DOCTOR OF NURSING PRACTICE (DNP) STUDENT HANDBOOK

2015 – 2016

TABLE OF CONTENTS

DOCTOR OF NURSING PRACTICE PROGRAM

This DNP Handbook is one of the documents applicable to students in the DNP program. DNP students are subject to (1) the King University Academic Catalogue, (2) the King University Student Handbook (Twister), and (3) this DNP Handbook.

KING UNIVERSITY
SCHOOL OF NURSING
Professional Pillar Definitions and Scriptures

School of Nursing guiding scripture:

Let the word of Christ dwell in you richly in all wisdom, teaching and admonishing one another in psalms and hymns and spiritual songs, singing with grace in your hearts to the Lord. And whatsoever ye do in word or deed, do all in the name of the Lord Jesus, giving thanks to God and the Father by him.
Colossians 3: 16-17 King James Version

Integrity

The ability to walk morally upright in all actions and communications.

Let integrity and uprightness preserve me; for I wait on thee.
Psalms 25:21 King James Version

Commitment

The dedication and service to patients, the profession, collaboration, and continued learning while holding oneself to the highest standards of performance and accountability.

Finally, brethren, whatsoever things are true, whatsoever things are honest, whatsoever things are just, whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report; if there be any virtue, and if there be any praise, think on these things.
Philippians 4:8 King James Version

Service:

Committing oneself to assist others to serve others and glorify God
Placing others needs before thy own. Intentional actions that demonstrate a love for others in response to our love for God.

Each one should use whatever gift he has received to serve others, faithfully administering God's grace in its various forms.
1 Peter 4:10

Accountability

Making a decision based upon a knowledgeable understanding of the circumstances, acting on that decision, supporting the decision with evidence-based rationale and reason, and accepting responsibility for the outcome.

Create in me a clean heart, O God; and renew a right spirit within me.
Psalm 51:10 King James Version

Civility

A polite, respectful, and purposefully kind verbal and non-verbal interpersonal communications and behaviors.

And as ye would that men should do to you, do ye also to them likewise".
Luke 6:31 King James Version

Compassion

The feeling of deep sympathy or sorrow for another who is experiencing perceived or actual challenges or suffering, with the desire to alleviate the suffering.

And be ye kind one to another, tenderhearted, forgiving one another, even as God for Christ's sake hath forgiven you.
Ephesians 4:32 King James Version

GENERAL INFORMATION

INTRODUCTION

The Doctor of Nursing Practice (DNP) is designed for nurses seeking a terminal degree in nursing practice. The DNP offers the professional nurse an alternative to a research-focused doctoral program. The DNP is a practice-focused degree to prepare graduates to function at the highest level in specialty practice or to assume leadership positions in health care organizations.

Increased complexity in health care, increased use of technology and national recognition of the need to increase patient safety, improve patient outcomes and quality of care has led to changes in the education of health care professionals.

DNP graduates are prepared at the highest level to assume leadership and improvement roles in practice, executive function, and education as practitioners, informaticists, administrators, faculty, case managers, quality and safety officers, infection control practitioners, policy specialists and entrepreneurs within the planning, delivery and evaluation of health care. As advanced practice nurses, the DNP graduate will be prepared with clinical, organizational, financial, and leadership skills enabling him/her to translate research into practice and implement transformational change to improve healthcare quality and patient/system/community outcomes.

The DNP program is intensive and requires that students have a good support system to face the challenges that are present with doctoral-level work. In addition, the student must be self-directed and highly organized. The student will be expected to critically evaluate clinical evidence as well as pursue clinical opportunities to expand knowledge and skill in a specialty area of nursing. Students will demonstrate specialty competencies that reflect assimilation of knowledge across disciplines in the form of a translational research project that lends to improved practice and healthcare outcomes. Students will examine new strategies to address highly complex issues and embrace theoretical and evidence-based viewpoints.

This handbook provides expectations, policies and procedures, information, and guidance to the student and the faculty related to the DNP Program. Additional sources of information related to student policies are published in the King University Catalogue and Student Handbook (Twister).

The King University Catalogue can be accessed at http://students.king.edu/academic-catalog/ and the Student handbook at http://studenthandbook.king.edu. Policies specific to the DNP Program are included in this handbook and students are expected to be knowledgeable about program and course related policies. Course specific policies may also be found in individual course syllabi. In circumstances where there is conflicting information, the student should seek clarification from the faculty. The DNP Handbook is applicable to all students in the DNP Program; The School of Nursing reserves the right to make changes.

MISSION STATEMENT

The mission of the Doctor of Nursing Practice program is to provide advanced level nurses with the academic underpinnings to translate research into practice, integrate knowledge to improve patient outcomes, advance health policy and assume leadership roles to influence the ever-changing demands of healthcare. King University's faith-based culture prepares graduates to integrate scholarship and service into a career focused on achieving meaningful lives with a pursuit of transforming culture in Christ.

VISION STATEMENT

The vision of the Doctor of Nursing Practice program at King University is to be the preferred academic program in the region and beyond, in preparing advanced level nurses with the terminal nursing practice degree that promotes a culture which is student-focused, forward thinking and Christ-centered. King University graduates will engage in life-long learning and demonstrate nursing excellence with integrity, compassion and service to others.

PROGRAM STRUCTURE

The DNP program at King University is designed for post-master's level study for nurses who have a blend of clinical, educational, organizational, and leadership experience. It is offered as a part time blended program. This learning format requires students to travel to campus for 2 -3 days at the beginning of each academic year and at the completion of the program for face to face learning colloquia, with highly engaging online sessions throughout the remainder of the semesters. It has

been well documented throughout the literature that program quality and rigor are not compromised when this learning format is designed and implemented properly. **The face to face colloquium sessions will occur on King University's Knoxville campus, and attendance is mandatory.**

STUDENT REPRESENTATION

Each graduate cohort will select a class representative to act as a liaison between the students and the School of Nursing.

The responsibilities of student representatives are to:
- attend monthly graduate faculty meetings via phone, Zoom or in person (optional)
- provide feedback and/or suggestions from students to graduate faculty
- disclose information gathered at faculty meetings to the representative's cohort

When representatives present problems to the faculty, the representative must also suggest a potential solution to the problem. The purpose of the representative is NOT for verbalizing discontent with individual instructors but to enhance the student educational experience through collaboration with faculty.

INFORMATION TECHNOLOGY

The Policy on the Responsible and Ethical use of Computing & Information Technology Resources is available in its entirety on the King website under Information Technology. Copies are also available in the Student Affairs Office. Additional use and guidelines for the King University computer network is located in the King University Student Handbook.

TECHNOLOGY REQUIREMENTS

Course delivery is online. All students should be computer literate. A high-speed internet connection is essential. Students will need to have a computer and minimum computer competencies, a web-cam, and a headset/microphone set. Minimum competencies include: basic familiarity with computers, use of the internet, e-mail, word-processing, Excel, medial players, and presentation software. Blackboard is the online platform utilized by King University. King email is the required email account for communication.

PROGRAM OUTCOMES:
1. Provide advanced educational, leadership, and practice awareness in the expansion of nursing knowledge and actions to translate evidence into practice for outcomes improvement.
2. Prepare the nurse for advanced roles in leadership and practice, with the skills necessary to lead and participate in inter-disciplinary teams to improve outcomes among populations and across systems.
3. Create an environment of scholarly inquiry that provides self-directed learning and advancement, employing the tools of theory, research application, outcomes measures and quality management.
4. Undergird students in the philosophy of Christian principles for personal and professional growth that will serve to enhance both the student and society.

STUDENT LEARNING OUTCOMES:
1. Integrate knowledge from the fields of nursing, biological sciences, psychosocial studies, public health and organizational management to drive improvements in nursing care across diverse populations and settings.
2. Plan, implement and lead change strategies across systems to meet the current and future health care needs of patient populations in producing optimal outcomes with a quality focus and fiscal stewardship.
3. Translate research findings and theoretical concepts into practice to resolve problems, promote desired change and disseminate new knowledge for the integration of best practices and performance improvement.
4. Employ information systems to implement quality initiatives, support best practices, substantiate administrative decision-making and monitor outcomes on the individual, system and aggregate levels.
5. Intercede at the systems and governing levels to collaboratively advocate and develop policies to improve health care access, resource allocation, delivery, equity and outcomes.
6. Facilitate and/or lead inter-professional teams in the analysis of complex practice

and organizational issues to collaboratively create change for improvements.

7. Integrate concepts, including cultural diversity, psychosocial dimensions, ethical and Christian standards to promote disease prevention and improve the health of patient populations.

8. Demonstrate advanced nursing knowledge and related sciences through the practice of applied interventions, clinical judgment, systems thinking and accountability to improve patient and organizational outcomes.

AACN DNP ESSENTIALS

The AACN Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006) constitute the foundation of the program and are threaded throughout all courses. At the end of the coursework, each Essential will be addressed guided by the curricular content, student learning outcomes and a cumulative translational research project. In accordance with the AACN Doctoral Education Essentials, students work with their advisor to design and implement a translational research project that will advance their current skills, initiate practice inquiry, collaborate effectively in knowledge-generating research and planned learning activities to attain program outcomes. The AACN Essentials for Doctoral Education for Advanced Nursing Practice are:

I. Scientific Underpinnings for Practice
II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking
III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice
IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care
V. Health Care Policy for Advocacy in Health Care
VI. Interprofessional Collaboration for Improving Patient and Population Health Outcomes
VII. Clinical Prevention and Population Health for Improving the Nation's Health
VIII. Advanced Nursing Practice

ACADEMIC INTEGRITY

Academic integrity mandates students follow a strict code of professionalism meaning that work submitted, in written or other forms, is the product of the student's own efforts. Students must adhere to standards and norms of scholarly writing and research, including the distinction between academic honesty and plagiarism. Cheating, plagiarism, forgery or other forms of academic misconduct are not tolerated. Each student has the responsibility to ensure that personal study and participation in the academic process is honestly conducted so that the student's integrity is not questioned.

