, the student must contact the department head or director within 10 working days of the date grades were made electronically available. The department head/director will attempt to resolve the complaint in consultation with the instructor and the student individually or together. Within 5 working days of the initial contact by the student, the department head/director will notify or confirm in writing to the student the results of this consultation. The department head/director will also notify the graduate coordinator of the program in which the student is enrolled. If an agreement is reached, the process ends. If the department head/director is the instructor of the course involved in the complaint and the problem cannot be resolved through Step 1, the department head/director will notify the student in writing of his/her decision, and the student may proceed with Step 3.
Step 3. If an agreement is not reached at the departmental level and the student wishes to appeal, the student must obtain, complete, and return to The Graduate School office a grade appeal form within 10 working days after being mailed notification or confirmation by the department head of the departmental decision. The form includes a place for the signature of the department head or director indicating that the first two steps have been followed, the signature of the Dean of the appropriate college or school, a request for a hearing before the Grade Appeals Committee, and supporting information to justify the student’s appeal.

Step 4. The Dean of The Graduate School will arrange a grade appeals meeting to be held within 10 working days after receiving the grade appeal form. Present at the meeting will be the Grade Appeals Committee (the Chair of the Graduate Council and three members of the Council), the student, the faculty member, the Dean (or his/her designated representative) of the college or school in which the appeal originated, the Dean of The Graduate School, and up to two non-voting faculty members of the department affected. The student will be given time to present his/her case with a question-answer period following. The faculty member will then present his/her response followed by another question-answer period. The student and faculty member may be present during both presentations and during both question-answer periods, and both presentations must adhere to the issues covered in the written appeal. When the committee deems it has sufficient information to determine the case, the student, faculty member, and visiting members of the department will be asked to leave, and the committee will begin its deliberation and make its decision. If the committee decides that additional information is needed, the chair may request such information orally or in writing before the committee makes a decision.

Step 5. The committee will recommend that 1) the grade previously assigned be upheld; or 2) the faculty member be asked to change the grade; or 3) the grade of I be assigned until completion of specified requirements agreed upon by faculty and student. The Dean of The Graduate School will send a copy of the recommendation to the student, the faculty member, the graduate coordinator, the department head/director, and the Dean. Within 10 working days after being mailed the recommendation, the student and faculty member must each notify the Dean of The Graduate School of an intention to accept or reject the recommendation. If both faculty and student agree to accept the recommendation of the committee, the process ends. If that recommendation includes a grade change, the faculty member will make the necessary change and notify the Dean of The Graduate School that the change has been made. The Dean of The Graduate School will then notify the student of the change.

If no response is received after 10 working days, then the recommendation of the grade appeal committee is upheld as the final decision.

Step 6. If either the student or faculty chooses to reject the recommendation and wishes to continue the appeal process, the Dean of The Graduate School will notify the faculty member as well as the graduate coordinator, the department head or director, and the Dean. The Dean of The Graduate School will then submit all materials to the Chancellor who may request additional information/materials from either/both parties. The Chancellor’s decision is final, and a copy of that decision will be mailed to the student, the faculty member, the graduate coordinator, the department head/director, the Dean, and the Dean of The Graduate School.

A copy of the Graduate Student Grade Appeals Form, the results of the hearing, and the Chancellor’s decision (if applicable) will become a part of the student’s file. A permanent record of all grade appeals reviewed by the Grade Appeals Committee shall be maintained in The Graduate School office.

Program Dismissal
A recommendation for dismissal can be made by a majority vote of the School of Nursing Graduate Committee if a student earns a semester GPA below 3.0 while on academic probation for low institutional cumulative GPA, fails to achieve professional skills/behavior/fitness, violates the ethical code of conduct governing members of the professional organization for the program’s discipline, or fails to progress in the program. Such recommendation
shall be made in writing to the Department Head or Program Director. Before communicating with the student the Department Head or Program Director will consult with the academic Dean of the college where the program resides and the oit.utk.edu/helpdesk/kb/entry/1650 Dean of The Graduate School. Other university administrators may be consulted as necessary. Upon the concurrence of the academic Dean and the Dean of The Graduate School (and others if consulted) with the decision to dismiss, the head or director shall provide written notification of dismissal to the student. Notification must occur within five working days of the consultation with the academic Dean and the Dean of the Graduate School. Such notice shall inform the student of the right to appeal and specific procedures to be followed.

The student may continue to attend classes during the appeal process or register for subsequent semesters unless the student’s presence poses a continuing threat to persons or property, an ongoing risk of disrupting the academic process, or health/safety concerns. This will be determined on a case by case basis. The program director and instructors will outline specifically what the student must do to be allowed to continue to attend classes, internships, and clinical rotations and may limit the student to an observer’s role in clinical situations. Any such determination shall be included as part of the Department Head/Program Director’s written notification to the student. If the student does not comply with the requirements outlined in this written notification, the student may be immediately removed and may not attend classes while his/her appeal is in process.

**Appeal Procedure:** Following written notification of dismissal from the program, the student has the right to appeal. Students who wish to appeal their dismissal should contact the UTC Graduate School office for the necessary forms and to review the procedures of the appeal. A written appeal, including a documented rationale for the basis of the appeal, must be submitted to the Department Head/Program Director within five working days. In all cases, the program faculty shall be presumed to have taken appropriate action and the student appealing shall have the burden of proof to the contrary.

**Step 1.** Within five working days of receipt of the student’s written appeal, the Department Head/Program Director will meet with the student and review the student’s written appeal with him/her in person. If the student declines such a meeting, the department head/director will proceed to Step 2.

**Step 2.** Within five working days of the meeting described in Step 1, the department head/program director (in consultation with the Dean of the academic college) will notify and confirm in writing to the student the results of this appeal. The head/director will also notify the Dean of The Graduate School regarding the results of this appeal. Copies of this notification will be sent to the program faculty.

**Step 3.** If the student is not satisfied with the decision of the Department Head/Program Director, he or she may appeal this decision to the Graduate Council Appeals Committee (the Chair of the Graduate Council and three members of the Council). Such appeal must be made within five working days of notification of the head/director’s decision.

Step 4. Within five working days of receiving the student’s written appeal, the Graduate Council Appeals Committee will meet to hear the student’s appeal. The Chair of the Graduate Council shall preside over this hearing as a non-voting chair. The student may bring such materials and/or witnesses as necessary to support his or her position. The Department Head/Program Director and/or a representative(s) of the program faculty may also attend this hearing in order to explain the reason(s) for the dismissal and answer questions. After hearing, the Dean of The Graduate School will notify and confirm in writing to the student the results of this appeal. The Graduate Dean will also notify the college Dean and the department head/director, who will in turn notify the program faculty.

**Step 5.** If the student remains unsatisfied with this decision, he or she may appeal in writing to the Chancellor of the University. Such request must be made within five working days of notification from the Dean of The Graduate School. The Dean of The Graduate School shall forward all pertinent information to the Chancellor.
with a recommendation. The Chancellor’s decision shall be made within ten working days and shall be considered final.

**Students Out of Sequence**

A student is out of sequence with the curriculum plan when an interruption of progression in the program arises. Examples include but are not limited to:

- Withdrawal from a course.
- Unsuccessful completion of a course.
- Failure to follow the curriculum sequence plan.

Progression of the student is based on seat availability.

