



DNP

DOCTOR OF NURSING PRACTICE IN SYSTEMS-LEVEL LEADERSHIP

2020-2021 STUDENT HANDBOOK

THOMAS EDISON
STATE UNIVERSITY

W. CARY EDWARDS SCHOOL OF NURSING

Contents

1 Message from the Dean

2 W. Cary Edwards School of Nursing

- 2** Mission and Philosophy
 - 3** Purpose and Goals
 - 3** Accreditation
-

4 Doctor of Nursing Practice Degree in Systems-Level Leadership

- 4** Criteria for Admission, Transfer, and Graduation
 - 5** The Essentials of Doctoral Education for Advanced Nursing Practice
 - 6** Post-Master's DNP Curriculum
 - 7** DNP Nursing Course Descriptions
 - 8** DNP Degree Program Outcomes
-

9 Online Nursing Courses

- 10** Graduate Grading System
- 10** Appeals
- 10** Formal Complaints
- 10** Thomas Edison State University Student Complaint Policies and Procedures
- 11** Academic Integrity and Honesty
- 11** Continued Enrollment

11 Student Services and Resources

- 11** Advisement Services
 - 11** Library and Educational Services and Resources
 - 12** Technical Support
 - 12** Financial Aid
 - 12** Students with Disabilities
 - 12** System Requirements
 - 13** Planning for Program Completion
 - 13** Graduation
 - 13** Communications and Publications
-

14 Academic Code of Conduct

16 Compro Requirements

16 Institutional Review Board (IRB) Requirements

16 Ethics Certification

17 Acceptable Experiences for DNP Clinical Hours

18 DNP Project Requirements

19 Doctor of Nursing Practice Requirements for Scholarly Immersion Project report

20 Directory for Enrolled Students

Welcome to the W. Cary Edwards School of Nursing at Thomas Edison State University



Welcome! As one of our newest students enrolled in the DNP nursing program at the W. Cary Edwards School of Nursing at Thomas Edison State University, you have chosen to join an elite group of professionals from around the country who are expanding their education.

An early pioneer in distance education for nurses, the School has more than 35 years of excellence in nursing education through quality and flexible programs for students who desire an alternative to campus-based learning.

The world is rapidly changing, as are the healthcare concerns and needs of our communities. Nurse leaders are increasingly being called upon to assume challenging responsibilities and duties as never before. Nurses are being celebrated across the globe. The American Nurses Association (ANA) has designated 2020 the "Year of the Nurse" and the World Health Organization (WHO) has specified 2020 as the "Year of the Nurse and Midwife", in honor of the 200th birth anniversary of Florence Nightingale. It is a testament to the vital role that nurses play in our society. The recent Covid -19 pandemic has spotlighted this role, as nurses have risen to face every possible challenge in the provision of quality healthcare.

We at the W. Cary Edwards School of Nursing, are here to assist and support you through this rigorous and exciting experience as you accomplish your next educational goal. The Commission on Collegiate Nursing Education (CCNE) accredited program aims to prepare leaders to work at the forefront of healthcare transformation. The School is committed to actively partnering with the healthcare community to uphold the standards of the nursing profession. I encourage you to make the most of your time with us and take advantage of the many resources offered by the University, and hope that you will take the time to read the DNP Student Handbook and become familiar with the program website, www.tesu.edu/nursing/programs/dnp.

As an adult learner in an online, mentored, community of learners, it is important that you have the tools needed to progress and be successful. We encourage your involvement in the School and look forward to working with you, while wishing you success in your program completion. If you have any questions or concerns, please contact us at nursing@tesu.edu, as we always welcome your comments and feedback.

Sincerely,

A handwritten signature in black ink that reads "Filomela A. Marshall". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Filomela (Phyllis) A. Marshall, EdD, RN
Dean, W. Cary Edwards School of Nursing

W. Cary Edwards School of Nursing

The programs available to RNs through the W. Cary Edwards School of Nursing of Thomas Edison State University are the Bachelor of Science in Nursing (BSN), the Master of Science in Nursing (MSN), the graduate nursing certificate programs, and the Doctor of Nursing Practice (DNP). Three areas of specialty are offered in the MSN degree: Nurse Educator, Nursing Informatics, and Nursing Administration. All programs are offered as online, mentored learning programs where students participate actively as a community of learners through the asynchronous online group discussions integral to each nursing course.

Students in the BSN/MSN degree program must complete all requirements of the BSN degree and be certified for the BSN degree to be eligible for enrollment in the MSN degree program. All graduates of the MSN degree program will receive a certificate in their selected area of specialty upon degree completion in addition to the MSN degree. All graduates of the graduate nursing certificate programs will receive a certificate in their selected area of

specialty upon program completion. Students in the DNP program are admitted as a cohort and enroll in 3 credits each term (3-year option) or 6 credits per term (18 month option). DNP students complete 36 credits and a DNP project.

Currently, the School has an enrollment of more than 1,500 students from approximately 38 states with a minority representation of 26 percent and a male representation of 12 percent. The average age of the enrolled RN is 40; many have more than 20 years of experience in nursing and hold full-time positions of leadership in a variety of healthcare settings around the country.

Mentors for the courses are experienced nurse educators in higher education and leaders from service settings across the country. Select mentors serve as members of the W. Cary Edwards School of Nursing Committee to guide the development, implementation, and evaluation of the School's programs.

Mission and Philosophy

The W. Cary Edwards School of Nursing accepts and upholds the mission of the University in providing distinctive undergraduate and graduate education for self-directed adults through flexible, high quality, collegiate learning and assessment opportunities. As such, the W. Cary Edwards School of Nursing believes that independent and self-directed study in a mentored, online environment is the hallmark of the academic programs offered to students by the W. Cary Edwards School of Nursing. In this learning environment, the student, as an adult learner, interacts and collaborates with mentors and peers to create and enhance a dialogue within a community of learners. Through this innovative approach to programming, the W. Cary Edwards School of Nursing actively shapes the nursing profession by preparing nurses who are intellectually curious, clinically competent, and technologically prepared to assume leadership positions at the forefront of healthcare transformation.

The W. Cary Edwards School of Nursing supports the belief that attainment of the bachelor's degree is essential to the ongoing process of professional nursing education and development. The Bachelor of Science in Nursing (BSN) degree, building on the prior education and experience of the student, prepares graduates to practice nursing in a variety of settings and roles and provides a foundation for graduate study and lifelong learning. The Master of Science in Nursing (MSN) degree prepares graduates to assume leadership roles in a diverse, technologically challenging, and global healthcare environment, and for advanced study and

lifelong learning. The graduate nursing certificate programs offer opportunities for advanced specialized study to master's-prepared nurses seeking additional opportunities in nursing.

The Doctor of Nursing Practice (DNP) degree prepares nurse leaders to function at the highest level in healthcare organizations. Competencies in organizational leadership, economics and finance, healthcare policy, population-focused care, and technology are emphasized.

Nursing is a dynamic profession that provides an essential service to society. As such, nursing is engaged in multilevel roles and relationships and is accountable to society for its role in improving the health status of the community. Nursing is practiced with respect for human dignity and individual differences. The art and science of nursing requires the ongoing application of specialized knowledge, principles, skills, and values. As a distinct body of knowledge, nursing builds upon theories from various disciplines and works collaboratively with other professions to enhance the health status of individuals, families, groups, and communities.

The client is viewed as an open and dynamic system with unique psychophysiological, spiritual, and sociocultural characteristics. Within this system, the client interacts with the environment and experiences varying states of health. Health is described as a dynamic process fluctuating along a wellness-illness continuum. Nurses assist clients to function and effectively adapt to the environment along that continuum. The environment encompasses numerous factors that affect the development and behavior of clients. These factors have an impact on the client's ability to function and maintain

optimal health status. Nurses are responsible for the promotion, maintenance, and restoration of health.