In research or course assignments, any alteration, fabrication of clinical data, falsification of student logs or otherwise inaccurately reporting participation in assignments are examples of academic misconduct. Any alteration or fabrication of experimental data is considered academic misconduct in research. Intentionally aiding another student in such activities is a violation of the professional conduct code. Cheating and/or plagiarism will result in disciplinary action as deemed appropriate, including academic sanctions imposed by faculty, suspension, and/or expulsion from the DNP program. **Academic integrity is expected in all activities that occur online and all activities related to the translational research project conducted within an outside healthcare agency.**

KING UNIVERSITY HONOR CODE

The King University Honor Code, text below, applies to all students, including students in the DNP program:

> *On my honor, I pledge to abide by the King University policies described in the Student Handbook. I understand that students of King University are to be honest in words and actions, in particular, not to lie, cheat, plagiarize, or steal. I pledge to conduct myself in a manner based on Christian values and to require the same of fellow students. I understand that a violation of this Honor Code may result in my appearance before the Honor Council.*

Students at off campus instructional sites and those participating in nursing clinicals, student teacher assignments, internships, and community service experiences are subject to King's Honor Code, as well as, the host site's organizational policies and

procedures. All submitted assignments will be channeled through Safe Assign, an On-line System Management System (OLMS). Safe Assign is an academic integrity assessment program. Students visiting a foreign country must abide by the laws of that country. Students who violate campus policies may be subject to disciplinary action through the Student Conduct Process.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

King University is committed to enable students with documented disabilities to participate in university programs by providing reasonable and appropriate accommodations. In general, university policy calls for accommodations to be made on an individualized and flexible basis. Students who are participating in King University's educational programs online or at off-site instructional locations follow the same process for requesting accommodation as students attending the main campus in Bristol, TN. Documentation and accommodation letters can be provided via FAX and/or email, and the Director of Learning Services is available to consult with any student or faculty member regarding the implementation of approved accommodations in a way that is appropriate to the context and delivery-method of the course. Students are responsible for seeking assistance at the university and making their needs known. All services are confidential and free. For accommodations with course work, contact the Office of Learning Services at 423-652-4740 or ljyokshas@king.edu

STATEMENT ON ACCREDITATION

The Commission on Collegiate Nursing Education (CCNE) is an autonomous, national accrediting agency officially recognized by the U. S. Secretary of Education. CCNE contributes to the improvement of the public's health by ensuring the quality and integrity of baccalaureate and graduate education programs by assessing and identifying programs that engage in effective educational practices. As a voluntary, self-regulatory process, CCNE accreditation supports and encourages continuing self-assessment by nursing education programs and the continuing growth and improvement of collegiate professional education.

All School of Nursing programs at King University, both graduate and undergraduate, were reaccredited by CCNE in 2012. The term of accreditation and year of the program's next visit is posted on the CCNE website at www.aacn.nche.edu The contact information of CCNE is: "Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, (202) 887-6791."

The DNP program has submitted preliminary requests for approval of its program that will be reviewed in 2015. The CCNE's policy is that accreditation is retrospective from the date of the onsite survey visit.

The School of Nursing's baccalaureate and master's programs are approved by the Tennessee Board of Nursing.

FINANCIAL AID

For all financial information contact the Office of Financial Aid at: 423-652-4725 or financialaid@king.edu .

A variety of scholarships are available to aid promising students. Check the university website and professional associations for additional information. Help is also available in the financial aid office. The AACN website has links to other financial aid options at: http://www.aacn.nche.edu

Financial aid policy and application process is located in the King University Catalog.

POLICY DISCLOSURE

Graduate students must abide by student policies as listed in the King University Academic Catalogue as supplemented by this DNP Handbook, and the King University Student Handbook (in that order of precedence). The School of Nursing policies are subject to and consistent with King University policies. The University and school reserve the right to make changes in course offerings, faculty members, instructors, preceptors, and degree requirements as educational and financial considerations require. Policies introduced during the academic year or that change from written policy in the DNP Handbook will be distributed via email to the student's King University email address. **The King University email address is the official channel of electronic communication to students while enrolled. Students are strongly advised to check their email daily.**

PROGRAM ADMISSION

ADMISSION CRITERIA

The DNP program is open to qualified applicants who hold a master's degree in nursing from an accredited school and a current unencumbered license as a registered nurse. All applicants must complete an online application. Each candidate must complete all required sections of the application and upload all required documents before the application can be processed and sent to the DNP Admissions Committee for consideration. The application can be accessed at http://apply.king.edu

Applications for admission will be accepted starting January 1 and will continue through March 31 of each year prior to the desired fall semester start date. Early application is encouraged in order to qualify for financial aid.

The DNP Admissions Committee will review all complete applications, select the candidates that meet the set criteria and rank them based on their ability to successfully complete the program. After evaluation of the candidates' files, the DNP Admissions Committee will schedule interviews and administer a timed writing sample with the candidate. Once interviews and writing samples are complete the DNP admissions committee will assign one of the following four admission statuses:

- **Admitted**—The student meets or exceeds all required admissions criteria therefore is fully admitted to the DNP program without any conditions.
- **Provisionally Admitted**—The Committee may grant provisional admittance to applicants who do not yet meet all of the admission requirements (anticipated completion of a final semester of a degree program or a single course) but have been able to demonstrate they have been academically successful in the past. The DNP Admissions Committee will work with such students to develop an action plan and timeline for achieving the Admitted status.
- **Conditionally Admitted**: The student does not meet the minimum grade point average admission requirement, however the DNP Admissions Committee will permit the candidate to enter the program as long as the agreed upon conditions are satisfactory met by the student. A signed learning contract is required for this level of acceptance.

- **Admission Denied**— The DNP Admissions Committee believes the applicant is not likely to succeed in the DNP program therefore, the committee will deny acceptance.

The DNP Admissions Committee typically makes its decision within two weeks after the application submission deadline. The Admissions Office will notify applicants of the status of the DNP Admissions Committee review in writing or by e-mail.

The DNP program is an academically rigorous program developed to prepare nursing leaders who integrate Christian faith, scholarship, service and career into their daily lives. King University seeks students who desire lifelong learning in a Christian environment. Admission to the DNP program is competitive but does not focus on a single factor to determine the best candidates. Decisions for admission are based on demonstrated academic achievements, work history and performance, leadership ability, community involvement, writing ability, and ability to successfully develop, implement and evaluate a translational research project. Applicants must submit the following documents to be considered for admission:

- King University application.
- A $125.00 non-refundable application fee.
- Official transcripts of all academic work demonstrating that the applicant holds a Baccalaureate and Masters degree in nursing with a GPA of 3.25 or higher from a master degree program accredited by the Accreditation Commission for Education in Nursing (ACEN) or the Commission on Collegiate Nursing Education (CCNE).
- A 300 word essay describing the reason for seeking a DNP completed in current APA format.
- A narrative description of past and current clinical practice.
- A 2-3 page proposal identifying an evidence-based practice problem of focus. This may be a practice improvement issue, a clinical management problem, or an area of clinical research that the applicant will address while in the program. The essay must identify key resources necessary to complete the project.
- Copy of current curriculum vitae or resume.
- Copy of current unencumbered RN license.

- Copy of advanced practice nursing license and specialty certification if applicable.
- Verification of Post-Baccalaureate Clinical and Practice Hours Document completed by the candidate's graduate nursing program. (Appendix E)
- Professional scholarly accomplishments.
- Professional organization participation.
- Description of community service.
- Admission exam is not required but GRE scores may be submitted.
- Three letters of reference. At least one form a former dean or academic faculty, and at least one from a current or former supervisor.
- An in-person or electronic interview with nursing faculty.
- An impromptu writing sample at time of interview.
- A graduate level statistics course completed within 5 years prior to program matriculation is highly encouraged but not required.

Only completed applications are reviewed

International Students

King encourages application from students who are interested in pursuing a graduate degree program. International students applying to King are required to submit a completed King International Student Application form along with a non-refundable $50.00 application fee. This application is available from the King Office of Admissions and is also available at http://admissions.king.edu. Any international student demonstrating a TOEFL score of 600 (paper) or 100 (Internet) may be admitted directly into the DNP program. International students desiring F-1 student status are required by the United States Citizen and Immigration Services (USCIS) to provide to the institution:

- A completed and notarized Sponsor's Statement of Financial Support along with financial documents proving financial ability;
- Original official transcripts of all high school and college/university grades and courses;
- Official TOEFL test scores;
- Official English translations of education transcripts and other documents (e.g. bank statements) related to the admissions process; and

- Each applicant must provide an official descriptive explanation of the grading system used for education transcripts

When all of the documents described have been received, the application will be processed. Accepted applicants must make an enrollment deposit equivalent to the cost of tuition, fees, and health insurance for one year. Upon receipt of the deposit, the students will be issued an I-20, Certificate of Eligibility for Nonimmigrant (F-1) Student Status. King affirms Christian values; however, we do not require that international students be Christian yet, students are expected to respect and to comply with the University's Community Life Standards.

CRIMINAL BACKGROUND CHECK

Students are responsible for following clinical agency protocol for background checks. Students may contact the King University Security Department (423-652-4333) with questions. Students are responsible for all costs associated with the criminal background check.

Students are required to meet all clinical agency requirements for background checks, immunizations, safety, confidentiality, drug screening, and licensure/certification.

RELIGIOUS OBJECTIONS

A student has the right to refuse immunizations due to religious objections. If you select this option we ask that you provide an official clergy statement and affirm your reason under the penalties of perjury.

LIABILITY INSURANCE

King University has a professional liability insurance policy that covers all nursing students while enrolled in a King University nursing program. The insurance covers the student only for activities directly related to King University. It does not cover an accidental injury to the student that may occur before, during or after classroom activities. The policy also does not cover the registered nurse or the nursing student while working at their employment setting. Students may carry additional liability insurance at their own expense, but this will not replace the coverage purchased through the University.
The fees are included in the DNP student fees. No additional cost at this time to the students.

ACADEMIC POLICIES AND PROCEDURES

GRADING

The school of nursing calculates grades as A, A-, B+, B, B-. C+, C, C-, D, or F. Doctoral nursing majors must earn a "B" or higher in all NURS courses to maintain an overall GPA of 3.0/4.0 scale. In the DNP program a grade of "B-" or below is failing. If more than two grades of "B-" or lower are earned the student will be dismissed from the DNP program. A failed course must be repeated; a student is only allowed to repeat one course during the DNP program.

The numerical values for the school of nursing grade scale are:
4.0=	A=	95-100
3.7=	A-=	90-94
3.3=	B+=	88-89
3.0=	B =	85-87
2.7=	B-=	80-84
2.3=	C+=	78-79
2.0=	C =	75-77
1.7=	C- =	70-74
1.0 =	D =	65-69
0.0 =	F =	64 or below

ATTENDANCE AND PARTICIPATION

STANDARDS OF PRACTICE

DNP students are held to the standards of nursing practice including but not limited to: The American Association of Colleges of Nursing's The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006); The American Nurses Association's Scope and Standards of Practice; The Code of Ethics with Interpretive Statements; (ANA, 2010), and the Tennessee State Board of Nursing.