**Complaints/Grievances**

The School of Nursing policy related to student complaints and grievances mirrors the University policy. As noted in the Faculty Handbook (Chapter 5: Faculty-Student Relationships http://www.utc.edu/Departments/fcouncil/FacultyHandbook/Ch5Handbook.pdf), disputes “will arise occasionally in the faculty-student relationship and should be clarified at the earliest possible time and at the level closest to the locus of the complaint. Students who have such complaints are urged to address them directly to the faculty member in an appropriate setting. It is understood that some issues may need to be addressed to the nearest administrator, generally the department or program unit head. Every effort should be made to resolve such matters informally by conversation. A matter unresolved on the departmental level may be brought to the appropriate Dean and, after that, the provost. Specific policies for grade appeals and for allegations of sexual harassment are found elsewhere in this hand book and the Student Handbook.” The following steps shall be followed within the School of Nursing:

1. Student meets with faculty to discuss the complaint. The meeting must be initiated within ten (10) business days after the student became aware, or could have reasonably been expected to become aware, of the issue. The Director may meet separately with the student and faculty member, or if both agree, jointly, to discuss the report.
2. If the issue is not resolved in Step 1, the student will meet with the Director within 5 business days after final scheduled discussion in Step 1. The student will submit a written report that describes the issue.
3. The Director will meet with the faculty to discuss the issue with faculty. The faculty will submit a written report to the Director within five (5) business days addressing his/her perception of the issue.
4. The Director shall inform the student and the faculty member in writing of his/her conclusion within five (5) business days of the completion of Step 3 via e-mail.
5. If either student or faculty is not satisfied with the Director’s conclusion, the student may file the complaint with the Dean of the CHEPS within the five (5) business days of the receipt of the email.
6. If the faculty member involved in Step 1 is the Director, the student will meets with the Dean to address an unresolved complaint.

**Withdrawing from the University**

Once a student has registered for a semester or summer term, he or she is considered to be enrolled, is liable for fee payment, and is expected to attend all classes until or unless he or she notifies The Graduate School office or the Registration Office in writing. Appropriate forms are available at www.utc.edu/graduateschool or in The Graduate School office, 103 Race Hall. A student who drops out of classes without officially withdrawing will receive a grade of F.

During the first two weeks of a semester, a student may officially withdraw without prejudice from any class and no grade will be recorded. After that period and up to the last six weeks of class, a student who officially withdraws will be graded W. Except in unusual circumstances, no withdrawals are permitted in the last six weeks of classes. A student who drops out of class during this six-week period is graded F. Comparable periods apply to summer terms, and specific dates are printed in the schedule of classes.

To change registration in any way after the deadline, a student must present the request, together with documentary evidence of extenuating circumstances, to The Graduate School. If the request is approved, The
Graduate School office will notify the Office of Records, which will enter the change on the student’s permanent record.

Graduate students will have one calendar year from the beginning of the semester for which they wish to petition The Graduate School for late withdrawal for extenuating circumstances. Students should understand the burden of the argument for withdrawal is theirs to make. Longer time periods result in a need for extensive documentation and have less likelihood of approval. Students are advised that late withdrawal is not an option to remediate a cumulative grade point average.

**DNP Program Computer Requirements**

Course delivery for the DNP Program is online. A high-speed internet connection is essential. Students in the School of Nursing are required to have a computer, printer, and certain minimum computer competencies. Minimum competency is defined as basic familiarity with computers (e.g. keyboarding, mouse use, CD-ROM), use of the Internet, email, word processing, media players and presentation software. Course assignments may require uploading and downloading files and the use of spreadsheet, data management or presentation software. All students are required to have regular email and Internet access for communication and coursework. Courses that are web-based use the BlackBoard Platform.

**Nursing License and Clinical Requirements**

All DNP students must have documentation of a current nursing license on file with the School of Nursing. If the student plans to conduct the Translational Project or fulfill the clinical course requirements in Tennessee, the student must have a current Tennessee or Multi State RN/APN license and certification in specialty area. If the student is completing the project out of state, the student must obtain appropriate license as specified through the particular state board. HIPAA stands for the Health Insurance Portability and Accountability Act of 2003 and requires us to implement processes with respect to protected health information as well as inform individuals about how we protect their information. As a nursing student, the student must comply with HIPAA and data security measures. The University of Tennessee at Chattanooga School of Nursing Doctor of Nursing Practice Program shall direct its students and faculty to comply with the policies and procedures of any agency with which it has an agreement. Clinical requirements must be submitted by the appropriate deadlines. Some clinical requirements are due upon entry and are not required to be updated after this. Other requirements are due upon entry and must be regularly updated. Clinical requirements must be submitted to the School of Nursing by the first day of class in the program and upon renewal/expiration after that according to the checklist in Appendix IX.
DOCTOR OF NURSING PRACTICE

PRECEPTOR GUIDELINES/PACKET
Dear Valued Preceptor,

On behalf of the UTC School of Nursing DNP Program, we would like to thank you for agreeing to serve as a Preceptor. The faculty believe that guidance and teaching by preceptors is a significant dimension of the learning experience of all students. Preceptors provide DNP students with unique, real-world opportunities to interact with healthcare leaders and experts, advance their knowledge, practice new skills, and achieve competencies. The information in this guide is intended to facilitate a positive experience between the Preceptor and the DNP student.

Information in this guide includes an overview of the UTC DNP Program:
- Roles and expectations for preceptors, students and faculty
- Processes for selecting and approving preceptors
- List of resources for preceptors.

Again, thank you for your assistance in educating future Doctor of Nursing Practice leaders.

Sincerely,

Joanie Jackson, DNP, APRN, FNP-BC
Assistant Professor and Doctor of Nursing Practice Program Coordinator
UTC School of Nursing, Dept 1051
615 McCallie Ave
Chattanooga, TN 37403

423.425.2131
Joanie-jackson@utc.edu
The Doctor of Nursing Practice (DNP) Program at UTC School of Nursing
Preceptor Packet

Introduction
The DNP degree is recognized as the terminal degree for advanced practice nurses (AACN 2006). It prepares nurses to practice at the highest level of practice and leadership. Over the years, requirements for the profession of nursing have evolved, consistent with the needs of the health care environment. Transforming healthcare delivery recognizes the essential need for clinicians to design, evaluate, and continuously improve the context within which care is delivered. The UTC School of Nursing (SON) is preparing its graduates for today's and tomorrow's practice by offering the DNP degree.

The clinical residency provides the student an opportunity for practice experiences constructed to achieve Program Outcomes which are related to the DNP Essentials, as well as specialty or subspecialty competencies. For MSN to DNP students, the residency experience will build and assimilate knowledge for advanced specialty practice in addition to providing an opportunity to synthesize School of Nursing DNP Program Outcomes and DNP Essentials. MSN to DNP students will also have the opportunity for in-depth subspecialty work with experts from nursing as well as other disciplines. During the DNP residency, the student will be expected to use clinical and practice experiences and association with the preceptor to engage in his/her translational project; this evidence based project represents the culmination of the knowledge and competencies expected in the DNP curriculum.

UTC School of Nursing DNP Program Outcomes:
Upon completion of the DNP Program, the graduate will:
- Practice in a specialized advanced nursing role through comprehensive assessment, ethically and culturally sensitive planning, therapeutic intervention and evidence-based evaluation.
- Apply evidence-based practice and prevention recommendations by integrating epidemiological, biostatistical, environmental and other scientific data to individuals, aggregates and/or populations.
- Employ organizational and leadership competencies to address current and future health, safety and other quality improvement issues for health care systems.
- Critically appraise information systems and advanced technical resources to support and improve health care.
- Integrate knowledge from nursing and other sciences in developing, implementing and evaluating new practice approaches to meet goals for improving health care.
- Influence proposals for health policy, respecting the perspectives of the consumer, other health care providers and the affected communities or public entities, while incorporating principles of leadership, business, finance and economics.
- Stimulate effective system change as a leader or a member of a collaborative and/or inter-professional team to improve patient and population health outcomes.