The W. Cary Edwards School of Nursing is committed to the belief that the School uses a teaching-learning process based on the principles of adult learning; demonstrates effective design, and delivery of educational experiences in varied learning environments; provides for collaboration and collegial interaction among mentors, educators and peers; effectively links

theory, practice, research, and technology; and extends its reach to people of diverse ethnic, racial, economic, and gender groups.

Through these beliefs and contributions to the ongoing development of caring, competent, informed, ethical, and accountable nurses, the W. Cary Edwards School of Nursing strives to play an influential and positive role in helping to shape the future and the practice of professional nursing.

Purpose and Goals

In keeping with the mission of the University and the commitment to providing high-quality education to address the needs of the greater community, the purpose of the W. Cary Edwards School of Nursing is to provide high-quality nursing education programs that meet the needs of the healthcare community and uphold the standards of the nursing profession.

THE GOALS OF THE W. CARY EDWARDS SCHOOL OF NURSING ARE TO:

- > prepare graduates to assume leadership roles in a diverse society and changing healthcare environment;
- > provide nontraditional nursing education programs that meet the needs of adult learners; and
- > provide a foundation for advanced study and lifelong learning.

Accreditation

The baccalaureate degree program in nursing, master's degree program in nursing, and doctor of nursing practice program at Thomas Edison State University are accredited by the Commission on Collegiate Nursing Education, 655 K Street NW, Suite 750, Washington, DC 20001, (202) 887-6791.

- > COMMISSION ON COLLEGIATE NURSING EDUCATION (CCNE)
655 K Street NW, Suite 750
Washington, DC 20001
(202) 887-6791
www.ccneaccreditation.org



The baccalaureate degree program in nursing at Thomas Edison State University is accredited by the New Jersey Board of Nursing.

- > NEW JERSEY BOARD OF NURSING
PO Box 45010
Newark, NJ 07101
(973) 504-6430
www.njconsumeraffairs.gov/nur/Pages/default.aspx

Thomas Edison State University is regionally accredited by the Middle States Commission on Higher Education.

- > MIDDLE STATES COMMISSION ON HIGHER EDUCATION
3624 Market Street
Philadelphia, PA 19104
(267) 284-5000
www.msche.org

This prestigious accreditation is part of a national system of quality assurance that requires colleges and universities to reach a common understanding and agreement as to the standards of quality for American higher education.

Doctor of Nursing Practice Degree in Systems-Level Leadership

The Doctor of Nursing Practice (DNP) degree program in Systems-Level Leadership prepares nurse leaders, at the highest level of nursing practice, in organizational management and advocacy, to identify, disseminate, integrate and evaluate the best evidence to improve healthcare at all levels of practice.

Description

The Doctor of Nursing Practice (DNP), a post-master's degree in Systems-Level Leadership, focuses on the improvement of evidenced-based outcomes using theoretical knowledge and systems-level initiatives to advance nurse leaders to the highest level of nursing practice. Based on the American Association of Colleges of Nursing (AACN) Essentials of Doctoral Education for Advanced Nursing Practice and the American Organization of Nurse Executives (AONE) competencies, students expand and apply their knowledge of theory, advanced nursing practice, organizational leadership, economics, healthcare policy and technology in a mentored practice environment.

Criteria for Admission, Transfer and Graduation

ADMISSION CRITERIA:

- > MSN degree from a regionally accredited college or university and a school of nursing accredited by a national nursing accrediting body.
OR
BSN degree from a regionally accredited college or university, and a school of nursing accredited by a national nursing accrediting body and master's degree in a related discipline from a regionally accredited college or university.
- > Cumulative GPA of 3.0 or higher in the master's program
- > Two current professional references from a healthcare supervisor or colleague, or from a faculty member who has taught the applicant (name and contact information only)
- > Well-written statement of background and goals
- > Well-written essay
- > Current resume
- > Relevant professional work experience (two years recommended)
- > Current valid unencumbered RN license in the United States
- > An active unencumbered RN license in the state in which the Practicum will be completed is required

CRITERIA FOR ACCEPTANCE OF TRANSFER COURSES:

- > A maximum of 9 doctoral-level credit hours (from another doctoral program outside TESU) may be transferred into the DNP program. Courses must be equivalent in content and credits to courses in the DNP program at TESU.
- > A minimum of 27 DNP-level credit hours must be completed at TESU in the DNP program to earn the DNP degree from TESU.
- > Courses transferred into the DNP program must have been completed at a regionally accredited college or university and a school of nursing accredited by a national nursing accrediting body.
- > Courses transferred into the DNP program must have been completed at an equivalent accredited international institution of higher education and an equivalent accredited international school of nursing, if credits were earned outside the U.S.
- > The student must have earned a grade of B or higher for a course to be accepted as a transfer course into the DNP program.
- > Courses transferred into the DNP program must have been completed within five years of enrollment in the DNP program at TESU.

PROGRESSION CRITERIA:

- > Students admitted to the DNP program progress through the DNP curriculum with the cohort to which they were admitted.
- > DNP students who earn a grade lower than B in a DNP course, who withdraw from a DNP course or fail to enroll for a semester, will be assessed on an individual basis for their ability to remain in the DNP program.
- > The School reserves the right to remove from the DNP program any student who exhibits unprofessional behavior or violates the academic code of conduct.

GRADUATION CRITERIA:

- > DNP students must earn a cumulative GPA of 3.0 or higher and be in good standing at TESU to be certified for graduation.
- > Final DNP project reports/manuscripts must be publication ready for ProQuest in order for the student to be certified for graduation.
- > DNP students must complete the program within five years.
- > A minimum of 1,000 post-baccalaureate supervised clinical hours must be completed for the DNP degree; a minimum of 500 supervised clinical hours must be completed during the DNP program at TESU.

The Essentials of Doctoral Education for Advanced Nursing Practice

ESSENTIAL I: SCIENTIFIC UNDERPINNINGS FOR PRACTICE

The practice doctorate in nursing provides the terminal academic preparation for nursing practice. The scientific underpinnings of this education reflect the complexity of practice at the doctoral level and the rich heritage that is the conceptual foundation of nursing.

ESSENTIAL II: ORGANIZATIONAL AND SYSTEMS LEADERSHIP FOR QUALITY IMPROVEMENT AND SYSTEMS THINKING

Organizational and systems leadership are critical for DNP graduates to improve patient and healthcare outcomes. Doctoral-level knowledge and skills in these areas are consistent with nursing and healthcare goals to eliminate health disparities and to promote patient safety and excellence in practice.

DNP graduates' practice includes not only direct care but also a focus on the needs of a panel of patients, a target population, a set of populations, or a broad community. These graduates are distinguished by their abilities to conceptualize new care delivery models that are based in contemporary nursing science and that are feasible within current organizational, political, cultural, and economic perspectives.

ESSENTIAL III: CLINICAL SCHOLARSHIP AND ANALYTICAL METHODS FOR EVIDENCE-BASED PRACTICE

Scholarship and research are the hallmarks of doctoral education. Although basic research has been viewed as the first and most essential form of scholarly activity, an enlarged perspective of scholarship has emerged through alternative paradigms that involve more than discovery of new knowledge (Boyer, 1990). These paradigms recognize that the scholarship of discovery and integration "reflects the investigative and synthesizing traditions of academic life" (Boyer, p. 21); scholars give meaning to isolated facts and make connections across disciplines through the scholarship of integration; and the scholar applies knowledge to solve a problem via the scholarship of application (referred to as the scholarship of practice in nursing). This application involves the translation of research into practice and the dissemination and integration of new knowledge, which are key activities of DNP graduates. The scholarship of application expands the realm of knowledge beyond mere discovery and directs it toward humane ends. Nursing practice epitomizes the scholarship of application through its position where the sciences, human caring, and human needs meet and new understandings emerge.