LEARNING

Online courses require a student's commitment and professional responsibility to devote his/her full attention to completing course work and assignments in a timely manner in accordance with course requirements. The blended learning format with the face-to-face colloquia provides students the ability to complete doctoral education without the hardship of relocating or changing employment. The colloquia sessions also provide students the opportunity to meet with faculty advisors, collaborate with other students, and attend networking sessions. Attendance at the colloquia sessions is mandatory.

Smarthinking is a proprietary tutoring method that creates an on-off campus hybrid educational model that addresses a range of student tutoring needs and learning styles. DNP students can work with a doctoral-prepared tutor using the Smarthinking link in their online Blackboard courses. Smarthinking's tutors help students master complex issues while developing critical thinking skills. In additional to live online tutoring, students can submit written assignments for individualized critique regarding content and general issues associated with the writing process.

INCOMPLETE GRADES

Course work that is incomplete is assigned a grade of "I". Incomplete can mean the student did not have enough time to complete the assignment due to unforeseen life events or the faculty member or preceptor believes the course work is not appropriate for doctoral-level work. Incomplete grades must receive approval from the course faculty and the Registrar. To remove the "I" from the student's record, the student is expected to sign a contract (available in the Office of Registration and Records) with the course faculty and/or preceptor clearly indicating the reason for the incomplete grade, the steps to be taken to meet the course requirements, and the date for completion of the work. Copies of the contract should be forwarded to the student's advisor and the Dean of the School of Nursing. Contracts are a binding agreement between the faculty member, preceptor, and student.

According to King University policy, any grade of "I" must be completed within six weeks from the date the course ends. Incomplete grades that are not

resolved by the end of the six weeks after the last day of the course in which it was assigned will automatically be assigned the grade of "F".

Note: Until an incomplete grade is removed, it is calculated as an "F" in the semester grade point average. This will sometimes cause a student to be suspended, placed on academic probation, or dismissed. This could also impact financial aid or scholarship assistance. At the time the incomplete grade is removed the academic standards committee will reevaluate the student's status.

GRADING EXPECTATIONS

Students can expect fairness in grading, explanation of how course components are graded, and understanding of how grades are determined. Faculty members determine which course components are graded and the weight of each assignment in determining the final grade. Faculty members assign grades using the school of nursing's grading scale as listed in this handbook. Faculty members provide course syllabi that specify grading components. If a student believes a grade was not fairly assigned the   student must first schedule an appointment with the course faculty member, bring the assignment in question, and request a discussion explaining how the grade was determined. If an agreeable decision cannot be reached between faculty and student, the student may appeal the grade. See appeals section for procedure.

APPEALS

Students who wish to appeal matters related to grades, course policies, and pertinent academic procedure may submit a written letter of appeal and supporting documents to the Dean of the School of Nursing. If no resolution is reached after appealing to the Dean of the School of Nursing, the student may submit the written appeal and supporting documents to the office of Academic Affairs. Upon receipt of a written appeal, the Office of Academic Affairs will offer to the professor, department chair, and/or school dean, the opportunity to submit documents explaining the rationale for the decision(s) in question. The Dean of Academic Affairs may, upon receipt and review of materials for appeal, uphold the findings or decisions in question or take jurisdiction of the matter and reach a decision. Should the Dean of Academic Affairs decline to take action, such appeals may then be forwarded by Academic Affairs to the Academic Standards Committee (ASC) for review. Appeals are not automatically rendered to the ASC.

The following should be noted:
• Students are expected to have addressed the concern with the professor of the course in question (if applicable), the chair of the department/program coordinator (if applicable), and the dean of the school before pursuing any appeal with the Office of Academic Affairs or the ASC.
• The ASC conducts its reviews based on the documents received. Therefore, any letter or documentation of appeal should specifically detail the reasons for which he/she believes the committee should overturn, modify, or amend decisions of the professor, department chair/program coordinator, and/or school dean.
• Normally, the ASC will be concerned with grades, course policies, and institutional academic procedure. Normally, the committee will not hear appeals of procedure particular to schools or departments. The committee should only hear appeals with regard to school or departmental policies and procedures when it is determined that the appeal relates to unfair or inconsistent application of a policy or procedure.
 • If deemed necessary, the Office of Academic Affairs will convene a meeting of the ASC at a mutually convenient time to all members of the committee.
•   The committee may then render a decision based on its review of the submitted documents.
• Review by the Office of Academic Affairs and/or the ASC is the final forum for appeals of the nature noted above.
• Normally, the Academic Standards Committee process should render a decision to the student within 30 days of receipt of a written appeal. In the event that the process will extend beyond 30 days, the student should be notified in writing of the delay, the reason(s) for the delay, and the anticipated completion date.

GRIEVANCE
Refer to the King University Student Handbook – Grievance Policy/Procedure

ADVISING/PROGRESSION

Students will be assigned to a Faculty Advisor based on the student's proposed area of study and the faculty member's other responsibilities. The advisor works with the student to identify an initial plan of

progression for the program to ensure that students will successfully complete all requirements for graduation. Students meet with the faculty advisor to complete the Progression Plan. Any changes in the Progression Plan must be processed with the faculty advisor and sent to the Dean of the School of Nursing for approval. Students are expected to contact their advisor each semester before completing the online registration for courses. It is expected that students will phone or e-mail the advisor in advance to set up appointments. Every effort is made by the faculty to accommodate students' schedules. Failure to follow the agreed upon progression plan will result in delays in the student's progression, as courses are typically only offered once per academic year. The student is responsible for following the correct progression plan.

Students must be sure that a correct home and work phone number as well as email address are on record with both the advisor and the nursing office.

LEAVE OF ABSENCE

A student who wishes to have a leave of absence must make a written request before the beginning of the semester. A Leave of Absence may be granted for one semester at the discretion of the Dean of Academic Affairs. A letter requesting such a leave should be addressed to the Dean of Nursing. A course "Withdrawal Form" must be completed for each course the student is enrolled in at the time of leave request. A leave of absence does not waive any outstanding financial obligations to the college nor extend time limits allowed for degree completion. A student who fails to register for classes following a Leave of Absence will be administratively withdrawn from the college and required to re-apply to the program. Readmission will be granted on a space-available basis only.

WITHDRAWAL

A student who wishes to officially withdraw from King University and the DNP program must complete a withdrawal form and contact his/her advisor. The student will then submit the withdrawal form to the Office of Registration and Records.

A student withdrawing from King will receive a grade of W in all courses for the term unless there is a course that has not begun in which case the course would be dropped from the student's record. No student will be allowed to withdraw from King later than the last day to withdraw from a course as published in the academic calendar.

The withdrawal form can be obtained from the Office of Registration and Records or Student Affairs. For additional information regarding the withdrawal process refer to the King Student Handbook.

DISMISSAL

Students may be dismissed from the program for failure to maintain an overall GPA of 3.0/4.0, adhere to professional conduct codes, and complete the degree within the allotted time limit, and for other reasons outlined in other university or program policies. Students may appeal decisions through the student academic appeals process. Students who do not meet the School of Nursing's performance standards for progression must withdraw from the DNP program or will be dismissed.

READMISSION

Students who have dropped out of a program or have been suspended but wish to return must:
1. Notify the Admissions office
2. Provide evidence that:
   a. All work is up to date
   b. Incompletes are removed
   c. Grade of 3.0 or higher on all prior doctoral work
   d. Grades below a "B-" will be repeated (note: only one course carrying a grade of B- can be repeated)
   e. Financial arrangements have been made
   f. An application for readmission has been submitted
   g. The required application fee of $125 has been paid

A student can return to class when the application has been approved and signed by the appropriate School of Nursing Dean or their designated representative and the Director of Recruitment & Admissions.

In the School of Nursing, successful applicants for readmission must be competitive with the current new applicant pool. There must be space available in the courses and/or clinical placements needed by the applicant. The DNP Admissions Committee will evaluate both the application and the school's ability to accommodate the readmission of the applicant.

CURRICULUM

EXPECTATIONS FOR DOCTORAL LEVEL WORK

Students are admitted to the DNP program with the expectation that they will complete their program of **study in a timely fashion.** The DNP curriculum builds on the student's advanced practice expertise while enhancing leadership and inquiry skills. The process of inquiry facilitates innovative thinking to evaluate research to enhance nursing practice and the delivery of patient care.

Most students will be able to complete the DNP program in a minimum of 36 semester hours. The length of the DNP program is two calendar years or six semesters of part-time study.

Students are required to attend an orientation session at the beginning of the program and will attend three mandatory intensive Colloquium (face-to-face sessions) for 2-3 days each year. All other coursework will be instructed in an online format utilizing the Blackboard Learning Management System. Faculty will be available to students via synchronous technology, email, face-to face meetings or telephone as needed and/or requested by the student.

As a DNP student, you are also expected to present at a local, regional or national conference. This conference should be related to your translational research project.

Time from enrollment to completion of required coursework should occur within the six semesters of study; time from start to the development of the translational research project will be in the third semester; however, all students must begin to formulate ideas and structure of their project by the end of the first semester.

DNP study requires a minimum of 1000 hours of post-baccalaureate clinical practice that builds on hours earned at the masters level. Specific hour requirements may vary for each student based on the number of practicum hours completed in his/her master's program. **Two Experiential Learning courses (7007 and 7018) are provided in order for DNP students who lack post-baccalaureate clinical hours to obtain those prior to implementation of the translational research project.**

With faculty guidance and supervision, each student develops a plan to obtain the required number of clinical experiential learning hours. Clinical experiential learning hours are indirectly supervised by faculty members and directly supervised by either a faculty member or a community-based preceptor.

The King DNP curriculum includes a total of 640 clinical experiential learning hours and offers students the opportunity to take additional semester hours of study to fulfill the required 1000 post-baccalaureate clinical experiential learning hours.

PLAN OF STUDY

SEMESTER 1
NURS 7000 Theoretical and Philosophical
Foundations of Nursing Practice......................3 s.h.
NURS 7001 Nursing Informatics ....3 s.h.

SEMESTER 2
NURS 7005 Applied Statistics for Evidence –
Based Practice...3 s.h.
NURS 7006 Evidenced- Based Practice /
Translational Research....................................3 s.h.

SEMESTER 3
NURS 7011 Population Health Epidemiology & Data
Analysis ....3 s.h.
NURS 7012 Translational Research Project
Development..3 s.h.

SEMESTER 4
NURS 7016 Leadership of Complex Health Care
Systems & Organizations...............................3 s.h.
NURS 7017 Healthcare Policy & Advocacy .....3 s.h.

