



WAYNE STATE

College of Nursing

DOCTOR OF NURSING PRACTICE STUDENT HANDBOOK | 2023-2024

OFFICE OF STUDENT AFFAIRS
5557 Cass Ave. | Cohn, Suite 10
Detroit, MI 48202

GENERAL INFORMATION

This publication is for informational purposes and is neither a contract nor an offer to contract. The college reserves the right to change any provision or requirement at any time without notice. This material supplements the Wayne State University *Graduate Bulletin* and the *Schedule of Classes* and is not intended to replace these documents. Additional sources of information are through the University website www.wayne.edu, the Graduate School website gradschool.wayne.edu, and the College of Nursing website www.nursing.wayne.edu

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HISTORY

The Wayne State University College of Nursing began in 1930 as one of the departments of the College of Liberal Arts. During the first fifteen years, the nursing programs became so varied, the enrollment so large, and the contribution to the total community so important that reorganization was necessary. In 1944, at the request of the College of Liberal Arts, the Board of Education authorized the establishment of the Wayne University College of Nursing. The College began to function as one of the components of the University in the spring of 1945.

In 1947 under the leadership of Katherine Faville, the College's first dean, the faculty assumed full responsibility for teaching clinical nursing courses. This was the first time the shifting of clinical teaching from hospital staff to nursing faculty was initiated. This model has now been incorporated by colleges and schools of nursing nationwide. Graduates from the program were eligible to take the Michigan examination for the registered nurse license.

Since 1945, the College has offered programs leading to the degree of Master of Science in Nursing. These programs offer advanced practice preparation for nurse practitioners and clinical nurse specialists.

In 1975, the College developed a Doctor of Philosophy in Nursing program. This was one of the first opportunities for doctoral study in the United States. To date, over 195 PhD degrees in nursing have been awarded.

In 2008, the College established the Doctor of Nursing Practice program.

VISION

The College of Nursing will be the leader in nursing research and education, known for our commitment to and impact on urban health.

MISSION

The mission of the College of Nursing is to create and translate knowledge and to educate a diverse student body prepared to excel as clinicians, scholars, and leaders who improve health in local and global communities.

DNP PROGRAM MISSION

The mission of the College of Nursing's DNP Program is to educate advanced practice nurses as leaders who are adept at translating scholarship into practice in order to improve health care quality and outcomes.

PHILOSOPHY

The College of Nursing functions within the context of Wayne State University and supports the central goals and mission of the university. These goals are to nurture the intellectual abilities of students and faculty and to provide education, research, and community service. As an urban university, Wayne State accepts responsibility for a reciprocal partnership with the community, using resources and knowledge in dealing with human life.

Nursing is an academic discipline and profession. As a discipline, nursing develops its body of knowledge using research as the major mode of discovery and validation. The scholarly environment of the university

uses knowledge creatively in response to the health care needs of society. Experience in a variety of clinical settings is the primary mode for the development of practice competencies. The urban context of the university provides a setting for exploring the application of knowledge to professional nursing practice.

The concepts that order the discipline and profession of nursing are derived from knowledge about human beings, health care, and environment. These concepts give identity to professional nursing practice, direct inquiry, and theory development.

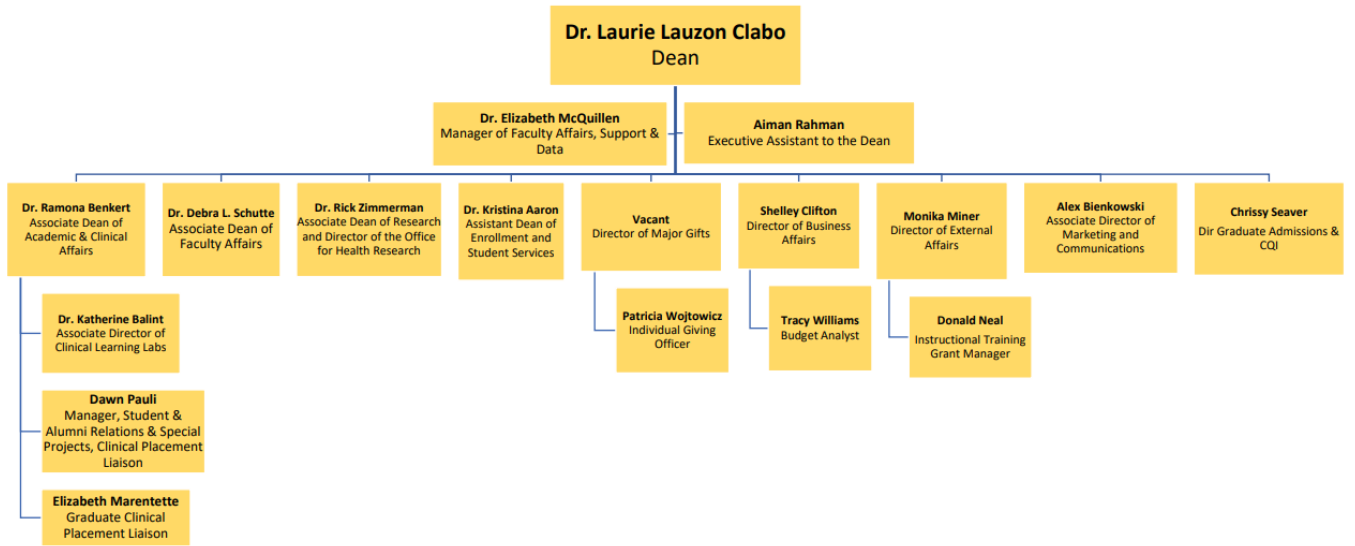
The College of Nursing supports the importance of liberal arts, humanities, and sciences. Faculty believes that programs designed for the preparation of nurses must be composed of the intellectual, social, and technical components of a liberal and professional education that are available to students within an institution of higher learning. Faculty affirms the necessity and value of clinical practice within a professional nursing program.

The faculty believes that learners are self-directed and actively participate in the learning process. Self-direction encourages the development of personal goals and values significant to the profession of nursing. Knowledge acquisition, capacity for critical inquiry, reflection and decision-making prepares learners to respond to issues that confront them as professionals. Learners from diverse backgrounds enter the College of Nursing to begin or continue their education within the academic discipline of nursing. Faculty believes that the diverse characteristics of its students add to the richness of the learning experience. The program seeks to accommodate the special needs, interests, and abilities of the students. The faculty supports the right of students to question, challenge, and debate within the context of inquiry as an essential ingredient in the student's development. Continuing evaluation on the part of the students and faculty is essential to sustain the integrity of the program.

The faculty of the College of Nursing, as members of the academic community, recognizes that its professional functions extend beyond contributions to formal teaching. Research, practice, and community service are also expectations of the faculty role. The faculty views as essential: academic freedom, shared governance, opportunity to develop knowledge, and responsibility to incorporate new knowledge into teaching and nursing practice. The faculty assumes responsibility for enhancing the image of the College of Nursing and the University locally, nationally, and internationally through various avenues including research, scholarship, practice, consultation, and participatory decision-making.



ORGANIZATIONAL CHART



OFFICE OF STUDENT AFFAIRS

College of Nursing - Office of Student Affairs (OSA)

Cohn Building, Suite 10

(313) 577-4082, toll free (888) 837-0847

FAX: (313) 577-6949

E-mail: nursinginfo@wayne.edu

website: www.nursing.wayne.edu

The Office of Student Affairs (OSA) is responsible for a variety of activities, including recruitment, admissions, orientation, retention, academic support, and undergraduate academic advising. The Office also manages the admissions, enrollment, registration, financial aid, and the scholarship programs of the College of Nursing.

ADMINISTRATION	Areas of Responsibility
Dr. Kristina Aaron Assistant Dean, Enrollment & Student Services Office of Student Affairs kaaron@wayne.edu	<ul style="list-style-type: none"> • Administrative responsibility for the Office of Student Affairs
ACADEMIC STAFF	
Kalyn Griffin Academic Services Officer II kgriffin@wayne.edu	<ul style="list-style-type: none"> • Admission for Direct Admit program • Academic Advisor for Direct Admit & Jacob Scholars students • Academic Advisor for Direct Admit students • Academic Advisor for RN to BSN students
Chelsea Smith Academic Services Officer III chelseasmith.advisor@wayne.edu	<ul style="list-style-type: none"> • Admission for CD2 and VBSN programs • NFLP Advisor • Academic Services Officer to all Graduate Students • Academic Advisor for BSN for Veterans students • Academic Advisor for CD2 students
Brittany Thomas Academic Services Officer II fr4365@wayne.edu	<ul style="list-style-type: none"> • Admission for Traditional BSN program • Academic Advisor for Traditional BSN students

VACCINE MANDATES



STUDENT SAFETY

The College of Nursing is committed to ensuring that students have the information that they need to maintain safety while on campus (which includes clinical sites). The College encourages students to continue to refer to the best evidence on the [CDC website](#). In addition, the [WSU Safe is Warrior Strong Webpage](#) provides the most current updates for the campus community.

If you have any questions regarding this requirement, please contact the Office of Student Affairs at 313-577-4082.

DOCTOR OF NURSING PRACTICE

The Doctor of Nursing Practice (DNP) Program is designed to educate advanced practice nurses as leaders who are adept at translating scholarship into practice in order to improve health care quality and outcomes.

DNP Learning Outcomes by Program

1. The student will provide advance practice nursing care to individuals, families, and/or populations that is ethical and science based.
2. The student will develop and initiate new innovative practice approaches based on theories from nursing and other disciplines.
3. The student will analyze, synthesize and evaluate accessibility and quality of care across diverse, underserved and vulnerable populations.
4. The student will utilize the determinants of health for individuals and/or aggregates/communities for diverse, underserved and vulnerable populations.
5. The student will critically appraise, disseminate and translate science to advance the quality and accessibility of care.
6. The student will demonstrate advanced clinical investigative competencies to evaluate clinical outcomes and systems of care.
7. The student will use information technology in design, selection, use and evaluation of programs to advance the accessibility of care.
8. The student will critically appraise, disseminate and translate innovative technological advancement to improve the quality and accessibility of care.
9. The student will demonstrate leadership in communication and collaborative skills as agents of change that improves accessibility to quality healthcare for diverse, underserved and vulnerable populations.
10. The student will analyze emerging clinical patterns and develop delivery approaches to care that deals with complex problems within the practice settings, healthcare organizations, and communities.
11. The student will shape the healthcare policy debate.

The Doctor of Nursing Practice

The College of Nursing, located in the culturally rich city of Detroit, draws its strength from the rich tapestry of the urban experience. Established in 2008, the Doctor of Nursing Practice (DNP) is a program designed to prepare the nurse at an advanced level of nursing science. The program emphasizes the development of the student's capacity to impact the clinical setting as leaders and educators and to utilize clinical research to improve and transform health care. This program is based on the understanding that nursing provides services, which include the direct care of individual clients, management of care for populations, administration of nursing systems, and development and implementation of health policy. Advanced practice nurses with practice doctorates will address significant practice issues in a scholarly way, adopt broad system perspectives for health promotion and risk reduction, act as agents of change that transform client/community care, participate in the on-going evaluation of health care outcomes, and assist in the translation of research that leads to positive nursing practice changes.

The purposes of the Doctor of Nursing Practice program are:

- To prepare clinically focused advanced practice nurses who are capable of translating knowledge into the clinical setting that contributes to the positive development of individuals, families, communities, society and the discipline of nursing.
- To prepare clinically focused advanced practice nurses who will be capable of addressing the multiple weaknesses in the current health care systems through roles as leaders, educators and agents of change.
- To prepare leaders for the discipline and profession of nursing that will have the skills to address issues of health disparities in an urban environment.

The three paths toward the DNP degree reflect the diverse needs of nurse applicants who differ in backgrounds, special interests, and professional career pathways. The three paths offer options to applicants based on their present educational level and on the extent of clinical specialization they desire. The options are consistent with the DNP program guidelines developed by accrediting bodies of nursing to prepare advanced practice nursing clinicians and educators. Student may opt for FT or PT Programs.

Applicants enter the DNP program as a (1) post-BSN student, (2) as a student who has attained a Master of Science in Nursing (MSN) degree with a clinical specialty, or as (3) a student who has attained a Master of Science in Nursing (MSN) degree without a clinical specialty. Post-BSN students (1) will complete training in a clinical specialty as part of their DNP degree, which will qualify them to sit for clinical specialty certification. Post-MSN students who do not currently have a clinical specialty (3) will take classes as part of the DNP program that qualify them to sit for clinical specialty certification. Additionally, post-MSN students who are already APRN specialty certified may opt to include a second specialty: a gap analysis is required.

DNP Program Curriculum

DNP Core Courses: 26 credits	Credits
NUR 8210 Determinants of Health	3
NUR 8615 Informatics in Nursing	3
NUR 8620 Foundations of Nursing as a Discipline *	3
NUR8625 Evidence Based Nursing Practice: Theoretical and Methodological Issues	3
NUR 8650 Advanced Professional leadership	3
NUR 8653 Healthcare Analytic Methods, Data Management, Evaluation, and Outcomes through Translation of Evidence into Practice	4
NUR 8665 Health Policy, Economics, Ethics and Evaluation in Advanced Practice Nursing	4
NUR 8895 Population Health in Nursing	3
Supportive Courses: 7 credits	
NUR 7444 Advanced Physiology and Pathophysiology across the Lifespan	4
NUR 7555 Pharmacotherapeutics for Advanced Practice OR NUR 7202 Advanced Pediatric Pharmacology (PNP specialty) OR NUR 7200 Advanced Neonatal Pharmacology (NNP specialty)	3
Clinical Course Sequence: 28 credits	
NUR 7030 Advanced Nursing Assessment	4
**Specialty Didactic and Clinical I	8
**Specialty Didactic and Clinical II	8
**Specialty Didactic and Clinical III	8
DNP Project Practicum Courses 12 credits	
NUR 9508: DNP Project Proposal Development Practicum I	4
NUR 9510 DNP Project Practicum III	4
NUR 9520 DNP Project	4
TOTAL	73 credits

Additional Courses for PMH Specialty (5 credits)

NUR 7615: Psychopathology and Therapeutic Frameworks across the lifespan for PMHMP	2
NUR 7625: Psychopharmacology	2

NUR 7650: Advanced Psychiatric Assessment and Diagnostic Reasoning	1
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Additional Course for FNP Specialty (3 credits)

NUR 7035: Family Centered Health Promotion and Risk-Reduction	3
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DNP Prerequisite Course first semester of DNP Program (3 credits)

***NUR 7000 Statistics in Nursing (or equivalent)	3
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Program Credits by entry option:

- **BSN-DNP: 73 credits (FNP: 76 credits; PMH:78 credits). Stats prerequisite (3 credits).**
- **POST-MSN with clinical specialty (APRN certified) complete Core and DNP Project Practicum Courses (38 credits).**
- **POST-MSN without clinical specialty: determined after syllabus review and gap analysis.**

*NUR 8620 is a foundational course that must be taken in the first semester of the program and may be taken concurrently with 7000 and 8615 (if FT and also taking third course in the first semester). However, a student may not progress through the DNP program courses without successful academic completion of NUR 8620 (minimum B-). Per academic regulations, the student must repeat the course, which will delay progression by one year. The student may elect to take the GCNE courses, if on the plan of work, during this progression delay.

****Specialty Didactic and Clinical NUR Courses and Credits:**

Specialty	NUR Number/CR	NUR Number/CR	Semester
FNP	8340 3	8345 5	Fall
	8350 3	8355 5	Winter
	8360 3	8365 5	SS
PNP PC	8370 4	8375 4	Fall
	8380 3	8385 5	Winter
	8390 2	8395 6	SS
PMH	8410 3	8415 5	Fall
	8420 3	8425 5	Winter
	8430 3	8435 5	SS
AGPC	8440 3	8445 5	Fall (odd)
	8450 3	8455 5	Winter (even)
	8460 3	8465 5	SS (even)
PNP AC	8470 4	8475 4	Fall
	8480 3	8485 5	Winter
	8490 2	8495 6	SS
AGAC	8540 3	8545 5	Fall
	8550 3	8555 5	Winter
	8560 3	8565 5	SS
NNP	8570 4	8575 4	Fall
	8580 3	8585 5	Winter
	8590 2	8595 6	SS

*** Program Statistics Prerequisite

A prerequisite graduate-level statistics course is required for those who have not completed a graduate statistics course. Newly admitted students must take NUR 7000 offered by the College of Nursing in the first semester of the program. A course other than NUR 7000 taken prior to starting the program must be approved by the Director of Advanced Practice and Graduate Certificate Programs.

Program Options

Candidates for the Doctor of Nursing Practice degree must complete a minimum of 73 graduate credits (BSN-DNP) or 38 graduate credits (Post-MSN-DNP with APRN specialty) beyond the baccalaureate degree. Post-MSN-DNP students without APRN specialty may undergo syllabi review for supportive courses and total credits will be determined after transfer credits approved. Post-MSN-DNP students already certified who opt for a second specialty undergo a gap analysis and credits will be determined based on the analysis. All course work must be completed in accordance with the academic procedures of the College and the Graduate School governing graduate scholarship and degrees.

Specialty Clinical Courses

All post-baccalaureate and post-master's students without APRN clinical specialty certification are required to select an area of clinical specialization. The choices of clinical specialty are: Adult-Gerontology Acute Care Nurse Practitioner (NP); Adult-Gerontology Primary Care NP; Family NP; Neonatal NP; Pediatric Primary Care NP; Pediatric Acute Care NP; Psychiatric-Mental Health NP. The selection of a clinical specialty must be made at least one year before the start of clinical specialty courses. All changes in clinical specialty can be made by completing the clinical specialty change form at least one year before the start of the clinical specialty courses.

Each clinical specialty has a coordinator who will assist with progression through the clinical specialty courses. Participation in a clinical specialty may have requirements that must be met in order to progress (i.e., a required number of years of staff nurse experience in specific population settings prior to the start of APRN clinical courses. Students must complete clinical hours in the state of Michigan (and limited placements in Toledo, Ohio for some specialties). Students must have a valid clinical permit to attend APRN clinicals.

Required Practice Experience Prior to Clinicals

Several specialties require RN staff nurse experience in that specialty population prior to the start of the three sequential clinical courses after NUR 7030:

NNP - the equivalent of two full-time years of RN experience in a Level III or IV NICU

PNP specialty - the equivalent of one-full time year of pediatric experience (preferably in-hospital),

PMHNP - the equivalent of one-year of experience in a psych-mental health setting.

***Failure to complete this requirement may result in a delay in progression.**

Students who do not have the required RN experience will be admitted with a caveat that the clinical manager must submit a letter of attestation to the specialty coordinator prior to the start of clinical courses stating that the student has completed this practice requirement.

Process for Clinical Placements

Specialty Coordinators/Clinical Faculty or designated staff are responsible for all communications with preceptors and clinical sites for potential clinical placements. Students do not engage in arranging potential placements with preceptors or clinical sites. Student requests for potential placements may be discussed with the Specialty Coordinator, who will proceed with the placement arrangements.

Any student with a potential placement at a Corewell Health West (formerly Spectrum Health, Grand Rapids) clinic/hospital must speak with the Specialty Coordinator by March in the year (for some specialties two years) before they start the APRN clinical courses. There is a detailed process for application that must be followed. The Specialty Coordinator will communicate the names of students with potential academic year placements at Corewell Health West to the Director of Advanced Practice and Graduate Certificate Program, who will work with the student to complete the required application paperwork. In most specialties, the student must be an employee of Corewell Health West to be eligible for a Corewell Health West clinical placement. Failure to complete the application paperwork on time will lead to a delay in the semester the student will be allowed a clinical placement at Corewell Health West. For some of the primary care specialties, this work is done two years before scheduled clinicals.

Changing Clinical Specialties.

To change clinical specialties, you must

1. Meet with the coordinator of the specialty in which you are currently enrolled and discuss your intentions to make a change.
2. Meet with the coordinator of the clinical specialty in which you believe you may want to be enrolled.
3. Meet with your Academic advisor and discuss your intentions to switch clinical specialties.
4. Complete the Clinical Specialty Change form, which must be approved by the coordinator of your old and new specialty and the Director of Advanced Practice and Graduate Certificate Programs.
5. Changes of specialty that occur during the clinical specialty courses will result in a one-year delay to the start of the new clinical specialty courses.
6. Changes in Specialty that occur prior to the clinical courses may result in a delay of start of the sequential clinical courses depending on cohort numbers of a specialty and room to add another student to the cohort. Specialty changes should be planned minimally one year ahead given this potential delay due to cohort sizes.
7. The form for change of clinical specialty can be found on the nursing website.

Graduate School Doctoral Residence Requirement

The DNP requirement of one year of residence is met by completion of at least six graduate credits in course work, exclusive of the DNP project, in each of two consecutive semesters. The Spring/Summer semester may be excluded from the definition of successive semesters.

In addition, the DNP residence requirements stipulate that the student must elect at least thirty credits in graduate work, exclusive of the DNP project, at the University.

Michigan License

Out-of-state and international students must submit a Michigan nursing license to Office of Student Affairs before the end of the second semester after starting the DNP Program. Failure to do so may result in delay of progression in the program.

Academic Regulations and Progression Policies



The College has high standards for academic achievement and professionalism. Students are expected to meet these standards of excellence. The following scholarship policies must be achieved to enable a student to progress toward degree completion.