Expectations

Faculty Responsibilities:
- Identify suitable preceptors/settings to meet program requirements.
- Assist students with finding clinical placements that meet program requirements and individual student learning needs.
- Assure all forms required are signed and completed.
- Make sure preceptor’s required documents are on file.
- Evaluate student progress.
- Respond to preceptor/student questions, concerns or needs.
- Provide support to preceptor, as needed, throughout the semester.
- Assure evaluations of preceptor and clinical site as well as preceptor’s evaluation of student is completed.
- Contact the preceptor to evaluate the student’s progress.
Students Responsibilities:

- Identify suitable preceptors/setting to meet program requirements and/or individual learning needs.
- Obtain all needed documents (completed and signed) included in the packet to the Graduate Program Coordinator. **The student is responsible for reviewing this document and obtaining the appropriate information and signatures prior to beginning NURS 7070, 7080, 7091, 7092, 7093 and 7094.**
- Orient preceptors to the nursing program and their progress in completing program requirements
- Provide the preceptor with a copy of the syllabus, the Translational Project objectives, timeline, and Logic Model.
- Review Residency evaluation tool with preceptor when beginning the preceptorship.
- Keep preceptor and other agency personnel informed of learning needs/goals/capabilities.
- Seek preceptor/faculty feedback as needed regarding performance and document performance as required in course syllabi.
- Enhance rather than delay the care delivery process in the host setting.
- At the end of Residency I, submit Clinical Site Evaluation, Student Evaluation of Preceptor, and Preceptor Evaluation of Student. (Name Forms) in a timely manner.
- At the end of Residency II, if the clinical site or preceptor has not changed, submit the Preceptor Evaluation of Student Performance.
- During the last semester of the Residency, the preceptor will be asked to complete the Preceptor Experience Evaluation Form in a timely manner.
- Evaluate the clinical learning experience on the form(s) provided.
- Maintain Residency Log as specified in the syllabus.

Preceptor Responsibilities:
The primary role of the preceptor is to provide the DNP student with a clinical or organizational level experience to achieve objectives as identified by the student in collaboration with the DNP faculty.

Key responsibilities include:

- Determine whether clinical setting has time/resources to host a student
- Submit the following documents required by SON policy:
  - Current copy of the nursing license or MD license
  - Copy of the board or specialty certification
  - Name of Graduate Nursing program or MD program with date of graduation and degree conferred.
  - Current CV/Resume

*For those who have precepted before, please note the following. If your licensure has expired since you last precepted for the School of Nursing, we must have a copy of your current license before the student begins the clinical rotation. If this is the case, please mail or fax a copy to:

**Sarah Blackburn BS**
Graduate Program Coordinator
SON fax number - 423-425-4668
Email – Sarah-Blackburn@utc.edu

- Review the syllabus and course objective and discuss with the student.
- Assist students and facilitate learning needs and experiences/opportunities available in the setting so that the student can practice at a level consistent with the DNP role.
The student and preceptor will need to agree on the days and time for the residency. If the student must be absent from specified dates, he/she is expected to inform the preceptor as soon as possible. If the student fails to comply with the agreed upon schedule, the preceptor should inform faculty who will address the issue with the student. The student is expected to maintain the confidentiality related to the agency, patients, and School of Nursing. Any breach in this is grounds for disciplinary action by the agency and/or the School of Nursing.

School of Nursing Contact Information
Joanie Jackson, DNP, APRN, FNP-BC
Assistant Professor and Doctor of Nursing Practice Program Coordinator
UTC School of Nursing, Dept 1051
615 McCallie Ave
Chattanooga, TN 37403
423.425.2131
Joanie-jackson@utc.edu

Principles of Adult Learning to Consider
Personal learning needs and style are important factors in the student’s academic success. In order for learning to occur in the adult, there must be opportunities for them to be active learners. The student must gain knowledge, rather than trying to merely trying to memorize the faculty/preceptor’s knowledge through lectures or reading textbooks.

Andragogy, Knowles' theory of adult learning, suggests that adults as learners are independent and self-directed, use experiences they have had as resources, orient both formal and informal learning around social and work roles and feel that learning is based on performance rather than a particular subject. The transformative learning theory suggests that adults need autonomy, participation and collaboration. Additionally, feedback, assessment and experiential learning are required (Cyr, 1999). The self-directed learning theory states that students plan, carry out and evaluate their own learning (Wilson, 2003). No matter which theory, the noticeable difference in adult learners is the active role he/she takes in education. Therefore, the teacher needs to serve as a facilitator for the student to be successful.

On behalf of the UTC School of Nursing and Doctor of Nursing Practice Concentration, we thank you for taking time to precept our students. We know it is an additional commitment of your time, but our students are better because you are shaping them into capable and responsible health care leaders for the health care now and in the future.
University of Tennessee at Chattanooga School of Nursing

DNP Program Preceptor Agreement

The student and preceptor will read this document and complete and obtain the appropriate documents and signatures. The completed form must be submitted to the Graduate Program Coordinator.

**Expectations of the Student:** The student is responsible for reviewing this document and obtaining the appropriate information and signatures prior to beginning NURS 7070, 7080, 7091, 7092, 7093 and 7094.

1. Provide the preceptor with the following before beginning the residency experience for that particular semester:
   a. A copy of the syllabus for the current course. The student and preceptor are to review the course and Translational Project objectives, timelines and Logic Model.
   b. A copy of the DNP Preceptor Guide.
   c. A copy of the Preceptor Evaluation of Student forms.
   d. Discuss the DNP role and expectations of clinical application of the DNP.

2. Orient preceptors to the nursing program and their progress in completing program requirements.
3. Review Residency evaluation tools with preceptor when beginning the preceptorship.
4. Keep preceptor and other agency personnel informed of learning needs/goals/capabilities.
5. Seek preceptor/faculty feedback as needed regarding performance and document performance as required in course syllabi.
6. Enhance rather than delay the care delivery process in the host setting.
7. Evaluate the residency learning experience on the form(s) provided.
8. Maintain Residency Log as specified in the syllabus.

**The DNP student will graduate with a MINIMUM of 1000 post-baccalaureate in nursing clinical hours.**

**Expectations of the Preceptor:** The primary role of the preceptor is to provide the DNP student with a clinical or organizational level experience to achieve objectives as identified by the student in collaboration with the DNP faculty.

1. Determine whether clinical setting has time/resources to host a student.
2. Submit the following documents required by SON policy:
   - Copy of the nursing license or MD license
   - Copy of the board or specialty certification as appropriate
   - Current CV/Resume

   *For those who have precepted before, please note the following. If your licensure has expired since you last precepted for the School of Nursing, we must have a copy of your current license before the student begins the clinical rotation. If this is the case, please mail or fax a copy to:
   Sarah Blackburn BS
   Graduate Program Coordinator
   SON fax number - 423-425-4668
   Email – Sarah-Blackburn@utc.edu

3. Review the syllabus and course objective and discuss with the student
4. Assist students and facilitate learning needs to experiences/opportunities available in the setting so that the student can practice at a level consistent with the DNP role.
5. Allow the student to utilize applications of leadership, inquiry, and current evidence-based knowledge.
6. Suggest and/or assign learning experiences (including "home-work"/extra readings to enhance the experience if needed) to augment the student’s learning experience.
7. Supervise, or assure that student has appropriate supervision, during residency experiences to capitalize on available learning experiences.
8. Share and guide the student in multidisciplinary interactions and experiences.
9. Provide progress feedback to students as needed during the experience.
10. Notify faculty of any problems/concerns (students requiring more assistance than reasonable; medico-legal, quality/safety, or ethical concerns; failure of the student to progress as expected; students not at the level of performance needed to best utilize the experiences available, other concerns etc.)

11. Provide a final written evaluation of the student by completing the Preceptor Evaluation of Student form.

**Student agrees by signing below that he/she has read the above information and understand it as it applies to NURS _________________________ (Course Title and Number).**

<table>
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<tr>
<th>Printed Name of Student</th>
<th>Signature of Student</th>
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**Preceptor agrees by signing below that he/she has read this document and agrees to serve as a preceptor for the above student. Preceptor must submit copy of curriculum vita and license to student.**

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<th>Printed Name of Preceptor</th>
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**A contract must be completed with appropriate signatures before student begins any clinical/residency/practicum hours in an organization. The student MUST confirm with the School of Nursing to insure that a current contract with the agency is on file.**

**Student MUST not begin clinical hours without these documents on file with the School of Nursing:**

- Copy of the nursing license or MD license
- Copy of the board or specialty certification as appropriate
- Current CV/Resume
University of Tennessee at Chattanooga School of Nursing –
DNP Clinical Residency Log for Residency I and II

Student’s Name: ____________________________________________ UTC ID: __________________________

Scholarly Practice Activities are developed & correspond to course objectives/program outcomes.