ESSENTIAL IV: INFORMATION SYSTEMS/ TECHNOLOGY AND PATIENT CARE TECHNOLOGY FOR THE IMPROVEMENT AND TRANSFORMATION OF HEALTHCARE

DNP graduates are distinguished by their abilities to use information systems/technology to support and improve patient care and healthcare systems, and provide leadership within healthcare systems and/or academic settings. Knowledge and skills related to information systems/technology and patient care technology prepare the DNP graduate to apply new knowledge, manage individual and aggregate-level information, and assess the efficacy of patient care technology appropriate to a specialized area of practice. DNP graduates also design, select and use information systems/technology to evaluate programs of care, outcomes of care, and care systems. Information systems/technology provide a mechanism to apply budget and productivity tools, practice information systems and decision supports, and web-based learning or intervention tools to support and improve patient care.

ESSENTIAL V: HEALTHCARE POLICY FOR ADVOCACY IN HEALTHCARE

Healthcare policy – whether it is created through governmental actions, institutional decision making, or organizational standards – creates a framework that can facilitate or impede the delivery of healthcare services or the ability of the provider to engage in practice to address healthcare needs. Thus, engagement in the process of policy development is central to creating a healthcare system that meets the needs of its constituents. Political activism and a commitment to policy development are central elements of professional nursing practice, and the DNP graduate has the ability to assume a broad leadership role on behalf of the public as well as the nursing profession (Ehrenreich, 2002). Health policy influences multiple care delivery issues, including health disparities, cultural sensitivity, ethics, the internationalization of healthcare concerns, access to care, quality of care, healthcare financing, and issues of equity and social justice in the delivery of healthcare.

ESSENTIAL VI: INTERPROFESSIONAL COLLABORATION FOR IMPROVING PATIENT AND POPULATION HEALTH OUTCOMES I

Today's complex, multitiered healthcare environment depends on the contributions of highly skilled and knowledgeable individuals from multiple professions. In order to accomplish the Institute of Medicine (IOM) mandate for safe, timely, effective, efficient, equitable, and patient-centered care in a complex environment, healthcare professionals must function as highly collaborative teams (AACN, 2004; IOM, 2003; O'Neil, 1998). DNP members of these teams have advanced preparation in the interprofessional dimension of healthcare that enable them to facilitate collaborative

team functioning and overcome impediments to interprofessional practice. Because effective interprofessional teams function in a highly collaborative fashion and are fluid depending upon the patients' needs, leadership of high-performance teams' changes. Therefore, DNP graduates have preparation in methods of effective team leadership and are prepared to play a central role in establishing interprofessional teams, participating in the work of the team, and assuming leadership of the team when appropriate.

ESSENTIAL VII: CLINICAL PREVENTION AND POPULATION HEALTH FOR IMPROVING THE NATION'S HEALTH

Clinical prevention is defined as health promotion and risk reduction/illness prevention for individuals and families. Population health is defined to include aggregate, community, environmental/occupational and cultural/socioeconomic dimensions of health. Aggregates are groups of individuals defined by a shared characteristic such as gender, diagnosis, or age. These framing definitions are endorsed by representatives of multiple disciplines including nursing (Allan et al., 2004). The implementation of clinical prevention and population health activities is central to achieving the national goal of improving the health status of the population of the United States.

ESSENTIAL VIII: ADVANCED NURSING PRACTICE

The increased knowledge and sophistication of healthcare has resulted in the growth of specialization in nursing in order to ensure competence in these highly complex areas of practice. The reality of the growth of specialization in nursing practice is that no individual can master all advanced roles and the requisite knowledge for enacting these roles. DNP programs provide preparation within distinct specialties that require expertise, advanced knowledge, and mastery in one area of nursing practice. A DNP graduate is prepared to practice in an area of specialization within the larger domain of nursing. Indeed, this distinctive specialization is a hallmark of the DNP. Essential VIII specifies the foundational practice competencies that cut across specialties and are seen as requisite for DNP practice. All DNP graduates are expected to demonstrate refined assessment skills and base practice on the application of biophysical, psychosocial, behavioral, sociopolitical, cultural, economic, and nursing science as appropriate in their area of specialization.

The entire **Essentials of Doctoral Education for Advanced Nursing Practice** is available at:

www.aacn.nche.edu/dnp/Essentials.pdf.

Please consult this document for further elaboration of the DNP Essentials.

W. Cary Edwards School of Nursing Doctor of Nursing Practice Curriculum

FULL-TIME OPTION (2 COURSES PER TERM) • PART-TIME OPTION (1 COURSE PER TERM)

		TERM COMPLETED
NUR-763:	Biostatistics and Clinical Epidemiology	_____
NUR-800:	DNP Role Development	_____
NUR-805:	Scholarly Inquiry: A Basis for Evidence-Based Practice	_____
NUR-810:	Health, Healthcare Policy, and Politics	_____
NUR-815:	Information Systems and Technology Impacting Healthcare Delivery	_____
NUR-820:	Integrating and Evaluating Population Health in Advanced Nursing Practice	_____
NUR-825:	Health Economics and Finance	_____
NUR-832:	Organization and Systems Leadership I	_____
NUR-842:	Organization and Systems Leadership II	_____
NUR-902:	Scholarly Immersion I: Project Identification and Mentored Practicum	_____
NUR-912:	Scholarly Immersion II: Project Management and Mentored Practicum	_____
NUR-922:	Scholarly Immersion III: Project Completion and Mentored Practicum	_____

DNP Nursing Course Descriptions

NUR-763: BIostatISTICS AND CLINICAL EPIDEMIOLOGY

3 CR

Statistical concepts are used to critique and determine applicability of research findings to support clinical decisions and to further evidence-based practice. Study designs, data sources, and statistical measures are examined and applied to the study of the distribution and determinants of health and disease in human populations.

NUR-800: DNP ROLE DEVELOPMENT

3 CR

DNP Role Development is designed for those in direct clinical practice and areas that support practice environments: administration, organizational management and leadership, and policy. The course focus is on exposing the student to the leadership roles expected of DNP practitioners. The importance of clinical inquiry, scholarship, and ethics within nursing and related disciplines, and the imperative of interprofessional collaboration to promote quality improvement and safe patient outcomes will be explored.

NUR-805: SCHOLARLY INQUIRY: A BASIS FOR EVIDENCE-BASED PRACTICE

3 CR

Scholarly Inquiry: A Basis for Evidence-Based Practice provides an in-depth review of the research process, enabling students to analytically appraise and synthesize existing scientific research, practice guidelines, and other scholarly evidence. The course focus is on research design, research methods, project implementation, data analysis techniques, and evaluation of a nursing practice change that is based on the highest quality evidence.

NUR-810: HEALTH, HEALTHCARE POLICY, AND POLITICS

3 CR

In Health, Healthcare Policy, and Politics, students enhance skills to analyze health policy, develop and implement health policy in institutions and government, and advocate for sound health policies. Health policy content addresses the interplay of access, cost, and quality in healthcare; quality assessment; financing; governance; delivery; and the social justice of policies affecting health. Students will examine this interplay from the patient, nursing workforce, and organization perspectives. Policy and advocacy concepts will be reinforced by examining how they are demonstrated in specific policy initiatives and the impact they have on the behavior and outcomes of patients, nurses, and healthcare organizations.