Scholarship

Regulation Topic	DNP
Enrollment Regulations	<p>During course work, students must be enrolled each semester during the academic year (i.e., Fall/Winter) while in a DNP program, unless they have an approved leave of absence on file. Students may request a leave of absence with their academic advisor and must complete the appropriate paperwork.</p> <ol style="list-style-type: none"> <i>DNP students who fail to enroll in both Fall OR Winter semester of a given academic year and who do not have a leave of absence form on file will be reviewed by the DNP Program Committee and may be excluded from the program.</i> <i>A leave of absence does not stop the time allowed for completing the degree.</i>
Progression in Non-clinical courses	<p>DNP students must maintain an overall GPA in doctoral coursework of B (3.00) in order to progress in the program.</p> <ol style="list-style-type: none"> <i>B- is an acceptable grade (except in clinical courses) as long as the student maintains a GPA in DNP course work of B (3.00).</i> <i>The GPA cannot be below a 3.00 for more than a semester</i> <i>There is no limit in the number of B- grades the student receives, as long as, the student maintains a 3.00 average.</i>
Progression in Clinical Course	<p>The following academic regulations are related to: <u>NUR 7030: Advanced Nursing Assessment</u></p> <ol style="list-style-type: none"> <i>NUR 7030 is comprised of two components, didactic and clinical. Students must achieve a B (83%) or higher in both components to satisfactorily pass a clinical course.</i> <i>In calculating the final score, if <u>both</u> the didactic and clinical components are above 83%, the grades are weighted according to the course syllabus, then combined, and a final letter grade is assigned in accordance with the graduate grading scale.</i> <i>In calculating the final score, if <u>either</u> the didactic or clinical components of the course are below 83% the grades are weighted according to the course syllabus and combined as follows:</i> <ol style="list-style-type: none"> <i>If the combined course grade is above 83%, the highest course grade that can be assigned is B minus.</i> <i>If the combined course grade is below 83%, the actual calculated grade is assigned.</i> <i>In calculating the final score, if both the didactic and clinical component of the course are below 83% the grades are weighted according to the course syllabus, then combined, and a final letter grade is assigned.</i> <i>A grade of less than 83% in a clinical nursing course is unsatisfactory for progression in the clinical sequence.</i> <i>A student is allowed to retake an “unsatisfactory” clinical course one time. If the student does not achieve a B in the repeated course the student will be excluded from the Program.</i> <p><u>Specialty Clinical Courses:</u></p> <ol style="list-style-type: none"> <i>Students must achieve a B (83%) or higher in both the didactic and clinical specialty courses (i.e., 8670 and 8675) to satisfactorily pass the clinical courses and progress to the next clinical course sequence (i.e., NUR 8680 and 8685).</i> <i>A grade of less than 83% in a specialty clinical nursing course is unsatisfactory for progression in the clinical sequence.</i> <i>A student is allowed to retake an “unsatisfactory” clinical course one time. If the student does not achieve a B in the repeated course(s), the student will be excluded from the Program.</i>
Course Repeating	<ul style="list-style-type: none"> • A student must repeat a graduate course in which a grade of C+, C, or F is earned in a non-clinical course or a B- in a clinical course. • An individual course may be repeated only once. • No more than two courses may be repeated. • The original grade for the course will remain on the student's transcript, but only the grade received in repetition of the course will be used in computation of the student's honor point average.

	<ul style="list-style-type: none"> • Students will receive University financial aid for one repeat of a course. • A student must complete a “Request to Repeat a Graduate Course” form, which is available on the Graduate school website at www.nursing.wayne.edu. The completed form should be signed by their advisor and submitted to the Director of Advanced Practice and Graduate Certificate Programs for approval.
F grades	<p>Students who earn a F (74% or below) grade are at risk for exclusion from the program.</p> <p>a. Although a grade of F does not result in an automatic exclusion from the program, the student's overall performance in the program (e.g., grades, attainment of benchmarks) to date will be reviewed by the DNP Program Committee.</p>
Exclusion Policies	<p>DNP students will be excluded from the program for one of the following reasons:</p> <p>a. Failure to enroll for Fall OR Winter semester during an academic year. Students must enroll in one of the two semesters during an academic year unless a leave of absence form is on file.</p> <p>b. Failure to maintain an overall GPA of 3.0 for more than one semester.</p> <p>c. Students who receive a third unsatisfactory</p> <p>d. Academic or nonacademic misconduct as defined by WSU.</p> <p>e. Unsafe or unethical practice behavior.</p>
Grade/Exclusion Appeals	<p>Grade Appeal Only the manner in which the grade was assigned can be appealed. The student assumes the burden of proof in the appeals process. Three grounds for grade appeals exist:</p> <ol style="list-style-type: none"> 1. the application of non-academic criteria in the grading process, as listed in the university’s non-discrimination/affirmative action statute: race, color, sex (including gender identity), national origin, religion, age, sexual orientation, familial status, marital status, height, weight, disability, or veteran status. 2. Sexual harassment or discrimination; or 3. Evaluation of student work by criteria not directly reflective of performance relative to course requirements. <p>A student who disputes the final grade awarded for any of the above reasons should follow the steps outlined in the grade appeal process.</p> <p>Unsafe Practice and Exclusion Appeal: Students must contact the College of Nursing, Assistant Dean of Enrollment and Student Affairs for the steps in the appeal process for unsafe practice or program exclusion within ten (10) days of oral notice or postmark of written notice of unsafe practice.</p> <p>Academic and Non-Academic Misconduct Appeals: All reports and student appeals for academic and non-academic misconduct should follow the university code of conduct policies.</p>
Progression to Candidacy Requirements	<p>Requirement for Progression to Candidacy.</p> <ul style="list-style-type: none"> • Plan of Work approved by the Director of Advanced Practice and Graduate Certificate Programs. • Completion of required didactic course work, or approximately 33 credits. • Satisfactory completion of the Preliminary Examination (written and oral). • The Candidacy form is signed by the student’s DNP committee at the same time as the Report on Oral Examination and then goes to the Director of the APRN programs for final signature. • Establishment of the DNP Project Committee -- its membership may be changed up to the beginning of NUR 9510. <ul style="list-style-type: none"> ○ Two DNP committee members must be from the College of Nursing.
Timeline	<ul style="list-style-type: none"> • DNP Students have a seven (7) year time limit to complete all requirements for the DNP.

	<ul style="list-style-type: none"> • The seven-year period begins with the end of the semester during which the student has taken work which applies toward meeting the requirements of the degree. • Students whose seven (7) year time limit is expiring may be considered for an extension. Students must submit a request for extension, along with a letter of support from their DNP committee chair to the DNP Program committee 6 months prior to their expiration date. • Students may be considered for a time extension provided that the Preliminary Examination has been successfully completed and the student has begun working on the DNP Project • Subsequent extensions will not be considered in the absence of substantial progress during the previous year. • A student whose time limit has expired is regarded by the requisite committee as automatically terminated from the program unless the department submits an appropriately justified request for a time extension and the DNP committee approves that request.
Revalidation of Courses	<ul style="list-style-type: none"> • The DNP Program Committee reserves the right of revalidation of over-age (10 years) credits. • Credits earned at other institutions may require revalidation at the time of WSU admission. • In revalidation cases, the advisor and the student must set a terminal date for completion of all degree requirements, including such additional requirements as may be prescribed to revalidate the over-age credits.
Residency requirements	<ul style="list-style-type: none"> • A minimum of twenty-four (24) semester hours of the degree <u>must</u> be earned at WSU.
Graduation requirements	<p>Degree Granting Requirements</p> <ul style="list-style-type: none"> • Candidates for the DNP must complete 43 to 78 credits of study with a cumulative honor point average of 3.0 or better. • All course work must be completed in accordance with the academic procedures of the College and the Graduate School governing graduate scholarship and degrees.

Scholarship Guidelines:

Regular and punctual attendance in class is a component of learning and is expected.

See Graduate Bulletin for policies re: "Obligations of Faculty and Students to the Instructional Process", "Student Ethics", "Drop/Add-Adjusting your Schedule".

Course Grading Scale:

Graduate Programs

A	=	94% - 100%	=	4.0
A-	=	92% - 93.99%	=	3.67
B+	=	89% - 91.99%	=	3.33
B	=	83% - 88.99%	=	3.00**
B-	=	81% - 82.99%	=	2.67
C+	=	79% - 80.99%	=	2.33
C	=	75% - 78.99%	=	2.00
F	=	74.99% and below	=	0.00

**A grade earned in a graduate course with honor point value less than 3.00 is below graduate standards. Students must meet with their Academic Advisor to determine the consequences for academic standing and progression in the program.

OSA letters for students performing below Graduate Academic Standards:

Students who earn a grade below academic standards or whose GPA is less than 3.0 will receive an academic standing alert/warning letter from the Office of Student Affairs. In this letter, the academic standing infraction will be delineated, the impact on academic standing and progression will be explained, requirements to repeat a course will be indicated. Students will also receive next-step instructions regarding meeting with their academic advisor and the contact information for the Director of the Program if the student has any questions about the academic standing information discussed in the letter.

Attendance

Regular punctual attendance in classes and clinical practice is expected. It is imperative that students maintain a perfect or near-perfect attendance record. Tardiness and/or failure to report to class can result in a lowering of the final course grade or exclusion from the course.

Residency Requirement

A minimum of twenty-four (24) semester credits must be in residence at Wayne State University for completion of the master's degree.

Transfer of Graduate Credit

In work toward the DNP degree, credit beyond the twenty-four (24) credits, which must be earned in residence, may be transferred from accredited graduate schools, provided such credit is "B" or better and certified as graduate-level credit on an official transcript and deemed equivalent on review of syllabus. The petition must be supported by an official transcript showing a minimum grade of "B" for the courses to be transferred. "B-minus" credit is not acceptable for transfer. Transfer credits must be appropriate to the student's degree. Admission to Wayne State University based upon a previously earned master's degree *does not* guarantee that those credits are applicable to a doctoral degree at Wayne State University.

Procedure:

Petitions for transfer of graduate credit to be taken at another institution after admission to WSU must be filed prior to the student's enrollment in the course. Prior advisor's approval is not binding unless the Graduate Officer of the College of Nursing (Director of Advanced Practice and Graduate Certificate Programs) has also approved the student's petition.

Time Limitation

Students have a seven-year time limit to complete all requirements for the DNP. The seven-year period begins with the end of the semester during which the student has taken work which applies toward meeting the requirements of the degree. The College reserves the right of revalidation of over-age credits. Students are not permitted to revalidate credits earned at other institutions. In revalidation cases, the advisor and the student must set a terminal date for completion of all degree requirements, including such additional requirements as may be prescribed to revalidate the over-age credits. Time extensions beyond these conditions are authorized only for conditions clearly beyond the student's control. Guidelines for DNP Program Extension Request may be obtained from the Office of Student Affairs.

Graduate Course Repeat Policy and Procedure

A graduate student may repeat up to two courses one time, with prior approval, if a grade lower than B- (core and supportive courses) or grade lower than B (clinical courses) was earned. NOTE: The opportunity to repeat a graduate course is determined by the student's ability to progress in the program as determined by the academic regulations of the college and with approval by the Director of Advanced Practice and Graduate Certificate Programs.

Procedure: Approval to repeat a course must be obtained prior to registration.

The "Request to Repeat a Graduate Course" form can be found here:

www.gradschool.wayne.edu/forms/RepeatCourse.pdf. The student is responsible for completing the form and obtaining the proper signatures before registering for the course. Failure to obtain prior approval to repeat a course will delay registration for the course being repeated. Permission to repeat a course in which a grade of "F" was received requires review and approval from the DNP Committee. The grade earned in the repeat course will be used in determining the student's honor point average and the original grade will be excluded but remain on the transcript.

Mark of "I" - Incomplete

The University policy on the mark of "I" (Incomplete) can be found in the University Bulletin. To ensure completion to the policy, the College of Nursing Faculty Association approved on February 2, 1994, the following College policy.

An "I" is appropriate if the student encounters a catastrophic situation which prevents completion of the final requirements of the course. An "I" is not appropriate for unsatisfactory performance. In the event an "I" is given, the time limit for completion will be determined by the instructor but may not exceed one year. In the event a grade of "I" is received in a prerequisite course, the "I" must be removed prior to enrollment in the subsequent course.

Withdrawal from Nursing Courses

A student requesting a withdrawal will be assigned a Withdrawal grade (W). The faculty of the College of Nursing supports the University policy which stipulates that the use of an "I" or "W" to mask unsuccessful performance is inappropriate.

After the 4th week of class, the instructor must approve a withdrawal.

Students must show diligence and are normally expected to complete the courses they elect. Irresponsible attendance is wasteful of both student and University resources. Those students, who consistently receive excessive marks of "I" (Incomplete), and "W" (Withdrawal), may be refused the privilege of further registration by the Dean or Dean's designee of their school or college. Students experiencing attendance difficulties should seek counseling from appropriate college or university offices.

Authorized Leave of Absence Policy

A student may request an Authorized Leave of Absence when personal circumstances (e.g., birth, death, serious illness, major financial challenges), interfere with the student's ability to devote sufficient time to academic pursuits to assure a reasonable expectation of success. Authorized Leaves of Absences are requested from and granted by the Associate Dean for Academic and Clinical Affairs and the Director of

1. Currently enrolled students will be granted a Leave of Absence only if they are passing all nursing courses at 75% or better (UG) or 83% or better (Graduate) and are therefore eligible for a Withdrawal (W) grade.
2. Currently enrolled students who will not be registered for either Fall or Winter semester, or both, must have a Leave of Absence approved and on file.
3. The student considering a request for an authorized Leave of Absence should contact the Office of Student Affairs for an explanation of the process regarding the leave of absence and to determine if the student is eligible.
4. A Leave of Absence is approved for a maximum of 1 year. A student who receives an authorized Leave of Absence and returns before the Leave of Absence expires is guaranteed a space in the program. An authorized Leave of Absence is not considered a withdrawal from the program.
5. A student who does not re-enter the program by the end of the authorized period will be considered a voluntary withdrawal.
6. A student who withdraws from any nursing program for any reason must reapply to the College of Nursing as a new applicant. A student who takes an unauthorized leave of absence or fails to register during each academic year (both Fall and Winter semesters) will be considered to have voluntarily withdrawn from the program and must apply for admission to the College of Nursing as a new applicant.
7. A grade of Withdrawal (W) is not the same as an authorized leave of absence.
8. All approved leave of absence requests will require notification of the student's academic advisor, Director of Advanced Practice and Graduate Certificate Programs, Office of Student Affairs, and specialty coordinators as applicable.

A student is considered withdrawn from the DNP program if the student fails to register for any of the required two consecutive semesters (summers not included). To return to the program after withdrawal for non-registration, the student must seek reinstatement from the Director of Advanced Practice and Graduate Certificate Programs and DNP Program Committee and register for the remaining requirements for the degree. Additional registration may be required.

Distance Learning Program

The College of Nursing's distance learning program is a live learning environment. Nursing students from around the region participate in real-time with classes that are being held on campus. Students residing throughout Michigan and northwest Ohio attend classes in Detroit from locations such as Lansing, Toledo, Kalamazoo, Grand Rapids, Traverse City, Marquette and Flint.

Distance Learning Policies

Distance Learning is an opportunity offered to College of Nursing students. This document explains policies of the Distance Learning (DL) Program. If a policy is violated, the student will forfeit distance learning privileges. Some courses may require students to attend class-related events at the Detroit campus. These events will be identified in course syllabi.

I. Distance Course Scheduling and Admissions:

A. Scheduling: All distance sections within a specific course will connect to one designated on-campus section. For example, (and hypothetically) all distance sections for NUR 7015 Research for Evidence Based Nursing will connect to NUR 7015 section 001 instead of choosing between sections 001, 002, or 003. If the number of distance locations (number of dial-in squares) exceeds the maximum number allowed, a second section will be designated for distance.

B. Course Delivery: All distance students must plan to be on campus in Detroit for NUR 7030 Advanced Nursing Assessment.

C. Clinical Placements: All clinical placements will be located in Michigan or the greater Toledo area and created based on availability and course objectives. The goal of all clinical placements is to meet the course objectives and learning outcomes.

D. Admissions: Admission to the CON is established prior to approval for Distance Learning. Distance Learning students must agree to adhere to the distance policies prior to the start of each semester. Distance Learning Policies are available on the College of Nursing IT Canvas Site and College of Nursing website.

E. Maximum Class Size: The combined total number of students enrolled in a course that has distance sections will be determined by the Associate Dean, Faculty Affairs based on faculty availability and the combined total of students on campus and approved distance learning students.

F. Total Number of Distance Students per program: At any given time and across cohorts, there will be no more than twenty (20) DNP distance students and fifty (50) MSN or Graduate Certificate program distance students.

G. Synchronous Distance Learning Program: The College will continue to arrange for distance courses and classrooms as needed based upon distance students' plans of work.

H. Attendance Requirements: As noted above, Distance Learning students may be required to come to campus a maximum of 3 times per didactic course. On campus attendance is required for all scheduled NUR 7030 sessions. Dates will be outlined in the course syllabus and available before the start of the semester.

II. Distance Learning Professional Responsibilities and Behaviors:

A. Technical Requirements: To minimize technical issues, students and faculty must use the video conferencing technology that meets the technical requirements listed below:

1. Webcam & Microphone
2. High-Speed Internet Connection

B. All users may conduct a test connection with the College of Nursing IT Department. The user must schedule the test connection well in advance by calling 313-577-8604 and requesting the College of Nursing IT staff.

C. Users must:

1. Abide by all rules set in place by the instructor in the syllabus. For example, if on campus students may not eat during class, distance students cannot do so either.
2. Keep the microphone and computer muted when not talking unless otherwise requested by faculty. Small noises tend to be amplified.
3. Set up the computer on a desk or a table in a room with minimal distractions. Small children, pets, ringing phones, and other noises are distracting for everyone. Behavior should be professional. Side conversations are not professional and is disruptive to the class. Focus on the class at hand and participate. Because of a sound lag common with video conferencing, this may require additional effort.
4. When online with the class, be cognizant of attire and what is reflected.
5. Be aware of lighting issues. Lighting distorts visibility. Bright lights shining in one direction can create glare. Front lighting is required. Window light and lighting behind the student needs to be blocked.

D. If a student violates the policies listed above, the distance connection will be immediately disconnected.

III. Examination Policy:

A. Examinations: To maintain the integrity of the academic programs in the College of Nursing, all examinations within a course must be given using the same method. For example, if proctored paper and pencil tests are given to students on campus, all distance student exams will also be proctored. Online proctored tests are administered by Respondus™ for distance students.

B. Accommodations for Exams

1. If a student has a documented disability that requires accommodations, the student will need to register with Student Disability Services for coordination of academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Success Services department. SDS telephone numbers are 313-577-1851 or 313-577-3365 (TDD only).
2. Faculty will communicate necessary distance learning accommodations to the distance learning coordinator.

IV. Off-Site Qualifications and Exceptions:

A. Off Site Qualifications: An offsite student is a student who attends the majority of classes from home instead of attending class in Detroit or at a distance site. In order to be considered a permanent offsite student, the student's official address must be a minimum of 60 miles from the closest classroom site. The Distance Learning Coordinator will assess the distance from the student's home address to the WSU main campus using an online distance calculator to ensure the minimum distance requirement is being met. If the distance requirement is met, the Distance Learning Coordinator notifies the Assistant Dean of Enrollment Management and Student Services of the student's status as a permanent offsite student.

B. Exceptions to the Off-Site Qualifications:

1. Long Term Exception:

An admitted student may request a permanent off-site exception to the above qualifications. Decisions to grant a permanent off-site exception will be done on a case-by-case basis. Long term exceptions do not apply to NUR 7030 Advanced Physical Assessment as it is not offered as a distance course. Exceptions are granted using the following procedures:

- a. The student completes an exception form and submits it to the Distance Learning Coordinator.
- b. The Distance Learning Coordinator submits the exception request to the Associate Dean, Academic and Clinical Affairs.
- c. The final decision to grant an exception is determined by the Associate Dean, Academic and Clinical Affairs.
- d. The Associate Dean, Academic and Clinical Affairs notifies the Distance Learning Coordinator and the Assistant Dean of Enrollment Management and Student Services.

2. Short Term Off-Site Exceptions:

Any College of Nursing student can use the video conferencing technology for a short period of time (e.g., a few weeks or one semester) on an exception basis provided that the class is being held in a classroom with distance learning technology. The student will work with the Distance Learning Coordinator throughout the exception process. All questions can be directed to the Distance Learning Coordinator. If the student is requesting an exception for the entire semester, the student needs to submit the request prior to the override and registration process. If the exception is being done on an emergent basis mid-semester, it may take the Distance Learning Coordinator and IT staff up to 3 business days to get the student set-up. Short term exceptions are granted at the faculty member and Associate Dean of Academic and Clinical Affairs' discretion using the following procedures:

- a. The student completes an exception form and submits it to the Distance Learning Coordinator and faculty of record for the course.
- b. The Distance Learning Coordinator submits the exception request to the Associate Dean of Academic and Clinical Affairs.
- c. The final decision to grant an exception is determined by the Associate Dean of Academic and Clinical Affairs after consultation with faculty of record. If the faculty of record and Associate Dean of Academic and Clinical Affairs denies the request, there is no additional recourse.
- d. The Associate Dean, Academic and Clinical Affairs notifies the Distance Learning Coordinator.
- e. The Distance Learning Coordinator notifies the student, College IT Department, and College Office of Student Affairs of the exception.
- f. IT staff work to get the student set-up with software and offers a test connection.

APRN Specialty Clinical Courses; Courses requiring a clinical permit

Students must complete all APRN clinical hours in the state of Michigan (and limited placements in Toledo, Ohio for some specialties). Student must have a valid clinical permit to attend APRN clinicals. Additionally, all requirements for courses in which a clinical permit is required must be completed in Michigan or Toledo, Ohio. This also applies to the DNP Project Courses: NUR 9508/9510.