SEMESTER 5
NURS 7022 Ethical Issues in Advanced Nursing
Practice..3 s.h.
NURS 7023 Translational Research Project
Implementation ....3 s.h.

SEMESTER 6
NURS 7032 Translational Research Project
Evaluation ....3 s.h.
NURS 7990 Comprehensive Assessment ....0 s.h.

and select <u>one</u> from the list below

NURS 7027 Theoretical Foundations of Knowledge
Development..0 s.h.
NURS 7028 Transforming Healthcare Performance
Through Information Technology....................3 s.h.

Total…………………………………36 s.h.

Clinical Experiential Learning courses (may be taken to complete additional practicum hours if needed; must be approved by faculty advisor prior to enrollment)

NURS 7007
  Clinical Experiential Learning Hours…1-3 s.h
NURS 7018
  Clinical Experiential Learning Hours ..1-3 s.h.

DNP OPTIONS

Students unable to complete the program in two calendar years or 6-semesters may elect to progress at a slower pace depending on the length of their translational research project. All degree requirements must be completed within 6 years of the first enrollment semester as a degree seeking student. Individualized advising is available to assist students completing their projects.

GRADUATE COURSES AND PREREQUISITES

The transcripts from the student's previous graduate program should indicate study relevant to nursing theory, nursing research, healthcare informatics, and social, cultural and political perspectives on healthcare and delivery systems. Equivalent master's level courses are evaluated to determine if additional course work should be required to support DNP practice.

All students who seek admission to King University and who wish to hold APRN status in Tennessee must have graduated from a nationally accredited (ACEN or CCNE) school of nursing and completed courses in Advanced Pathophysiology, Advanced Pharmacology (for prescribers) and, Advanced Health Assessment; APRNs must hold certification from a nationally accredited organization in their specialty area of practice.

COURSE DESCRIPTIONS

NURS 7000 Theoretical and Philosophical Foundations of Nursing Practice: Building on the masters-level foundation of knowledge and core concepts of theory and scientific frameworks, this course prepares doctoral students to critique, evaluate and utilize theory within their practice, and assists them in the identification of models used to guide research and knowledge development within the discipline. Philosophical foundations of knowledge development in nursing, and the natural and social sciences are explored. Relevant theories from bioethics, biophysical sciences, psychosocial science, analytical science and organizational science are also addressed. Emphasis is placed on middle range theories and concepts used to guide nursing practice. In preparation for their scholarly project, students are expected to demonstrate the ability to conceptualize a theoretical basis for their specialty practice that is comprehensive, holistic, and has the potential to impact patient care delivery models and improve patient outcomes………………………..3s.h.
Co-requisite: NURS 7001

NURS 7001 Nursing Informatics: Building on previous knowledge in healthcare informatics, this course provides an opportunity to examine the forces driving the migration to digital information systems in health care, and the associated desired goals for improvements in value, outcomes, quality, and costs efficiencies. Health information technology and systems are explored for their impact on population health, work flow process improvement and fiscal bearing. The course explores data-driven science within the realm of clinical and translational research to assist the nurse in advanced roles to mine electronic data sets and to prepare for the future, with skills for knowledge management to support evidence-based practice and research application………………………….…3s.h.
CO-REQUISITE: NURS 7000

NURS 7005 Applied Statistics for Evidence Based Practice: This course explores descriptive and inferential statistics with special emphasis on the application of statistics in translational research. The course explores how data are collected, and describes and evaluates research methods that are essential for statistical analysis. Discussions cover measures of central tendency, variability, data representation, correlation and linear regression. A brief discussion of probability theory precedes hypothesis testing, and the

course emphasizes hypothesis testing as it relates to different research designs for practice applications. Inferential Statistics that evaluates one sample (e.g.: t-test), two samples (e.g.: independent groups t-test), and two or more samples (e.g.: analysis of variance) are included. The course includes exploration of research designs that include more than one independent variable (e.g.: factorial designs) and nonparametric statistics. In addition to exploring the application of statistics regarding research methods and designs, exploration of statistical methods pertinent to those utilized in the interpretation of health care data sets such as absolute risk, absolute risk reduction, odds ratio, and number needed to treat are included…………….…………………….3s.h.
Pre-requisite: NURS 7000, 7001
Co-requisite: NURS 7006

NURS 7006 Evidence-Based Practice and Translational Research: This course examines the underpinnings of nursing knowledge and the methods by which nursing knowledge is generated. This course explores the role of the nurse scholar in translating evidence into practice. Students will use evidence-based findings to choose an area of interest for their translational research project and begin examining the literature surrounding this topic. After thorough review of the literature and identification of gaps in the knowledge base, students will begin their project proposal and form their PICOT questions to guide their project. Upon successful completion of the course the student will be awarded 30 clinical experiential learning hours........................3s.h.
Pre-requisites: NURS 7000, 7001
Co-requisites: NURS 7005

NURS 7007 and NURS 7018 Clinical Experiential Learning: (Additional clinical hours): The DNP clinical experiential learning courses are designed to provide an opportunity for doctoral students enrolled in the program to fulfill the practice experience requirements specified in the DNP curriculum, which are based on the American Colleges of Nursing (AACN, 2006) DNP Essentials. The DNP Essentials outlines competencies expected of DNP graduates and designates a minimum of 1000 post-baccalaureate practice hours. The DNP clinical experiential learning courses provide the opportunity for students to demonstrate expertise in practice, and will be individualized for students based on their prior education and experience. Clinical experiential learning hours are designed to help students build and assimilate knowledge for advanced practice at a high level of complexity and focus in practice specialty. In depth work with experts from nursing and other disciplines as well as other knowledge-building experiences are incorporated into the clinical experiential learning courses to provide meaningful student engagement in practice environments. Students have had supervised practice requirements as part of the clinical MSN program, and will have already accumulated a portion of these required hours prior to entering the DNP program in order to complete the DNP program with a minimum of 1000 post-baccalaureate practice hours. The clinical experiential learning hours must be fulfilled prior to implementation of the translational research project. Pass/fail ……………….3 s.h each

NURS 7011 Population Health Epidemiology and Data Analysis: This course examines the science of demography and how demographic phenomena affect public health. The focus of demography includes birth rates, death rates, age and gender, structure of populations, population change and distribution. The course prepares the student to define and identify populations and sub-populations of interest, describe the health status and needs of populations, and evaluate services provided to populations by local, regional, and federal public health agencies, as well as population-based private health care organizations. An emphasis on a critical analysis of the evidence-based literature on assessment, development, intervention, and evaluation of population health will assist the student to incorporate successful population health

interventions into practice. The student will utilize accountability in determining priorities and evaluating outcomes of population-focused programs. Upon successful completion of the course the student will be awarded 70 clinical experiential learning hours…………….. 3s.h.
Pre-requisites: NURS 7000, 7001, 7005, 7006

NURS 7012: Translational **Research Project Development:** *Students must have identified and gained approval of community mentor/preceptor for the Translational Research Project with all contracts and site requirements completed prior to starting the Translational Research Project Development course.* The student will select a practice setting based on his/her individual interest and expertise and conduct an assessment to identify opportunities for improvement. Building upon formative coursework, students are expected to synthesize theoretical, empirical and clinical knowledge to analyze critical issues in current practice and identify a phenomenon of interest within their area of expertise. The student will analyze data, develop a theory-based project proposal and define a research question(s) for a translational research project addressing a clinically relevant problem within a specific population. An IRB proposal will be submitted for approval of clinical project implementation. This course will include the systematic collection and evaluation of research evidence through a comprehensive literature review and initial project proposal. The student will develop his/her project under the guidance of a faculty member and in conjunction with a community preceptor. Upon successful completion of the course the student will be awarded 180 clinical experiential learning hours…………..….3 s.h.
Pre-requisite: NURS 7000, 7001, 7005, 7006
Co-Requisite: NURS 7011

NURS 7016 Leadership in Complex Health Care Systems and Organizations: This course synthesizes leadership theory, behaviors, and organizational models within the context of the health care industry. Models of resource

management, change process, gap analysis, strategic planning, and performance excellence are explored and applied. Based on these theories, models, and applications, the student will put the DNP role precepts into practice across complex health care organizations and systems. …………….3s.h.
PRE**-**Requisites: NURS 7000, 7001, 7005. 7006, 7011
Co-Requisite 7017

NURS 7017 Healthcare Policy and Advocacy: This course examines the ethical, socioeconomic, political, legal, and power considerations in the development of local, state, and national health policy. This course prepares the student to critically evaluate the unique challenges influencing health care policy, the policy process, and issues concerning social injustice. An emphasis on professional values, advocacy, cultural diversity issues, and political activism assists the student to become influencers in policy formation and evaluation. A critical analysis of health policy will be completed, with the goal of developing leadership skills to identify, analyze, and influence policy at the local, state, and federal levels….. 3s.h.
Pre-Requisites: NURS 7000, 7001, 7005, 7006, 7011
Co-Requisite: 7016

NURS 7022 Ethical Issues in Advanced Nursing Practice: This course explores complex ethical issues related to health care in advanced nursing practice. Application of ethical principles and theories are examined and applied through analysis of selected issues and themes at the individual, population, institutional and societal levels. This course prepares the student to analyze, synthesize and evaluate information in order to develop the precepts required to examine ethical dilemmas and to create a decisional framework as required by nurses at the doctoral level…………………………...3 s.h.
Pre-Requisites: NURS 7000, 7001, 7005, 7006, 7011, 7016

NURS 7023 Translational Research Project Implementation: *Students must have identified and gained approval of a community mentor for implementation of the translational research project with all contracts, site requirements and IRB approval completed prior to starting the Translational Research Project Implementation Course.* In this course students will implement the translational project developed in the Translational Research Development course, incorporating knowledge from ethics, biophysical, psychosocial, analytical and organizational sciences. A focus on transformational leadership in the practice setting to deliver advanced-level nursing services to individuals, families, communities, or systems is emphasized. The project will embody ethical, culturally sensitive, fiscally responsible and politically sound principles to improve current and future health care outcomes of identified populations. The student will implement his/her project under the guidance of a faculty member, committee, and in conjunction with a community preceptor. This project will produce a tangible and deliverable scholarly manuscript derived from the practicum immersion experience which will be completed in the Translational Research Project Evaluation course. Upon successful completion of the course the student will be awarded **180** clinical experiential learning hours…………………………………3 s.h.
Pre-requisites: NURS 7000, 7001, 7005, 7006, 7011, 7012, 7016, 7017