<table>
<thead>
<tr>
<th>Date</th>
<th>Hours (Start &amp; Stop)</th>
<th>Cumulative Hrs.</th>
<th>Record All Activities of Scholarly Practice For Residency</th>
<th>Analysis of Activity Outcome and Progress toward Course/ Program Outcomes Achievement</th>
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DOCTOR OF NURSING PRACTICE

APPENDICES
Appendix I: Infection Control Policy

THE UNIVERSITY OF TENNESSEE AT CHATTANOOGA
SCHOOL OF NURSING
POLICY ON INFECTION CONTROL FOR STUDENTS, FACULTY AND STAFF

I. INTRODUCTION
The School of Nursing and UTC Student Health Center will provide an environment for the safe conduct of its mission in education, research, community service, and patient care. This policy is intended to provide reasonable protection for students, faculty and staff against the transmission of infectious diseases within the environment of an educational institution that houses professional programs. The health of the students, faculty and staff at University of Tennessee at Chattanooga is managed by the UTC Student Health Center. The populations in the university setting, particularly students, are vulnerable to communicable diseases such as measles, mumps, rubella, diphtheria, polio, meningitis, varicella, and tuberculosis. These diseases are susceptible to control by appropriate immunizations. The populations in the university setting who practice in a health care environment, school, or other care facility have special risks other than the general university population. All statements made herein pertain to all students, faculty and staff in the School of Nursing and the Student Health Center.

Infectious Disease Control Program
The center for Disease Control and the Tennessee Occupational Safety and Health Administration have determined that employees in any occupation where they are directly exposed to body fluids are considered to be at substantial risk of occupational exposure to HIV (human immunodeficiency virus) and/or HBV (hepatitis B virus). The following program establishes UTC’s rules to protect the employees from occupational exposure to such blood borne diseases. This program applies to all employees who have contact with human blood or body fluids while performing their duties at UTC. Everyone in the following job titles are specifically included:

- Student Health Center Employees
- Faculty and Students in School of Nursing

II. LABORATORY PRACTICE
The safe handling of infectious agents in research and clinical laboratories is managed in accordance with the U.S. Centers for Disease Control (CDC) and National Institutes of Health (NIH) publication, Biosafety in Microbiological and Biomedical Laboratories. This publication outlines procedures for the safe handling of biologically hazardous agents/waste to assure protection of laboratory, animal care, housekeeping, and emergency personnel. Chairs and principal investigators are responsible for assuring adherence to these guidelines by employees and students. At times, students, faculty and staff members may come in contact with bodily fluids. Safe handling practices apply to contact with human blood and other potentially infectious materials including semen, vaginal secretions, cerebrospinal fluid, synovial fluid, amniotic fluid, saliva in dental procedures and any body fluid visibly contaminated with blood. The program does not apply to feces, nasal secretions, sputum, sweat, tears, urine, vomitus or saliva unless they contain visible human blood. All faculty, staff and students are to follow these procedures:

1. Standard Precautions
Standard precautions also known as universal precautions shall be followed at all times. All body fluids are assumed to be infected with hepatitis B virus (HBV), hepatitis C virus (HCV), and human immunodeficiency virus (HIV), and all personnel and students exposed to direct contact with body fluids must be protected as though such body fluids are known to be infected.

2. Personal Protective Equipment (PPE)
Personal Protective Equipment shall be worn during all contact with body fluids. Bloodborne pathogens can enter the body through a needle stick injury, through contact of non-intact (i.e. chapped or cut) skin with infected blood or through a splash of infected blood to the eye, nose or mouth of the employee. The personal protective equipment listed below must be worn to prevent entry of infectious material into the body.

   a. Gloves
   - Disposable latex or vinyl gloves shall be worn during patient / blood contact. Gloves shall be discarded and hands washed immediately after each patient contact
   - Small, medium, and large gloves should be available. Employees and students shall wear the correct size of gloves.

   b. Gowns
   - Faculty and students and other personnel shall use fluid-resistant disposable gowns when splashes to the clothing with body fluids may occur such as when drawing human blood or when treating a patient with profuse bleeding.
c. Masks and Eye Protection
   - Masks and eye protection shall be worn when splashes to the face may occur such as when drawing human blood or when treating a patient with profuse bleeding.
d. Pocket masks shall be used for resuscitation.
e. Gloves, masks, eye protection, and gowns shall be worn when drawing human blood.

III. IMMUNIZATION AGAINST MEASLES, RUBELLA, MUMPS, DIPHTHERIA, POLIO, TETANUS, VARICELLA, INFLUENZA, MENINGOCOCCUS, AND HEPATITIS B FOR STUDENTS
The UTC School of Nursing requires that all entering students undergo tuberculin skin testing and have documentation of prior immunity or immunization for the following: measles, mumps, rubella, diphtheria, polio, and tetanus by recorded evidence of immunization or appropriate titer results. Documentation of receipt of two doses of measles (Rubeola) vaccine after the first birthday is required unless born prior to 1957. Anyone with an unknown or negative history of varicella must undergo serological testing. If serology and history are negative, the vaccine is required. The UTC Student Health Center will determine whether immunization documentation is adequate. Students who are unable to document immunity to these infections may be enrolled provided required immunization or TB testing is obtained within ten days of enrollment. Students may be excused from this requirement if contraindications are established by a provider in the UTC Student Health Center or the student presents a signed statement from a health care provider or clergy indicating the reason for waiving the requirement. Annual influenza immunizations are recommended for all students. If student does not take the influenza immunization vaccine, reason for refusal must be documented. New incoming students at any public institution of higher learning in Tennessee who live in on-campus student housing shall sign a waiver for meningococcal vaccine and return the completed waiver to the University Student Health Center. A waiver form shall indicate that the institution has provided detailed information to the student concerning meningococcal disease, the availability and effectiveness of the vaccine, and that the student has received and reviewed the information and has chosen to be vaccinated or not to be vaccinated for meningitis. According to the guidelines established by the Centers for Disease Control to insure protection of students against transmission of blood borne pathogens, the UTC Student Health Center is required to assure that students in colleges where students are susceptible to Hepatitis B are immunized against Hepatitis B. Students who have had the Hepatitis B series must show proof of a positive Hepatitis B titer of equal or greater to 10 miu per CDC guidelines. The Hepatitis B series will be repeated one time if the past series has negative results. Students known to be Hepatitis B antigen or antibody-positive (or already immune) or for whom contraindications are established by a healthcare provider or the UTC Student Health Services may be exempted from this immunization.

IV. EARLY DETECTION OF TUBERCULOSIS FOR STUDENTS
All School of Nursing students are required to receive the tuberculin skin test annually. Students without documented testing within previous12 month period will have a 2-step tuberculin skin test. Students who have been vaccinated with Bacillus Calmette-Guerin (BCG) and do not provide documentation of a past positive tuberculin skin test are required to have an initial tuberculin skin test to determine PPD status. Persons who test positive or have previously tested positive are required to show proof from the Hamilton County Health Department of being free of tuberculosis. Treatment for tuberculosis will be managed through the local Hamilton County Health Department. Those students who have tested positive and have a chest xray indicating no active disease will only need to have another chest x-ray if symptoms of active TB develop.


V. HIV INFECTION AND AIDS
Human immunodeficiency virus (HIV) may be transmitted by the transfusion of blood or blood-products, sharing of contaminated needles, or intimate sexual contact. Exposures occur through needle sticks or cuts from other sharp instruments contaminated with an infected patient’s blood or through contact of the eye, nose, mouth, or skin with a patient’s blood. Based on current scientific evidence, the disease is not spread by casual contact. The School of Nursing subscribes to the guidelines of the American College Health Association (ACHA), CDC guidelines, and the Occupational Safety and Health Administration’s standard on blood borne pathogens.