REQUIREMENTS FOR APRN CLINICAL AND DNP PRACTICUM COURSESS



The following requirements are essential for all students involved in APRN clinical courses. Students in the NNP specialty must also have a clinical permit for NUR 7030. The College of Nursing has contracts with each agency which require a Health Clearance, BLS Certification, Liability Insurance, and a current RN licensure. Failure to comply with these requirements will result in exclusion from clinical experiences. After the documents are submitted to Castle Branch, the Office of Student Affairs (OSA) will provide Clinical Permits to the Director of Advanced Practice and Graduate Certificate Programs and copies will be provided to Specialty Coordinators and Course Coordinators prior to the start of the clinical courses. Health forms and renewal dates on all required documents must be updated just prior to submission of the forms on August 15 for fall semester, December 15 for winter semester, and April 15 for Spring/Summer semester. The Clinical Permit will be good for one semester. Note that if the Michigan license expires during the semester, the student must submit the renewal minimally two weeks prior to the expiration date or the Clinical Permit will be invalid.

If at any time during the academic year a student has a change in health, the clinical permit can be suspended. It is the responsibility of the student to contact WSU Student Disability Services, their Faculty Academic Advisor, and Director of Advanced Program Programs and inform them of this change.

Students will be informed of the need to satisfy their Castle Branch requirements and will receive a warning email from OSA if the initial submission date is missed. Starting the following week (one week after the initial deadline), students will incur a one-week penalty for start of clinicals. For each subsequent week the permit is not valid, additional one-week penalties will be added. Students will not be allowed to start clinicals until they receive a start date provided by the Director of Advanced Practice and Graduate Certificate Programs. Delays in start of clinical hours may result in delay in progression through the clinical courses. Student must follow the preceptor's schedule for clinicals, and preceptors are not responsible for lack of sufficient time in the semester if a student was delayed in starting clinicals due to an invalid clinical permit.

APRN Specialty Clinical Courses; Courses requiring a clinical permit. Students must complete all APRN clinical hours in the state of Michigan (and limited placements in Toledo, Ohio for some specialties). Student must have a valid clinical permit and be registered for the clinical course by the first day of class in order to attend APRN clinicals. Additionally, all requirements for courses in which a clinical permit is required must be completed in Michigan or Toledo, Ohio.

Students are not allowed to attend clinical without a valid Clinical Permit and if they are not registered for the clinical course by the first day of class. If students attend clinical without a valid Clinical Permit or without being registered, those clinical hours will not count towards the total number of hours required for the course and students may be subject to disciplinary action.

Students with an incomplete grade in any course requiring a clinical permit must have a valid clinical permit for each semester that they are working on finishing the incomplete. If the clinical permit is not valid, the student may not work on any of the requirements of the incomplete. Failure to adhere to this policy may result in disciplinary action.

NOTE: Students assigned to Corewell Health West (formerly Spectrum Health) Clinical Sites

Students with clinicals at Corewell Health West clinics/hospitals must also complete the requirements of Corewell Health West.

The deadline for changes in plans of work involving a course that requires a clinical permit is one month prior to each semester's clinical permit deadline date.

Requirements: Documentation of compliance with these requirements must be uploaded to CastleBranch-Immunization Tracker by **the stated deadline. Students can access Immunization Tracker online at www.portal.castlebranch.com/WL48**

Documentation of Clinical and Practicum Hours in E-Value.

The CON DNP Program requires documentation of clinical/practicum hours and experiences via the E-Value Clinical Log, which is a web-accessed student tracking platform. Students must enter their clinical placement schedule prior to actual attendance, which can be done weekly, monthly, or by semester, depending on how far in advance clinical schedules are known. Student must also log in all patient encounters done under the aegis of Wayne State University and also the time in/time out attendance hours for scheduled day, within 15 days of attending clinicals. Clinical specialties may require additional documentation, i.e., CPT codes, procedures, demographics and insurance data.

Students may not attend clinicals if they have any physical restriction unless they have completed the process listed below.

ACCOMMODATIONS FOR DISABILITY. Wayne State University College of Nursing is committed to providing all students equal access to its programs. The College works closely with the University Student Disability Services (SDS) to provide reasonable accommodations to qualified students. However, it is important to note that the College is not required to provide and will not provide accommodations that fundamentally alter the essential functions or technical standards of the program. It should also be noted that the decision to accept a student for practice at a clinical agency rest solely with the agency. Common examples where accommodations are often required for students include those with lifting restrictions (e.g., pregnancy and the post-partum period), medical devices (attached or implanted), and fractured/broken limbs. The process for obtaining accommodations, including acquiring the required documentation of the need for accommodations, meeting with Wayne State College of Nursing and communication with our clinical agencies, can be time consuming. Therefore, the College of Nursing strongly encourages students and applicants who wish to request accommodations to contact the Student Disability Services Office before the actual start of the program. Accommodations cannot be applied retroactively. To learn about the process in detail, including expected times that are typical for completion of the process, please contact Student Disability Services. You are also encouraged to speak to your College of Nursing Academic Services Officer to learn more about this process.

Some clinical sites have unique requirements, and it is the student's responsibility to complete them prior to clinical. Failure to complete these requirements prior to clinical, may result in failure to attend clinical.

GENERAL REQUIREMENTS

ACEMAPP

If attending an ACE site, students must complete the requirements for ACE, the Alliance for the Clinical Experience. Requirements include successful completion of on-line classes and exams in HIPAA, OSHA, and BBP. Students must pass the exams within the two attempts, or they may not be eligible to enter clinical courses (they may not be able to enter the program or progress in the program).

Health Clearance

The examination may be completed by the student's nurse practitioner or physician. The TB skin test must be in effect for the entire semester/academic year (TB Blood tests are accepted). Vaccinations and/or evidence of immunity are required for Tdap, measles, mumps, rubella, varicella, Hepatitis B and influenza. Students must provide copies of the laboratory reports for all antibody titers. Titers for measles, mumps, rubella and varicella must be within five years. Hepatitis B titers do not expire.

BLS for Healthcare Providers

Students must demonstrate evidence of completion of a BLS/CPR for Healthcare Providers course that covers CPR for the adult, child and infant as well as one-person and two-person CPR. The course may be taken at the College of Nursing or can be taken at one of several agencies in the community. Original dated certification documents must cover the entire academic/clinical year and must be resubmitted when they expire.

Flu Vaccine

Flu Vaccine In order to meet the requirement of clinical agencies, the student must submit documentation for the flu vaccine by October 15. If these documents are not submitted, the Clinical Permit will be rescinded, and

the student will be excluded from clinical experiences.

Professional Liability Insurance

Wayne State University College of Nursing will provide professional liability insurance through Nursing Practice Corporation, at a cost of approximately \$10.29 per student. Students must submit this fee online and the link is found on nursing.wayne.edu. The policy is valid August 15 – August 14 and is not prorated.

Maintaining Licensure

The student must show proof of an active, unencumbered licensed RN in the United States when admitted to the program [See admission requirements for non-domestic students]. Out-of-state domestic students have two semesters to submit a Michigan RN licensure; international students have two semesters to pass the NCLEX exam and submit a Michigan RN license. If a student fails to submit a Michigan RN license by the end of two semesters, the student cannot progress in the program until the license is submitted. The student must maintain current licensure for the duration of the program. Should the license expire or be revoked for any reason, it is the student's responsibility to report this to the Office of Student Affairs. The student may not continue in the program until current licensure is restored. If licensure was revoked and reinstated, the student must report any conditions attached for future practice.

Submission of the renewed Michigan RN license is due two weeks prior to the expiration date posted on your license.

Criminal Background Check

According to Public Health Code Section 20173 and Section 21173(1), any individual who regularly provides direct services to patients and residents in nursing homes, county medical facilities, homes for the aged and adult foster care cannot be granted clinical privileges if they have been convicted of one or more of the following:

- a. A felony or an attempt or conspiracy to commit a felony within the 15 years preceding the date of application.
- b. A misdemeanor involving abuse, neglect, assault, battery, or criminal sexual conduct or involving fraud or theft against a vulnerable adult defined in the Michigan penal code, 1931 PA 328, MCL 750.145m, or a state or federal crime that is substantially similar to a Misdemeanor described in this subdivision within 10 years immediately preceding the date of application.

This legislation as well as regulatory agency requirements mandates that students have a criminal history check conducted in order to gain clinical privileges at the various agencies used during the course of the student's education. Exclusion from a clinical site could jeopardize successful completion of the program. Students must have a criminal background check performed by CertifiedBackground.com.

Urine Drug Screen Testing

In addition to the Criminal Background Investigation, many health care agencies require results of a urine drug screen test (negative result) prior to the beginning of your clinical experience. This must be obtained at the Wayne State University Campus Health Center. The screen must include the following drugs: Amphetamines, Barbiturates, Benzodiazepines, Cocaine, Marijuana, Ecstasy, Oxycodone, Opiates, and Phencyclidine.

The use of medical marijuana will provide a positive result on a urine drug screen. Students with a Medical Marijuana Registry Identification Card will be required to submit a valid copy to the Office of Student Affairs. Wayne State University College of Nursing's clinical partners may exclude a student with a positive drug screen from attending clinical courses at their site, which could jeopardize the successful completion of the program.

Results of the Urine Drug Screen test must be submitted and will become part of your health information file.

Health Insurance

Though not required, it is highly recommended by the College that each student also have personal health insurance coverage in addition to the required liability insurance. Students may choose to purchase an injury and sickness insurance plan for a reasonable fee. The policy provides stipulated amounts for outpatient prescription drugs (sickness only), hospitalization, surgery and emergency room fees, alcoholism and drug abuse treatment, and psychotherapy benefits. Forms to purchase this insurance are available by contacting the Health Insurance Advocate in the Office of International Students and Scholars: 313-577-0724.

Documentation of Clinical and Practicum Hours in E-Value

The CON DNP Program requires documentation of clinical/practicum hours and experiences via the E-Value Clinical Log, which is a web-accessed student tracking platform. Students must enter their clinical placement schedule prior to actual attendance, which can be done weekly, monthly, or by semester, depending on how far in advance clinical schedules are known. Student must also log in all patient encounters done under the aegis of Wayne State University and the time in/time out attendance hours for scheduled day, within 15 days of attending clinicals. Clinical specialties may require additional documentation, i.e., CPT codes, procedures, demographics and insurance data.

CLINICAL ATTIRE

Uniform

Approved nursing attire must be worn during the clinical placement. Lab coats must be ordered through the university Barnes & Noble bookstore if required by the specialty. Within the healthcare agency, the student is expected to present a clean, well-groomed appearance. The student represents not only the student but the College of Nursing and the nursing profession. Students are expected to use good judgment regarding their professional attire, especially when in Community Health Agencies or as students in "management" settings.

Body Odor

Students in the academic and clinical setting will be free of offensive body odor secondary to personal hygiene, strong perfumes, colognes, lotions, aftershaves, or the smell of cigarettes. Clean clinical attire that is free of odor is required for all students in all clinical rotations.

ID Badge

All nursing students are required to obtain a Wayne State University One Card. Students wear their One Card while at their clinical site. One Cards can be obtained from the university One Card office, located on the second floor of the Welcome Center. Misuse of the One Card will result in immediate forfeiture and possible disciplinary action.

Check List for Clinical Requirements
Effective date must coincide with semester start

	<i>Date Submitted</i>
<input type="checkbox"/> Create Castle Branch Immunization Tracker Account	—
<input type="checkbox"/> Health Clearance Form with Immunization record	—
<input type="checkbox"/> TDAP (Tetanus, Diphtheria, Pertussis)	—
<input type="checkbox"/> Measles, Mumps, Rubella, Varicella, Influenza Titers (mandatory) and immunization record (optional)	—
<input type="checkbox"/> Hepatitis B Virus Inoculation Titers and immunizations (mandatory)	—
<input type="checkbox"/> CPR for the Professional Rescuer (Annual verification)	—
<input type="checkbox"/> TB Skin Test or documentation of no active TB (Annual verification)	—
<input type="checkbox"/> Pay fee for Professional Liability Insurance (Annual verification)	—
<input type="checkbox"/> Criminal Background Investigation	—
<input type="checkbox"/> Urine Drug Screen	—
<input type="checkbox"/> ACE requirements (classes) (Annual)	—



To ensure that all students are ready for NUR 7030 (offered Spring/Summer semesters), you are required to pass a written exam and demonstrate a physical examination. The expectation in 7030 is that each student will have a rudimentary knowledge of the basic assessment skills, which includes the ability to demonstrate basic skills and understand the rationale for the assessment skill.

The written exam is based on the undergraduate nursing assessment course. It is a multiple-choice exam with 50 randomized questions using Respondus and it is open book. The written exam covers questions related to basic physical assessment techniques and content. The physical exam demonstration covers basic physical assessment skills. Each student will have three attempts to pass the written exam with a score of 75% or better. The exam will be open for seven hours during each attempt at the exam. The examination will be available on Canvas under the NUR 7030 PreTest tab and students will be informed of the “go live” date during the Winter semester before they take NUR 7030.

After you have passed the written exam, you may contact Madison LaHaie (madison.lahaie@wayne.edu) to sign up for ONE (1) time slot for the demonstration exam of your physical assessment skills. The schedule is available on Canvas under the Skills Demonstration Schedule tab. No cancellations are accepted. Students cannot cancel and request a new sign update. All students except the neonatal students will demonstrate an adult/adolescent basic physical examination using the rubric provided on Canvas. Neonatal students have a separate newborn physical exam pre-assessment rubric. The Rubrics for the pre-assessment will be posted on the website. Use the rubric to practice for this portion of the pre-assessment, but you may not use the rubric during your scheduled physical exam demonstration. All students must pass the complete exam with the majority of the skills (90 %) demonstrated to our clinical skills lab staff. The areas that the faculty believe you may need to review or remediate will be identified. These areas are the sections you should read about and review before starting NUR 7030.

Distance students who live *60 miles* or more from campus will demonstrate a physical examination from a remote location or they can demonstrate the exam on campus. Students are provided a systematic process for demonstrating the exam from a remote location. The Distance Learning Coordinator will work with each student to facilitate the process.

For all students, once both assessment processes are completed, you will receive an over-ride to register for NUR 7030.

In summary, the pre-assessment process is as follows:

1. Take and pass the written exam with a score of 75%
2. Schedule a time to demonstrate a Basic Physical Assessment
3. Demonstrate a Physical Assessment in front of a clinical lab staff and pass the exam (90%).
4. Contact your ASO to receive your override for NUR 7030 for the Spring Summer semester.



Enrolled students experiencing an injury or non-personal illness (excludes personal illnesses such as, but not limited to, flu, cold/sinus, etc.) on campus or while attending class or participating in University-sponsored activities shall receive initial treatment at a University-authorized medical facility as noted below:

[Injury Form](#)

Emergency issues:

- DMC – Detroit Receiving Hospital – ER
4201 St. Antoine St, Detroit, MI 48201
(313) 745-3000
- Henry Ford Hospital System – Main Campus – ER
2799 West Grand Blvd, Detroit, MI 48202
(313) 916-2600

Non-emergency Issues*:

- University Health Center
4201 St. Antoine Blvd., UHC 4K, Detroit, MI 48201
(313) 745-4522
Hours of Operation: 7 a.m. to 4:30 p.m.,
Monday thru Friday
- Henry Ford Medical Center – Harbortown
3370 E Jefferson Ave, Detroit, MI 48207
(313) 656-1600

Only the initial treatment necessary for an injury or illness requiring immediate attention is covered by this policy. The student is responsible for any subsequent treatment

PROCEDURE

Responsibility
Student

Action

1. Notify Instructor/Administrator or Department of Public Safety of injury or illness immediately.
2. Report to the appropriate University-authorized medical facility for initial treatment, as noted above.
3. Complete the top portion of the Report of Injury (<http://idrm.wayne.edu/risk/student-forms.php>) form and sign bottom portion.
4. If the student receives an invoice for initial service, student shall forward the invoice to the Office of Risk Management for payment review. For services/treatment beyond the initial visit, the student shall either self-pay directly to the provider or forward the invoice to the personal health insurance carrier

**It is important to note that only the initial treatment for the actual injury is covered by the University. Any diagnostic testing, prescriptions or subsequent visits are the responsibility of the student.
(* Walk-ins should be no later than 3:00 p.m. for both clinics**

Bloodborne Pathogen Exposure Plan

All students should use extreme caution in the care of their patients to avoid needle sticks and exposure to Bloodborne pathogens. All students will use Universal Precaution in all patient care settings.

In the event of a needle stick or exposure to bloodborne pathogens:

Students who are possibly exposed to bloodborne pathogens by way of needle sticks or exposure to human body fluids must report the exposure to their clinical instructor **immediately**. They should wash off or flush out exposure as soon as possible after it occurs according to the guidelines provided by the ACE modules or the clinical agency."

1. Exposure during a precepted experience must be reported immediately to the preceptor and as soon as possible to the course faculty member.
2. For students who are possibly exposed to bloodborne pathogens by way of needle sticks or exposure to human body fluids at off-campus sites, such as hospitals or community health settings, the following policy will apply
 - For exposures in a hospital or another agency with a policy covering possible exposure to bloodborne pathogens, the policy of the facility will be followed.
 - For exposures in a setting where there is no policy on possible exposure to bloodborne pathogens, the student should either report immediately to University Health Center (UHC), 4K (7:30 a.m. -3:30 p.m.*) or Henry Ford Health Center-HarborTown Suite 100 (8:00a.m.- 4:30p.m.*) located on Jefferson just west of Belle Isle or to their personal health care provider (at your own expense). If the injury occurs after the previously mentioned clinic's operational hour, the student has the option to go to Detroit Receiving or Henry Ford Emergency Room for initial treatment. If the agency does not cover the cost of testing for students, students are responsible for the cost of testing beyond the initial treatment for exposure (health insurance may cover):
 - HIV antibody
 - Hepatitis B surface antibody
 - Hepatitis C antibody
 - Testing for Viral Hemorrhagic Fevers (e.g., Ebola and Marburg fevers)
 - Pregnancy test (for women)



NOTE: All forms for the DNP Program are available on the nursing website at nursing.wayne.edu under FORMS AND HANDBOOKS: Under All students and/or DNP Students.

BENCHMARKS FOR PROGRESSION THROUGH THE PROGRAM

1. A benchmarking document is available to all DNP students on the website. You may use this to track your progress through the DNP program.
2. Advisors and students are expected to meet with students as needed to discuss progression. Additionally, a mandatory **written annual review** with acknowledgement that the plan of work was updated must be submitted to the Director of Advanced Practice and Graduate Certificate Programs in Winter semester annually. Plans of work are in Degree Works. The review is required for the purpose of assessing student progress and stipulating goals for the upcoming year. Failure to complete an annual review with your academic advisor may result in progress delay in the program.
3. An Interim Plan of Work must be developed the first semester and must be submitted to the Director of Advanced Practice and Graduate Certificates Programs before the student has completed 12 credits, including transfer credits.
4. A Final Plan of Work must be submitted before the student completes 20 credits, including transfer credits. The Final Plan of Work must be submitted to the Director of Advanced Practice and Graduate Certificate Programs for approval. This plan will be placed in the student file in OSA.

The student must complete NUR 7000, 8620, 8650, 8656, 8665, 8625 and have an approved chair in order to take NUR 9508. Please submit the Committee Approval Form naming your Chair prior to the first class so that approval for registration can be authorized. If you know your Reader, you can complete the entire form. If not, once you identify your Reader, you may update and complete the form. The Consultant Form must be complete prior to taking NUR 9510. A reader must be approved before taking NUR 9520.

5. Completion of all degree requirements is to be accomplished by the end of year seven.

DEGREE REQUIREMENTS

- A minimum of 73 graduate semester credits beyond the baccalaureate degree is required for the completion of a DNP degree in addition to the NUR 7000 prerequisite statistics course (BSN-DNP). A minimum of 38 credits is required for the Post MSN-DNP student. The total number of credits for the Post MSN-DNP will be determined after syllabi review if indicated; without transfer credit, a minimum of 73 credits is required.
- A minimum of 12 DNP Project practicum and DNP Project credits are required.

DNP Project Courses	Credits	Practicum Hours (Documented in E-Value)	Registration	Requirements
NUR 9508	4	180	Chair	Must have approved Chair and complete NUR 7000, 8620, 8650, 8656, 8665, 8625
NUR 9510	4	180	Chair	Must have an approved DNP Project Chair and clinical consultant.

NUR 9520	4	180	Chair	<ul style="list-style-type: none"> • Must have an approved Reader • Must complete public presentation to complete the course • Must submit signed final bound copy to Program Director
	Total 12			

- **At least 30 credits** of graduate course work in the total program must be at the "graduate only" level, i.e., courses numbered 7000 and above.
- **At least 30 credits** of graduate coursework must be elected at WSU.
- A **minimum of 1000 hours** of APRN/Practicum hours is required (and must be documented in E-Value) for completion of the DNP degree. Students must complete the requisite specialty program clinical hours (which may be higher than the minimum 500 hours required by the certifying body) in addition to the DNP Project Practicum series required hours.
- **Specialty Certification Exam** requirements vary by certifying body. Specialty coordinators will review the requirements and process for application to the certifying body with the students during the clinical courses prior to graduation. Specialty coordinators will provide students with necessary requisite documentation for exam application or complete the required validation forms required by the certifying bodies.
- The DNP requirement of one year of residence is met by the completion of at least six graduate credits in coursework, exclusive of DNP Project, in each of two successive semesters. The Spring-Summer semester may be excluded from the definition of successive semesters.

ADVISING

The Director of Advanced Practice and Graduate Certificates appoints an Academic Advisor for each new DNP student. The role of the Academic Advisor is to guide and mentor the student through all the departmental and University requirements until degree completion. The role of an advisor is important to the student's success in completion of degree requirements.

If the student wishes to change academic advisors, it is the student's responsibility to submit a written request to change advisors to the Director of Advanced Practice and Graduate Certificate Programs. Although all students have an assigned advisor, students are encouraged to become acquainted with specialty coordinators and other faculty in the College of Nursing and the University and to assume the responsibility of seeking new or additional learning opportunities which will be of benefit to their academic and career goals.