NURS 7027 Theoretical Foundations of Knowledge Development: This course provides the student with an overview of educational theories and principles, the triad role of the nurse educator, instructional design and evaluation methodologies, and delivery models. Additionally, the experience of evaluating the quality of an educational program is offered. The student will explore the relationship associated with societal learning demands, technological advances and how evidence-based learning outcomes can be achieved through active teaching-learning strategies. It is recommended, but not required that the student have some previous teaching experience……………………………….3s.h.
Pre-requisites: NURS 7000, 7005

NURS 7028 Transforming Healthcare Performance through Information Technology: This advanced health informatics course focuses on the critical appraisal of the role of nurse leaders, practitioners, and specialists as they interface with health care information systems for outcomes management and improvement. Advanced data mining skills will be used to evaluate a selected practice issue, provide decision support, identify best practices, and to make evidence based recommendations for improved patient, system, financial and efficiency outcomes.
………………………………………….3 s.h.
Pre-requisites: NURS 7000, 7001, 7006, 7011, 7016

NURS 7032 Translational Research Project Evaluation: *Students must have identified and gained approval of a community mentor for completion of the translational research project with all contracts, site requirements completed prior to starting the translational research project evaluation course.* The DNP program culminates in the successful completion of an individual scholarly project that demonstrates synthesis of the student's work and lays the groundwork for future scholarship. During this course, students will engage in scholarly inquiry to analyze and evaluate their evidence-based project. The completed project will be presented and will be evaluated by the student's committee. A manuscript for publication is derived from the completion of the translational research project. The student will complete the project under the guidance of a faculty member, committee, and in conjunction with a community preceptor. Upon successful completion of the course, the student will be awarded 180 clinical experiential learning hours.…………………………….……3 s.h.
Pre-requisites: NURS 7000, 7001, 7005, 7006, 7011, 7012, 7016, 7017, 7022, 7023

NURS 7990 Final Comprehensive Competency Demonstration

Graduate level nursing at the doctoral level requires a final competency demonstration. The demonstration of final competency at the DNP level is embodied in the culminating translational research project. Elements of the translational research project are founded on the American Association of Colleges of Nursing (AACN) Essentials of Doctoral Education for Advanced Nursing Practice. The Essentials document contains outcome competencies deemed essential to all gradates of a DNP program and serves as the guidance and evaluation framework for the DNP graduate's translational research project. The final competency translational research project is guided by and evaluated against a rubric. Students are required to pass according to the minimum requirement of the School of Nursing. Any student who does not meet the requirement (pass) of their comprehensive assessment of their major field will not graduate until the requirement is met. Pass/fail
 NURS 7000, NURS 7001, NURS 7005, NURS 7006, NURS 7011, NURS 7012, NURS 7016, NURS 7017, NURS 7022, NURS 7023, NURS 7027 or NURS 7028, NURS 7032

TRANSFER CREDIT

Upon acceptance to the DNP program, a student wishing to transfer courses from other institutions for credit may request that completed doctoral course work be considered for transfer. A maximum of 6 semester credit hours may be transferred in. To be considered for transfer credit, a course must have been taken for doctoral credit and must carry a grade of "B" or higher. Courses considered for transfer credit must be from an accredited college or university program. Clinical coursework and courses graded as "pass/fail" cannot transfer.

The student must submit a completed Authorized for Prior Graduate Work form (available at the Office Records and Registration) and a course syllabus, which must show evidence that the completed course content and scope can be considered current and equivalent to the King University course, to the Office of Records and Registration. The faculty currently teaching the King University course will evaluate the course and make a recommendation to the Dean of Nursing regarding the course equivalency. The Dean of the School of Nursing must approve all transfer credit to the DNP program and the decision of the Dean will be final.

PROGRAM COLLOQUIA

Colloquia are 2 or 3 day intensive face-to-face sessions held during the DNP program with required attendance. The First Year Colloquium is at the beginning of the first year of study for degree-seeking students admitted to the DNP program. The Second Year Colloquium is held at the beginning of the second year of study for degree-seeking students. The third Colloquium, which is the Research Colloquium, is held at the end of the DNP program for degree-completing students. The Research Colloquium is the culminating event designed for knowledge sharing, professional networking and disseminating best practices.

PRECEPTOR MODEL

Preceptor guidance involves utilizing expert, practicing clinicians from the community in the teaching of DNP students. Preceptors are essential to provide practical experience to the students during the clinical/practicum courses. Preceptors are community professionals, including nurse clinicians, nurse practitioners, physicians, nurse educators, and nurse leaders who volunteer their expertise and allow DNP students' access to patients and clinical sites.

Preceptors should hold a minimum of a master's degree or possess relevant knowledge and expertise in their role. All preceptors must be approved by the faculty advisor.

 The student's goals and interests are matched to the preceptor's interests thus creating a working relationship to facilitate the advancement of the student's scholarly work.

The School of Nursing's graduate faculty members serve as student advisors, having responsibility to assess, approve, and oversee student clinical practice. Clinical experiences are guided by preceptor, faculty work schedules, and clinical facility needs. Because competition for clinical/practicum sites is high and typical graduate students are employed fulltime, students are required to be greatly involved in clinical placement arrangements.

Faculty and students work collaboratively to identify preceptors who assist students to meet

expected student outcomes. Due to the number of students seeking clinical placement and the available suitable locations, students may be required to travel a distance for preceptor clinical experiences, or to explore more unconventional settings.

TRANSLATIONAL RESEARCH PROJECT

PURPOSE OF THE TRANSLATION RESEARCH PROJECT

The Translational Research Project is the DNP assignment within the curriculum whereby students demonstrate mastery of an advanced initiative undertaken to identify a practice or system related problem through clinical immersion, synthesis and critical appraisal of the evidence gathered related to addressing a practice problem.

The Translational Research Project is an in-depth and integrative experience that results in a practice-related project implementation _and_ a written project paper that exemplifies how evidence can be used to change or improve practice or outcomes for patients, families, populations, and/or health care systems. Guided by faculty and with assistance from an expert preceptor, the student will negotiate to implement an evidence-based change/improvement project within the practice setting or organization, and systematically measure the results of that work.

The outcomes of the Translational Research Project are ultimately used to demonstrate mastery of the DNP curricular content and defined competencies that are measured against the AACN DNP Essentials (2006) by summarizing the student's growth in knowledge and expertise. The DNP Translational Research Project serves as a foundation for leadership in future scholarly practice within the clinical setting.

Specific schedules and hours for the clinical experiential learning will vary to accommodate student and preceptor schedules. The students will have identified a problem of interest for their project at time of application to the program. The program of study is designed for the student to utilize course material and content to assist in developing specific components of the project.

During the first semester of study the student will identify the theoretical foundation for the project, explore data search techniques and evaluate technological tools that may assist with organization and interpretation of data.

The second semester of study will prepare the student to evaluate evidence for the scholarly project, start the literature review process and start to develop their project proposal. The Applied Statistics course will provide the foundational information to assist the student in research methods, data analysis techniques and identify possible statistical tests that can be used for the project. These courses are followed by three separate clinical experiential courses that will guide the student in development, implementation and evaluation of his/her project.

The final scholarly project will be presented in a professional format (podium presentation or poster presentation), and from the project will be derived a manuscript submitted to a professional journal for publication. The faculty advisor may be listed as a co-author of the manuscript. Actual publication is not a requirement for successful completion of the program or graduation but is highly recommended and supported for professional development.

EXAMPLES OF TRANSLATIONAL RESEARCH PROJECTS:

- Evidence-based intervention or change initiative
- Program development and/or evaluation
- Evaluation of a practice model/guideline
- Quality improvement initiatives
- Implementation and evaluation of evidence-based practice guidelines
- Design and evaluation of a new models of care
- Implementation of a policy, project, or practice guideline
- Integration of a practice change
- Policy implementation, analysis, revision
- Obtain baseline data, design an evidence based intervention plan and evaluation process
- Compare strategies for health promotion / disease prevention based on outcome evidence
- Launch collaborative health promotion program in a vulnerable community population and evaluate outcomes
- Establish protocols that integrate use of technology in patient assessment in urgent care and evaluate their impact

- Conduct financial analysis to compare care models and potential cost savings

TRANSLATIONAL RESEARCH PROJECT GUIDELINES

The inception of the translational research project is the identification of a clinical practice problem. The student is required to develop a brief prospectus (Appendix A) with his/her Committee Chair of the project. A prospectus is a preliminary proposal and the first step in producing the project. The intent of the prospectus is for the student to demonstrate to the Chair that the topic and the beginning approach are sound, so that the student can gain approval to proceed with the project proposal. The prospectus should include the problem, significance and a plan of action to develop the project proposal. It is important that the student spend some time thinking and drafting the prospectus after reviewing the evidence and conferring with the Chair.

The second step, which begins in course NURS 7006, and is subsequently fully developed and approved in course NURS 7012, is the project proposal (Appendix B). The proposal is developed under supervision of the Chair, and is evaluated and approved by the student's committee. Coursework within the DNP program supports the various Translational Project components. Students should explore possible funding for the project at the beginning of the program of study.

The student will complete all portions of the project during the final experiential learning course NURS 7032, and the project will be presented to and evaluated by the student's committee. At the completion of the DNP Program, the student will present an evidence-based Translational Project that he/she has designed, implemented and evaluated during the program of study.

DNP Translational Project Chair/Committee

The student will be assigned a faculty advisor who will also serve as the project Chair. The project Chair must hold a doctoral degree. The Chair will assure IRB compliance, guide preparation of the project proposal, project development, implementation, and evaluation, and finalization of the written project paper, and manuscript for publication submission. The Chair is responsible for ensuring that the entire committee meets with the student at least two times: one for the defense of the project proposal and one for final presentation and evaluation of the project. It

is expected that the project will lead to a publishable paper. It is also expected that the project will be of use to the organization/community.

DNP Translational Research Project Committee: The student should meet with the Chair to identify his/her project committee. The committee will consist of the Chair, a committee member who is a university faculty and one community member. The community member must hold at minimum, a masters degree. It is highly recommended that the community member of the committee be selected from the organization or clinical site where the student will conduct the project.

All members should bring expertise in the clinical nursing topic of interest, the methodology used in the project, or other knowledge related to the project. The student is free to add additional members to the committee with approval of the chair. Additional members of the committee will be nonvoting members of the committee. The members will critique the project proposal after a review by the Chair, actively participate in at least two meeting(s) and review revisions of the proposal if requested by the chair or student. The members will review the written final project. Members will share critiques and concerns of drafts of the project with the student and the Chair as requested. An approved research proposal is a requirement of NURS 7012: Translational Research Project Development (See Appendices B, C, D & E).