A. Admission of Students with HIV Infection
The existence of HIV infection is not a factor in decisions regarding admission to UTC so long as the individual’s physical condition is such that he or she can participate fully in the required activities of the program to which application is made. It is recognized, however, that this latter proviso might prevent acceptance of certain infected persons, particularly those with clinically evident AIDS. Confidential counseling is available to students who self-identify as HIV positive.
B. Screening for HIV Infection
The University will not undertake programs of routinely screening students for antibody to HIV. It is strongly recommended that all health-care workers know their antibody status. The Student Health Center in conjunction with the Chattanooga Hamilton County Health Department offer free HIV testing one afternoon each month during the hours posted in the Center and on the UTC Student Health Center Website. In addition, free testing is available at the Health Department at any time.

C. Curricular Implications of HIV Infection
The recommendations of the U.S. Public Health Service regarding prevention of HIV transmission must be scrupulously observed by all health science professionals and students.

Because of their special curriculum needs, health professional students may be required to obtain and process blood and other body fluids of patients. Faculty responsible for teaching laboratory techniques will establish guidelines for safe conduct involving blood and body fluids when such experiences are a part of the curriculum. Faculty responsible for educational training activities for students in hospitals, clinics, schools, community, and day care facilities will establish guidelines to assure that students are only required to perform possibly hazardous procedures if appropriate to their level of training and experience.

The School of Nursing subscribes to the safety guidelines proposed by the Public Health Service for protection of personnel in its hospitals, clinics, clinical laboratories, schools, and day care facilities. The appropriate infection control committees or other responsible groups in university-operated health care facilities establish guidelines and procedures (Exposure Control Plan) for the protection of students and employees against the possible transmission of HIV.

D. Exposure to HIV
The policy of the School of Nursing is to provide aggressive follow-up on student exposure to blood borne pathogens. Any student who is possibly exposed to HIV infection while performing clinical-related duties will be referred to the UTC Student Health Center or the hospital in which the exposure occurred for medical evaluation and counseling. In accordance with current CDC guidelines, treatment should be instituted as soon as possible, preferably within two hours of exposure. Personal medical information is considered confidential, and the student’s right to privacy will be protected to the extent allowed by law. Medical information, including test results, will not be released without the written consent of the student or as required by law. After initial treatment and evaluation at the hospital, the student should come to the UTC Student Health Center for follow-up.

VI. HEPATITIS B AND HEPATITIS C
The Hepatitis B and Hepatitis C viruses (HBV or HCV) may be present at high concentrations in blood and serous fluid of carriers and active cases and, to a lesser extent, in other body fluids such as saliva and semen. Transmission occurs when virus-containing materials are introduced by transfusion of blood or blood products, by contaminated needles, or by sexual contact. Infection also can occur by contact of infectious materials with skin lesions or mucosal surfaces. The groups at greatest risk for HBV and/or HCV are those at risk for HIV, including intravenous drug abusers, sexually active persons, patients in hemodialysis units, and health care workers who experience frequent contact with blood. In the health care environment, students working in clinical areas who have contact with blood or body fluids are also at risk of infection with HBV and/or HCV. Precautions for the transmission of HBV and/or HCV are similar to those designed to prevent transmission of HIV. Barrier methods, including the use of masks, gloves, and protective eyewear, can minimize infection risk. Nevertheless, the only dependable way to prevent Hepatitis B is active immunization. Such immunization is safe and highly effective for health care workers whose activities are likely to involve contact with blood or blood products. However, for Hepatitis C there is currently no vaccine available for its prevention. Students with an exposure to Hepatitis B and/or Hepatitis C will be treated in accordance with current CDC guidelines and may be referred to a specialist for specialized treatment. Persons known to have active Hepatitis B and/or Hepatitis C must be counseled by a UTC Student Health Center provider regarding the transmission of this virus and the means to minimize risk of such transmission.

Hepatitis B Vaccination
All faculty and staff in the School of Nursing and Student Health Center who have positions which put them at risk for contact with blood or body fluids shall be offered hepatitis B vaccinations. Vaccinations shall be given at no cost to the employee at UTC Student Health Center. Vaccinations are optional but are encouraged as the best means of protection against hepatitis B. Records of both vaccination and the declination of vaccination for hepatitis B will be maintained in the Student Health Center.
Policy on Needle/Sharps Sticks

Goals

A. To control employee and student needle stick/sharps injuries.
B. To comply with OSHA, state regulations, requirements for a sharps safety program.
C. To monitor sharps injury data and establish trend information.
D. To establish an evaluation and implementation program for needle safety devices.

The following is to be implemented for injuries with needles/sharps for students:

1. The student shall immediately notify the instructor of the injury.
2. The instructor will notify the appropriate supervisor in the facility and have the student follow the facilities protocol.
3. A copy of the incident report will be placed in the student's permanent file.
4. The original copy of the instructions given to the student regarding follow up and the student's responsibility will be placed in the student's permanent file with a copy going to the student. This will be signed and dated by both the instructor and the student.
5. For Hepatitis follow-up, if no policy is in place in the facility, the student should contact his/her health care provider. If this is not feasible, the student will report to the UTC Student Health Center for follow-up.
6. For HIV follow-up, the procedure noted in step 5 should be followed. Present recommendations are to be tested on the date of injury, at 6 weeks, 3 months, 6 months and at one year.

The following will be documented for injuries with needles/sharps for faculty, staff and employees of School of Nursing and Student Health Center:

1. Documentation of the following:
   a. Date, time and location of injury
   b. Route of exposure
   c. The identity of the source patient
   d. The circumstances of the exposure
   e. Type/brand and purpose of device
   f. Use of PPE when injury occurred
   g. Notation of signs of visible blood on device
   h. Specific circumstances associated with injury
   i. Identification of source (if known) and source status related to bloodborne diseases
2. Collection and testing of the source patient's blood for HIV and HBV if possible
3. Collection and testing of the affected person's blood for HIV and HBV immediately
4. Medical evaluation of the employee by a physician at the University's current workers compensation medical provider
5. If the initial HIV test is negative, further testing for HIV will be at six weeks, 12 weeks, and six months and 1 year post exposure.
6. If the worker has not been vaccinated against HBV or the antibody response is not adequate, post exposure prophylaxis including treatment with immune globulins and the hepatitis B vaccine shall be provided under the direction of a physician.
7. Records of exposure including route of exposure, identity of human blood source, and circumstances of exposure shall be maintained in the office of the Department of Safety & Risk Management. Additionally, records of all follow-up procedures will be kept in the office of the Department of Safety & Risk Management. All exposure records will be maintained for 30 years.

Students with Infectious Diseases

Any student is expected to notify his/her instructor that he or she has been diagnosed as having an infectious disease. He/she will be put on a medical leave of absence pending a health care provider’s statement regarding: 1) the vulnerability of the student to a secondary infection from being in the institution, and 2) the potential for infection of others by the student in his/her present medical state. The course instructor, working with the Student Health Center Physician will review the documentation and make a determination regarding returning to class and/or clinical site. Further consultation related to this matter will be obtained as appropriate. If it is determined that the student is able to continue, but has an infectious disease, one or more of the following actions will be indicated:

1. The student will not be allowed to continue course work in a client contact area if the student or client can not be protected.
2. Within the academic year, the student shall continue on a medical leave of absence until cleared by the health care provider.
3. If the student is currently assigned to a non-client contact are and has been released by his/her health care provider, he/she will be allowed to return to class or the clinical site.
4. If it is determined that no reasonable accommodation is feasible for the student with an infectious disease, the student will continue medical leave of absence for a period of time defined by his/her health care provider and the Director/Dean. Upon termination of the medical leave of absence, the student will be evaluated for readmission according to department guidelines.

Faculty with Infectious Disease
Faculty are expected to notify the Director of the School of Nursing that he or she has been diagnosed as having an infectious disease. The Director will make the decision regarding the faculty’s workload and clinical assignment depending on 1) the vulnerability to a secondary infection and 2) the potential for infection of others by the faculty’s present medical state. A statement from the faculty’s health care provider is required.