EXPECTATIONS OF ADVISOR

1. Meet with the student as needed to review course selections prepare students for registration for the coming semester. A template of the semester course offering is set up by plans of work at a designated time prior to the next semester. Once this schedule is determined, advisors may not change plans of work that cause a course conflict for the student.
The deadline for changes in plans of work involving a course that requires a clinical permit is one month prior to each semester's clinical permit deadline date (Fall: July 15, Winter: November 15, SS: March 15).
3. Conduct an annual written review. Each DNP student must have an annual one-on-one meeting with the assigned academic advisor at which the student's academic progress, plan of work, and goals are discussed. Non-course objectives, such as conference participation, journal clubs, teaching objectives,

publishing and grant writing objectives, etc. are included on the Annual Review. The Annual Review ensures that every student benefit from regular monitoring of his or her progress toward the degree. The College of Nursing requires written feedback to students, and this is completed through the Annual Review and the electronic Plan of Work in Degree Works. This annual review is signed by the student and the advisor and forwarded to the Director of Advanced Practice and Graduate Certificate Programs for signature and filing in the student's file in OSA. The student should also receive copies of these signed documents. The annual review is completed annually in Winter semester.

4. Assist the student in preparation of the Interim Plan of Work. In developing the Plan of Work, consideration should be given to the sequencing of courses, keeping in mind course pre-requisites, and the residency requirement of two successive semesters (Spring/Summer may be excluded) of six graduate credits of course work, not including the DNP project.
5. Assist the student with the Final Plan of Work. The Final Plan of Work must be submitted to the Director of Advanced Practice and Graduate Certificate Programs for approval.
6. Encourage student to submit his/her scholarship for presentation at conferences and for publication. The doctoral student should be helped to understand the culture of publishing in scholarly journals and scholarly presses.
7. Facilitate the doctoral student in the preparation of abstracts and posters.
8. Give academic and personal encouragement to the student and be an academic role model for the student.
9. Provide information to the student about university services and scholarship opportunities. Offer guidance to the student in applying for external and University fellowships.
10. Assist the student in exploring a DNP project topic and selecting a DNP Project Chair and/or Committee. Guidance in assisting students in choosing committee members should include skills in conducting an interview and questions important to ask to identify faculty interests and expertise in:
 - a. DNP Project Planning
 - b. Projects: QI, Program Evaluation, Policy Analysis
 - c. Theoretical Frameworks
 - d. Metrics and Measurement
 - e. Methods
 - f. Analysis and Evaluation
 - g. Clinical Expertise (specialty) and populations of interest
 - h. Clinical issues/interest (e.g., health literacy, fall prevention, improving vaccination rates).
 - i. Writing/Editing/Manuscript Preparation

EXPECTATIONS OF STUDENTS

1. Develop as clinical scholars through collegiality with other DNP students, preparing abstracts and posters for the College of Nursing Urban Health Conference, attending and presenting DNP Project papers at professional meetings, such as the Midwest Nursing Research Society (MNRS) annual meeting, and other scholarly opportunities.
2. Initiate meeting with their academic advisor as needed to discuss progress on satisfying the requirements of the Plan of Work (POW). Complete the mandatory Annual Review during Winter semester of each year.
3. Develop yearly goals for scholarship, in consultation with advisor.
4. Be responsible for preparing forms required for progress throughout the program.

5. Inform the academic advisor if you are receiving the Nurse Faculty Loan Program (NFLP) funding. Apply to the Grad Certificate in Nursing Education and add the three GCNE courses to the plan of work (unless the Grant PI has determined this is not required).

DNP STUDENT AND NFLP PROGRAM

All DNP students who elect to participate in the Nurse Faculty Loan Program (NFLP) and accept NFLP award monies for even one semester must complete all of the GCNE courses prior to graduation, unless 1) you already have a Master's degree in Nursing Education, OR 2) you have taught the equivalent of a full-time year (equivalent of a WSU workload, e.g. lead 2 didactic courses per semester and 3 clinical groups in each semester). Students are required to provide documentation that they taught at an accredited nursing school with both didactic and clinical teaching experiences, and the PI of the NFLP Program will review the documentation for determination of GCNE exemption. Failure to fulfill the obligations of the GCNE courses for NFLP may delay DNP graduation.

THE PLAN OF WORK

A. The Interim Plan of Work

What is the purpose?

- Serves as a planning document.
- Annual updates encourage review of progress and allow for changes in objectives.

What is included?

- A listing of all didactic and DNP project-related course work; clinical specialty courses depending on curriculum path.

When is it prepared?

- Within the first semester of the program to cover an academic year.
- During the first annual review to cover the full plan of work.
- The student and advisor update the POW annually.

Who signs the Interim Plans of Work?

- The student and the academic advisor sign the initial Plan and each of the annual Interim Plans that update the first one. This is forwarded to the Director of Advanced Practice and Graduate Certificate Program for approval and filing.

What is the filing procedure?

- The Interim Plans of Work are retained in Degree Works.
- When the Final Plan of Work is filed with the Director of Advanced Practice and Graduate Certificate Programs for approval, it is saved and visible to the student in Degree Works
- Note that not all students will have an interim plan of work but may have a complete plan of work at the first meeting with the academic advisor. This is considered a first iteration of the plan and can be modified as needed only with the academic advisor's guidance.

B. The Final Plan of Work

What is included?

- A listing of all didactic and DNP project-related course work taken or to be taken; clinical specialty courses depending on curriculum path.

When is it prepared?

- As early as possible (preferably at the first Annual Review) but must be filed by the time the student has accumulated 20 credits.
- Submission of the Final Plan of Work is a requirement for attaining degree candidacy.

Who approves the Final Plan of Work?

The academic advisor updates the plan or work in Degree Works; the Director of Advanced Practice and Graduate Certificate Programs reviews the Plan of Work concurrently with signing of the Annual Review. Please note that plans of work in which more than three doctoral courses are scheduled per semester may not be approved. (APRN courses dyad didactic/clinical courses will be viewed as one

course.

What is the filing procedure?

- Final POW are stored in Degree Works.
- An approved Final Plan of Work is required for attaining doctoral degree candidacy.
- For students receiving General Fund support, (i.e., an assistantship whereby the Graduate School pays the tuition rather than an account that might be for a grant or some other source), tuition payment will be made only for courses on the Plan of Work.

C. Change in Plan of Work

- Any subsequent changes in the Plan of Work must be approved by the academic advisor and updated in Degree Works. A plan of work should be reviewed minimally at the annual review and updated if needed. The Director of Advanced Practice and Graduate Certificate Programs reviews plans of work at Annual Review and has final approval.

Transfer of Credit

A student wishing to transfer graduate credit, earned at other institutions, toward the DNP degree should consult with the graduate academic service officer (ASO) or their academic advisor. APRN clinical course credits completed at a different university are not accepted for transfer credits. NUR 8620 must be completed at WSU CON in the first semester of the DNP Program. The Director of Advanced Practice and Graduate Certificate Program oversees syllabi review and informs the ASO and academic advisor of the decision. A Transfer of Credit form is to be used and is available on the CON website under Students, forms. Transfer credit must be appropriate to the student's degree program and may not be used to reduce the minimum requirement of thirty credits that must be earned at WSU. Transfer credit must be approved, and the transfer request form submitted to the Director of Advanced Practice and Graduate Certificate Programs and submitted to Office of Student Affairs before the transfer credit can be posted to the transcript.

When to file the Transfer of Credit form

- The Transfer of Credit form is filed as soon as the syllabus review results in equivalency approval, but at the latest along with the Final Plan of Work.

Eligibility of Credits

- A minimum grade of B is necessary to transfer credits
- Credits graded B- (minus) or below, P, or S will not be transferred.

DOCTOR OF NURSING PRACTICE PROJECT: COMMITTEE MEMBER ROLES



THE ROLE OF THE DNP PROJECT CHAIR

The DNP Project Chair is selected by the student and approved by the Director of Advanced Practice and Graduate Certificate Programs. Every effort is made to "match" the student with a project Chair whose research and clinical interests are like those of the student.

The student's Academic Advisor can assist the student with starting the process of selecting a DNP Project Committee. Along with the Academic Advisor, the DNP Project Committee Chair can also help the student choose the DNP Project Reader and the DNP Project consultant.

An effort is also made to consider faculty workload, so that the DNP Project advisement load is evenly distributed. Should a student desire to change their Project Chair, the request to change project Chair must be submitted in writing and should provide an explanation and appropriate justification for the requested change. The form is submitted to the Director of Advanced Practice and Graduate Certificate Programs for approval. The student must have an approved Chair prior to taking NUR 9508.

THE DNP PROJECT READER

The DNP Project reader is a doctorally-prepared FT College of Nursing faculty member who agrees to evaluate student progress and grade the DNP project. The reader will be selected by the student in consultation with her or his academic advisor and/or DNP Project Chair. The reader's role is to ensure level of scholarship that is consistent with a clinical doctorate. The reader may or may not have congruent clinical or research interest with the project's focus. The student must have an approved Reader prior to taking NUR 9520.

THE DNP PROJECT CONSULTANT

The DNP Project consultant is a representative from the organization in which the student is doing her/his DNP project and must be minimally master's prepared unless otherwise approved by the Director of Advanced Practice and Graduate Certificate Programs. Selection of a DNP Project consultant is made in consultation with the DNP Project Chair. Final approval of the DNP Project consultant is made by the Director of Advanced Practice and Graduate Certificate Programs. The consultant will participate in formulating the project, evaluating student progress, and providing input into the grading of final project. This person acts as the liaison between the student and the clinical organization. The student is responsible for completing the DNP Project Consultant Form, getting the required signatures, and submitting it to the Director of Advanced Practice and Graduate Certificate Programs for final approval. The student must have an approved Clinical Consultant prior to taking NUR 9510 Implementation of the Project.

CHANGE IN COMMITTEE MEMBERS

Requests for a change in DNP Project Committee membership after initial approval requires a written request on the DNP Project Committee Change Form. This [form](#) is submitted to the Director of Advanced Practice and Graduate Certificate Programs for approval.

DNP PROJECT AND THE IRB PROCESS

The DNP student must read the document: Human Participant Research vs. Quality Improvement to guide understanding of research vs. QI. This [form](#) is provided only for your knowledge, not as paperwork for IRB. Next, the student must complete the Human Participant Research Determination Tool (available on the IRB website). Review this form with the Chair of your DNP Project Committee to determine whether or not any

IRB submission is necessary. No forms may be submitted to IRB without first being reviewed by the Chair of your DNP Committee/Team. The Faculty Attestation Form is completed after a review of the Tool and indicates that the project is IRB exempt. Distribute copies as indicated; the Chair and student must retain a copy. If required by the Research Determination tool, the student must submit to IRB, but only after review by the Chair.

Students must also complete any IRB documents required by the institution in which they are implementing the DNP Project. Prior to submission of any documents to the institution, the student must have approval of the DNP Project from the DNP Project Committee Chair and the documents must be reviewed and approved by the Chair to make sure appropriate language has been used prior to submission to the site.

No IRB paperwork can be submitted until after the student has reviewed all documents with the DNP Project Chair

NOTE: Students may not conduct any DNP Project work (implementation site/practicum/clinical) if they are not an active student and registered for a course in which the student has the required clinical permit and oversight for project work to be completed. Failure to adhere to this requirement may result in disciplinary action.



Candidacy status indicates a student has nearly completed the requirements for the degree. After completing the DNP Project Proposal and the required number of DNP credits, the College of Nursing will advance a DNP student to candidacy. Applicant will be granted degree to Candidacy upon the completion of the requirements outlined below. The committee usually signs the Candidacy form at the same time as completing the Oral Preliminary Exam Completion form.

Candidacy requirements

- Approval of the Plan of Work by the Director of Advanced Practice and Graduate Certificate Programs.
- Completion of didactic course work, minimally 33 credits, as required on the Plan of Work.
- Satisfactory completion of the DNP Project Proposal.

Form required

- The Recommendation for Doctor of Nursing Practice Candidacy Status form is prepared by the student and DNP Project Committee Chair and approved by the Director of Advanced Practice and Graduate Certificate Programs.
- A current transcript must be reviewed in STARS to verify completion of course work requirements.

Procedure

- The DNP Project Chair submits the Candidacy recommendation form and attachments to the Director of Advanced Practice and Graduate Certificate Programs.
- When all requirements have been verified, the Director of Advanced Practice and Graduate Certificate Programs will advance the Applicant to DNP degree Candidate Status.



To be awarded the DNP degree, a student must conduct an original scholarly DNP project based on evidence that is proposed to and approved by the DNP Project Chair/committee and present the final product publicly.

The DNP Project Committee

The DNP program provides advance practice nurses with the skills to be leaders in translation and dissemination of research and evidence-based practice at the clinical level. To ensure the quality of the student's preparation and attainment of graduate terminal objectives, the student will work with their DNP Project committee in changing and improving practice through a well thought out evidence-based project. The DNP Project is the work of the student, who is guided by their DNP Project committee in the implementation and evaluation of the proposed project.

A DNP Project is an evidenced-based practice project. The project is a faculty-guided scholarly experience that provides evidence of the student's ability to think critically and translate research into practice through problem identification, proposal development, implementation, and evaluation of a clinical problem. The DNP student must successfully complete the DNP Project Proposal and demonstrate attainment of skills necessary to progress to project implementation. Once the student successfully implements, the student will progress to the final DNP Project course in which the written final product is completed (abstract, manuscript, executive summary, poster) and the student publicly presents the DNP Project.

The DNP Project is based on course work and the scholarly DNP Practicum courses that provide Doctor of Nursing Practice students with the opportunity to demonstrate their ability to analyze, synthesize, and apply DNP Project knowledge and competencies in their area of clinical expertise. The final DNP scholarly Project should demonstrate the student's knowledge and clinical competencies in his or her specified area of clinical expertise.

The Purpose of the DNP Project

Research, research utilization and evidence-based practice are the key to improving healthcare outcomes for clients. DNP-prepared nurses will be the future change agents, provide leadership and develop policy in the practice arena. DNP-prepared nurses will be expected to disseminate and integrate new knowledge into the practice of nursing and healthcare.

The DNP Project is a scholarly experience used to address theoretically and clinically relevant problem in nursing. Completion of a DNP Project requires competence in theoretical thinking, translation of research into practice, and the evaluation of clinical practice and practice environments aimed at improvement of healthcare outcomes. Ultimately, in the future, the DNP-prepared nurse will collaborate with PhD-prepared researchers to improve healthcare outcomes and healthcare cost for patients and health care systems.

Types of DNP Project

For all projects, the student first identifies a clinical area of concern or evidence-based research problem, reviews and summarizes the literature addressing this problem area, and refines a problem statement. The student then investigates the problem. Students may:

- Collect appropriate and accurate data (evidence) to translate for nursing practice.
- Analyze data from clinical practice to implement change.
- Design evidence-based interventions.
- Predict and analyze outcomes.
- Examine evidence for clinical benchmarking parameters (structure, process and or outcome).
- Examine patterns of behavior and outcomes.
- Evaluate a project to determine and implement best practices

- Evaluated policies and recommend changes to the policy

Identifying a Topic for the Evidence-based DNP Project

The earlier the student identifies the topic for the DNP Project, the easier it will be to complete the project on the schedule chosen.

There are several different ways to identify a Project Chair and a topic:

- Discuss with your employer clinical issues that are amenable to nursing's intervention that could be the start of a project.
- Discuss with your peers the issues of nursing that could become the start of a project.
- Discuss project ideas with your Academic Advisor
 - The Academic Advisor will also assist you to identify faculty who may be willing to work with you on a project arising from your own clinical interest.
 - Your Academic Advisor may recommend a particular faculty member who shares your interests to serve as your DNP Project Chair and other committee members.
 - Your Academic Advisor may be willing to work with you on your DNP Project, if their skill set will assist you in to develop and implement your DNP Project.
 - A list of faculty interests can be found on the College of Nursing website. You may contact any of faculty to discuss your project ideas.

Writing the DNP Project Proposal

The purpose of the DNP Project Proposal is to determine the student's readiness to undertake implementation of an evidence-based DNP Project. The process of writing the proposal begins during the progression of your course work. To begin, you must identify a problem or issue, population, and an idea how to translate evidence into practice to solve the problem or issue. To accomplish this, the DNP student should begin in early course work to hone their potential project through exploration of the literature and writing about the problem or issue and evidence that supports their approach to addressing the problem or issue.

Students write the DNP project proposal during the NUR 9508 course taken with the Chair of the student's DNP Project Committee/Team. The DNP Project Proposal provides an opportunity for the student to articulate in writing what their project is going to be.

- **GOALS: To determine if the student is able to:**
 - Independently think through a DNP Project and articulate that in written form.
 - Identify the evidence, theory and methodology necessary for the development of a successful DNP Project
 - Identify possible pitfalls in the long-range planning of a DNP Project

To progress to NUR 9508:

Pass all required coursework for NUR 9508.

- Remember that you are basing your project on the evidence you can find in the literature, not on the knowledge gaps in the literature.
- Work with your Academic Advisor who can assist you to develop a timeline and identify which semester you will write the project proposal in NUR 9508 through your final DNP Project course (NUR 9520). This timeline will be documented in an electronic plan of work in Degree Works.
- Interview and select a DNP Project Chair and Committee members in collaboration with your Academic Advisor.
 - The sooner you do this, the better prepared you will be to take the next steps towards completion of your project.
- You are eligible to take NUR 9508 after completion of the following core course: NUR 7000, 8620, 8625, 8650, 8653, 8665. You must have an approved Chair to take NUR 9508. Your Academic Advisor will assist you with this process.

- After successful completion of NUR 9508, the student progresses to NUR 9510 for implementation of the project. You must have an approved outside consultant to take NUR 9510. After successful completion of NUR 9510, the student progresses to NUR 9520 to write the final product. You must have an approved reader prior to taking NUR 9520.
- When you have successfully completed NUR 9508 and completed the requisite number of course credits, you will complete the DNP Candidacy Form with your Chair and submit the form to the Director of Advanced Practice and Graduate Certificate Programs for approval. The student is responsible for completing all of the required form throughout this process.

Guidelines for writing the DNP Project Proposal for a Quality Improvement, Program Evaluation, or Policy Analysis DNP Project are provided in **Addendum A** at the end of the DNP Handbook.

DNP Project Practicum Courses

- **The Project Committee/Team Chair will provide a syllabus for each course:**
 - **NUR 9508:** The purpose of your first DNP Project Practicum (NUR 9508 4credits), taken with your DNP Project Chair, is to explore and develop your perspective of your project and identify/explore a problem or issue. Your Chair will guide you in development of your project proposal and establish relationships with the institutional leadership who will assist in getting the project implemented. During this course you will write your DNP Project Proposal. Students may also plan time with experts, but these practicum hours must be approved by the Chair. Students must document a minimum of 180 practicum hours in E-Value. Additionally, all IRB requirements should be completed so that the student is ready for implementation in NUR 9510. You must have an approved Chair to take NUR 9508. A valid clinical permit is required.
 - All DNP Projects must be reviewed by the Chair to determine if the project requires IRB review. The Project Chair and student must review the IRB determination document and the Chair must complete the attestation form confirming that the project does not require IRB review. If IRB review is required, the Chair must review all documents prior to IRB submission.
 - All students must complete the required IRB process of the outside implementation site/institution. Be aware that this IRB process takes time, and you need to account for this in your timeline. The Project Chair must review all IRB documents before they are submitted to the institution's IRB.
 - Students must complete the DNP Project Site Request form for approved project site work for 9508 practicum hours and submit this to Elizabeth Marentette: <https://forms.wayne.edu/5be32cd9d5ee3/>
 - **NUR 9510:** Working directly under the supervision of your DNP Project Chair during the second DNP Project Practicum (NUR 9510 4 credits), you will implement, gather data and evaluate the DNP Project success. You must register in the section of your Project committee Chair. You must have successfully completed NUR 9508 and have an approved outside clinical consultant. Students must document a minimum of 180 practicum hours in E-Value.
 - If you receive an "Incomplete" grade in NUR 9510, you must have a valid clinical permit for every semester you are working on the "I" grade. Failure to follow this requirement may result in disciplinary action.
 - Students must complete the DNP Project Site Request form for placement at the approved implementation site and submit the form the Elizabeth Marentette before implementation begins: <https://forms.wayne.edu/5be32cd9d5ee3/>
 - Implementation of the project must be completed in order to successfully complete the NUR 9510 course.
 - **NUR 9520:** In your final DNP Project practicum course (NUR 9520 4 credits), you will work directly with your DNP Project Chair and committee/team to produce the final written product (one manuscript about the project, an abstract and poster, an executive summary to

present at the implementation site. NUR 9520 is offered in the Fall and Winter semesters. You must have an approved reader to register for NUR 9520.