Translational Research Project Prospectus

A prospectus is a preliminary proposal of a research project developed to convince your Faculty Advisor/Committee Chair that the research topic and approach are sound and will produce meaningful results. The presentation of your ideas should be clear, concise and easily understandable. The prospectus will also provide a framework for the development of the research project. See appendix A: Translational Research Project Prospectus Outline.

Translational Research Project Proposal

The research project proposal is necessary to show logical progression of thought from the prospectus (preliminary proposal) through the project evaluation and dissemination. The Project Proposal will be evaluated by the student's committee using the

Translational Research Project Proposal Evaluation Rubric. See Appendices B & C for the proposal outline and rubric.

TRANSLATIONAL RESEARCH PROJECT RUBRIC

The Translational Research Project is evaluated based on the AACN Essentials for Doctoral Education for Advanced Nursing Practice (2006). This rubric (Appendix D) reflects the competencies from the Essentials document. Successful completion of the competencies contained in the DNP Rubric is a course requirement of NURS 7032: Translational Research Project Evaluation, and satisfies the final comprehensive competency demonstration NURS 7990. (Appendix D)

INSTITUTIONAL REVIEW BOARD POLICIES AND PROCEDURES

Students conducting research involving human subjects must submit their research protocol to an Institutional Review Board (IRB) for review. To decide whether a planned activity constitutes research involving human subjects, the following federal definitions of research and human subjects are provided:

- *Research* means a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge.
- *Human subject* means (1) a living individual about whom an investigator (whether professional or student) conducting research obtains data through intervention or interaction with the individual, or (2) identifiable private information is gathered."

Research projects may also be designated as: Full Review, Expedited Review or listed as Exempt Status.

Documentation of an approved educational program on the protection of human research subjects must be on file in the nursing office at King University, and the application for approval submitted to the chair of the HSRR/IRB committee at King before any research on human subjects can be conducted. DNP students should complete the required training program as part of NURS 7012 if not earlier. The IRB approval proposal must be submitted for approval of clinical project implementation. The following guidelines should be followed:

1. All students must submit evidence of training related to human subjects research; complete the CITI (Collaborative Institute Training Initiative) training at https://www.citiprogram.org/
2. Register for a new account and complete the following modules:
    a. Human Subjects Research
    b. Good Clinical Practice
    c. Information Privacy Security
    d. Responsible Conduct of Research
    e. Conflicts of Interests
3. At the conclusion, print off the **Certification and submit to your project advisor.**

All sections of the *Application for Institutional Review Board Approval* form must be completed and submitted to the Chair of the Human Subjects Research Review (HSRR)/ Institutional Review Board (IRB). The student will work with the chair and obtain approval prior to submitting any forms. The student should not proceed with any type of recruitment, data collection or analysis until the student receives written approval from King University's HSRR/IRB.

If the student has further questions, he/she can contact the Chair of the HSRR/IRB Committee. IRB approval must also be obtained from the institution/agency where the project will be conducted. A copy of IRB written approval from each institution/agency must be included in the appendix of the final written Translational Research Project paper.

CLINICAL EXPERIENTIAL LEARNING

CLINICAL EXPERIENTIAL LEARNING HOURS

All DNP students are required to complete clinical experiential learning hours in order to meet the requirements for the DNP degree. A minimum of 1000 post-baccalaureate clinical practicum hours is required for completion of the DNP program and graduation.

Specific hour requirements may vary for each student based on the number of practicum hours completed in his/her master's program. With faculty guidance and supervision, each student develops a plan to obtain the required number of clinical

experiential learning hours. Clinical experiential learning hours are indirectly supervised by faculty members and directly supervised by either a faculty member or a community-based preceptor.

The King DNP curriculum includes a total of 640 clinical experiential learning hours and offers students the opportunity to take additional semester hours of study to fulfill the required 1000 post-baccalaureate clinical experiential learning hours in the courses NURS 7007 and 7018 Clinical Experiential Learning. Clinical experiential learning hours are designed to assist students in achieving program outcomes while developing knowledge related to the translational research project.

If multiple preceptors are included for experiential learning, the student will select one preceptor to act as the main contact person at the clinical/agency site. A current CV from the preceptor must be provided and approved by the Committee Chair during the semester prior to the beginning of the experiential learning course. The clinical preceptor will assist the student in the clinical setting to achieve identified objectives. The preceptor should specialize in the student's area of interest.

The Committee Chair will collaborate with the student to develop an individualized plan to meet the goals and achieve the outcomes of the clinical learning experience. Activities for practice hours are subject to faculty approval and periodic review. A written letter of agreement, signed by the student, faculty member, and the clinical preceptor that specifies the outcomes to be attained, experiences and activities for which the student is responsible, the time commitment, and the deliverable product(s) is required. Upon completion of the experiential learning courses, the faculty advisor/chair – with input from the clinical preceptor – determines whether the outcomes have been met satisfactorily. This evaluation is maintained in the student's record.

Examples of activities that may be approved for clinical experiential learning hours:
- Meetings with agency/organizational/ community leaders for the exploration, definition, and discussion of the project
- Attendance at agency/organizational/ community meetings or membership on committees related to the translational research project
- Site visits to gain background or depth in the project topic

- Meetings with consultants and content experts to learn about approaches for addressing the problem
- Presentations to or facilitating work groups related to the project, eg., planning and project development
- Data collection
- Implementation of project
- Poster, podium, workshop, or conference presentations related to the project
- Workshop or conference attendance when directly related to the project
- Project grant preparation or funding proposals
- Manuscript preparation and submission
- Project-related tool development
- Other immersion activities with direct relationship to the project as negotiated with faculty advisor
- Literature review directly related to the project.

SON REQUIRED STUDENT FORMS
The following documentation and forms will be submitted to the SON office no later than 30 days after the start of the first semester:
- KU SON Student Health History Form
- KU SON Healthcare Provider Health and Physical Assessment Form
- RN license
- KU DNP Review of DNP Student Handbook Acknowledgement Form

The following documentation and forms will be submitted to the SON office 30 days prior to the start of year two or annually if your plan of study continues beyond year two.
- KU SON Statement of Continuing Health Status
- RN License
- KU DNP Review of Student Handbook Acknowledgement Form

DNP REQUIRED CLINICAL FORMS
The following form will be submitted to your Faculty Advisor no later than five weeks prior to the first semester clinical experiential learning hours will be accrued:

- Clinical Site & Preceptor Request for DNP Program
- HIPAA Acknowledgement form

The following forms will be submitted to your Faculty Advisor each semester clinical experiential hours are accrued:

- DNP Preceptor Agreement
- Journal of Clinical Experiential Learning Hours

AGENCY REQUIREMENTS

It is the student's responsibility to check with each agency prior to beginning clinical experiences to identify and meet that agency's requirements. In some cases dress code, drug screens, background checks, immunizations, confidentiality agreement, safety training, computer training, health records or other requirements may be required. In that case the student must follow the agency's directions for meeting and maintaining those requirements. The student is responsible for the costs of all required screenings.

PRECEPTOR QUALIFICATIONS

Preceptors are community professionals, including nurse clinicians, nurse practitioners, physicians, nurse educators, and nurse leaders who volunteer their expertise and allow DNP students to access patients and clinical sites.

ADVISOR RESPONSIBILITIES

The specific responsibilities of the Faculty Advisor are to:

1. Interpret to the student the doctoral program design, requirements, and policies.
2. Assist the student in planning objectives for doctoral study.
3. Assist the student in developing a plan of study in accordance with program requirements and individual research interests.
4. Monitor student progress consistent with the plan of study.
5. Provide ongoing support and assistance in professional development, including support for funding applications, scholarships and publication.
6. Serving as the Chairperson of the Translational Research Project.

7. Assume primary responsibility for guiding the student throughout the translational research project.

GRADUATION REQUIREMENTS

TIME TO COMPLETION/GRADUATION STANDARDS

Students in the DNP program must complete all degree requirements within **six (6) years** from time of entry or first enrollment semester as a degree student. No additional time is given to students during a Leave of Absence.

DEGREE COMPLETION REQUIREMENTS:

1. Completion of all required courses with a minimum cumulative GPA of 3.0 on a 4.0 scale.
2. Completion of all required clinical experiential learning hours for a minimum total of 1000 post-baccalaureate hours.
3. Completion of a culminating translational research project
4. Demonstration of competency in major field (successful completion of competencies in NURS 7990: Comprehensive Competency Assessment).

PROGRAM COMPETENCY ASSESSMENT

All candidates for a degree from King University are required to demonstrate competency in their major field. DNP students will demonstrate satisfactory completion of the competencies outlined in the AACN DNP Essentials in addition to the DNP student outcomes. These competencies are demonstrated by successful completion of the translational research project.

APPLICATION FOR DEGREE AND GRADUATION FEE

Candidates for a degree must complete a form notifying the registrar of their intent to graduate. A one-time fee of $125 is required of all graduates. All financial obligations must be settled in full before the degree will be conferred.

GRADUATE RESOURCES

Resources for the DNP student include but are not limited to: **Technology Related Resources** such as Smarthinking, ACE, Library Resources, Scholarships/financial aid, and The Counseling

Center. King also offers online orientation, DNP student orientation, Career Services and Career Development, student portal, Disability Services, textbook services, Retention and Student Success Specialists.

SIGMA THETA TAU INTERNATIONAL – EPSILON SIGMA CHAPTER-AT –LARGE

Epsilon Sigma chapter became an at-large chapter of Sigma Theta Tau, International in 2014, accepting into its membership qualified individuals from area schools of nursing and qualified community nurse leaders. Member schools are East Tennessee State University, King University, Lincoln Memorial University and Milligan College. The honor society recognizes superior achievement, research, leadership, high professional standards, creative work, and commitment to the high ideals of the nursing profession among nursing students and community members. Membership is open to qualified BSN, MSN and DNP students at King University. Membership is an honor conferred on students by invitation following a committee review of the student's qualifications.

Sigma Theta Tau International supports the Virginia Henderson Research Library and provides major resources annually in the form of research grants, conferences, publications, films, exhibits and awards to its members on a competitive basis.

Appendix A

KING UNIVERSITY SCHOOL OF NURSING
Translational Research Project Prospectus Outline

A prospectus is a preliminary proposal of a research project developed to convince your Faculty Advisor/Committee Chair that the research topic and approach are sound and will produce meaningful results. The presentation of your ideas should be clear, concise and easily understandable. The prospectus will also provide a framework for the development of the research project.