Assignment of Students to Infectious Disease Clients
Known clients with infectious diseases will not be assigned to students who have not completed a basic introduction of infection control. Students do not have the right to refuse to provide care to clients with infectious diseases. Prior to the first clinical event, the faculty member will ascertain that each student has the knowledge necessary to practice infection control management as required for assignment related to general or specific client care. The faculty member will also orient each student to the policy of the agency to be followed in the event of an injury to the student. If there is no care available to the student within the agency or setting, the faculty member will direct the student to his/her primary care provider or the UTC Student Health Center for appropriate follow up care. Individual exemptions from above include students with active infections, immuno-suppressed students and pregnant students. In these circumstances, the clinical instructor will determine how the course/clinical objectives will be accomplished. Documentation will be kept to record exposure to caring for a client with an infectious disease.

Assignment of Students to Clients with AIDS
Consistent with the School of Nursing’s Values that all persons have dignity and worth, the faculty will include individuals who have AIDS, ARC (AIDS Related Complex) or are HIV Antibody Positive in their consideration of clients for learning assignments which are consistent with specific course objectives. Students will accept learning assignment with clients who have AIDS, ARC or are HIV+ unless such assignments would not be compatible with the student’s health condition (i.e. pregnancy, immunosuppression). In their roles in the University, faculty and staff members and students will not discriminate against persons who are known to have or are suspected of having AIDS or ARC or to be HIV +.

Implementation of CDC Guidelines
Students and faculty will comply with current CDC guidelines for infectious diseases. CDC guidelines protecting individuals from exposure to HIV will be followed. Current guidelines will be available to students and faculty at all times. A copy of current CDC Guidelines will be kept in a notebook in the Administrative Office and are available to all on the Internet. Students must pass the Standard Precautions Examination with identified pass rate before entering the clinical area.

VII. EDUCATION
One of the strongest and most effective defenses against infectious diseases is an understanding of their cause and modes of transmission that will lead to behavioral changes, minimizing the spread of infection. It is incumbent upon the leadership of School of Nursing to provide information on the cause and spread of infectious diseases within the environment of its programs.

It shall be the responsibility of the faculty to provide students with information on the cause and spread of infectious diseases as a part of the required education program. Strategies for such educational programs are contained in the American College Health Association (ACHA) and Centers for Disease Control will serve as guidelines for these programs.

Within the UTC School of Nursing, the Infection Control Coordinator will serve as an information resource for these educational activities. Faculty will identify the mechanism for educational activities. All faculty and staff in School of Nursing shall receive training, which includes the following:

A. A copy of the current regulations from TOSHA
B. A general explanation of the epidemiology and symptoms of HIV, HCV and HBV
C. An explanation of the modes of transmission of HIV, HCV and HBV.
D. An explanation of the infection control program at UTC.
E. An explanation of how to determine if a task will fall under this program.
F. An explanation of the importance of universal precautions and other work practices to reduce worker exposure.
G. An explanation of the availability, proper use, and disposal of personal protective equipment including the specific circumstances under which PPE is to be worn.
H. An explanation of the follow-up procedure to follow if actual contact with human blood or body fluids occurs.
I. An explanation of the labels and signs used.
J. An explanation of the proper clean up of human blood spills.
K. An explanation of proper disposal of contaminated items
L. An explanation of the sterilization procedures for reusable equipments.
M. An explanation of the risks and benefits of vaccination for HBV, and how to obtain same.

The training will be the responsibility of the department in which the students, staff and employees work. The Department of Safety and Risk Management is available to assist with this training by supplying training assistance and training aids. Training records shall be kept in the departments. Training records shall include summary of program contents names and qualifications of persons conducting the training the names and job titles of persons attending the sessions.

VIII. REVIEW OF GUIDELINES AND PROCEDURES
The School of Nursing will review all pertinent guidelines related to specific programs to insure that these are in keeping with the available evidence on the transmission of infectious diseases and blood borne pathogens and meet the requirements of this policy. The School of Nursing establishes a Policy on Infection Control for students based on the best available scientific evidence.

IX. REFERENCES
The following references provide guidelines for meeting CHEPS responsibility in protecting students and employees from acquisition of blood borne diseases.

- Centers for Disease Control - [www.cdc.gov](http://www.cdc.gov)
- American College Health Association – [www.acha.org](http://www.acha.org)
- National Guideline Clearinghouse – [www.ngc.org](http://www.ngc.org)
- Immunization of health-care workers: recommendations of the Advisory Committee on Immunization Practices (ACIP) and the Hospital Infection Control Practices Advisory Committee (HICPAC). MMWR 1997; 46(No. RR-18).
- Adapted from The University of Tennessee Health Science Center Memphis “POLICY ON INFECTION CONTROL FOR STUDENTS”.
Appendix II: Program of Study, Candidacy & Graduation Instruction

Instructions for Completing and Submitting The Program of Study (GS#101) and The Application for Candidacy (GS#102) & Graduation (GS #103)

Important: The School of Nursing will help you in assuring that the forms are completed considering deadlines and requirements. However, the responsibility for the timeliness of form completion resides with the student.

**Program of Study (POS)**
1. Each degree seeking graduate student must complete and file a POS, i.e., form GS #101, by the end of the first semester of enrollment in graduate coursework.
2. All information requested must be provided before the POS will be accepted and approved by the Graduate School.
3. The student must provide name, UTCID, the degree being sought, major, concentration (if applicable), the first semester enrolled in graduate courses, the hours required for the degree, the number of credit hours in core courses in the degree, and the number of credit hours in elective courses in the degree.
4. NOTE: if transfer courses will be included as part of the POS, and the course(s) was/were taken before beginning the degree program at UTC, the date of the earliest course taken that will be used in the POS must be the date used for the “Semester First Course Taken”.
5. In the space provided, the core courses in the degree program must be listed. Elective courses may be listed at this time if known but this is not required. Elective courses will be listed on the Application for Candidacy form (GS#102) when the student applies for graduation.
6. When listing courses (core or elective), the course prefix, number, title and credit hours must be provided. For the courses the student is currently enrolled when filing the POS list the semester; however, graduate school staff will fill in the semester and grades on all other courses.
7. When listing transfer courses in addition to the information requested in #6 above, the university where the course was taken should be included after the course title.
8. In the space where courses are to be listed, list on one line (in the course title space) if a comprehensive exam will be required, i.e., Comprehensive exam required or Comprehensive exam not required.
9. Transfer courses being requested to be included in the POS must be listed in the space provided.
10. If additional space is needed to list core courses, electives (if listed), and transfer courses, use the POS and Candidacy Continuation form (GS#102).
11. Secure all signatures and submit the form to the Graduate Office, 103 Race Hall (Dept. 5305).