NUR-815: INFORMATION SYSTEMS AND TECHNOLOGY IMPACTING HEALTHCARE DELIVERY

3 CR

In Information Systems and Technology Impacting Healthcare Delivery, students will expand their knowledge of and skills in using information systems and technology as tools to evaluate and improve patient care and system outcomes. Students will gain knowledge on how health

information is exchanged through integrated information systems and explore how data are extracted and analyzed to improve organizational decision-making behaviors.

NUR-820: INTEGRATING AND EVALUATING POPULATION HEALTH IN ADVANCED NURSING PRACTICE

3 CR

Integrating and Evaluating Population Health in Advanced Nursing Practice prepares the student to lead population health initiatives. Students examine and apply biostatistical and epidemiological methods of analysis. The course addresses the use and analysis of available systems data to identify gaps in care or services and to design, plan, and evaluate evidence-based health promotion/clinical prevention programs and care delivery models.

NUR-825: HEALTH ECONOMICS AND FINANCE

3 CR

Health Economics and Finance provides students an in-depth exploration of value-based service, economics, finance, budget, and reimbursement models that impact healthcare organizations and healthcare practices. Students will develop and analyze business plans and implement a cost-benefit analysis based upon value and quality models. Application of resources, tools for decision making, and communication strategies will be integrated.

NUR-832: ORGANIZATIONAL AND SYSTEMS LEADERSHIP I

3 CR

Organizational and Systems Leadership I immerses the doctoral student in the conceptual underpinnings of leadership and organizational theory to support the leader's role in improving organizational and system-level outcomes. Students will develop a deeper understanding of organizational dynamics and culture change at all levels of nursing practice and policy. The course will build upon the American Organization of Nurse Executive (AONE) Competency domains to define the role of professional nursing and to develop strategies to influence and transform healthcare systems. Systems thinking will be discussed as a key strategy to improve performance and lead change.

NUR-842: ORGANIZATIONAL AND SYSTEMS LEADERSHIP II

3 CR

Organizational and Systems Leadership II explores models, concepts, and processes to enhance care quality and patient safety in healthcare organizations. Concepts and principles of systems analysis, stakeholder theory, and complexity science will be discussed to describe and evaluate contemporary healthcare organizations' approaches to nursing issues. Various methods used in outcomes management and their application in healthcare organizations will be analyzed. Through the use of case studies, students will analyze a variety of scenarios and

incorporate appropriate methods, measurement tools, and data elements to improve quality and safety and make a business case for system-level changes to improve outcomes.

**NUR-902: SCHOLARLY IMMERSION I:
PROJECT IDENTIFICATION AND MENTORED
PRACTICUM**

3 CR

Scholarly Immersion I: Project Identification and Mentored Practicum is the first of three clinical immersion experiences that provide the student with the opportunity to synthesize and apply the knowledge and skills obtained during the DNP curriculum. In this course, students will identify a real-world practice problem/issue that will serve as the basis for their entire clinical immersion experience. The course supports student creation of an executive summary, problem statement, evidence-based literature review, and the development of a preliminary, clinical immersion project proposal. The Practicum element of the course serves as the foundation for project development focusing on improving practice.

**NUR-912: SCHOLARLY IMMERSION II:
PROJECT MANAGEMENT AND MENTORED
PRACTICUM**

3 CR

Scholarly Immersion II: Project Management and Mentored Practicum is the second of the three clinical immersion experiences that provide the student with the ongoing opportunity to synthesize, integrate, and apply knowledge and skills obtained during the DNP curriculum. Prior to entry into Scholarly Immersion II, students will finalize the evidence-based practice change project proposal and submit the proposal to a designated committee for review, revision, and approval. The course will focus on the implementation of the approved DNP practice change project in a selected healthcare practice setting. The Practicum element of this course will reflect the integration of project development.

Prerequisite: IRB approvals from institutions where DNP project will be conducted and Thomas Edison State University.

Note: Students who have not made sufficient progress in their DNP projects to enroll in NUR-912 or NUR-922, must enroll in NUR-999: Scholarly Immersion Extension and pay the tuition corresponding to 3 doctoral credits.

Note: Students who have not completed their DNP projects or DNP reports by the end of NUR-922: Scholarly Immersion III: Project Completion and Mentored Practicum must enroll in NUR-999: Scholarly Immersion Extension.

**NUR-922: SCHOLARLY IMMERSION III:
PROJECT COMPLETION AND MENTORED
PRACTICUM**

3 CR

Scholarly Immersion III: Project Completion and Mentored Practicum is the culminating component of the clinical immersion course sequence that provides the student with the opportunity to synthesize, integrate, and apply the knowledge and skills obtained during the DNP curriculum. In this final clinical immersion experience, students will focus on the evaluation of the evidence-based practice change and on the impact the DNP change project had on the selected population. Students

will develop a plan for dissemination of the project outcomes. The Practicum element of this course will reflect the change element of project development.

Note: A formal presentation is scheduled near the end of the term, during which students present their completed DNP projects.

DNP Degree Program Outcomes

- > Synthesize scholarly and evidence-based findings to transform nursing practice and organizational decision making.
- > Integrate ethical decision making in research, systems evaluation, advanced clinical practice, and organizational decision making.
- > Analyze, design, and integrate healthcare policies that influence organizational systems to meet the needs of diverse populations.
- > Apply organizational and systems thinking that advance the design, implementation, and evaluation of healthcare initiatives to promote safe and quality outcomes.
- > Communicate/collaborate with members of the interprofessional community to promote achievement of healthcare standards, advanced clinical practices, and quality healthcare for diverse populations.
- > Apply information systems/technology to improve health and systems-level outcomes.

EXTERNAL STANDARDS

American Association of Colleges of Nursing. (2006). The essentials of doctoral education for advanced nursing practice. Washington, DC: Author. [Herein abbreviated as AACN (2006)]

American Association of Colleges of Nursing. (2009). Establishing a culturally competent master's and doctorally prepared nursing workforce. Washington, DC: Author. [Herein abbreviated as AACN (2009)]

American Association of Colleges of Nursing, Quality and Safety in Nursing Education Consortium. (2012). Graduate-level QSEN competencies: knowledge, skills, and attitudes.

American Organization of Nurse Executives. (2015). The AONE nurse executive competencies. Chicago, IL: Author. [Herein abbreviated as AONE (2011)]

Online Nursing Courses

All information pertaining to the online nursing courses may be found on the University website at www.tesu.edu. Course details, which may be previewed at that same website, provide additional information on course assignments and specific requirements.

Course registration begins approximately six weeks prior to the start of classes and continues for three weeks followed by several days of late registration, which requires a late fee. **Please note that courses are not posted on the website for a particular term until registration begins**, but students may also register by telephone, fax, or postal mail. To register online, students must pay by credit card. Online course registration is encouraged. To register by telephone, students must pay by credit card. **Confirmation of registration will be sent by the Office of the Registrar by email when the process is complete. Please be sure to properly key in credit card information.** All information pertaining to registration is in the *University Catalog*.

While there may be more than one section of a course available and students may choose the section and course mentor, the W. Cary Edwards School of Nursing reserves the right to reassign students to a different section as needed to provide an optimal learning experience for all students. Every effort will be made to accommodate course selections made during the regular registration periods, adding sections and/or seats if necessary.* During late registration and beyond, open seats may be filled, but no additional seats or new sections will be added. A password to access the course will be given by the Office of the Registrar by email within a day or two of the course start date. To facilitate communication, students must maintain a current email address on file with the Office of the Registrar throughout their enrollment. A Student Data Change Form is available at www.tesu.edu/studentforms.

*** Students may not change course sections once the course has opened.**

Computer requirements and capability needed to be successful in the online courses are listed in the W. Cary Edwards School of Nursing Prospectus, on Page 12 of this *Handbook* and on the website. At minimum, students should be able to send and receive email, including attachments. Selected courses require access to, and a familiarity with presentation and spreadsheet software.