- Discuss with your DNP Project Chair how your work will be submitted to the committee.
 - As you begin to plan the writing of your final product, it is essential that you discuss issues of authorship and acknowledgement with your DNP Project Chair.
 - Your DNP Project Chair and committee members will guide your final DNP Project written product. Therefore, it is important to negotiate regular meeting times with your DNP Project Chair to ensure your forward progression.
 - It is NOT the responsibility of your Academic Advisor or DNP Project Chair to monitor your progress; you need to negotiate the type and frequency of input you need from your Chair.
 - Once your DNP Project Chair approves the initial drafts of the components of your final product, you will send the draft to rest of the committee members.
 - Be aware that you will make several revisions of the final product. The only good writer is a re-writer.
 - In NUR 9520 students must document a minimum of 180 hours in E-Value. Students must **publicly present** the Project in order to successfully complete NUR 9520. Public presentations are scheduled in Fall and Winter semesters only.
- At the end of Fall and Winter semesters there is a **DNP Project Presentation Day** that is open to the University community. The day is determined at the start of each semester. Once your project is approved by **ALL** members of the DNP Project Committee members, you are ready to present the project to the University community.
 - Students and Faculty will be informed of the Project Presentation date at the beginning of the semester.
 - The student must inform the Director of Advanced Practice and Graduate Certificate Programs of his/her intent to present six (6) weeks prior to the presentation day.
 - The student must submit the final written product (all components) to the committee for final approval in sufficient time for presentation approval:
 - The DNP Project Committee must give final approval for your public presentation at the determined deadline date (usually three (3) weeks before the Presentation Day) in order for the student to be eligible to present that semester.
 - Students must submit all required paperwork with signatures to the Director of Advanced Practice two (2) weeks before the Project Presentation Day.
 - Ensure that all of your committee members have signed the final paperwork for your project. The form is titled "DNP PROJECT COMPLETION APPROVAL FORM. Make sure you have completed the Permission to Copy Form, printed the receipt for binding, and completed Uncheck.
 - Again, submit your completed project forms: Completion Approval Form, Permission to Copy Form, Unicheck, and the Bohemio Bookbindery receipt to the Director of Doctor of Advanced Practice and Graduate Certificate Programs for approval **TWO WEEKS PRIOR** to DNP Project Presentation Day. Failure to turn in these documents by the deadline date will result in cancellation of your participation in the final presentation of your project for that semester. This may result in delay of graduation.
 - Have the completed DNP Project final product bound in the format outlined. Information on binding of the final product can be found in this Handbook.
 - You must submit one (1) bound copy with all committee member signatures to the Director of Advanced Practice and Graduate Certificate Programs for the CON.
 - The bound copy of your DNP Project must be submitted before your graduation will be certified.
 - Make plans for opportunities to disseminate your project findings (e.g., podium presentation, poster presentation, journal article).

Additional Considerations:

- Attend to the University guidelines for graduation. At the beginning of the semester, you anticipate graduating ensure that you understand all the requirements for graduation.

- Find out the date that the final written project needs to be submitted in order to meet graduation deadlines.

DNP Project Final Product

The culmination of the student's doctoral studies is to submit a written document describing the DNP Project and to orally present the project to the University community. What you have already written in your proposal forms the basis for your final product, incorporating the revisions and changes your DNP Project committee suggests.

The **final written product** for your DNP will include one written manuscript about the project appropriate for publishing in a peer-reviewed journal, an abstract and poster, and an executive summary.

- Writing a publishable manuscript takes time, so you should start drafting your manuscript as early as possible. Discuss with your DNP Project Chair what your manuscript will be.
 - Your manuscript will be on your DNP Project.
 - Keep in mind that you should be presenting your work at WSU CON Urban Health Conference, MNRS, and/or clinical state conferences. Presenting your work is one method of dissemination.

The manuscript will be developed with the DNP Project committee/team; during NUR 9520. The manuscript must be completed and approved, along with the abstract, poster, and executive summary, for the student to participate in the final DNP Project Presentation Day. The final product describes what was done, the findings, and the conclusions. The final Product must be completed and bound in sufficient time for certification of the degree. This date will be determined each semester and the students are notified by the Director of Advanced Practice and Graduate Certificate Programs.

The Final Written DNP Project Product

The final written DNP Project product should reflect the scholarly nature of the project. The format of the bound product should be consistent with APA format, when appropriate for certain sections – abbreviations, Table of Contents. The manuscript and abstract should reflect the requirements of the approved journal. Final written products that do not meet the correct formatting will be returned to the student for remediation. The DNP degree will not be granted until the format meets the DNP Committee guidelines for the final product.

Completed DNP Project Final Product: Preparation and Guidelines

DNP Final Product: Manuscript

The DNP Project must be the student's original idea and based on the translational DNP Project completed. Your final written product will include one manuscript about the DNP Project. This manuscript must be ready for submission for publication (but not necessarily submitted) before your degree is awarded. The publishable article should meet the requirements of the journal selected by the student and approved by the DNP Project committee.

1. The article and topical outline must be approved by the DNP Project Committee.
2. The manuscript should be based on data that are analyzed by the student.
3. The DNP Project committee must approve the journal to which the manuscript will be submitted. Serving as an "editorial board" for the student, the committee will help select a journal that will challenge the student and offer a reasonable chance of publication success.
4. Students must be first author on all manuscripts. As first authors, students are responsible for development and articulation of a concept or idea for the DNP Project, development of a proposal to pursue this idea, development of an evaluation design, conducting data collection and analysis, writing

results. No other students can be co-authors on any of the articles. Co-authors must be identified at the student's project proposal. The article and the role of the coauthors must be presented and approved by all members of the DNP Project committee. The student's committee must approve any changes in co-authorship.

5. NOTE: A manuscript may be published before the presentation. However, if so, the student must obtain copyright permission from the publishing journal to include the article in his/her DNP Project bound copy. When asking for permission to include the article in bound final DNP Product, students should notify the journal editor that the DNP Project will be bound and made available in the College of Nursing. Students must comply with the United States of America copyright laws and regulations. Copyright issues frequently arise with previously published material. The students need to obtain permission to duplicate copyrighted material (and possible multiple author releases). Students must secure all copyright permissions before finalizing the proposal and formatting the DNP Project. Some journals might have copyright peculiarities that make it not worth the trouble to include that specific article in the DNP Project. All of these issues should be considered early on in the process. The student should make sure that this entire process is compliant with WSU DNP Project format guidelines.

If an article is rejected by a journal during the DNP Project process, the student may submit to another journal approved by the DNP Project committee. In the case of a revise and resubmit during the DNP Project process, the DNP Project committee must approve any changes to the article. Co-authorship will not be changed for a revision and resubmission.

If the journal reviewers suggest modifications to any of the submitted manuscripts prior to the DNP final presentation, your plan for addressing those suggestions should be shared with your DNP Project Committee members and approved by all members before you enact the changes. Changes can be made to the manuscript if the DNP Project committee members approve the changes and their rationale. Students may opt to defer changes requested by a journal to which they have submitted until after they have completed the requirements for matriculation.

DNP Final Product: Poster

Purpose: Dissemination of the DNP project; communication of the evidence-based quality improvement project or policy analysis. An abstract must be submitted along with the poster for DNP Project and meet the requirement of the approved journal.

I. Determine your Purpose

- a. Ask these three questions
 - i. Who is your audience? (Know them)
 - ii. What is the point of your poster?
 - iii. What predisposition might the audience members hold?
- b. Discuss this with your Chair and/or committee members.

II. Define your Objective(s) for the Poster

- a. What is the take home message you want them to know?
- b. Are your goals for the poster clearly identified? Do the goals clearly communicate the purpose of the poster?
What do you want the person passing by your poster to do? Engage in a discussion about the content? Learn enough to build upon your outcomes for their institution? Want to collaborate?

III. Plan your Content

- a. The majority of your poster will discuss and highlight the project results. What is the effect of your information to the audience?
- b. What main points do you want to highlight that will attract people to your poster? (This will influence the one, 3, and 5 minute "Here is my poster!")

IV. General Rules of Poster Development

- a. The poster must be on the "Wayne CON" approved poster template.
- b. The size of the poster is usually based on where you are presenting. For the purpose of the

- c. Standard approved Fonts: Arial; Times New Roman; Tacoma
- d. Font size: Should be a minimum of 48 on the PowerPoint slide; all font needs to be the same and sized the same within the body of the poster; Exception the title is large enough to be seen from 4-5 feet away and grab the audience's attention.
- e. Use figures, tables, and images, however they should contribute to the readers' understanding of the project.

Authors: The DNP Student should be first author, as a majority of the work is theirs. Members of the DNP Committee are listed after the student and should be negotiated like authorship of a paper. Students are expected to present their project as requirement for graduation. Each author's institutional affiliation should be listed. Each author should have institutional affiliation identified by superscript.

Institutions: All institutions involved should be credited properly. Use of Wayne State University College of Nursing logos is appropriate, however permission to use other institutional logos may be needed.

References: References take up valuable space. A separate reference list on paper for handout is appropriate. They should be in AMA style, which is superscript, consecutive numbering Example^{1,2,3}

V. Components of a Quality Improvement Project Poster

- a. **Title:** The title should be short, sharp and compelling and make them want to come and visit. The title might pose a decisive question, the scope of the project, or hint at an outcome. Very important aspect of your poster and it's often the only thing the conference attendee sees before they reach your poster.
- b. **Introduction: or Problem:** Brief opening statement that will attract your audience & establish attention and rapport with your audience
- c. **Background:** A *brief synopsis* of the literature evidence that supports the rationale for the project. This is usually the most important succinct aspects and presented as bulleted statements, not usually in complete sentences.
- d. **Significance:** To nursing science, practice or your audience you are presenting too. It's the "So what?"
- e. **Statement of the Science:** is a summary of the background literature that was presented in the above area, which says why you went forth with the project, program. Practice change. This may or may not be required by your committee
- f. **Objectives:** State your committee approved S.M.A.R.T. objectives. This can be written in bullet points.
- g. **Theory and/or Methodology:** Let images of the model help you tell your story. Make sure the key aspects of the model; methodology is describing your project.
- h. **Results:** Again, let key graphs and images tell the story.
- i. **Summary Statement:** What is the take home message you want your audience to remember? Provide a simple, concise summation of the DNP project that reiterates the key points, reemphasizes nursing implications, and includes recommendations for practice and/or suggestions for the scholarly project's evolution.
- j. **Future considerations:** What are the next steps? Lessons learned? Look at this beyond the immediate setting? Are there implications in a larger context to look at, as the next step(s)?

VI. Components of a Program Evaluation

- a. **Title:** The title should be short, sharp and compelling and make them want to come and visit. The title might pose a decisive question, the scope of the project, or hint at an outcome. Very important aspect of your poster and it's often the only thing the conference attendee sees before they reach your poster.
- b. **Program Description:** Set the context for the evaluation plan including, program mission, vision, listing of **program goals** and **objectives**, network history and members.
- c. **Background:** A *brief synopsis* of the literature evidence that supports the rationale for the project. This is usually the most important succinct aspects and presented as bulleted statements, not usually in complete sentences.

- d. **Significance:** To nursing science, practice or your audience you are presenting too. It's the "So what?"
 - e. **Statement of the Science** s is a summary of the background literature that was presented in the above area, which says why you went forth with the project, program. Practice change. This may or may not be required by your committee
 - f. **Objectives:** State your committee approved S.M.A.R.T. objectives. This can be written in bullet points.
 - g. **Theory and/or Methodology:** Let images of the model help you tell your story. Make sure the key aspects the model; methodology is describing your project.
 - h. **Results:** Again, let key graphs and images tell the story.
 - i. **Summary Statement:** What is the take home message you want your audience to remember? Provide a simple, concise summation of the DNP project that reiterates the key points, reemphasizes nursing implications, and includes recommendations for practice and/or suggestions for the scholarly project's evolution.
 - j. **Future considerations:** What are the next steps? Lessons learned? Look at this beyond the immediate setting? Are there implications in a larger context to look at, as the next step(s)?
- k. Components of a Policy Analysis Poster**
- a. **Title:** The title should be short, sharp and compelling and make them want to come and visit. Very important aspect of your poster and it's often the only thing the conference attendee sees before the reach your poster.
 - b. **Scope of Problem:** Brief opening statement that will attract your audience & establish attention and rapport with your audience. Include a clear statement of the problem or issue in focus and a short overview of the root causes of the problem. Convince the target audience that a current and urgent problem exists which requires them to take action.
 - c. **Stakeholders:** To what extent have the stakeholders been involved and contributed to the design of the policy?
 - d. **Critique of policy option(s) or alternative(s):** A short overview of the policy option(s) or alternative(s) in focus and an argument illustrating why and how the current or proposed approach is failing.
 - e. **Timeline and Costs:** This section is a short summary of a timeline for the policy and the costs. Including projected costs and revenue if the policy were to be implemented.
 - f. **Policy Recommendations:** A breakdown of the specific practical steps or measures that need to be implemented
 - g. **Summary Statement:** What is the take home message you want your audience to remember? Provide a simple, concise summation of the DNP project that reiterates the key points, reemphasizes nursing implications, and includes recommendations for practice.
 - h. **Future considerations:** What are the next steps? Lessons learned? Look at this beyond the immediate setting? Are there implications in a larger context to look at, as the next step(s)?
- l. Organizing the Poster**
- a. You want to draw the eye from L-->R; From Top to Bottom
 - b. Most poster templates have three or four columns with headings, which gives you organizational cues. You can switch the heading labels as needed and the number of columns.
 - c. The use if images, models and tables help draw the eye through the content on the poster
 - d. Allow some white space adds to the poster's well-structured appearance; however, avoid large empty white spaces.
 - e. Avoid unnecessarily wordy paragraphs and small print. Delete unnecessary commas, periods, colons, and underlining to give the poster a clean, organized look.
 - f. Proofread, Proofread
 - g. Lettering is Flush Left and Right margin can be ragged.
- m. Getting your poster Printed**
- a. Once the Chair and/or committee have approved your poster you will need to arrange to have it printed.
 - b. The Office of Health Research (OHR) will help print student posters. See the poster submission form: <https://nursing.wayne.edu/ohr/ohr-poster-request-form.pdf>. Select post size (feet: 3x4 feet).

- c. Email your slide(s) and the signed and completed OHR Poster Request Form to: Dr.

Jenuwine at aa8696@wayne.edu being sure to copy Dr. Richard Zimmerman eg6288@wayne.edu and Dr. Leanne Nantais-Smith (ar2446@wayne.edu)

DNP Final Product: Executive Summary/Policy Brief

Crafting a useful executive summary or policy brief requires more than simply cutting and pasting vital information from the body of your report or proposal. The executive summary or policy brief may be the only part of the report that your target audience reads, so you should spend the time to make it valuable.

Executive Summary Purpose

The executive summary should be written for leaders in a healthcare or organization, such as CEOs, department heads, or supervisors, so they can get critical information quickly to decide a course of action related to your project findings.

The summary should be clear and concise (typically one to two pages long) and present the main points in a formal tone. The purpose of an executive summary is to pique the reader's curiosity by presenting facts from the larger piece of content it is summarizing.

Policy Brief Purpose

The Policy Brief provides a tightly crafted summary of what is known of a particular issue or problem. It is geared toward leaders, legislators or regulators who have a limited amount of time to make decisions. The issue brief distills or synthesizes a large amount of complex detail, so the reader can easily understand the heart of the issue, its background, the stakeholders and any recommendations, or even educated guesses about the future of the issue. It may have tables and graphs; usually, it has a short list of references, so the reader knows something about the sources on which it is based, and where to go for more information.

Submission Guidelines:

1. All submissions should be in MS Word Format (.doc, .docx), 1-2 pages in length.
2. Images, tables, charts and graphs present in the layout of the Executive Summary/ Policy Brief should be submitted separately, i.e., all .jpg, .png, .bmp, .gif, .psd, etc., should be submitted individually in an appendix.

Things to keep in mind when writing your Executive Summary/Policy Brief:

- **Fact or Persuasion:**
 - Support your motives and the objective of the executive summary with the facts.
 - Avoid writing a summary that leads clients, policy makers, or management to an unsupported recommendation or conclusion for the sake of persuasion — instead, focus on the facts.
- **Relevance Over Repetition:**
 - By nature, the executive summary is a repetitive summary of content.
 - Therefore, only include the most relevant details — those that summarize the true purpose of the overall content.
 - Use the rest of your project report, to cover topics relevant background information at length.
 - If you try to cut and paste too much information and context from your longer DNP project document into the summary, the details might overshadow the impression you want to make on the reader.
 - The background becomes the introduction, and you risk losing a reader's attention (especially an online audience).
- **Consistency Is Key:**
 - The executive summary highlights the substance of the larger piece of content.
 - Don't feature information here that is not covered in the body of the proposal.
 - Avoid using different subheadings to organize copy in the body of the report.
 - Use the tone and language you establish in the summary throughout the material.
 - If your target audience is without expertise in the subject matter, don't switch to highly technical analysis in the body copy.

- Finally, if you cover something in the executive summary, cover it again in the report. Don't make the reader work to learn more about something you highlighted in the summary.
- **Draw a Clear Conclusion:**
 - Write an executive summary/Policy Brief that comes to a conclusion and supports your purpose for creating the document.
 - Keep the reader's interest in mind when you summarize a lengthy project proposal or report.
 - Does the reader have a clear understanding of the solutions you propose?
 - Can they identify the problems you solve? If the executive summary is the only thing they read, can they take action on your recommendations or anticipate a desired outcome based on the information you included?

EXECUTIVE SUMMARY (1-2 pages) Outline:

- I. **Title:** A good title quickly communicates the contents of the summary in a memorable way.
- II. **Introduction:** (a) states the purpose of the report and (b) highlights the major points within the executive summary and the full project report.
- III. **Context or Scope of Problem:** This section communicates the importance of the problem and aims to convince the reader of the necessity of project solution or policy action.
 - Framing the issue:**
 - What is the problem?
 - What is the scope of the problem?
 - Who are the stakeholders?
- IV. **Opportunity:** Describe the organizations ability to address the problem (summary of organizational analysis), challenges/barriers.
- V. **Solution:** Describe any results, conclusions, or recommendations from the report.
- VI. **Timeline and Costs:** This section is a short summary of a timeline for the project and the costs. Including projected costs and revenue if the project were to be replicated.
- VII. **Appendices:** You may or may not have this section. You might include the extra information (images, tables, charts and graphs) in an appendix.
- VIII. **References:** These should be reliable sources that you have used throughout your summary to guide your summary discussion and recommendations.

POLICY BRIEF (1-2 pages) Outline:

- I. **Title:** A good title quickly communicates the contents of the brief in a memorable way.
- II. **Introduction:** (a) states the purpose of the report and (b) highlights the major points within the executive summary and the full project report.
- III. **Context or Scope of Problem in a Policy Analysis:** The purpose of this element of the brief is to convince the target audience that a current and urgent problem exists which requires them to take action. The context and importance of the problem is both the introductory and first building block of the brief. As such, it usually includes the following:
 1. A clear statement of the problem or issue in focus.
 - 2.
 2. A short overview of the root causes of the problem
 3. A clear statement of the policy implications of the problem that clearly establishes the current importance and policy relevance of the issue.
- IV. **Stakeholders:** To what extent have the stakeholders been involved and contributed to the design of the policy?
- V. **Policy Alternatives:** This section discusses the current policy approach and explains proposed options. It should be fair and accurate while convincing the reader why the policy action proposed in the brief is the most desirable.
- VI. **Policy Recommendations:** This section contains the most detailed explanation of the concrete steps to be taken to address the policy issue.
- VII. **Critique of policy option(s)**

The aim of this element is to detail shortcomings of the current approach or options being implemented and therefore, illustrate both the need for change and focus of where change needs to occur. In doing so,

the critique of policy options usually includes the following:

1. A short overview of the policy option(s) in focus
2. An argument illustrating why and how the current or proposed approach is failing.

It is important for the sake of credibility to recognize all opinions in the debate of the issue.

VIII. Timeline and Costs: This section is a short summary of a timeline for the policy and the costs. Including projected costs and revenue if the policy were to be implemented.

IX. Policy recommendations

The aim of the policy recommendations element is to provide a detailed and convincing proposal of how the failings of the current policy approach need to change. As such this is achieved by including:

1. A breakdown of the specific practical steps or measures that need to be implemented
2. Sometimes the proposal also includes a closing paragraph re-emphasizing the importance of action.

X. References: These should be reliable sources that you have used throughout your brief to guide your policy discussion and recommendations, so the reader knows something about the sources on which it is based, and where to go for more information.

Final Bound Product

The bound DNP Project Product must follow required outline and format.

The final copy of the DNP Final Product should be formatted and bound consistent with WSU guidelines for the written DNP Project. At Wayne State University, the DNP Project must be “coherent and consistent in appearance throughout, which means that previously published material must be printed using the same font and format as the rest of the DNP Project write-up.” (Copyrights, Copyright Registration, and Permission Letters, Side Two: Use of Published Papers That You have written)

The final bound DNP Project final Product will look like this:

Cover page:

Preliminary Pages (numbered i, ii, iii, etc.)

Cover Page: (double spaced and centered)

Title of DNP project
By
Student’s name
Submitted to the College of Nursing of Wayne State University
Detroit, Michigan
in partial fulfillment of the requirements
for the degree
DOCTOR OF NURSING PRACTICE
Year

Chair name _____
Reader name _____
Consultant name _____

(Obtain all member signatures)

Followed by next pages:

The inclusion of an articles previously published or accepted for publication requires permission from the copyright holder. The sections not copyrighted by another party may be covered under the publication of the new manuscript.

Abbreviations

List all abbreviations as one complete list in the preliminary section of the DNP Project Product. Do not include them with the individual articles.

Acknowledgments

Table of

Each component included should be identified in the Table of Contents as a separate section by giving the complete title as it appears on the manuscript and other components. Do not list subheadings that occur within the individual manuscript; do list subheadings from the introductory and summary sections.

List of Tables and List of Figures

Tables and figures shall be listed for the whole document. Numbering of tables and figures will be in accordance with the chosen style and formatting guide for the document as a whole.

Main Body: (page numbers 1, 2, 3 etc.)

- a. Introduction and background to the general topic area.
 - i. Should include a clear statement of the student's purpose of the DNP Project. It provides necessary background information and a broad statement summarizing the findings of the project. This section also will include a statement of the relationship between and among the various components the project final products.
- b. Manuscript: Must be approved by the DNP Project Committee and be about the DNP Project, including the implementation and final results of the student's DNP Project.
 - i. Must follow the guidelines of the approved journal choice for manuscript submission.
- c. Abstract: must follow the requirements of the chosen and approved journal
- d. Poster: per guidelines above
- e. Executive Summary: per guidelines above
- f. Appendices: Include here only any additional appendices that relate to the manuscript.
- g. References: All general references from the introduction, overall conclusion, and any supplementary sections should be included here and should conform to the same style and format as the articles.