Working Title for Project

I. **Introduction**
   a. Present your topic
II. **Research Problem and Significance**
   a. What is the research problem you are trying to solve?
   b. Why is it important?
   c. What are the benefits of the project?
III. **Brief overview of literature on this topic**
   a. Summary of literature, annotated bibliography or Table of Evidence demonstrating a preliminary review of the literature
IV. **Research questions and objectives**
   a. How will answering these questions contribute to solving the research problem?
   b. What do you hope to achieve with this project?
V. **Research methods and plans to complete research**
   a. How do you propose to complete this research?
   b. Where do you intend to complete the project?
   c. Does this project correlate with the organizations strategic plan? Mission/vision?
   d. What kind of data will you need to answer the research questions?
   e. Where will you obtain the data?
   f. Who will be your clinical advisor?

Appendix B

KING UNIVERSITY SCHOOL OF NURSING
Translational Research Project Proposal Outline

The proposal is necessary to show logical progression of thought from the prospectus (preliminary proposal) through the project evaluation and dissemination. The Project Proposal will be evaluated using the Translational Research Project Proposal Evaluation Rubric.

I. **Introduction: The Practice Problem**

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

   a. Background
   b. Practice problem Description
   c. Population, community or system affected
   d. Epidemiology—incidence, prevalence, etc.
   e. Significance of the problem
      1. Why is the problem important?
      2. What is the impact?

II. **Project Purpose**
   a. Why is this research worth completing
   b. Purpose statement: The purpose of this (translation of research project) is…
   c. What is the expected outcomes and impact of the project?
   d. What is the importance to advanced nursing practice? (identify the relevance to change in practice and the leadership role of the DNP student)
   e. Objectives with measurable outcomes
   f. Research questions (Use PICOT format to identify question components.)

II. **Theoretical/conceptual framework**
   a. Description of framework that guides project (illustration of model if appropriate)
   b. Why was this model chosen?
   c. Clear link to purpose and question

III. **Organizational Assessment**
   a. How does project align with organization or community strategic plan, mission and vision
   b. Organizational/systems and individual readiness to change
      i. include anticipated barriers, facilitators, challenges
      ii. Sustainability plan

IV. **Analysis of the evidence-based literature (Reliability and Validity)**
   a. Critical synthesis of relevant literature
      i. _**Analysis of Evidence Table**_ to be included in appendix
   b. Gaps in evidence identified
   c. How is the proposed study the next logical step in exploring this topic/issue?

V. **Project Design and Implementation Plan**

    a. Sample and setting
        i. sample size, how sample size determined
    b. Procedures
        i. detailed step-by-step descriptions of interventions/activities
        ii. detailed ***Project Timeline*** – include in appendix
    c. Resources required for project
    d. Human Subjects Protection
        i. IRB requirements – King and organizational IRB or letter of agreement
        ii. Informed consent process
            1. include ***Informed Consent Form*** in Appendix if applicable
    e. Data collection procedures
        i. Clearly describe all data you will collect, collection procedures, when it will be collected, who will collect data, how you will collect data
        ii. Data Security Plan
            1. How will data be secured/protected? Will it be identifiable or de-identified?
            2. Who will have access?
            3. What is plan for data after completion of project?
        iii. Measurement tools
            1. Are there existing valid and reliable instruments to measure the outcome of interest?
            2. Who will measure and will training be necessary?
            3. Are measurement tools reliable and valid?
            4. Copy of ***Measurement Tool(s)*** – included in appendix, if applicable
    f. Proposed Plan to Evaluate Outcomes and Impact
        i. Statistical tests required
            1. What information will these tests provide?
            2. Justification for statistical tests chosen.
        ii. How will the outcomes of interest be measured?

VI. **Cost Analysis & Any Recommendations if indicated for your project**
    a. Costs associated with project or interventions
    b. Costs avoidance or savings associated with implementation
    c. Detailed ***Budget/business plan*** in appendix

VII. **Dissemination plan (clear and feasible)**
    a. How will results be disseminated?
        i. poster presentation, podium presentation, presentation to organization, local.regional/national conference, submit for publication, etc.
    b. What is going to be done with the information/data obtained in the project?

VIII. **Appendices**
    a. Analysis of Evidence Table
    b. Project Timeline
    c. Informed Consent Form (if applicable)
    d. Measurement Tool(s) (if applicable)
    e. Budget/Business Plan

       f.   IRB approval documents/Organizational letters of agreement (if already obtained) or Clinical Organization IRB process

       g. other items as needed

IX.   **References**

Appendix C

KING UNIVERSITY SCHOOL OF NURSING
Translational Research Project Proposal Evaluation Rubric

Student _____   Date_____

Essential Elements	Element Complete	Revision Needed	Element Not Present	Comments
Title Page includes essential elements				
Introduction				
Introductory paragraph. The topic of the Translational Project Topic is introduced.				
Background. Analysis of the nature of the practice problem or issue that will be the focus of the intervention.				
Description of the Practice Problem 1. Problem Statement - clear, concise, and reflective of the purpose 2. Population, community or system affected is well-described 3. How was problem identified at setting? 4. Epidemiology- incidence, prevalence is identified, why important				
Significance of Problem 1. Why is problem important? 2. Description of importance to advance nursing practice – identifies relevance to change in practice and leadership role of DNP 3. Agency/system: knowledge of Problem. 4. Agency/system perceived significance of the problem is discussed. 5. Value of the innovation/intervention brought to the population, agency or system				
Purpose: 1. The purpose of the Translational Project is clear 2. Desired outcomes with impact are clear.				
Research Questions 1. The research questions are meaningful and appropriate for project 2. Questions are the PICOT format				
Theoretical/Conceptual Framework				
1. Description of the framework that guides project. Includes illustration of model if appropriate. 2. Why was this model chosen?				

3. Clear link to purpose and question				
Organizational Assessment				
1. How does project align with organization or community strategic plan, mission, vision 2. Organizational/systems and individual readiness to change a. include anticipated barriers, facilitators, challenges 3. Does organization have resources for change?				
Analysis of the evidence-based literature				
1. Critical Synthesis of relevant literature (Lit Review) a. Analysis of Evidence Table is included as an Appendix				
2. Gaps in evidence are identified				
3. How is proposed project next logical step				
Project Design and Implementation Plan				
The sample and setting are described				
Procedures detailed step-by-step descriptions of interventions/activities detailed timeline – include in appendix				
Resources required for project completely described				
Human Subjects Protection 1. IRB requirements: King and Organization or letter of agreement 2. Letter of Agreement or organizational process in Appendix 3. Informed Consent Process 4. Informed Consent form in Appendix (if applicable)				

Data collection procedures
1. Clearly describe all data you will collect, collection procedures, when it will be collected, how you will collect data
2. How will data be secured/protected? Will it be identifiable or de-identified? Who will have access? Plan for destroying data after project.
3. Measurement tools
   a. Are there existing valid and reliable instruments to measure the outcome of interest? Did you gain permission to use?
   b. Who will measure and will training be necessary?
   c. Are measurement tools reliable and valid? Provide details.
4. Statistical tests required
   a. What information will these tests provide?				

b. Justification for statistical tests chosen. c. How will tests provide information for determining if outcomes met? 5. Proposed Plan to Evaluate Outcomes and Impact a. How will the outcomes of interest be measured?				
Cost Analysis & Any Recommendations if indicated for your project				
Costs associated with project or interventions are described				
Costs avoidance or savings associated with implementation is discussed				
Budget/business plan in appendix if appropriate to project				
Sustainability plan				
Plan is described and feasible				
Dissemination plan				
Plan is described and feasible: presentation & submission for publication				
Appendices				
Correspond to required elements and in sequential order (see outline)				
References				
APA format appropriate				
All references used are included in Reference list				

☐ Translational Research Project Proposal has been approved

☐ Translational Research Project Proposal needs additional information, clarifications or revisions - Schedule meeting with Committee Chair

☐ Translational Research Project Proposal has been denied - Schedule meeting with Committee Chair

Comments:

_____
_____
_____
_____
_____
_____

Committee Chair _____Date _____

Committee Member (optional)_____Date_____

Committee Member (optional)_____Date_____

Appendix D

KING UNIVERSITY SCHOOL OF NURSING
Final DNP Translational Research Project Evaluation Rubric

Essential	Competencies	Competency Rating			
		NA	Not Met	Met	Exceeds
I. Scientific Underpinnings of Practice	1. Integrate nursing science with knowledge from biological sciences, ethics, organizational sciences, behavioral sciences and analytical methods for the highest level of nursing practice				
	2. Use scientific theories and constructs to: a. determine the significance of health care delivery and access phenomenon b. describe actions and advanced strategies to enhance and mitigate health care phenomena as appropriate c. evaluate outcomes d. develop, implement and evaluate new practice methods based on nursing theories and theories from other disciplines				
II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking	1. Develop, implement and evaluate care delivery methods that meet current and future needs of patient populations based on scientific findings in nursing and other sciences, such as organizational, political, and economic views				
	2. Ensure accountability for quality and safety of health care for populations.				
	3. Use advanced communication, skills, knowledge and processes to lead quality improvements and patient safety initiatives across systems.				
	4. Employ principles of business, finance, economics and policy to develop and implement effective practice-level, system–level and geographic–level initiatives that will improve outcomes quality.				
	5. Develop and monitor budgets for practice operations to analyze outcomes and cost-				

	effectiveness of initiatives				
	6. Demonstrate sensitivity to culturally diverse populations - both patients and providers of health care.				
	7. Evaluate strategies for managing ethical dilemmas intrinsic to patient care, health care organizations and research.				
III. Clinical Scholarship and Analytical Methods for Evidence-based Practice	1. Use analytical processes to critically appraise literature and other evidence to determine, implement and evaluate best practices.				
	2. Design and implement processes to evaluate practice outcomes, patterns, and systems of care within settings, health care organizations or communities against national benchmarks to determine variances and population needs.				
	3. Design, direct and evaluate quality improvements, and strategies to promote safe, efficient, equitable, timely efficient and patient-centered care				
	4. Apply relevant research findings to develop practice guidelines to improve outcomes and practice environments.				
	5. Use information technology and research methods to collect data and generate evidence to inform and guide nursing practice/interventions and data-base designs.				
	6. Predict and analyze outcomes and behaviors to identify gaps in evidence for practice.				
	7. Function as a practice specialist/consultant in inter-disciplinary knowledge-sharing research.				
	8. Disseminate findings from evidence-based practice and research to improve health care outcomes.				