Assessment of learning in the nursing courses will include reading assignments, the student's contribution to the asynchronous online group discussions, written assignments, and presentations. All assignments related to the nursing online courses will be submitted online.

Textbooks and other course materials may be obtained from the University's recommended textbook service, MBS Direct at www.mbsdirect.net or any other vendor. To insure ordering the correct textbooks and other course materials, students must obtain textbook information for the term during which they plan to take the course as requirements for course materials may change. Students

should also be sure they have confirmation of course registration before purchasing course materials.

Nursing courses require the student to participate substantively in the online discussions a **minimum** of three times a week on three different days throughout the week. The nursing course online discussions are designed to be highly interactive discussions where ideas can be shared and feedback provided, and where a community of learners is developed. To accomplish this goal, all students need to participate actively in the discussions and respond thoughtfully to the posted discussion question and the responses of other students.

Grading rubrics are posted in each course. The W. Cary Edwards School of Nursing grading policies are stated in this *Handbook* and in the online *University Catalog* along with grading policies listed there that pertain to all students. For nursing courses to apply to DNP program requirements, the student must achieve a B or better in all courses. A B average (3.0) or better must be achieved for graduation from the DNP program.

Grading policies for nursing courses pertain to all students in those courses regardless of the student's program level. All course assignments must be submitted on or before the last day of the course. Course extensions are not granted to DNP students without permission of the Associate Dean.

The nursing course mentors will be available the first day of the course. The mentor is responsible for all aspects of the course including interaction with students during online group discussions, feedback on the student's academic progress, and the grading of assignments. All issues and concerns related to program requirements, course registration, program materials, etc., should be referred to the appropriate University office rather than the course mentor.

All degree programs require development of an e-Portfolio to document achievement of program outcomes and appropriate competence. DNP students will initiate their e-Portfolios during the first term of the DNP program and will continue to develop them throughout the DNP program. Students who have not updated their e-Portfolios will not be permitted to register for the first Scholarly Immersion course. Submission of the e-Portfolio by DNP students is required in the final Scholarly Immersion course to demonstrate achievement of the DNP program outcomes.

Elective credits in the graduate degree programs are intended to provide opportunities for graduate students to strengthen and broaden their professional background in preparation for their role in the selected area of specialty. DNP students who have completed doctoral-level courses at other institutions may request evaluation of those courses for possible transfer into the DNP program. DNP students who completed the MSN degree at TESU may be able to transfer NUR-600: Nursing Leadership in a Global Community as an elective into the DNP program.

Academic Standing: Graduate Grading System

Graduate courses – and other graded graduate learning assessments – are graded based on the following scale:

Letter Grade	Quality Points	Numerical Equivalents
A	4.0	93-100
A-	3.7	90-92
B+	3.3	88-89
B	3.0	83-87
C	2.0	73-82
F	0	Below 73
I	Incomplete (temporary grade)	
IF	0	Below 73
CR	N/A	None
ZF	0	Academic Integrity Violation

Note: Nongraded credit assessed at the B level and above will be counted toward doctoral degree requirements in accordance with University and appropriate School policies.

DNP students who earn a course grade below a B will be evaluated on an individual basis for permission to repeat the course and remain enrolled in the DNP program. DNP students who earn a grade below a B in a second course will be dismissed from the DNP program.

Appeals

All students in the W. Cary Edwards School of Nursing will follow University policies on academic appeals as outlined in the online *University Catalog*.

Formal Complaints

A formal complaint is an expression of dissatisfaction about the W. Cary Edwards School of Nursing, its programs, or its processes, by a student enrolled in the W. Cary Edwards School of Nursing, or by parties interested in the W. Cary Edwards School of Nursing. The W. Cary Edwards School of Nursing follows the Thomas Edison State University student complaint policies and procedures.

Thomas Edison State University Student Complaint Policies and Procedures

Thomas Edison State University's mission is to provide the highest level of service to its students, in an environment conducive to learning and academic excellence. The University also acknowledges the maturity, autonomy, and dignity of its students. Consistent with its mission, the University has instituted various mechanisms to address student complaints.

When registering concerns or complaints, University students must follow the appropriate procedures. If a student has any question about the applicable procedure to follow for a particular complaint, the student should contact the Office of the Registrar at (609) 777-5680.

Complaint Policies and Procedures

If a student has a complaint concerning any of the following matters, the student should refer to the proper resource:

GRADE OR ACADEMIC CREDIT APPEAL

See Student Forms area of myEdison® or visit www.tesu.edu/studentforms.

ACADEMIC CODE OF CONDUCT POLICY

See the *University Catalog*.

NONACADEMIC CODE OF CONDUCT POLICY

See the *University Catalog*.

POLICY AGAINST DISCRIMINATION AND HARASSMENT

See the *University Catalog*.

DISABILITY ACCOMMODATIONS

See the *University Catalog*. The *University Catalog* can be found online at www.tesu.edu/academics/catalog.

OTHER STUDENT-RELATED COMPLAINTS

A student who has a complaint that a policy or procedure has been incorrectly or unfairly applied in his/her particular case, or a complaint about the behavior of a mentor or a University staff member that does not fall within any of the categories listed here, the complaint will be handled as follows:

INFORMAL RESOLUTION

Students are encouraged to speak directly with the mentor or staff member most concerned with or responsible for the situation that is the cause of the complaint. If this communication does not lead to a resolution, or such a discussion is not deemed appropriate, the student may register an informal complaint or file a formal written complaint.

INFORMAL COMPLAINT

A student may register an informal complaint within 30 days of the event that triggered the complaint. The earlier the communication is made, however, the more likely it is to resolve the matter satisfactorily.

Complaints involving academic matters should be made to the dean of the relevant School. Other types of complaints should be made to the head of the appropriate University office.

Informal complaints may be made by telephone or email. Appropriate University staff will review the matter presented by the student and determine whether any action is required. The student will be notified of the University's response within 20 days of the informal complaint. If the student is not satisfied with the decision and/or attempts at resolution, he/she may go

FORMAL COMPLAINT

A formal complaint must be submitted in writing to the dean of the relevant School or the head of the appropriate office from which the complaint arises. Formal complaints must be filed within 60 days of the event that triggered the complaint, and state the nature of the grievance and the remedy being sought. Any previous attempts to resolve the issue should also be described. Receipt of the complaint will be acknowledged within 15 days. The appropriate University administrator will then review the matter. A final written determination, including any proposed resolution, will be sent to the student within 30 days of the receipt of the complaint. A complete record of formal complaints will be kept by the relevant University office. Records of the final outcome of all formal complaints will also be stored in a centralized database and the student's electronic file.

ACADEMIC INTEGRITY AND HONESTY

It is expected that all students in the W. Cary Edwards School of Nursing will familiarize themselves with, and adhere to, the University's Academic Code of Conduct Policy as detailed in the *University Catalog*, found online: www.tesu.edu/catalog.

CONTINUED ENROLLMENT

DNP students are expected to earn a grade of B or better in each DNP course and maintain continuous enrollment in the DNP program. Student progress is reviewed each term. Students who become inactive will be evaluated on an individual basis for permission to enroll in a future cohort.

Note: Re-enrollment may place student into the newest curriculum, which may affect course requirements.

All DNP students must maintain updated credentials and notify the W. Cary Edwards School of Nursing of any changes. Required updated credentials include the following:

- > current unencumbered RN license valid in the United States and in the state where the DNP project will be completed;
- > current malpractice insurance;
- > compliance with state and institutional requirements for health, criminal background clearances, and/or child abuse clearances prior to beginning clinical hours. Students will be required to provide health information, criminal background, and child abuse clearances to a vendor selected by the W. Cary Edwards School of Nursing.