The Final DNP Project Public Presentation

When the DNP Project Chair believes the student's project is complete, the student schedules a final committee meeting to ensure that **all** members agree that the student is ready for presentation. When **all** members agree, the Committee Chair will inform the Director of Advanced Practice and Graduate Certificate Programs by the deadline date that the student is approved for Final Public Presentation. All DNP Projects that are completed will be presented in a Doctor of Nursing Practice Project Presentation Day Fall or Winter semester. Students should also have the final written project completed and ready for binding before the final presentation day. However, if the signed bound copy is not submitted by the degree certification date, the student's official graduation date will be the next available date and the student will be responsible for paying an additional graduation fee due to the delay.

A DNP Project Presentation Day will occur at the end of Fall and Winter semesters. The Director of Advanced Practice and Graduate Certificate Programs will notify students and faculty of the date of the presentations once an Academic Calendar is finalized for the semester.

This final public presentation is open to the general University community and public and will be publicized to the entire College of Nursing and surrounding community.

The student and the DNP Project Chair are responsible for notifying the Director of Advanced Practice and Graduate Certificate Programs that the student will be presenting their final product to the community. Email notification of the due dates for students and faculty to submit this intent will be sent to students and faculty each semester by the Director of Advanced Practice and Graduate Certificate Programs.

Students who are not deemed ready to present within the time frame for each semester necessitates waiting until the following semester to do the final presentation; there are no exceptions. DNP Project Presentation Day occurs in the Fall and Winter semesters only. No student will be allowed to graduate without completion of the final presentation (required for completing Nur 9520) and submission of a final bound copy of the DNP student's work to the CON.

Public Presentation

The Public Presentation includes a DNP Project Poster prepared by the student on the approved CON poster template (provided by Chair) and approved for presentation by the DNP Project Committee. In this Public Presentation, the candidate also formally presents the clinical issue, scope of problem, project design, outcomes of project and results for the institution involved. This short presentation by each student will be approximately 5 minutes and the student will be available by the Poster to answer any questions from the DNP Project Presentation Day audience as they view the posters.

Procedures for Public Presentation

To prepare for the final project public presentation:

Submit the DNP Project Completion Approval Form (with all signatures) and other required documents signed and dated by the DNP Project Committee members to the Director of Advanced Practice and Graduate Certificate Programs by the deadline date (two weeks prior to the DNP Project Presentation date). It is official policy that acceptance of the DNP Project as well as certification of the degree shall not take place unless a bound copy of the final DNP Project and DNP project completion forms are signed by the committee. The DNP degree will not be certified until the Director of Advanced Practice and Graduate Certificate Program receives the final bound copy of the DNP Project Final Product.

It is the student's responsibility to register for the required number of credits for their degree, including DNP practicum and project credits (minimum of twelve [12]). To verify that the correct number of credits have been taken, the candidate should meet with their academic advisor to review the plan of work when registering for the courses and well before the expected semester of graduation. The student should also obtain and review a copy of his/her WSU transcript to ensure that all required courses and number of credits have been taken.

Final Steps to the DNP Degree

Degree Certification

Upon request and for purposes of employment, a Candidate who completes all requirements between the degree completion and the degree-granting period may request a certificate from the Registrar certifying completion of degree requirements and the date of formal awarding of the degree. A letter may also be requested from the College of Nursing.



Skill Laboratory (Rooms 217 & 219 Cohn)

The Skill laboratory is a practice lab with simulated hospital bedside units. Students practice various nursing procedures under the guidance of a nursing faculty.

Physical Assessment Learning Laboratory (Room 30 Cohn)

The Physical Assessment Learning Laboratory (PAL) provides materials, activities, and facilities for students to acquire skills in history-taking and physical assessment and is located on the lower level of the Cohn Building. It is equipped with study carrels and physical examination rooms. Students learn physical examination skills through the use of demonstration, media viewing, and practice.

Office of Health Research (Room 315 Cohn)

The Office of Health Research (OHR), the research arm of the College of Nursing, embodies the commitment of faculty to research. The idea of a center originated with faculty in the mid-60: it became a reality in 1969. It was the first such center in an academic setting devoted to the generation of new knowledge which underpins the discipline and profession of nursing.

The research program of the Office of Health Research (OHR) focuses on nursing and health-related research, including interdisciplinary research, for the purpose of advancing nursing knowledge and improving nursing and health, particularly Urban Health. Because the research objectives also target health needs of the urban community, the research agenda also advances the research programs of the University. Visit the website to learn more about the OHR at <http://www.nursing.wayne.edu/research/index.htm>.

Simulation Laboratory (Room 221 Cohn)

The Simulation Laboratory contains state-of-the-art technology (including high fidelity mannequin simulators and audio-visual real-time capture) to provide the student with an immersive and interactive environment which enhances student learning. Students, in conjunction with faculty, are able to practice and blend skills taught in the Nursing Skills Laboratory, Physical Assessment Learning Laboratory and the classroom. Because of the immersive nature of the simulation environment, students are required to behave in a professional manner and wear approved Wayne State University clinical uniforms when in the Simulation Laboratory.



Since education is a cooperative effort between teacher and student, both parties must fulfill obligations if the integrity and efficacy of the instructional process are to be preserved.

Professional Integrity Policy

Breaches of academic and professional integrity are grave and serious acts. The faculty member and/or student are expected to take action when any breach of integrity occurs.

Inherent in the beliefs of WSU is that the University must prepare young men and women in such a way that they will have the intellectual and moral strengths to make value judgments and to assume participant roles in responding to the needs of a rapidly changing, complex society. Honesty is a value of society and the nursing profession, and students are expected to respect this principle.

The nursing student has areas of responsibility as stated in the *Student Handbook* and the College of Nursing philosophy. As the student strives to become a professional nurse, the student must actively support the ethics and goals of the profession. The faculty as members of the nursing profession must actively support the goals and ethics. The nursing student and faculty member, therefore, have the responsibility to act in an honest and truthful manner and to protect the integrity of scholarship and to take action when there is any violation of academic integrity.

Violation of academic and/or professional integrity shall result in a failing grade on a particular assignment or test, a failing grade for a course, or exclusion from the College of Nursing, depending on the nature of the particular incident.

Final decision will be determined through collaboration of faculty, Associate Dean for Faculty Affairs, Associate Dean for Academic Affairs, and Dean.

Accepted by Faculty Association
5/9/84

Responsibilities of Faculty Members

1. To contribute to and remain abreast of the latest developments in their fields.
2. To continually pursue teaching excellence.
3. To treat all students with respect and fairness without regard to ancestry, race, religion, political belief, country of origin, sex, sexual preference, age, marital status, or handicap.
4. To encourage differing viewpoints and demonstrate integrity in evaluating their merit.
5. To attend regularly and punctually, adhere to the scheduled class and final examination times, and arrange for notification of absence and coverage of classes.
6. To establish and maintain appropriate office hours.
7. Present, early in the semester, the following course information:
 - (a) Course objectives and general outline.
 - (b) Classroom procedures to be followed, expectations concerning class attendance, and proposed dates of major evaluations (including examinations, papers, and other projects).
 - (c) Grading policy:
 - (d) Where appropriate, a schedule of class-related activities, including class meetings and laboratory sessions.

- (e) Lists of texts and/or other materials needed for the course.
- (f) Late enrollment, withdrawal, and other special policies.
- 8. To provide and adhere, within reasonable limits, to the written syllabus of the course.
- 9. To know course matter thoroughly and prepare and present the material conscientiously.
- 10. To be informed of university services and recommend their use to students when advisable.
- 11. To follow these policies concerning written work and grades:
 - (a) Grade and return written work promptly.
 - (b) Submit final grades by the scheduled time.
 - (c) Retain written materials not returned within the semester (e.g., final examinations, major term papers) for one academic semester in accordance with unit policy and allow students to examine such materials.
- 12. To implement unit procedures for student evaluation of faculty teaching, with attention to preserving student anonymity.
- 13. To behave appropriately in dealing with students so as to maintain a scholarly atmosphere.

Responsibilities of Students

1. To inform themselves of and to fulfill all requirements of the University and those of the college and department from which they expect to receive their degree.
2. To fulfill conscientiously all assignments and requirements of their courses.
3. To attend classes regularly and punctually.
4. To maintain a scholarly, courteous demeanor in class.
5. To uphold academic honesty in all activities.
6. To notify the instructor as early as possible if prevented from keeping an appointment or carrying out an assignment.
7. To discuss with the instructor any class-related problem and follow established procedures in the resolution of these problems.
8. To adhere to the instructor's and general University policies on attendance, withdrawal, or other special procedures.

It is expected that faculty and students will fulfill their obligations to the instructional process. If, however, a complaint does arise, the parties should meet in an effort to resolve the matter. When such a discussion fails to resolve the problem, the college's published procedures should be followed. Although the University Ombudsperson is not a direct part of the appeal process, students and faculty may consult the Ombudsperson at any point during such proceedings.

The College of Nursing defines a formal complaint as any complaint that is not managed or resolved within the College of Nursing and rises to the level of the Dean of Students Office (DOSO) or a grievance to the Provost's Office.

Non-Grade Related Concerns

When a student encounters a concern with a faculty member in the College of Nursing or feels they have been treated unfairly, the student should first try to resolve the issue with the faculty member directly involved. Many issues can be resolved by making an appointment with the faculty. If you have a grade related concern, please follow the grade appeal process found in this student handbook.

Process

1. Student should reach out directly to the faculty via email to request an appointment to address the concern. This concern should be addressed in a formal setting (in person meeting, Zoom, or phone meeting). If student is not comfortable addressing the concern directly, they should proceed to step 2 in the process.
2. If the issue is not resolved, the student should contact the Course Coordinator or Program Director. This concern should be addressed in a formal setting (in person meeting, Zoom, or phone meeting).
3. If the issue is not resolved, the student should contact via email the Associate Dean of Faculty Affairs. This concern should be addressed in a formal setting (in person meeting, Zoom, or phone meeting).
4. After meeting with the Associate Dean of Faculty Affairs, an email summary will be sent to the student.
5. If the student is not satisfied with the outcome of the meeting with the Associate Dean of Faculty Affairs, the student can contact the Executive Assistant to the Dean, to schedule a meeting with the Dean of the College of Nursing to address the issue/concern.
6. If a student is not satisfied after these steps have been exhausted, the student can elevate their concerns to the Ombuds Office at ombudsoffice@wayne.edu

Contact information for Faculty, Course Coordinators, Program Directors, Associate Dean for Faculty Affairs, and the Executive Assistant to the Dean can be found at <https://nursing.wayne.edu/directory/faculty>

University Guidelines for Assisting Persons with Behavioral Problems

All members of the University community are expected to conduct themselves in a manner which is conducive to an environment that encourages the free exchange of ideas and information. However, from time to time, the University is called upon to assist individuals who are displaying behavior which:

1. Threatens themselves or others; and/or that
2. Severely impairs their ability to function within the University environment; and/or that
3. Makes impossible the proper functioning of an academic program through obstructive or disruptive behavior.

To ensure respect for the legal rights of every person, the University seeks, through referral or intervention, to guarantee that appropriate professional care is available for those who become disruptive.

COLLEGE OF NURSING ACADEMIC APPEALS POLICY - GRADES AND EXCLUSIONS



BASIC PRINCIPLES

1. Assistance | Student/faculty may contact the College of Nursing, Assistant Dean, Enrollment and Student Services and/or the Wayne State University Ombudsperson at any time for assistance with any problem associated with a grade decision or grade appeal.
2. Timeliness of Appeals Process | Failure of the instructor or any appeal officer to respond within the designated time frame of the formal appeal entitles the student to proceed to the next level of appeal. In no case should there be any assumption that a failure to respond at any level signifies a granting of the appeal. Failure of the student to adhere to the timeframes specified in the policy will result in the appeal process being nullified (the appeal will not be heard).
3. Process | All steps of the formal grade appeal must be done in written format; no email correspondence is acceptable. Information submitted should be time stamped and dated as it is received.
4. Academic Dishonesty | These policy guidelines do not apply to allegations of academic dishonesty. Academic dishonesty matters are addressed under the Student Code of Conduct.
5. Patient safety | Students may be removed from a clinical course at any time in which the faculty or clinical agency staff identifies an issue that would constitute unsafe practice in the clinical setting that may jeopardize patient safety.

Note that "days" are counted as Monday through Friday, excluding University holidays.

APPEAL OF GRADE

What Can be Appealed

Only the manner in which the grade was assigned can be appealed. Instructors are expected to evaluate student work according to sound academic standards. It is the instructor's prerogative to assign grades in accordance with his/her academic/professional judgment. If the student believes the manner in which the grade was assigned was done in an unfair manner and the student is able to demonstrate that the unfair manner is based on one of the three criteria stated below, then the student may file an appeal pursuant to the process set forth below. The student assumes the burden of proof in the appeals process.

Grounds for appeals are: (1) the application of non-academic criteria in the grading process, as listed in the university's non-discrimination/affirmative action statute: race, color, sex (including gender identity), national origin, religion, age, sexual orientation, familial status, marital status, height, weight, disability, or veteran status; (2) sexual harassment or discrimination; or (3) evaluation of student work by criteria not directly reflective of performance relative to course requirements.

Grade Appeal Process

Prior to implementing the formal appeal process, the student must discuss in person the disputed grade with the instructor of the course within ten days of notification of the grade. The faculty member will respond in writing with a copy to the student and the Assistant Dean, Enrollment and Student Services. If the dispute remains unresolved, the student may then initiate a formal appeal.

All steps of the appeal process must be followed within the stated time frame, or the appeal process is nullified (will not be heard).

Steps to Initiate a Formal Appeal

1. The student must submit a written statement detailing his or her objections to the faculty response, along with supporting documentation, to the Associate Dean of Academic & Clinical Affairs with copy to the Assistant Dean for Enrollment and Student Services. This statement must be submitted within 30 days following the response of the faculty member who assigned the grade.
2. Upon review of the documentation, the Associate Dean of Academic & Clinical Affairs will notify the student in writing within 21 days of receiving the student's written appeal of the decision. As the Dean's designee, the decision of the Associate Dean of Academic & Clinical Affairs shall be the final decision at the College level.
3. Student/faculty may contact the College of Nursing, Assistant Dean, Enrollment and Student Services and/or the Wayne State University Ombudsperson at any time for assistance with any problem associated with a grade decision or grade appeal. According to the Provost: *If, after your School/College appeal path is exhausted and you wish to continue with the grade appeal process, per the University Academic policy, you may request a Provost Review within 30 days of this decision. The request should be submitted via the online form located at <https://provost.wayne.edu/academic-policy>. For assistance with the appeal process, you may contact the Ombuds Office at ombudsoffice@wayne.edu.*
4. Only the manner in which the final grade was assigned can be appealed. Instructors are expected to evaluate student work according to sound academic standards. If the student believes the manner in which the grade was assigned was done in an unfair manner and the student is able to demonstrate that the unfair manner is based on one of the three criteria stated below, then the student may file an appeal pursuant to the process set forth below. The student assumes the burden of proof in the appeals process.

Grounds for appeals are: (1) the application of non-academic criteria in the grading process, as listed in the university's non-discrimination/affirmative action statute: race, color, sex (including gender identity), national origin, religion, age, sexual orientation, familial status, marital status, height, weight, disability, or veteran status; (2) sexual harassment or discrimination; or (3) evaluation of student work by criteria not directly reflective of performance relative to course requirements.

*Pursuant to University policy, the Provost's decision in an academic appeal is final.

APPEAL OF EXCLUSION FOR UNSAFE OR UNPROFESSIONAL BEHAVIOR

Basic Principles

Students are required to demonstrate patterns of professional behaviors which follow the legal and ethical codes of nursing; promote the actual or potential well-being of clients, health care workers, and self in the biological, psychological, sociological and cultural realms; demonstrate accountability in preparation, documentation, communication and continuity of care; and show respect for human rights of individuals.

The following indicators are to be used as guidelines for evaluating safe or professional practice:

1. Biological, Psychological, Social and Cultural Realms

The student's practice meets the needs of the client from a biological, psychological, sociological and cultural standpoint.

Examples of *unsafe practice* include, but are not limited to, the following:

- Displays of mental, physical or emotional behavior(s) which may negatively affect others' well being
- Failure to follow through on suggested referrals or interventions to correct deficit areas, which may result in harm to others
- Acts of omission or commission in the care of clients/patients, such as:
 - Physical abuse
 - Placing the client in hazardous positions, conditions or circumstances
 - Mental or emotional abuse
 - Medication errors that demonstrate a pattern of incorrectly preparing/administering medications and/or failure to follow through with direction/remediation regarding medication administration
 - Failure to accurately record comprehensive client behaviors
 - Attempting activities without adequate orientation or theoretical preparation or appropriate assistance
 - Presenting for clinical practicum under the influence of drugs and/or alcohol (It is expected that students in laboratory settings will not have used alcohol for at least eight (8) hours prior to the beginning of the clinical time period, nor to use alcohol during the clinical period. At no time is the use of illicit drugs condoned).
 - Engaging in criminal behavior
- Interpersonal relationships with agency staff, co-workers, peers, or faculty that results in miscommunications, disruption of client care and/or unit functioning.
- Inability to perform psychomotor skills necessary for carrying out procedures despite direction/remediation.

2. Accountability

The student's behavior should consistently demonstrate accountability and professionalism throughout the clinical practicum experience.

Examples of *unprofessional practice* include, but are not limited to the following:

- Failure to notify the agency and/or instructor of clinical absence
- Failure to adhere to the dress code
- Habitual tardiness to clinical assignments
- Failure to follow through or successfully meet identified learning goals as outlined in a process improvement plan
- Failure to provide concise, inclusive, written and verbal communication

3. Dishonesty

Examples of *dishonesty* include but are not limited to the following:

- Plagiarism
- False reporting or misrepresentation of data related to client, self, others
- Failure to report errors/mistakes or any event(s) that would affect clients or others welfare.

4. Regulatory

The student practices within the boundaries of the Michigan Public Health Code (e.g., Nurse Practice Act), the guidelines set forth in the course syllabi, the Wayne State University College of Nursing Student Handbook, and the rules and regulations of the health care agencies that are specific to the assigned clinical site.

Examples of *regulatory violations* include but are not limited to the following:

- Violations of patient privacy (HIPAA)
- Participating in skills or behaviors that are outside of the nursing scope of practice while in the clinical agency.
- Violation of clinical permit requirements.

5. Ethical

The student practices according to the American Nurses Association Code of Ethics and the Standards of Practice.

Examples of *unethical practice* include, but are not limited to the following:

- Refusal of assignment based on client's race, culture, sexual orientation, or religious preference
- Failure to maintain confidentiality
- Misrepresentation of information to the public
- Ignoring unethical behavior(s) of other health care persons in the clinical setting which affects client welfare.

Procedure for Unsafe Behaviors in the Clinical Setting

1. When a clinical preceptor makes the determination that a student in the clinical setting has displayed behavior that poses a safety risk to the student, patient, staff, faculty or fellow students, the student shall immediately be relieved of patient care responsibilities. The preceptor and the student must contact the clinical faculty and report this incident. The student will be dismissed from the clinical site. The student will be told that a determination of a corrective course of action will be arrived at after consultation with the preceptor, clinical faculty, and course coordinator. The student will not be able to return to clinical until resolution.
2. Within 24 hours, the preceptor and clinical faculty will write up the incident detailing the clinical events that transpired leading up to the removal of the student from patient care and the clinical site.
3. The clinical faculty will notify the course coordinator within 24 hours of the incident. The course coordinator will immediately notify the Associate Dean of Faculty Affairs and the Assistant Dean, Enrollment and Student Services via email.
4. The course coordinator, in collaboration with the clinical faculty and Assistant Dean (if necessary), will determine a corrective course of action. This may include a Performance Improvement Plan, supervised skill review on campus, written work, and/or an evaluation of student performance by a third party, e.g., the course coordinator or the course coordinator's designee. Corrective course of action may include exclusion from the program.
5. A meeting will be held which includes the student, the Assistant Dean of Enrollment and Student Services or designee and, at a minimum, the clinical faculty, the course coordinator, and the Associate Dean or designee. The student will be given advance notice of the time and place of this meeting and will be allowed to have an advisor or support person with the student. At this meeting, a written summary of the observed clinical behavior as well as the plan for corrective action including time frames for completion will be presented to the student for discussion and
6. signature. The meeting will occur within three business days of the notification of the course coordinator. If the student fails to appear without extenuating circumstances, the student will be

excluded from the program and notified of exclusion by registered mail. Official exclusion (if this is the decision) occurs at this point.

7. If it is determined that the student is excluded from the program, the student is advised to contact the Assistant Dean, Enrollment and Student Services, or designee to learn about the Appeal Policy.

Appeal Process for Exclusion for Unsafe Practice in the Clinical Setting

A student may appeal his/her exclusion from the program for unsafe practice by following the guidelines for appeal identified below.