**Application for Candidacy, Certificate Award, and Graduation (GS#103)**
1. Each degree seeking graduate student must complete and file an Application for Candidacy, Certificate Award, and Graduation, i.e., form GS #103, by the semester prior to the semester of his/her anticipated graduation. For example, if a student anticipates graduating in May of a given year, the student must file form GS#103 in the fall preceding the May graduation. Some programs may have more strict guidelines regarding when the Application for Candidacy, Certificate Award, and Graduation Form should be submitted; therefore, students should consult their program guidelines.
2. All information requested must be provided before the Application for Candidacy, Certificate Award, and Graduation will be accepted and approved by the Graduate School.
3. The student must provide name, date of filing and UTCID. In addition the student must indicate the degree, program (major) and concentration (if applicable).
4. For students completing requirements for a graduate certificate but not a degree, this form must be completed. The student should provide all of the applicable inform requested above, the name of the certificate program and list the courses in the certificate program in the space provided.
5. In the space provided, all courses not listed on the original POS and any changes in the courses listed on the POS must be noted. In most instances, the courses listed will be the elective courses required to complete the degree. Courses in a certificate program would also be listed here. In instances where a course on the original program of...
study was not taken and is being replaced by a different course, this information should be noted in the following format on the application for Candidacy form:

Replacement course prefix, number, title followed by (the course prefix and number of the course being replaced)
For Example: ESC 5650 Ecological Toxicology and Risk Assessment (replacing ESC 5170)

6. When listing courses, the course prefix, number, title and credit hours must be provided. Graduate School staff will fill in the semester and grades on all courses listed.
7. If additional space is needed to list courses, use the POS and Candidacy Continuation form (GS#102).
8. Below the space for listing courses, the student must indicate if he/she is filing for candidacy only (and not for graduation also).
9. Below the space for listing courses, the student must indicate the semester of he/she will graduate. Complete the appropriate blank for a particular semester with the year.
10. The specific due date for filing the Application for Candidacy, Certificate Award, and Graduation is the last date of early class registration for the semester preceding the anticipated graduation. The specific filing dates are listed in the Graduate Academic Calendar located on the Graduate School webpage: http://www.utc.edu/Administration/GraduateSchool/.
11. Students pursuing a certificate must also indicate the semester and year they anticipate receiving the certificate in the space where the graduation date is indicated.
12. Secure all signatures and submit the form to the Graduate School, 103 Race Hall (Dept. 5305).
Appendix III: Program of Study Form

UNIVERSITY OF TENNESSEE AT CHATTANOOGA
OFFICE OF THE GRADUATE SCHOOL
GRADUATE PROGRAM OF STUDY

GS #101

Type or Print All Information

Name: ___________________________ UTCID: ___________________________

Degree: □ Master’s □ Specialist □ Doctoral □ Major: ___________________________ Conc.: ___________________________

Semester First Course Taken: ___________________________ Hours Required for Degree: ___________________________

Credit hours in core: ___________________________ Number of elective hours to complete program: ___________________________

(All core courses must be listed.) (Elective courses may be listed but are not required on the POS form.)

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>Course Title</th>
<th>Credit Hr.</th>
<th>Semester</th>
<th>Grade</th>
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</table>

List Transfer Courses below: (list course prefix, number, title, where taken, and grade)

Use the CONTINUATION Form for additional coursework if applicable.

Typed / Printed Name: ___________________________ Signatures: ___________________________

Student ___________________________ Date ___________________________

Major Advisor / Chairperson ___________________________ Date ___________________________

Program Officer (Director, Coordinator, etc.) ___________________________ Date ___________________________

Dean of the Graduate School ___________________________ Date ___________________________ Degree Completion Required Date ___________________________

**Students must submit the Application for Candidacy & Graduation Form the semester prior to their anticipated graduation. Some programs may have more strict guidelines; students should consult with their specific graduate program.

SUBMIT completed form to: Graduate School Office, Dept 5305, 103 Race Hall, 615 McCallie Ave., Chattanooga, TN 37403
# Appendix III: Program of Study & Candidacy Form

**UNIVERSITY OF TENNESSEE AT CHATTANOOGA**  
**OFFICE OF THE GRADUATE SCHOOL**  
**PROGRAM OF STUDY & CANDIDACY – CONTINUATION FORM**

**Type or Print All Information**

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</table>

All Core Courses in the Major **MUST** be included on the GRADUATE PROGRAM OF STUDY  
Use the CONTINUATION Form for additional coursework that could not be listed on the PROGRAM OF STUDY or the CANDIDACY.

**Typed / Printed Name:**  

**Signatures:**  

---

**Student**  

---

**Date**

---

**Major Advisor**  

---

**Date**  

SUBMIT completed form to: Graduate School Office, Dept 5305, 103 Race Hall, 615 McCallie Ave., Chattanooga, TN 37403

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Handbook initially approved September 14, 2010; reviewed and approved October 19, 2011; reviewed and approved April 24, 2012.
Appendix IV: Candidacy/Graduation Application Form

Name: __________________________ Date: ______________ UTCID: ______________

GRADUATE APPLICATION FOR CANDIDACY, CERTIFICATE AWARD AND GRADUATION
UTC RECORDS OFFICE AND THE GRADUATE SCHOOL

The name to be inscribed on your diploma or certificate is your legal name at the time of graduation and also how your name will appear in the Commencement program. Your name will not appear in the Commencement program if you have instructed the University not to release your directory information. Names of students receiving certificates do not appear in the Commencement program and these students do not participate in the Commencement ceremony.

Typed / Printed Name (LEGIBLY):

First Last
Middle Suffix

- Graduation Status Reports and updates will only be sent to a valid UTC E-mail address
- Students will only receive ONE diploma per degree awarded (not per major)
- Diplomas are only issued in the legal name at the time of graduation

Degree:

___ Master of Accountancy (MAcc)  ___ Master of Science in Nursing (MSN)
___ Master of Arts (MA)  ___ Master in Education (MED)
___ Master of Business Administration (MBA)  ___ Specialist in Education (EdS)
___ Master of Music (MM)  ___ Doctor of Nursing Practice (DNP)
___ Master of Public Administration (MPA)  ___ Doctor of Physical Therapy (DPT)
___ Master of Science (MS)  ___ Doctor of Philosophy (PhD)
___ Master of Science in Athletic Training (MSAT)  ___ Doctor of Education (EdD)
___ Master of Science in Criminal Justice (MSCJ)  ___ Certificate Program

Program (Major): Use COMPLETE title (example: Secondary Education)

Program (Major): __________________________ Concentration: __________________________

Certificate Program Title (if applicable):

(In the space below, list all courses taken for a certificate program.)

Below list all electives or course changes not listed on the original PROGRAM OF STUDY. Use the Continuation form for additional courses/changes if needed.

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>Course Title</th>
<th>Credit Hr</th>
<th>Semester</th>
<th>Grade</th>
</tr>
</thead>
</table>

I am only filing candidacy at this time: ___ Yes  ___ No

Semester/Year in which you plan to graduate: (see the Graduate Academic Calendar for specific dates for submission)

Fall: December 20  Spring: May 20  Summer: 20

Due last date of spring early registration  Due last date of fall early registration  Due last date of spring early registration

Your diploma will be mailed upon completion of the Diploma Mailing card on the Records Office web site at www.utc.edu/records/forms.php. The diploma mailing card should be completed after Commencement and include the mailing address where you will be located eight weeks after graduation.

Student’s Signature  Date  Major Advisor / Chairperson  Date

Program Officer (Director, Coordinator, etc.)  Date  Dean, Graduate School  Date

SUBMIT completed form to: Graduate School Office, Dept 5305, 103 Race Hall, 615 McCallie Ave., Chattanooga, TN 37403
Appendix V: CV Guidelines

The School of Nursing DNP Program
Curriculum Vita (CV) Guidelines

Introduction
The Curriculum Vita (CV) is an important part of the DNP Portfolio. Students should update it as they progress in the program. The CV is a summary of your professional education, career achievements, and role development. Headings are used to organize information and for ease of locating essential information. Use outline-type format (bullets) and as little text as possible. Large portions of written text make it difficult to find information that a potential employer may want. An organized document using a consistent, professional-looking format represents you professionally before you even meet or interview for a position. The format that students should use is as follows:

Contact Information
- Name, credentials, contact information (address, phone, email)
- Personal information (e.g. age, marital status, children, hobbies, etc.) should be omitted

Education
- Include the university, degree completed, dates attended and major area of concentration of studies in columns
- Begin with highest degree and expected date of graduation
- Make certain that you list the correct degree

Licenses and Certifications
- Indicate the type of license held and the state(s) in which you are licensed currently and the date of initial licensure in that state.
- Indicate whether you hold prescriptive privileges. Do NOT list the license number.
- Include any national certifications; name the specialty and the duration (including expiration date).

Employment and Type of Positions Held
- Include a list of positions held at each institution, dates of employment, title and brief role description
- Include in reverse order with most recent first.
- Include whether position was administrative, education, consultation, or clinical, and whether you were an RN or in an advanced practice role.