All students must adhere to the policies on health and background clearances of any healthcare facility used by students for clinical hours.

Student Services and Resources

Advisement Services

All programs offered by the W. Cary Edwards School of Nursing are designed for adult independent learners who want flexible scheduling and options for program completion and who can take responsibility for their program planning and degree completion. Courses are mentored rather than taught, and students are expected to familiarize themselves with the computer requirements for online courses, the University and School website, publications, and program materials as well as their individual program requirements. The School strongly encourages all students to utilize advisement services in planning their degree program progression.

Because most students live a distance from the University, advisement appointments are available by telephone as well as in person. All students are encouraged to schedule an advising appointment early in their program, after completion of their Academic Evaluation. Individual appointments with the associate dean for Graduate Nursing Programs are scheduled by sending an email to DNP@tesu.edu.

Library and Educational Services and Resources

The New Jersey State Library, which is an affiliate of the University, offers Thomas Edison State University students access to many resources for study. The Library may be contacted through the University website at: www.tesu.edu/current-students.

Additional educational resources may be accessed through the University website at www.tesu.edu and at sites identified for students in the online nursing courses. Information on library services is provided with enrollment materials and found online at <http://slic.njstatelib.org/services/tesu>. Registration for a library card is required for access to the electronic database. Students are also encouraged to take advantage of college and public libraries in their communities as well as those in the workplace. Through their interaction online in the nursing courses as well as access to the moderated discussion board for all enrolled students on the University website, students may inquire and share information about additional learning resources.

Technical Support

Technical support to students is available 24 hours a day, seven days a week. Through this support service, students have the ability to seek help either by phone, email, or internet for problems specifically associated with the course management system. By calling (609) 777-5680 or emailing support@tesu.edu at any time, students and mentors can receive technical support for such functions as logging into myEdison®, resetting passwords, submitting assignments, and handling pop-up blockers. Users of this expanded service are advised that only technical support questions will be addressed. Questions pertaining to such services as advising, course registration, financial aid, or program-related services are not able to be answered. Additional technical support is provided for the online nursing courses by a mentor available in each course specifically for this purpose.

Financial Aid

Information on financial aid may be obtained by contacting the Office of Admissions and Enrollment Services at (609) 777-5680, the Office of Financial Aid at (609) 633-9658, via email at finaid@tesu.edu or online at www.tesu.edu. Information on scholarships and other financial aid opportunities for RNs may be posted on the University website at www.tesu.edu/nursing when appropriate. Scholarship and other funding information is also available at www.discovernursing.com.

Students on financial aid should familiarize themselves with the recommended course sequence and prerequisites to make the best use of financial aid awarded and progress toward degree completion.

Students with Disabilities

Thomas Edison State University adheres to the mandates of Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). Therefore, the University provides reasonable accommodations for otherwise qualified students who disclose and verify a disability to the University. The Center for Disability Services provides assistance to students who wish to discuss reasonable accommodations for verifiable disabilities. Students are responsible for identifying themselves to the ADA coordinator at (609) 984-1141, ext. 3415. The TTY number for hearing-impaired students is (609) 341-3109. Application and information is available at www.tesu.edu or email ada@tesu.edu.

System Requirements

Nursing students are advised to have computer capability compatible with the technology specified for the Thomas Edison State University's online courses, access to presentation software, and, for selected MSN courses, access to spreadsheet software, a microphone, and a webcam.

SYSTEM REQUIREMENTS:

Internet Connection (required):

High-speed connection is recommended. Speeds below 10 Mbps may cause slower loading times for video-heavy courses.

OPERATING SYSTEM:

Windows or macOS recommended

Linux and ChromeOS may have limited functionality for some of our technology and media tools.

BROWSER:

Firefox or Chrome recommended

Edge/Internet Explorer & Safari may have limited functionality for some of our technology and media tools.

OTHER SOFTWARE:

All students receive a Thomas Edison State University email account that provides free access to G Suite for Education (Google).

Some course tools may require browser plugins or other software to be installed. More information is provided in those courses.

PERIPHERALS FOR VIDEO RELATED ACTIVITIES:

Webcam and microphone required. This includes those built into devices. Headphones with built-in microphone recommended

Some courses may require additional hardware. Details on these will be included in those specific courses.

Note: Operating systems, browsers, plugins and other software should be kept up-to-date for security purposes and to ensure proper functionality.

For technical (computer) questions relating to online courses, call (609) 777-5680.

Planning for Program Completion

Students are required to disclose their previous academic record by submitting transcripts on application for all previously completed college-level credit. No tuition will be refunded for courses taken without academic advisement or when credits previously completed that might satisfy degree or certificate requirements are not submitted for evaluation.

All students are encouraged to review the packet of materials provided on enrollment. Students are also encouraged to review their Academic Evaluation through Online Student Services after which they should contact the associate dean for Graduate Nursing Programs for clarification of requirements and assistance with planning for degree completion as needed. Students in the DNP program with no previously completed transferable graduate courses may proceed with course registration and completion of requirements according to the recommended sequence for their program as described in this *Handbook* and as determined by completion of course prerequisites and advisories.

Graduation

Thomas Edison State University degrees are conferred four times a year, September, December, March, and June, as published in the online *University Catalog*. A letter verifying degree completion will be provided from the Office of the Registrar prior to degree conferral. Requests for transcripts must be in writing and must be accompanied by the fee. The University holds one Commencement ceremony each fall. All graduates must be certified by the September graduation date to be considered graduates for the academic year and to be named in the Commencement Program for that ceremony.

Candidates for the DNP degree must:

- > achieve a cumulative grade point average of B (83) or better in the DNP degree program;
- > successfully complete all DNP program requirements, including the DNP e-Portfolio and the DNP project within five years of enrollment in the first DNP course;
- > maintain a current unencumbered RN license, valid in the U.S.;
- > submit a completed Request for Graduation Form through Online Student Services, located on the University website at www.tesu.edu with fee to the Office of Student Financial Accounts according to deadlines established by the Office of the Registrar;
- > have all transcripts submitted to the Office of the Registrar according to deadlines established by the Office of the Registrar; and
- > have satisfied all outstanding financial obligations with the University.

Communications and Publications

Students are encouraged to read *Insights*, *Invention* and other communications mailed and emailed from the University as well as the information available on the University website at: www.tesu.edu. Information from these sources highlight new courses and programs, policy and schedule changes, mentors, University staff, alumni and students, and events and activities at the University. Information and updates specific to nursing courses and the program may be communicated to students via mass mailings or email. It is important that a current email address is provided on application to the University and updated as necessary.

Academic Code of Conduct

Academic Integrity

A detailed statement of what constitutes academic dishonesty and plagiarism is included in every course. Students agree to abide by this statement. Academic dishonesty will result in disciplinary action and possible dismissal from the University.

The University is committed to helping students understand the seriousness of plagiarism, which is defined as the use of the work and ideas of others without proper citation. Students who submit course materials or examination responses that are found to be plagiarized are subject to discipline under the Academic Code of Conduct policy.

Students with any history of academic integrity violations are not eligible for any award or honor.

Academic Code of Conduct Policy

Thomas Edison State University is committed to maintaining academic quality, excellence, and honesty. The University expects all members of its community to share the commitment to academic integrity, an essential component of a quality academic experience.

Thomas Edison State University students are expected to exhibit the highest level of academic citizenship. In particular, students are expected to read and follow all policies, procedures, and program information guidelines contained in publications; pursue their learning goals with honesty and integrity; demonstrate that they are progressing satisfactorily and in a timely fashion by meeting course deadlines and following outlined procedures; observe a code of mutual respect in dealing with mentors, staff, and other students; behave in a manner consistent with the standards and codes of their professions; keep official records updated regarding changes in name, address, telephone number, or email address; and meet financial obligations in a timely manner. Students not practicing good academic citizenship may be subject to disciplinary action including suspension, dismissal, or financial holds on records. All members of the community are responsible for reviewing the academic code of conduct policy and behaving in keeping with the stated principles.