Steps to Initiate a Formal Appeal:

1. A written appeal outlining the student's viewpoint of the circumstances which caused the student's removal from the clinical course and the rationale for the appeal must be submitted within five business days of the exclusion to the Assistant Dean, Enrollment and Student Services. Appeals submitted after the deadline will not be heard.
2. Within one business day of the receipt of an appeal, the Associate Dean of Faculty Affairs and the Associate Dean for Academic and Clinical Affairs (serving as the Dean's designee) will review the documentation provided by the instructor and the student and make a decision, which is final. The decision will be forwarded to the Assistant Dean, Enrollment and Student Services, who will notify the student.
3. If the appeal is sustained and the student is allowed to return to the clinical setting, arrangements will be made for the student to make up missed time. Any absences sustained during this time will not fall under the clinical absenteeism policy.
4. If the appeal is denied, the exclusion from the clinical setting will result in an F grade for the course.
5. Provost Appeal. The student may request the Provost to review the final decision on the record. A written Request for a Provost Review must be made by the student, with a copy to the Dean of the College of Nursing, postmarked within thirty (30) calendar days of the postmark of the College's final decision. The Provost's review of the College's decision will proceed as soon as practicable after notification by the student of his/her wish to seek review.
6. *If, after your School/College appeal path is exhausted and you wish to continue with the grade appeal process, per the University Academic policy, you may request a Provost Review within 30 days of this decision. The request should be submitted via the online form located at <https://provost.wayne.edu/academic-policy>. For assistance with the appeal process, you may contact the Ombuds Office at ombudsoffice@wayne.edu.*

OTHER COLLEGE OF NURSING APPEALS FOR EXCLUSION BASED ON ACADEMIC PERFORMANCE OR ACADEMIC MISCONDUCT

Steps to Initiate a Formal Appeal

1. The student must submit a written statement to their Academic Services Officer (ASO) in the Office of Student Affairs (OSA) detailing the basis of the appeal, along with supporting documentation for the rationale that led up to the exclusion, within seven (7) business days (excluding holidays and

university closure) following the date listed on the letter of exclusion. This letter of exclusion is sent via the Wayne State student email account.

2. The student should include in the written statement the following:
 - The reason (s) in detail for the rationale that led up to the exclusion
 - A **specific plan** to remedy the reasons outlined above, e.g., reduction in work hours; hiring a babysitter for childcare; moving back with parents; going to weekly tutoring; joining a study group etc.
3. The ASO will then forward all materials to the Assistant Dean for Enrollment and Student Services, the Associate Dean for Academic and Clinical Affairs and the Chair of the DNP Committee.
4. The DNP Committee will meet within 14 business days (excluding holidays and university closure) from the date on the exclusion letter. The DNP committee will review the documents and forward recommendations with rationale to the Assistant Dean for Enrollment and Student Services, and the Associate Dean for Academic and Clinical Affairs. Recommendations by the DNP Committee regarding exclusions occurring in the Fall semester may be deferred to the start of the Winter semester.
5. The Associate Dean for Academic and Clinical Affairs must meet with the student within 28-business days (excluding holidays and university closure) letter and after receiving the recommendations from the DNP Committee.
6. Following the meeting with the student, the Associate Dean, Academic and Clinical Affairs may confer with others to arrive at a final decision.
7. The student must be notified in writing of the Associate Dean, Academic and Clinical Affairs' decision within seven (7) business days (excluding holidays and university closure) from the time of meeting with the student. As the Dean's designee, the decision of the Associate Dean for Academic and Clinical Affairs shall be the final decision at the College level.
8. **Provost Review:** *If, after your School/College appeal path is exhausted and you wish to continue with the grade appeal process, per the University Academic policy, you may request a Provost Review within 30 days of this decision. The request should be submitted via the online form located at <https://provost.wayne.edu/academic-policy>. For assistance with the appeal process, you may contact the Ombuds Office at ombudsoffice@wayne.edu.*

UNIVERSITY STUDENT CODE OF CONDUCT



Please see the university website for the most up to date information regarding the University Student Code of Conduct

<https://doso.wayne.edu/pdf/student-code-of-conduct.pdf>



Registration and Scheduling Office

<http://sdcl.wayne.edu/RegistrarWeb/RegSch/RegSchhome>

5054 Woodward, Suite 5101, Detroit, Michigan 48202

General Information: 313 577-3541, FAX: 313 993-7758

E-Mail: registration@wayne.edu

The Wayne State University Online Schedule of Classes is available through www.classschedule.wayne.edu. The course information is refreshed hourly during periods of active registration. Once your override is issued, please register as soon as possible. Registration instructions are available at <https://registration.wayne.edu/StudentRegistrationSsb/ssb/registration>

Registration Services

The Office of the Registrar provides web access to many e-Services through <http://www.academica.wayne.edu>.

DOCTORAL NURSING COURSES REQUIRING WRITTEN CONSENT



Students must obtain written consent for the courses listed below for each semester they are taking these courses. Each graduate faculty member will have a section number assigned to the student for NUR 8990 that changes each semester. Register for the appropriate course registration number.

NUR 8990, Directed Study, Cr. 1-8,

Prereq: written consent of instructor and Graduate Officer; consent of advisor. Open only to doctoral students. Individually designed courses in nursing for doctoral students whose needs and interests are not met in scheduled classes.

An approved *Doctor of Nursing Practice Petition for Directed Study* must be on file in OSA prior to registration. The petition must be approved by the academic advisor, directed study faculty, and the Graduate Officer of the College (Director of Advanced Practice and Graduate Certificate Programs) before the Office of Student Affairs will authorize registration by the student.



Although students may finish the requirements for the DNP degree at any time during the year, commencement ceremonies are held only twice a year in May and December. Doctoral students should contact the Office of Student Affairs and their academic advisor to make sure they can participate in the May or December Commencement Exercises. The College usually holds a Convocation Ceremony in May and December.

COMMENCEMENT

Information concerning Commencement can be found at

<http://www.commencement.wayne.edu/index.php>.

- An Application for Degree and appropriate fee must be submitted to the Graduate School by the deadline established by the University for the semester the student intends to graduate. If the student does not complete the requirements that semester, the student must notify the Graduate School and submit another application and fee by the deadline. Applications are available through <http://sdcl.wayne.edu/RegistrarWeb/Forms/Forms#degcert>.
- Information concerning Commencement announcements, caps and gowns, tickets, and other relevant information will be mailed to the degree candidate by the Commencement Office prior to the event.
- Candidates for advanced degrees are requested and expected to attend Commencement; however, diplomas will be mailed to those candidates unable to attend the ceremonies.
- Persons completing degree requirements during the Summer are invited and encouraged to attend the May or December Commencement ceremony.
- College of Nursing students are urged to attend the commencement ceremony to strengthen ties to the University and bring a sense of closure to their educational experience. Doctoral graduates will be called to the platform individually to receive their degrees.

CONVOCATION

- Convocation is a time for the College to more personally acknowledge the achievements of graduating students. The Convocation program includes a graduate and faculty march and individual introductions and congratulations. Information concerning the College of Nursing will be sent by the Office of Student Affairs to students who have submitted a degree application to the University by the appropriate deadline. May and December Convocation dates will be announced by the Office of Student Affairs.



FINANCIAL STUDENT SUPPORT

The University's Office of Scholarships and Financial Aid administers scholarships, grants, loans and emergency funds available to all University students and funds provided especially for College of Nursing students. <https://wayne.edu/financial-aid/>

CON FINANCIAL AID DISTRIBUTION

The College of Nursing administers a number of private scholarships and grants. Application for CON scholarships are reviewed annually and must be submitted March 1. You can access the university financial aid application online at <https://wayne.academicworks.com/opportunities>. Contact the Office of Student affairs for further information regarding scholarships and emergency loan applications.

The Financial Aid committee is made up of the Associate Dean of Academic and Clinical Affairs, the Assistant Dean of Enrollment and Student Services, the Directors of the PhD, DNP, MSN, and Undergraduate programs, the Development Director, Director of Business Affairs, and the Budget Analyst from the Dean's office. Final decisions are based on a variety of factors, especially the student's scholastic progression, financial need and the relevant requirements of the funding mechanism. Guidelines specific to this policy are listed below:

1. Scholarships and loans are awarded to qualified incoming and continuing Nursing students on an annual basis at the CON.
2. Accurate and complete information on scholarships, loans and traineeships will be made available to all incoming and continuing Nursing students each year.
3. Scholarships and/or loans are awarded in compliance with applicable funding agencies' regulations/guidelines/criteria
4. The College's Financial Aid Committee is responsible for selecting scholarship, loan or traineeship recipients, with the most qualified applicants first. The two primary criteria are: 1) ability to be successful (e.g., GPA) and 2) financial need as determined by the FAFSA.

NURSE FACULTY LOAN PROGRAM

Nurse Faculty Loan Program (NFLP) The Nurse Faculty Loan Program provides for a loan up to \$35,000 in any academic year. To be considered all applicants must apply by March 1 and will be interviewed by members of the College of Nursing Financial Aid committee. Eligible applicants must be a full-time graduate student in good standing and have no judgments or liens against them. NFLP loans may be used for tuition, fees, books, lab expenses and other reasonable education expenses. Contact OSA at 313-577-4082 for information and an application.

WAYNE STATE UNIVERSITY SCHOLARSHIPS, FELLOWSHIPS, AND ASSISTANTSHIPS

The Graduate School's Scholarships and Fellowships Office offers graduate scholarships and fellowships. Information is accessible through their website: <http://wayne.edu/gradschool/funding/>

Graduate assistant positions are available in three categories: Graduate Teaching

Assistants (GTAs), Graduate Student Assistants (GSAs) and Graduate Research Assistants (GRAs). Category definitions are available at the Graduate School Web Site:
<http://wayne.edu/gradschool/funding/assistantships/>

OTHER AWARDS

National Research Service Awards (NRSA) (Nurse Fellowship)
<http://grants.nih.gov/training/nrsa.htm>

Students are strongly encouraged to apply for these Public Health Service research training grants. These grants are provided to individual nurses for predoctoral and postdoctoral research training in specified areas of nursing for periods of up to three years. Awards are contingent upon favorable review and availability of funds. Academic faculty advisors are expected to assist students to prepare NRSA applications. Applications are available online at:

Sigma Theta Tau International (National and Local Chapters)
<https://www.sigmanursing.org/>

Canadian Nurses' Associations http://www.cna-nurses.ca/CNA/default_e.aspx

Kidney Foundation of Canada <http://www.kidney.ca/>.

National Research Service Awards (Nurse Fellowship) <http://grants.nih.gov/training/nrsa.htm>
Doctoral students are strongly encouraged to apply for these Public Health Service research training grants. These grants are provided to individual nurses for predoctoral and postdoctoral research training in specified areas of nursing for periods up to three years. Awards are contingent upon favorable review and availability of funds. Academic faculty advisors are expected to assist students to prepare NRSA applications. Application kits are available from the Office of Research and Sponsored Programs Services, 4002 Faculty/Administration Building, (FAB) or may be requested from: Nursing Research Branch, Division of Nursing BM, HRA, Center Bldg, Room 3 - 50, 3700 East-West Highway, Hyattsville, MD 20782.

American Nurses Association
<http://www.nursingworld.org/>

Michigan Nurses' Association
<http://www.minurses.org/about/michigan-nurses-foundation>

Midwest Nursing Research Society
<http://mnrs.org>

American Heart Association
<http://www.americanheart.org/presenter.jhtml?identifier=1200000>

Blue Cross/Blue Shield of Michigan Foundation
<http://www.bcbsm.com/foundation/>

The Jonas Foundation
<http://jonasphilanthropies.org/jonas-scholars/>

The University's Office of Scholarships and Financial Aid administers scholarships, grants, loans and emergency funds available to all University students and funds provided especially for College of Nursing students. <https://wayne.edu/financial-aid/>

STUDENT ENGAGEMENT

Bulletin Boards

Bulletin boards throughout the College of Nursing are maintained to provide information to all nursing students. Postings require approval from the Dean's Office.

Student Organizations

Nearly 170 groups representing a diversity of academic and professional fields, social and political concerns, recreation and student interests, are active on campus. Membership in a student organization provides an opportunity for self-development not always available in other areas of university life. Members learn leadership and organizational skills, meet new friends, and determine how to operate within the university governance system to effect change. The benefits can be real and long-lasting. What you learn as a participant today may influence your ability to be a responsible citizen in an ever-changing world.

CON Leadership Organizations

The College of Nursing offers the following options for student involvement:

- The College of Nursing Council (CNC) is composed of elected student representatives from the College of Nursing Programs of students and faculty. Its purpose is to reflect the concerns of the student members to the University and the larger community.
- The Student Nurses Association (SNA) is a student-run group focused on providing educational, social and service opportunities to College of Nursing students.

College of Nursing Committees

Graduate DNP students may serve on the following College committees as a student representative. These committees are:

- Committee on Diversity
- Evaluation Committee
- DNP Program Committee
- Student/Faculty Advisory Committee
- Committee on Diversity

Committee on Diversity | This committee works closely with the Office of the Dean, Office of Student Affairs, and Curriculum Committee to support and maintain University goals related to culturally diverse faculty, student body, and educational content within the College of Nursing. This committee also supports the larger work of other groups and university committees which address cultural, racial, and gender issues. This committee offers 2 student representative opportunities: one graduate and one undergraduate student in good standing. For additional information contact, the Office of Student Affairs at 313-577-4082

Curriculum Committees | The UG curriculum committee is responsible for the design of the undergraduate program and the DNP Committee for the DNP curricula in accordance with College of Nursing and University missions and advises the Faculty Association on curricula. The committees also coordinate evaluation of curricula with the Evaluation Committee. This committee offers 1 UG student representative (for UG committee) and 1 GR student (for DNP) an opportunity to serve; the student must be in good standing. For additional information contact, the Office of Student Affairs at 313-577-4082.

Evaluation Committee | Advises, plans, and coordinates processes for accreditation and reviews (external and internal). Sets the evaluation priorities for the CON toward achieving and maintaining the standard of excellence. Reviews data base systems for evaluations related to the CON and designs new mechanisms for data collection if needed. Reports findings to faculty. This committee offers two student representative opportunities: one undergraduate and one graduate student in good standing. For additional information contact, the Office of Student Affairs at 313-577-4082

Scholastic, Policy, and Admissions Committee (SPA) [UG Program] | Reviews policies relative to admission, progression and graduation of students for undergraduate students, making recommendations for revision as needed to the Faculty Association. SPA responds to requests from undergraduate students for implementation of Academic Appeals Procedure and serves in an advisory capacity to the Associate Dean for Academic and Clinical Affairs and/or Assistant Dean, Enrollment and Student Services concerning individual applicants or students as needed. This committee offers a student representative opportunity for one undergraduate in good standing. Student representatives may not participate in review of individual applicants, which is an additional function of this committee. There is not a separate SPA for graduate programs but are the purview of the DNP Program Committee. For additional information contact, the Office of Student Affairs at 313-577-4082.

Student/Faculty Advisory Committee | This committee serves as an advisory to the College of Nursing Council Governing Board. Also makes recommendations to Faculty Association and the Office of Student Affairs regarding CON convocation ceremonies and other relevant student/faculty events. Reviews existing student-centered and student/faculty activities and makes recommendations for identified needs for improvements if noted including new student orientation, student governance, and student interest and participation in the educational process. This committee offers opportunities for one student representative from each of the College of Nursing's undergraduate and graduate nursing programs (BSN, RN-BSN completion, CD2, Master's, PhD, and DNP, selected by the Governing Board of the College of Nursing Council (6 students). For additional information contact, the Office of Student Affairs at 313-577-4082

Additional Organizations

Students interested in serving on any of these committees should contact the president of the College of Nursing Council.

- Chi Eta Phi Sorority, Inc. | A national professional organization with a focus on African American nursing issues.
- Sigma Theta Tau, International Honor Society of Nursing – Lambda Chapter | Installed Lambda Chapter on the Wayne State University campus in 1953. Its purposes include recognition of superior scholastic achievement and leadership potential. Candidates for membership are elected annually from baccalaureate and graduate programs.



UNIVERSITY RESOURCES

The following is an alphabetical list of services available to Wayne State University students. Unless otherwise noted, these services are provided on a voluntary, non-cost basis. All University phone numbers begin with 577 or 993; from on-campus phones, dial 7 or 3 and the last four digits of the number.

Academic Success Center | Suite 1600 – Undergraduate Library | 577-3165

Free academic support is provided through group and individual tutoring, Supplemental Instruction, workshops, classes and individual meetings with professional Learning Specialists. If you are struggling in a course, stop by the Academic Success Center to learn more about free services.

www.success.wayne.edu

Athletics | Matthaei Physical Education Center | 577-4295

A diversified sports schedule provides college students and student athletes a wide choice of Intercollegiate, Intramural and Club Sports in which to participate.

www.wsuathletics.com

Campus Bookstore (Barnes & Noble) | 82 W. Warren Ave | 577-2436

The WSU bookstore sells new and used textbooks assigned in WSU courses as well as technical and reference books, special order books, school and office products, gift certificates, and university memorabilia. Used books are purchased by the bookstore throughout the term. Hours are 9 a.m.-5:30 p.m. Monday through Friday except as posted.

www.bookstore.wayne.edu

Career Services | Suite 1001 – Faculty/Administration Bldg (FAB) | 577-3390

Career Services provides a variety of programs and services to assist students in attaining their career goals. Career Development services can assist students with career exploration and the decision-making process. Placement coordinators help students and alumni with their short-term and long-term employment goals. To help finance their education, students are able to find part-time jobs, either on or off campus, and full-time positions. This office also coordinates college work-study positions. Alumni may establish credential files or have resumes referred to employers who notify Career Services of job openings.

www.careerservices.wayne.edu

Cashier's Office | Suite 1100 – Academic Admin. Bldg / Room 217 – Welcome Center | 577-3650

The Office accepts registration deposits, tuition payments, loan repayments, fees for copies of transcripts and disburses all University checks, including payroll and financial aid checks. Hours are 9 a.m. to 6 p.m. Monday through Thursday, 9 a.m. to 5 p.m. on Friday.

www.wayne.edu/bursar/cashier/

Campus Health Center | Suite 115 - 5200 Anthony Wayne | 577-5041

The Campus Health Center (CHC) is a full-service primary care clinic that serves all currently enrolled Wayne State University (WSU) students. www.health.wayne.edu

Computer & Information Technology (C&IT) | 577-4778

C&IT provides Wayne State students with a variety of services related to computing, including e-mail, Canvas (course software), Academics (used for registration, financial aid, etc.), and more.

www.tech.wayne.edu

Counseling & Psychological Services (CAPS) | Room 552 – Student Center | 577-3398

This service provides students with special opportunities for consultation about needs or concerns for which individualized help is desired. Any facet of experience which affects a student's educational progress may be explored with the professional counseling staff.

www.caps.wayne.edu

Dean of Students Office | Room 301 – Student Center | 577-1010

The Dean of Students Office is committed to providing opportunities to enhance the collegiate experience, develop leadership skills and celebrate Warrior pride. Our office invites you to discover over 400 recognized student organizations, including our Campus Activities Team and Greek Life. Pursue your interests, participate in diverse programming and make the most of your WSU experience.

www.doso.wayne.edu

Dining Services

Wayne State University offers a wide range of dining options ranging from traditional residential lifestyle food courts with meal plans to chain restaurants like Starbucks and Panda Express.

www.wayne.campusdish.com

Educational Accessibility Services | Suite 1600 – Undergraduate Library | 577-1851

The Educational Accessibility Services Office is responsible for providing reasonable accommodations for students with disabilities on campus. Students can take advantage of consultation prior to University enrollment, priority registration, study rooms with adaptive equipment, alternative testing arrangements, scribes, interpreters, and information on community resources.

www.eas.wayne.edu

Office of Equal Opportunity | Room 4324 Faculty. Administrative Bldg (FAB) | 577-2280

Wayne State University is an equal opportunity/affirmative action institution and is committed to a policy of non-discrimination and equal opportunity in all of its operations, employment opportunities, educational programs and related activities. This policy embraces all persons regardless of race, color, sex, national origin, religion, age, sexual orientation, marital status or disability and expressly forbids sexual harassment and discrimination. Inquiries regarding equal opportunity and affirmative action policies or complaints may be directed to the Office of Equal Opportunity.

www.oeo.wayne.edu

Religious Observances

Religious Observances Because of the extraordinary variety of religious affiliations of the University student body and staff, the Academic Calendar makes no provisions for religious holidays. However, it is University policy to respect the faith and religious obligations of the individual. Students with classes or examinations that conflict with their religious observances are expected to notify their instructors well in advance so that mutually agreeable alternatives may be worked out.