Professional Publications/Scholarship
- List the authorship, title, and full citation of source for accurate retrieval

Quality Improvement Initiatives
- List any projects in a clinical agency that you led to improve care: title, duration, agency, and date completed

Professional Presentations
- Indicate only if invited papers and competitive abstracts
- Include the authorship, title, organization sponsoring the conference, location, and dates
- Do not include staff development presentations for in-service

Research/Grants
- Indicate your involvement in submitting research grants and conducting research as investigator, co-investigator or participant
- Indicate title of project, duration, date of completion and funding source; if you know the grant number, include that
- You may also want to include the amount of funding received as well

Adapted from Oregon Heath Science University Guidelines
Appendix VI: DNP Project Forms

UTC School of Nursing DNP Program
Project Information Form

Form and any attachments must be submitted to the UTC School of Nursing Graduate Program Coordinator by the end of the student’s first semester in the DNP Program. Student should maintain one copy of completed form electronically for portfolio.

Student Name: ___________________________ UTC ID: _______________ Date: __________

Committee Members
A committee member acknowledges agreement to participate on student project committee by signing below. If a committee member does not have UTC Graduate Faculty Status, the student is responsible for submitting a copy of the individual’s CV or Professional Resume with this form so that Graduate Faculty status can be applied for.

<table>
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<tr>
<th>Committee Role</th>
<th>Name</th>
<th>Signature</th>
<th>Date of Agreement</th>
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<td>Chair</td>
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<td>Committee Member</td>
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<td>Community Member*</td>
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<td>Preceptor</td>
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<td>Clinical Site Address</td>
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<td>Clinical Site Email, Phone and Fax</td>
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*Please attach vita, license/certifications and Graduate Faculty Status forms (forms accessible at http://www.utc.edu/Administration/GraduateSchool/ under Faculty Resources) for community member.

**Please attach vita, license and preceptor agreement form (page 52 of DNP Student Handbook) for preceptor.
Appendix VII: DNP Prospectus/Qualifying Exam Forms

UTC School of Nursing DNP Program
Prospectus/Qualifying Exam Form

Form and any attachments must be submitted to the UTC School of Nursing Graduate Program Coordinator. The student should maintain one copy of completed form electronically for his/her portfolio.

Student Name: ___________________________ UTC ID: __________ Date: __________

DNP Qualifying Examination
The DNP Qualifying Examination will be the student's successful defense of the DNP Translational Project Prospectus. The faculty will determine if a student is prepared and competent to implement the proposed project. To be eligible to present the project proposal for approval, a student must have completed the first two semesters of the DNP program. The DNP Qualifying Examination/defense of proposal will be graded as approved, conditional approval with changes or disapproved based on the student's performance. The student’s DNP Translational Project Committee and DNP Coordinator or designee will evaluate the student's presentation. The student must receive a majority approval or conditional approval at the time of the DNP Qualifying Examinations in order to progress in the program. If the student is not successful and the proposal is not approved, the student may repeat the DNP Qualifying Examination/project proposal defense once. If the student fails to receive an approval for the project proposal subsequent to the second attempt, the student may be dismissed from the DNP program.

Prospectus should include:

- Analysis of the nature of the problem or issue that will be the focus of the intervention.

- Description of the environment (organizational, political, cultural and/or economic) in which the proposed project will take place.

- Description of the client (community, population or organizational system) safety issues related to the proposed project.

- Analysis of the evidence-based literature related to the proposed project.

- Discussion of the theoretical/conceptual framework of the proposed project.

- Description of the innovative actions (project plan) to ameliorate the identified problem or enhance the quality and safety of patient care delivery or processes.

- Plan for implementation.

- Proposed measures to evaluate impact and budget plan of the student's intervention.

- If appropriate, proposed plan based on evidence of the student's interventions and plan to sustain the outcomes at a patient care, organizational or policy level.

- Identify anticipated barriers of the project and proposed strategies for overcoming.

- Student should use the most recent edition of the Publication Manual of the American psychological Association (APA) related to style and form.
Student should submit to committee members for review based on consultation with the Chair and provide members with proposal draft for critique 7 days prior to expected feedback/critique. Committee members may approve the draft with or without minor changes or may want to schedule a meeting for further discussion and follow-up. In consultation with the Chair, the student will submit the draft of the project to the committee for review/critique. Student should make any requested revisions and meet again with the committee if necessary.

For IRB approval, the student should submit the appropriate forms and not proceed with any type of recruitment, data collection or analysis until the student receives IRB committee written approval. All of the information needed can be found on the website, www.utc.edu/irb. Further questions may be addressed with the Office of Research Integrity at 423-425-4431. A copy of IRB written approval must be included in the appendix of the final written document.

**Signatures of Approval:**

*Committee Chair Signature: ________________________________*

Date: ______________

*DNP Coordinator or designee Signature: ________________________________*

Date: ______________
Appendix VIII: DNP End of Program Completion Form

UTC School of Nursing DNP Program
End of Program Completion Form

Form and any attachments must be submitted to the UTC School of Nursing Graduate Program Coordinator by the end of the student’s final semester in the DNP Program. Student should maintain one copy of completed form electronically for portfolio.

Student Name: ___________________________ UTC ID: __________ Date: __________

UTC Email: ___________________________ Personal Email: ___________________________

Signatures of Approval

By signing below, the following individuals acknowledge that all requirements for the following have been achieved by the student:

1. Satisfactory Presentation of the Student’s Translational Project
2. Satisfactory Completion of Student’s Final Written Document of Translational Project
3. Publishable Paper

Committee Chair Printed Name ___________________________

Signature ___________________________

Date: ___________________________

Committee Member: Printed Name ___________________________

Signature ___________________________

Date: ___________________________

Community Member Printed Name ___________________________

Signature ___________________________

Date: ___________________________

DNP Coordinator Signature: ___________________________ Date: __________

SON Director Signature: ___________________________ Date: __________
Appendix IX: Clinical Requirement Checklist

Student Clinical Requirements
All items listed on this checklist must be turned in before a student can attend clinical. When turning in clinical requirements, the student is responsible for securing a staff initial by each requirement being turned in or else the requirement may not be traceable if lost. The student is also responsible for submitting duplicate copies of requirements when requested.

Name: ___________________________  Enter Date: _______  Graduation Date: _______

Please have a designated staff in the UTC School of Nursing initial that you have turned in the initial requirements below.

Physical: ____________

HepB (3-shot): ____________ ____________ ____________

Varicella Zoster (chicken pox) immunization /proof of immunity: ____________

Measles, Mumps and Rubella immunization /proof of immunity: ____________

Tetanus (Tdap including Pertussis): ____________

Proof of Personal Health Insurance: ____________

Confidentiality Form Completed: ____________

Acknowledgement / Information Release Form Completed: ____________

TCPS Facility Orientation:
Erlanger – Quiz, Hippa / Confidentiality and Code of Conduct forms: ____________

Memorial – Memorial Quiz and Confidentiality Agreement: ____________

Parkridge – Parkridge Quiz: ____________

Please have a designated staff in the UTC School of Nursing fill in the expiration date and initial by the appropriate requirements signaling that you have turned in the requirements. This form will remain in your student file and must again be initialed when you update the expiring requirements below.

TB Skin Test / Chest X-Ray (annual requirement):
________ / ______  __________ / ______  __________ / ______

TCPS General Orientation (due upon entry and August annually):
________ / ______  __________ / ______  __________ / ______

UTC Student Liability Insurance (due June 1st annually):
________ / ______  __________ / ______  __________ / ______

N95 Fit Test / Respirator Clearance (annual requirement):
________ / ______  __________ / ______  __________ / ______

Influenza Form / Documentation (due upon entry and fall annually):
________ / ______  __________ / ______  __________ / ______

American Heart Association Healthcare Provider CPR BLS (two-year requirement; ACLS & PALS required for CRNA students):
________ / ______  __________ / ______  __________ / ______

RN and APN License (if applicable):
________ / ______  __________ / ______  __________ / ______