Purpose

The purpose of this policy is to define and advise students of the academic code of conduct and to identify violations and their consequences. It also provides a hearing and appeal process for students who believe they have been incorrectly accused of violating the standards of academic integrity.

Violations

The University considers any violation of this Academic Code of Conduct to be a serious breach of trust that threatens the academic environment of the entire community. Community members are in violation of the Academic Code of Conduct when acts of academic dishonesty occur.

These include, but are not limited to:

- > cheating;
- > fabricating information or citations;
- > falsifying documents;
- > falsifying information about test proctors;
- > forgery;
- > gaining unauthorized access to examinations;
- > making up or changing data for a research project;
- > plagiarizing;
- > submitting credentials that are false or altered in any way;
- > tampering with the academic work of other students;
- > using words or ideas from others without appropriate attribution;
- > facilitating another student's academic misconduct and/or submitting course work or taking an exam for another student; and
- > buying or selling of course materials, including exams, test answers, and course papers

Disciplinary Process

Allegations of violations of the Academic Code of Conduct may be initiated by mentors, staff, or students enrolled at Thomas Edison State University. Specific allegations of a violation of the Academic Code of Conduct must be submitted in writing to the appropriate dean's office. In cases of violations that result from inappropriate behavior in courses, the appropriate dean is the dean of the School that offers the course. In all other cases, the appropriate dean is the dean of the School in which the student is enrolled.

Plagiarism

Acts of both intentional and unintentional plagiarism violate the Academic Code of Conduct. If an incident of plagiarism was an isolated minor oversight or an obvious result of ignorance of proper citation requirements, the mentor may handle the matter as a learning exercise. Appropriate consequences may include the completion

of tutorials, assignment rewrites*, or any other reasonable learning tool, in addition to a lower grade for the assignment or course. The mentor will notify the student and appropriate dean of the consequence by email.

If the plagiarism appears intentional and/or there is more than an isolated incident, the mentor will refer the matter to the appropriate dean. The dean's office will gather information about the violation(s) from the mentor and student, as necessary. The dean will review the matter and the student will be notified in writing of the specifics of the charge and the sanction to be imposed. If the student disputes the charge or disagrees with the sanction, the student must submit a written request to the dean for a hearing within 10 days of receipt of the notice, or be deemed to have accepted the sanction.

Possible sanctions include:

- > Lower or failing grade for an assignment
- > Lower or failing grade for the course
- > Rescinding credits
- > Rescinding certificates or degrees
- > Recording academic sanctions on the transcript
- > Suspension from the University
- > Dismissal from the University

The University reserves the right to review all credits, degrees, and certificates. If any academic misconduct is revealed, those credits, degrees, and certificates also may be rescinded. Records of all Academic Code of Conduct violations will be maintained in the student's file.

In extreme or emergency circumstances, any officer of the University at the vice president or higher level may immediately suspend a student from access to University premises, activities, or electronic sites pending disciplinary action. Such action will be reported to the provost and vice president.

**The W. Cary Edwards School of Nursing does not permit rewrites of any assignments.*

Hearing

If a hearing is requested, such hearing will be convened at Thomas Edison State University, Trenton, N.J., within 21 business days after the request is received by the University. Students unable to travel to Trenton may attend the hearing telephonically via conference call. In these circumstances, every effort will be made to adhere as closely as possible to the procedures further outlined in this section.

- > The student shall have the opportunity to testify and present evidence and witnesses. A list of witnesses and a copy of documents to be presented at the hearing must be submitted to the University at least seven days prior to the hearing.
- > The student may have a nonparticipating advisor present for the proceedings.

- > The committee shall hear and question witnesses.
- > The student may suggest questions for witnesses to the committee.
- > The hearing will be audio recorded. All records and/or audio recordings of the hearing will be kept in the custody of the University. Records or recordings may not be reproduced without the specific authorization of the president of Thomas Edison State University.
- > All expenses incurred by the student and any witness will be borne by the student.
- > If a student (with notice) does not appear at the hearing, the committee shall decide whether to proceed in the student's absence.
- > An audio recording of the hearing (not deliberations) shall be made and maintained by the University.

The Academic Integrity Committee will review all reports and evidence regarding the misconduct charge. A written decision will be issued by the chairperson, Academic Integrity Committee, within 10 business days of the hearing and will be sent to the student concerned via certified and regular mail. In its decision, the Academic Integrity Committee will determine the appropriate sanction.

Appeal Process

The student shall have the opportunity to appeal any decision involving disciplinary action. An appeal must be submitted in writing to the provost and vice president within 10 business days after receipt of the hearing decision of the Academic Integrity Committee. The appeal must specify the grounds on which it is made. Allowable grounds for appeals are limited to the following:

- > Evidence of procedural irregularity
- > Evidence of mitigating circumstances or facts that could not have been presented at the hearing
- > Evidence of undue severity of sanction
- > Evidence of bias on the part of the members of the Academic Integrity Committee
- > Evidence that the decision of the Academic Integrity Committee is arbitrary, capricious, or unreasonable and that the evidence does not support the charges
- > The provost and vice president will issue a decision within 10 business days and may require that the previously imposed sanction be:
 - 1) Affirmed and executed
 - 2) Suspended, set-aside, or rejected
 - 3) Modified or adjusted as warranted by circumstance

The decision of the provost and vice president is final.

Complio Requirements

DNP students must submit required health, criminal background clearances, child abuse clearances (if required), and malpractice insurance verification to American Data Bank (Complio) during the first term of the DNP program. Students are to contact the W. Cary Edwards School of Nursing by the end of the second week of the first term to verify that a Complio account has been opened and the process for providing required clearances has been initiated. The Complio account can be opened at www.tesnursingbackground.com. For additional questions or assistance, contact support@americandatabank.com or (800) 200-0853.

Institutional Review Board (IRB) Requirements

DNP students are required to submit a completed IRB application to the Thomas Edison State University IRB during the third term in the DNP program. Instructions and forms for submitting an IRB application can be found on the University website at <http://www.tesu.edu/about/Institutional-Review-Board.cfm>.

DNP students are also required to submit an IRB application at the institutions where their DNP projects will be carried out. Students are encouraged to initiate inquiries about IRB requirements during the first term of the DNP program as the process may take several months before approval is granted for the DNP project. If the institution's IRB will not require an IRB application, the student must submit to the associate dean for Graduate Nursing Programs a letter signed by the institution's IRB chair, on organizational letterhead, verifying that the student's DNP project does not require approval from the institution's IRB.

Students must upload IRB approval letters, and/or letters from IRB chairs stating that IRB approval is not required, to their e-Portfolios under the "DNP Project" tab.

Ethics Certification

All DNP students must complete the research ethics certification required by the institution where their DNP Project will be carried out and as required by Thomas Edison State University.

Follow these steps below to login to the module.

- > STEP 1: Visit about.citiprogram.org/en/homepage/.
- > STEP 2: Click on "register" at the top right.
- > Step 3: Search for "Thomas Edison State University"
- > Step 4: Follow the Prompts to register.
- > Step 5: When prompted, choose the role "DNP Students / Mentors – Doctor of Nursing Practice"

Upon successful completion of the certification, students should upload a copy of the certificate to the e-Portfolio under the "DNP Project" tab. Students should inquire if the institutions where their DNP projects will be carried out require additional certifications. Certificates for any additional certifications required by the institutions must also be uploaded to the e-Portfolios under the "DNP Project" tab.