Housing & Residential Life | Room 582 – Student Center | 577-2116

More than 900 apartments are provided for university students, faculty and staff in six university-owned buildings on campus. Further information, including applications, descriptions and price information, may be obtained by calling or visiting the Housing Office.

www.housing.wayne.edu

Office of International Students and Scholars (OISS) | Room 416 – Welcome Center | 577-3422

OISS supports and enhances student's educational, cultural and social experiences. They collaborate with colleges, departments and the community to create and maintain an inclusive, global campus.

www.oiss.wayne.edu

The Office of Multicultural Student Engagement (OMSE) seeks to cultivate a safe campus environment where we value, promote, and celebrate identities among all student who engage with our office, while intentionally offering initiatives that positively address and impact retention and graduation rates of students that arrive at WSU underrepresented and at risk.

www.omse.wayne.edu

Ombuds Office | Room 790 – Student Center Bldg | 577-3487

The Office of the University Ombudsperson exists to assist students; faculty and staff in solving University related problems. This office can help students by providing information and advice, and by facilitating communication.

www.wayne.edu/ombuds

Parking and Transportation Services | Room 257 – Welcome Center | 577-2273

Responsible to provide well-maintained, safe parking facilities and transportation for employees, students and visitors. The present parking system is comprised of eight structures and 44 surface lots. The current capacity of parking spaces at Wayne State University is approximately 13,000.

www.parking.wayne.edu

Public Safety – Wayne State Police Department | 6050 Cass Ave | 577-2222

In case of emergency: dial 7-2222 at any of the many blue lights (mercury vapor) indicating an emergency phone or at any WSU phone. The department employs a force of 40 highly trained professionals who hold at least a baccalaureate degree and who serve the campus area around the clock. The Department also utilizes university students called Cadets who patrol the campus on foot during peak hours. Additional information about the Department of Public Safety is found on their web site. Any suspicious activity, losses or other incidents deserving police attention are to be reported to Public Safety at 577-2222.

www.police.wayne.edu

Recreation and Fitness Center, Mort Harris (RFC) | 5210 Gullen Mall | 577-2348

The Mort Harris Recreation and Fitness Center is a state-of-the-art facility conveniently located in the heart of campus. Highlights of the facility include a 30-foot-high climbing wall, two basketball/volleyball courts, and a 3-lane running/walking track. The center offers a variety of classes and programs. All currently registered students have a membership to the recreation center.

www.rfc.wayne.edu

Office of the Registrar | Welcome Center | 577-3541

Provide assistance in maintaining your academic record, registering for classes, or keeping you up to date with the most current information. You can also request official transcripts.

www.reg.wayne.edu | www.classschedule.wayne.edu

The South End – Student Newspaper | Room 369 – Student Center

The South End is WSU's official student-run campus newspaper. It accepts classified and display advertising as well as inserts. It provides news, sports, entertainment and special science and commentary sections in its daily publication. The paper is available free at over 40 locations on or near campus.

www.thesouthend.wayne.edu

Office of Student Financial Aid | Welcome Center | 577-3378

OSFA administers financial aid funds from federal, state, university and private sources. The funds help eligible students, and their families pay the cost of attending Wayne State. To receive consideration for financial aid, complete the Free Application for Federal Student Aid (FAFSA) available in the OSFA lobby.

www.finaid.wayne.edu

Student Accounts Receivable | 4th Floor – Welcome Center | 577-3653

Accounts Receivable is responsible for addressing students' questions and concerns related to their student account activity and collecting outstanding tuition and/or loan balances. Fall/Winter hours are 8:30 a.m. to 6 p.m. Monday through Thursday, 8:30 a.m. to 5 p.m. on Friday.

www.wayne.edu/bursar/accounts-receivable

Student Center | 5221 Gullen Mall | 577-3444

The Student Center and Program Activities Offices, located in 351 Student Center, Gullen Mall offers many services to the campus community as well as opportunities for involvement in student life.

There are approximately 200 student organizations including groups related to academics/professions, social action, politics, sororities/fraternities, ethnicity, and religion, as well as student governments. The Service Center houses the university Lost and Found, rents lockers, sells bus tickets and International Student ID Cards, and more. The lower level hosts a number of activities. Meeting rooms, fast food services, lounge space and ATM/banking services are available. Barnes and Noble operate a satellite convenience store on the main level.

www.studentcenter.wayne.edu

Student Printing/Copying/Scanning

Student printing and copying is available in multiple locations across campus, including libraries, labs and residence hall & apartment lobbies. This service is accessed by using money from an OneCard. Students can securely release documents directly to multifunction devices via built in touch screens or via the release stations on the single function devices.

www.onecard.wayne.edu/printing-copying

Testing, Evaluation, and Research Services | Room 686 – Student Center | 577-3400

Testing is provided to students for qualifying examinations for WSU course selection, proficiency examinations, test-out options for the University General Education Requirements, credit by examinations via the College Level Examination Program, and more. www.testing.wayne.edu

Theatre & Dance at Wayne | Box Office – 4743 Cass Ave | 577-2972

The department of Theatre runs three theatres, The Hilberry, The Bonstelle, and a Studio Theatre that offer a wide range of performances throughout the year. The box office is located in the lobby of the Hilberry Theatre (Cass and Hancock) and prices for performances are reduced for students.

www.theatreanddanceatwayne.com

Transfer Student Success Center | Suite 3101 – 5057 Woodward Ave | 577-2487

Transfer students are successful here because we provide individualized service. We create and provide opportunities for transfer students to easily access information and assistance in transitioning to Wayne State.

www.wayne.edu/transfer

University Advising Center (UAC) | Suite 1600 – Undergraduate Library | 577-2680

The University Advising Center provides academic advising to students in the College of Liberal Arts, the College of Science, the College of Fine, Performing & Communication Arts, the College of Urban, Labor and Metropolitan Affairs, as well as students in many pre-majors, including Pre-Nursing. Call for an appointment or walk-in hours.

www.advising.wayne.edu

University Library System |

Offering a wide range of in-person and online solutions, University Libraries support the education, research and service missions of the University and its communities through comprehensive, high-quality resources, services and programs.

www.library.wayne.edu

Arthur Neef Law Library
474 Gilmour Mall

Purdy/Kresge Library
5265 Cass Ave

Reuther Library
5401 Cass Ave
577-4024

Shiffman Medical Library
320 E. Canfield St
577-1088

Undergraduate Library
5150 Anthony Wayne
577-5121

Office of Military and Veterans Academic Excellence | Suite 687 – Student Center | 577-9180

This office assists veterans, eligible dependents/survivors, reservists and national guard members in obtaining educational benefits. Specifically, students are aided in applying for Federal benefits outlined under Title 38, U.S.C., including: the Montgomery G.I. Bill (chapter 30), the Reserve G.I. Bill (chapter 1606), V.E.A.P. (chapter 32), Vocational rehabilitation (chapter 31), and the Survivors'/Dependents' Educational Assistance (chapter 35). All eligible students must officially request to use their educational benefits each semester.

www.omvae.wayne.edu

WSU OneCard | Suite 257 – Welcome Center | 577-CARD (577-2273)

The OneCard is an all-in-one, multipurpose identification and debit card. It provides students, faculty, staff, alumni and recognized affiliates access to a wide variety of campus services in a convenient, easy-to-use card. An OneCard offers safety, convenience and flexibility. Cardholders can add money to their account, turning their OneCard into a campus-wide debit card. The card can be used for parking, door access, copying and printing services, as well as food and bookstore purchases.

www.onecard.wayne.edu

ADDENDUM A

General Guidelines for DNP Project Proposal

The following guidelines are general suggestions for structuring the DNP Project Proposal.

Students will work with their Chair to review the structure of the proposal and recommended pages for each section. The overall page limit with font and margin requirements must be followed: (8-10 pages, 11-12 Times Roman with 1" margins, not including title page and reference pages.)

OUTLINE DESCRIPTION FOR DNP PROJECT PROPOSAL FOR QUALITY IMPROVEMENT OR INTERVENTION-BASED PROJECTS

Cover page:

DNP PROJECT WORKING TITLE:

When writing, please use the section headings in the rubric. Subheadings may be used in long sections to facilitate organization. The paper is to be 8-10 pages so concise development of the essential information is very important

Required Content
<p>Introduction (suggested 1 page)</p> <ul style="list-style-type: none"> • Broad and concise statements about the issue leading to identification of the problem. <p>Goal and Objectives of the DNP Project (suggested 1 page)</p> <ul style="list-style-type: none"> • Describe the problem (e.g., need for clinical change/improvement or policy analysis) and why this change or analysis is important. • State the overall goal (s) of your project. • State the project objectives (measurable) – usually no more than three (3) <p>State Aim (optional), Goals and Objectives:</p> <ul style="list-style-type: none"> • AIM—Broad general purpose for undertaking this translation of research into practice project. • Goal—Statement of specific purpose for project. <ul style="list-style-type: none"> ○ Sets the foundation for writing your objectives. • Objectives—State specific and measurable steps or outcomes that lead to the goal: <ul style="list-style-type: none"> ○ Help set program priorities ○ Monitor progress toward goal ○ Set targets for accountability ○ Provide framework for program evaluation ○ Sets the foundation for planning activities <p>SMART objectives: Objectives should be:</p> <ul style="list-style-type: none"> • Specific: who, what and where. Use action verb. • Measurable: how much change? • Achievable: Realistic? Program resources? • Relevant: relates directly to program activity goals. • Time-bound: when objective will be achieved
<p>Significance to Nursing (suggested 1-2 paragraphs)</p> <ul style="list-style-type: none"> • The “So what” for nursing. Briefly state the significance of the problem/question to nursing, including how this project will improve patient outcomes. • State the impact of the problem i.e., economics, affected numbers etc.
<p>State of the Science (suggested 2-2.5 pages)</p> <ul style="list-style-type: none"> • State and use the PICO(T) question to review the existing literature relevant to the DNP project objective. • Summarize your literature review, <u>including a summary statement</u> regarding the evidence for the major aspects of your project.
<p>Theoretical Framework (suggested 1 page)</p> <ul style="list-style-type: none"> • Describe the theoretical framework that will guide your DNP Project. • If this is a not a nursing theory, explain how your theoretical framework fits with the nursing metaparadigm. <p>Methodological Framework</p> <ul style="list-style-type: none"> • If your methodological framework differs from your theoretical framework: <ul style="list-style-type: none"> ○ Discuss the relationship between the theoretical and methodological frameworks.

Method of DNP Project (suggested 4-6 pages for this section)
<p>Design</p> <ul style="list-style-type: none"> • What project design are you using (e.g. quality improvement, practice implementation, or policy analysis etc....) • Explain why this method is the best for your purposes.
<p>Setting</p> <ul style="list-style-type: none"> • Where will you complete your project? • Why is the site the ideal location? <p>Organizational Culture</p> <ul style="list-style-type: none"> • Briefly describe the organizational culture • Provide the rationale for use of the identified setting. • Who are the stakeholders?
<p>Participants</p> <ul style="list-style-type: none"> • Who are your participants and why? • How many participants and why? • Provide relevant participant data: include age, and language, race/ethnicity and socio-economic information. • If participants are excluded substantiate your reason for the exclusion.
<p>Indicator Measures</p> <ul style="list-style-type: none"> • These should match your objectives. • Explain how you will evaluate your objectives. • Describe indicator measures you will use to evaluate/analyze these stated objectives.
<p>Procedure</p> <ul style="list-style-type: none"> • Describe the steps about the Who, What, When, and Where of your project with sufficient detail that someone else could implement your project • How will you collect the data, justify your approach? • Lay out the <i>timeline</i> for your project start to finish
<p>Evaluation Plan</p> <ul style="list-style-type: none"> • How will you evaluate/analyze the results? • What kind of results would make your project a success? • What kind of results would indicate that your project might need changes in the future? • What kinds of results indicate that your project is sustainable? • Explain how the change will be sustained after completion of your project.
<p>Dissemination</p> <ul style="list-style-type: none"> • How will you share your results at the site of your project implementation?

OUTLINE DESCRIPTION FOR DNP PROJECT PROPOSAL FOR PROGRAM EVALUATION PROJECT

Cover page:

DNP PROJECT WORKING TITLE:

When writing, please use the section headings in the rubric. Subheadings may be used in long sections to facilitate organization. The paper is to be 8-10 pages so concise development of the essential information is very important

Program Evaluation

The purpose of program evaluation is to systematically collect information about program activities and objectives, monitor progress, and to report and communicate results to network members, partners, stakeholders, and community. Spending time to consider aspects and components for evaluating a program is well worth the effort as it saves significant time in the long run.

Required Content

Program Description: (1 page)

- Setting the context for the evaluation plan including, program mission, vision, listing of program goals and objectives, network history and members.
 - Program Description Providing context for the evaluation plan is a required component as it sets the stage for the reader.
 - Describe the purpose of the program.
 - This may be the mission and vision or program goals.
- Provide a list of the program's goals and objectives, i.e., strategies to get to the expected vision or outcomes.
 - a. Briefly describe the program's history, including the organizational or governance structure.
 - b. List value propositions of each of the program's products and services.

Tip: A value proposition is developed for each program product or service and articulates how the member or customer perceives the value of that product or service. It is important to do this for each product and service of the program.

Significance to Nursing (1/2 page)

State of the Science (2 pages)

Theoretical Framework (2-3 paragraphs)

- Describe the theoretical framework that will guide your DNP Project.

If this is a not a nursing theory, explain how your theoretical framework fits with the nursing metaparadigm

Methodological Framework (2-3 paragraphs)

- If your methodological framework differs from your theoretical framework:

Discuss the relationship between the theoretical and methodological frameworks.

METHODS (4-5 pages)

1. **Evaluation Design:** Describing the purpose and method of evaluation.

• Evaluation Design The design of your evaluation plan is important so that an external reader can follow along with the rationale and method of evaluation and be able to quickly understand the layout and intention of the evaluation charts and information. The evaluation design narrative should be no longer than one page. There are three basic purposes of an evaluation plan:

- 1) Tracking progress of the program's implementation and execution of the work plan,
- 2) Monitoring or studying progress toward the program's goals by measuring objectives,
- 3) Communicating results, value, or impact of the program's achievements and successes.

- 4) Describing the evaluation design is important so the external reader can follow-along with the purpose of the plan and be able to track the connections between goals, objectives, measures, and activities.
 - a) Describe the purpose and reason for writing an evaluation plan, tracking activities and monitoring progress toward program goals, i.e., why is evaluation important to this program?
 - b) Identify and describe the planning framework and the reason or rationale, specific Logic Model approach.
 - The planning framework being used will influence the language of your evaluation design and plan. Program objectives are identified as outcomes based on Logic Model planning framework. The data is often referred to as “outcomes”.
 - c) Provide a diagram to illustrate alignment of program objectives (strategies or outcomes) and key activities with program goals.
 - Key activities are those that are considered critical to the success of the program and have a mid-term timeline of 6-12 months.

2. **Plan to Measure Key Data:** Selecting key process and outcome data and identifying specific and defined measurements.

A plan to measure key data includes asking questions about implementation activities and monitoring program impact. Steps include the work of deciding what key data to measure, identifying specific and defined measurements, and then how to collect process activity data and objectives outcome and impact data and eventually when to collect it and who is responsible.

. **Asking Evaluation Questions:**

- 1) Asking evaluation questions to identify key data is a tried-and-true approach. Following are some examples of questions that will assist in identifying key metrics.
 - What progress has been made toward program implementation?
 - What progress has been made toward program impact?
 - What is the impact of the program?
 - What are opportunities to improve program process for next year?
 - What are opportunities to improve program results?
 - What has been learned?
 - What are our best practices?

There are two critical evaluation questions that should be included in any evaluation plan: “What progress has been made toward the program activities?” and “What progress has been made toward program objectives?”

a. **Tracking Key Implementation Activities:**

- Program activities are actions and processes put into place to execute objectives. They help network leaders and stakeholders track the implementation activity of a program; “*What progress has been made toward program implementation?*” Implementation activities are typically identified within the program work plan. This data is often referred to as ‘outputs’. However, external readers are primarily interested in the key activities that are aligned with the program goals and considered critical to the success of the program and that will demonstrate success of implementation.
- Tracking activities include counting historical actions or events, such as, number of events, participant rate, and number of students, number of procedures or number of calls.
 - The language of tracking actions is different based on the planning framework being used, for example:
 - Logic Model Terminology
 - Tracking activities = counting project outputs
 - Activity results create process outputs that can be counted
 - Activity example and process output: “School and Primary Care Task Force meet regularly”. Task Force met 12 times last year.

Tip: For tracking purposes, select 1-2 mid-term (6-12 month) activities that are considered

critical to the success of the program, identify one measure for each of the activities. These activities are most likely included within the evaluation plan diagram that illustrates alignment of the goals, objectives, and key activities.

Following is a list of examples of data for measuring implementation activities:

- Number of people served or participating
- Number of partners or stakeholders involved
- Implementation steps completed
- Number of resources addressing specific issues available
- Number of policy or regulation changes
- Health metric/ threshold met

b. Monitoring Program Impact:

Program objectives are identified as either strategic objectives or outcomes depending on the selected planning framework. The data is often referred to as “achievements” or “outcomes”. External readers are primarily interested in progress that demonstrates impact of the program goals, e.g. “What progress has been made on program impact?” In other words, the program efforts are indeed moving toward the goals. It is this result of the effort that should be measured, i.e., the achievement.

- Monitoring program impact includes identifying expected results, such as, improved health test results, changes in data for drug use, reduced use of emergency room, satisfaction results, and increase knowledge based on test results.
- The language of monitoring impact Logic Model Terminology:
 - Monitoring impact = identifying outcomes
 - Outcome example:
“Improved diabetes results within community”. The outcome is of 10% improved lab results over 6 months.

Tip: To monitor impact, select 1-2 measures that describe objective impact or outcome. Within the Logic Model approach, these measurements will be included as outcomes within the evaluation plan diagram that illustrates alignment of the goals, objectives, and key activities.

Following is a list of data-gathering options related to measuring objectives:

- Pre-test/Post-test results, i.e., knowledge or awareness of issues
- Surveys/Questionnaires/Checklists for norms, attitudes, and satisfaction
- Electronic Health Record clinical results, such as lab results and quality measurements
- Mortality and morbidity numbers
- Quality of life scores
- Employment rates

c. Tool for Planning How to Measure Key Data: Describe the plan to identify what data is needed to track process activities that have been implemented, are in alignment with the program, and monitor progress on the impact of the program. Utilizing a process to plan for collecting data is helpful. Following is a suggested list of details to incorporate into a chart.

- **Program Objectives:** Include program goal and objective. Limit your evaluation to no more than two objectives per goal.
 - **What:** Measurements that provide evidence of achievement or success for the specific implementation activity or objective impact. Limit your measurements to no more than three per objective.
 - Describe the measure
 - Provide a specific target or benchmark comparison; Define how the measure will be calculated
 - Identify the method of collecting the data
 - **When:** Identify timing or frequency of data collection (baseline, quarterly, annually, funding cycle).
 - **Who:** Identify the person who is responsible for gathering data. This person ensures accuracy and confidentiality.

OUTLINE DESCRIPTION FOR DNP PROJECT PROPOSAL FOR POLICY ANALYSIS PROJECT

Cover page:

DNP PROJECT WORKING TITLE:

When writing, please use the section headings in the rubric. Subheadings may be used in long sections to facilitate organization. The paper is to be 8-10 pages so concise development of the essential information is very important

Policy Analysis argues for merits of implementing or abolishing a particular Policy. Each paragraph in your policy analysis should have a topic sentence and two or more supporting sentences. If the reader cannot tell what point you are trying to make within 30 seconds or so, then you have not written clearly enough.

Required Content

Introduction: (suggested 1-2 paragraph)

- A thesis statement is a brief declarative sentence that summarized the overall argument made in your policy analysis (the why you are writing about this topic). The thesis statement should state your view on whether the policy should be implemented or abolished and why. This should be a brief statement.
 - Choose two or three perspectives/arguments and analyze them thoroughly, providing solid evidence from sources. State your intended audience.

i.e., The purpose of this policy analysis is.... This argument either promotes/opposes [viewpoint with evidence from sources showing why the readers should support or oppose it.]

SIGNIFICANCE TO NURSING (suggested 1-2 paragraphs)

- The “So what” for nursing. Briefly state the significance of the implementing or abolition of stated policy to nursing, including how this policy change could improve patient outcomes.

BACKGROUND (suggested ½ page)

- Include relevant and current policies.
- State the impact of the problem i.e., economics, or who it affects, number of people affected etc...

ASSEMBLE THE EVIDENCE FOR POLICY CHANGE (suggested 2-3 Pages)

- State and use the PICO(T) question to review the existing literature relevant to the DNP project objective.
- Present evidence from sources showing why the readers should support or oppose your policy.
 - a. Make sure you present both sides of the argument.

STATE OF THE SCIENCE (suggested 1 or 2 paragraphs)

- Summarize your literature review and include a summary statement regarding the evidence for the major aspects of your project.

STATED Aim (optional), GOALS AND OBJECTIVES: (1/2 page)

- **AIM**—Broad general purpose for undertaking this translation of research into practice project.
- **Goal**—Statement of specific purpose for project.
 - Set the foundation for writing your objectives.
- **SMART Objectives:** [Specific, Measurable, Achievable, Relevant, and Time bound)
 - Help set program priorities
 - Monitor progress toward goal
 - Set targets for accountability
 - Provide framework for program evaluation
 - Sets the foundation for planning activities

POLICY ANALYSIS OR METHODOLOGICAL FRAMEWORK

(1 page)

- Describe the policy analysis framework that will guide your DNP Project (suggestion Bardach’s Eightfold Path

to Policy Analysis)

- If this is a not a nursing theory, explain how your theoretical framework melds with the nursing metaparadigm.
- Explain how the methodological framework is the best for your purpose.

POLICY METHODOLOGY

(Methodology section 3-4 pages)

Policy Problem and Definition Problem Statement: identify the problem clearly and succinctly.

- **Define the problem**

Stakeholders Describe how you will determine key stakeholders.

- Who is part of your project and why?
- How many stakeholders and why?
- Include background and rationale for the choice of stakeholders.
- Are there any individuals you would exclude? Why, why not?
- How will you collect the data from your stakeholders and why?

Setting To Secure Stakeholders Where will you secure your stakeholders?

- Why is this the ideal source for the project?
- Lay out the *timeline* for your project start to finish

Decision makers for the Policy

- Describe who you believe the decision makers could be?
- Describe how you will calculate economic cost of each policy alternative.

DATA COLLECTION

- Describe what qualitative information and quantitative data you would use to establish and evaluate your policy.
- Describe any existing legislation, opinions etc. to be reviewed
- What questions will you pose to stakeholders?

ALTERNATIVE SELECTION and ANALYSIS

- Describe the steps about the Who, What, When, and Where of your project with sufficient detail that someone else could implement your project
- Describe how you generated your policy alternatives.
- Explain how the alternatives fit your goals and objectives.
- Describe how you will determine the criteria for evaluation of your policy alternatives.
- How will you evaluate/analyze the results?
- What kind of results would make your policy analysis a success?
- What kind of results would indicate that your policy analysis might need changes in the future?

Present the Policy Alternatives How will you present your policy alternatives?

- How many alternatives will you discuss

LIST SPECIFIC CRITERIA USED IN MAKING EVALUATION What analysis components will you use to evaluate your health policy?

- How will you critique policy alternatives?
- How will you present your recommendations?
- How will you disseminate your results?