DNP Student Forms

All necessary forms for the DNP program are listed below. Visit www.tesu.edu/nursing/programs/dnp and click on the the student form you need to access these online forms or download a copy.

- > Research Project Review and Approval Form: Parts A and B
- > Practicum Delineation of Responsibilities Form
- > Verification of Post-Baccalaureate Supervised Clinical and Practicum Hours Form
- > Verification of Post-Baccalaureate Supervised Clinical Hours Completed for a National Certification Form
- > DNP Supervised Clinical/Practicum Hours Proposal and Approval Form
- > Thomas Edison State University DNP Clinical Log Form
- > DNP Project Site and Preceptor Information Form
- > DNP Project Proposal Approval Form
- > DNP Project Completion and Approval Form
- > DNP Project Timeline Checklist Full-Time Option Form
- > DNP Project Timeline Checklist Part-Time Option Form

Acceptable Experiences for DNP Clinical Hours

For clinical experiences to be accepted toward the required DNP clinical hours, experiences must be directly related to the clinical component of the DNP project. The student must describe the experience and number of hours, and must justify how the experience and hours are relevant to the DNP project.

Types of acceptable experiences:

- > Networking with stakeholders to establish relationships necessary for DNP project
- > Investigating IRB requirements
- > Preparing IRB applications and proposals
- > Meetings with preceptors and stakeholders to assess need, plan, implement, and evaluate the project
- > Preparation time in advance of clinical experience (maximum 10 hours per term)
- > Conferences or educational activities directly related to the DNP project (maximum 10 hours per term)
- > Presentation of DNP project to a relevant group (e.g., board of directors, administrative group, conference)

Types of experiences not acceptable:

- > Driving to/from the clinical site
- > Conducting literature reviews and other assignments required for a class (e.g., needs assessment, SWOT analysis, etc.)
- > Completing assignments required for a course in the DNP program
- > Telephone conferences with the course mentor
- > Applying for library a card and/or learning how to use library databases
- > Consulting or advising an agency on issues not directly related to the DNP project
- > Volunteer work with an agency or organization on activities not specifically related to the DNP project
- > Attending meetings with groups or organizations that are not involved with the DNP project

Note: If the activity is required for a class assignment, it may not be used for clinical hours.

DNP Project Requirements

1. DNP Project Site

- a. Must be approved by associate dean
- b. TESU/Agency Affiliation Agreement signed and current
- c. All agency requirements completed (e.g., orientation, HIPAA training, clearances)

2. DNP Project Preceptor

- a. Must be approved by associate dean
- b. Current CV / Resume submitted
- c. Delineation of Responsibilities signed by student and preceptor (p. 21 *DNP Student Handbook*)
- d. Preceptor Orientation Video
- e. Periodic conference calls with student, mentor, committee chair

3. Health and Background Clearances

- a. All health requirements and clearances completed and uploaded
- b. Current RN license in state where DNP project will be done
- c. Current malpractice insurance

4. Ethics Certification

- a. Clinical Site and TESU
- b. Student and co-investigators

5. DNP Project

- a. Quality Improvement
- b. Goal - improve patient and/or population health outcomes
- c. Intervention
- d. Innovation

5. DNP Project Proposal Approval Form

6. DNP Project Proposal Completion and Approval Form

7. Clinical Hours Approval Forms (when not enrolled in NUR-902, NUR-912, or NUR-922)

8. Clinical Logs

9. E-Portfolio

- a. Documents uploaded / updated each term
- b. Graded in NUR-922

Doctor of Nursing Practice Requirements for Scholarly Immersion Project Report

All documents pertaining to the Scholarly Immersion Project Report must adhere to the most current Publication Manual of the American Psychological Association. All pages must have one inch margins.

The final report of the Scholarly Immersion/DNP project will include all of the elements listed below:

- I. Title Page
- II. List of Course Mentors for the Scholarly Immersion Courses and DNP Committee Members
- III. Abstract
- IV. Table of Contents
- V. Chapter I - Introduction
 - A. Statement of the Problem, Background, and Significance
 - B. Needs Assessment
 - C. Overview of the Project's Purpose and Objectives
 - D. Theoretical Framework
 - E. PICOT Question
- VI. Chapter II - Synthesis of Literature Review
 - A. Findings Relevant to the DNP Project
 - B. Synthesis of Evidence and Levels of Evidence Cited
 - C. Limitations
 - D. Conclusion
- VII. Chapter III - Methodology
 - A. Description of Setting and Target Population
 - B. Ethical Considerations/IRB
 - C. Framework or Model (appropriate to the project)
 - D. Project Activities and Data Collection Process
 - E. Project Timetable
 - F. Financial Considerations/Resources Needed
 - G. Evaluation Plan
 1. Methods
 2. Measures/Indicators
 3. Statistical Analysis
- VIII. Chapter IV- Evaluation of Outcomes from Practice Change Initiative
 - A. Modifications Required
 - B. Synthesis of Findings
- IX. Chapter V - Implications for Evidence-Based Practice
 - A. Impact on Healthcare Quality and Safety
 - B. Financial/Cost-Benefit Considerations
 - C. Policy Considerations
 - D. Translation
 - E. Project Limitations
 - F. Recommendations/Implications for Nursing Practice and Future Scholarship
 - G. Plans for Dissemination
- X. Summary and Conclusions
- XI. References
- XII. Appendices
 - A. Copy of Measures/Indicators
 - B. Other tables or charts as applicable

Directory for Enrolled Students

<p>W. Cary Edwards School of Nursing</p>	<p>Phone: (609) 633-6460 • Fax: (609) 292-8279 Email: nursing@tesu.edu; gradnursing@tesu.edu; dnp@tesu.edu</p>
<hr/>	
<p>Office of Admissions and Enrollment Services General inquiries</p>	<p>Phone: (609) 777-5680 Monday - Friday, 8 a.m. - 6 p.m., ET Fax: (609) 984-8447 Email: nursing@tesu.edu • Web: www.tesu.edu</p>
<hr/>	
<p>Academic Advisement for Accepted Students</p>	<p>Phone: General Questions: (609) 777-5680 Monday - Thursday, from 10 a.m. - 6 p.m., ET, and Friday, 10 a.m. - 4 p.m., ET Fax: (609) 292-8279 (nursing) Web: myEdison® login - go to Help, then University Support Portal to submit a ticket</p>
<hr/>	
<p>Office of Student Financial Accounts Payments and student account information</p>	<p>Phone: (609) 984-4099 • Fax: (609) 984-4066 Email: studentaccts@tesu.edu</p>
<hr/>	
<p>Office of Financial Aid</p>	<p>Phone: (609) 777-5680 • Fax: (609) 633-6489 Email: finaid@tesu.edu</p>
<hr/>	
<p>Office of the Registrar Course registrations Requesting official transcripts Receipt of transcripts Applying for graduation</p>	<p>Phone: (609) 633-9242 (registering for courses) Fax: (609) 292-1657 Phone: (609) 984-1180 (transcripts, graduation information) Fax: (609) 777-0477 Email: registrar@tesu.edu</p>
<hr/>	
<p>Center for Disability Services Information and assistance with accommodations for students with special needs</p>	<p>Phone: (609) 984-1141, ext. 3415 TTY: (609) 341-3109 (for hearing impaired students) Fax: (609) 943-5232 Email: ada@tesu.edu</p>
<hr/>	
<p>Technical Support</p>	<p>Phone: (609) 777-5680 Email: support@tesu.edu</p>

THOMAS EDISON STATE UNIVERSITY

W. CARY EDWARDS SCHOOL OF NURSING

THOMAS EDISON STATE UNIVERSITY

THOMAS EDISON STATE UNIVERSITY