IV. Information Systems /Technology and Patient Care Technology Information for the Improvement and Transformation of Health Care	1. Design, select, use and evaluate programs that monitor and assess outcomes of care, quality improvements and consumer use of health information systems.				
	2. Analyze and communicate critical elements necessary for the selection, use and evaluation of health care information systems and patient care technology.				
	3. Demonstrate the conceptual ability and technical skill to develop and deploy an evaluation plan involving data extraction from practice information systems and databases.				
	4. Provide leadership in the evaluation and resolution of ethical and legal issues within health care systems related to the use of health care information, information technology, communication networks and patient care technology.				
	5. Evaluate consumer health information sources for accuracy, timeliness and appropriateness.				
V. Health Care Policy for Advocacy in Health Care	1. Critically appraise health policy proposals, health policies, and related issues from the perspective of consumers of health care, and providers of health care – nurses and other health professions, along with other stakeholders in policy and public information.				
	2. Demonstrate leadership in development and implementation of institutional, systems, local, state, federal and/or international health policy				
	3. Influence policy makers through active participation on committees, boards, task forces at the institutional, system, local, regional and national levels to improve health care access and outcomes				
	4. Educate policy makers at all levels, regarding nursing, health policy and patient outcomes.				
	5. Advocate for the nursing profession within policy, system and health care communities.				

	6. Develop, evaluate and provide leadership for health care policy that shapes health care financing, regulation and delivery.				
	7. Advocate for social justice, equity and ethical policies within all health care arenas				
VI. -Professional Collaboration for Improving Patient and Population Health Outcomes	1. Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and other scholarly projects				
	2. Lead inter-professional teams in the analysis of complex practice and organizational issues.				
	3. Employ consultative and leadership skills with intra-professional and inter-professional teams to create change in health care and complex delivery and evaluation systems.				
VII. Clinical Prevention and Population Health for Improving the Nation's Health	1. Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data sources related to individual, aggregate, and population health.				
	2. Synthesize psychosocial concepts and cultural diversity related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion, disease prevention, access patterns and gaps in the care of individuals, aggregates, or populations.				
	3. Evaluate care delivery strategies using the concepts of community, environmental and occupational health, and with the dimensions of socioeconomic and cultural health.				
VIII. Advanced Nursing Practice	1. Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive methodologies.				
	2. Design, implement and evaluate therapeutic interventions based on nursing science and from other sciences.				

	3. Develop and sustain therapeutic relationships and partnerships with patients, families, and other providers to facilitate optimal care and outcomes.				
	4. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering and evaluating evidence-based care to improve patient outcomes.				
	5. Guide, monitor and support other nurses to achieve excellence in practice.				
	6. Educate and guide individuals and groups through complex health situations, systems, and transitions				
	7. Use conceptual and analytical skills to evaluate links among practice, organizational, populations, fiscal and policy issues.				

Student Name _____

Faculty Advisor _____

Committee Member Co-signature_____

Evaluation: Pass _____   **Fail** _____

Date _____**Semester**_____

Appendix E

KING UNIVERSITY

ESTABLISHED IN 1867

KING UNIVERSITY SCHOOL OF NURSING
VERIFICATION OF POST-BACCALAUREATE CLINICAL
AND PRACTICE HOURS DOCUMENT

Applicant: Please allow sufficient time for the program director to complete and return this form to you for inclusion with your application.

Program Director: Please complete items 1-6 and return this form to the applicant listed below.
Applicant Information:

Name:_____ Social Security Number____/_____/_____
      Last   First   Middle

1. Name of University attended_____

   Program Name _____

   University Address
   _____

   Program Telephone Number _____

2. Type of Degree Received
     □ Master's of Science in Nursing
     □ Post-Master's Certificate

3. Program Completion Date _____

4. Area of Concentration   _____

5. Total Number of Clinical Practice Hours Completed in Program _____

6. Your signature on this form attests that the above named person has completed the program of study indicated on this form.

Program Director (Print name) _____

Program Director Signature _____ Date ____/_____/_____

Appendix F

King University School of Nursing
HIPAA Acknowledgement

As a King University nursing student, you may have access to confidential patient information, both written and oral, in the course of your assignments. It is imperative that this information is not misused or disclosed to any unauthorized individuals to maintain the integrity of the patient information. By signing below, you agree to abide by the rules outlined.

Student Name: _____

I understand that I am responsible for keeping protected health information from unauthorized disclosure, and that I will not share any patient's or client's protected health information with anyone who is not engaged in treatment, payment, or healthcare operations. I understand that I will not in any way copy, release, alter, revise or destroy any confidential information. I also agree that I will not access any patient's protected health information unless I have a legitimate need to know that it is related to my assignment. I understand that it is my responsibility to assure that confidential information in my possession is maintained in a physically secure environment.

If a computer password or access code is given to me by a clinical agency, I understand that I will safeguard this password or access code. I also understand that I will not share this password or access code with another person.

If I am involved in research, any research utilizing identifiable protected health information will be performed in accordance with federal, state and local Institutional Review Board Policies.

I understand that I am responsible for learning the particular policies and procedures of the clinical agency where I may be placed. I also understand that I am subject to the sanctions those clinical agencies may impose for a breach of confidentiality. I also understand that my failure to abide by the agency's policies and procedures related to confidentiality of protected health information could result in a variety of academic, legal, and/or disciplinary sanctions, up to and including dismissal from my academic program.

I understand that any misuse or sharing of protected health information, except in the direct performance of my assignments, is a violation of federal law and of the trust placed in me as a healthcare professional.

Student signature: _____ Date: _____

Appendix G

**SCHOOL OF NURSING
EMERGENCY PROCEDURE
NEEDLESTICK, SHARPS INJURY & BLOOD AND BODY FLUID EXPOSURE**

Exposure Response

Eye Splashes	Splashes on Oral or Nasal Mucosa	Skin Exposure, Needlestick or Sharps Injury
● **Remove Contacts** ● **Immediately flush with water, saline or sterile irrigant for 15 minutes**	● **Flush vigorously with cold water for 15 minutes**	● **Immediately flush and wash thoroughly with soap and water**

*And follow any agency policy for injury or exposure

Student Responsibilities DO NOT WAIT!

1) **NOTIFY** IMMEDIATELY notify your preceptor and King faculty

2) **GO** **Non-Hospital**: GO immediately to nearest Hospital Emergency

Department (obtain name of follow-up contact at that site)

Hospital: GO to Employee/Occupational Health or the Emergency

Department

3) **IDENTIFY** IDENTIFY yourself as a King University nursing student who has

received a Needlestick/Sharps Injury or BBF Exposure

4) **FINANCIAL RESPONSIBILITY**

All students in the King University School of Nursing program are

financially responsible for any necessary emergency treatment provided to

them during clinical practice rotations.

5) **NOTIFY** NOTIFY Emergency center staff of King University requirements for

students

1. Rapid HIV Test & Labs within 2 hours of exposure

2. Baseline Labs:

- HIV Antibody

- Hepatitis B Surface Antibody

  Hepatitis C Antibody

- Pregnancy Test (for Women

6)   STOP   Before you leave the Emergency Department

1.   Obtain copy of facility Incident Report from preceptor or Charge Nurse*

2.   Obtain copy of Lab Results*

3.   Obtain copy of Emergency Department's Discharge paperwork*

4.   Call your King Faculty Clinical Instructor and inform them of the incident.

If instructor is not available within one hour of exposure, the undergraduate student should contact King University nursing office and graduate students should contact the appropriate clinical preceptor and instructor as soon as possible after the incident.

7)   FOLLOW UP   COMPLETE the SON Exposure Incident Report and submit to your King faculty member along with copies of the documents indicated with the * above. Follow clinical agency policy for documentation and reporting of incident.

Other Important Information

- The student is responsible for following recommendations for follow-up by the facility, his/her primary care provider and for following up with his/her King faculty member.

- Students whose clinical activities are restricted by their health care provider cannot return to clinical training until documentation of the release to practice is provided to the student's clinical instructor.

Faculty Responsibilities

Faculty is expected to reinforce with BSN, MSN, and DNP students the appropriate education and practice related to the use of standard precautions and are to review this policy with all students.

When a student reports an exposure:

1.   Refer to the Emergency Response Instructions listed above.

2. Immediately, or as soon as feasible, assist in investigating the source (patient or client) status relating to blood borne pathogens.

- Determinations regarding source of exposure, including contact with the source, testing of the source, and notifying the source's health care provider shall be made in cooperating with the affiliating facility or agency in which the exposure occurred and in compliance with all applicable laws and regulations.

- Obtain a detailed description of the incident from the student AND have the student complete the attached Incident Report form. The completed Incident Report form should be reviewed by the faculty member, who may add notes to clarify and provide more detailed information. The form is signed by the student, the faculty member and submitted by the faculty member to the Dean of Nursing within 24 hours or, if the incident occurs on a weekend or holiday, by 8:00 a.m. the next business day.

- If an incident report is completed by the site, where the exposure occurred or by the emergency room, the clinical instructor should obtain a copy of the facility's report from the student and attach it to the School of Nursing Incident Report.

- The faculty member will review standard precautions with the student and proper procedures for avoiding exposure prior to the student returning to the clinical setting.

- Initial and subsequent care and follow-up activities, including recommendations relating to counseling, prophylactic treatment, and continued or restricted practice activities should be made by the student's health care provider.

- If the student's health care provider restricts the student's practice, the faculty member will follow up regarding the status of the restrictions prior to allowing a return to clinical training.

- Students whose clinical activities are restricted by their health care provider cannot return to clinical training until documentation of the release to return to practice is provided by the student's clinical instructor. Documentation is then placed in the student's file.

- Document and maintain all information relating to the exposure incident in a confidential manner in student's file.

Affiliating Agency Responsibilities

- Affiliating agency representatives are informed of the School of Nursing's policies and procedures related to pathogen exposure through routine correspondence from the School.

- Affiliating agencies are expected to assist students and faculty in obtaining information about the communicable disease status of the source patient.

Appendix H

SCHOOL OF NURSING
INCIDENT, INJURY & PATHOGEN EXPOSURE REPORT

STUDENTS SHOULD COMPLETE THIS FORM: King Faculty member will add follow up comments.

Student's Full Name _____

Address _____

Soc Sec # _____-_____-_____   Birth date ___/___/___   E-mail _____

Home Phone _____   Cell Phone _____

Program: BSN MSN DNP Specialty: _____

Student's Immunization Status: Tetanus _____   Hepatitis B Vaccine _____ Titer _____

Last PPD _____ Other (specify) _____

Date of Incident _____/_____/_____   Time: ____:_____ AM PM

Location/Facility Name _____ Dept/Unit _____

Type of Facility: Hospital   Private Practice Community Agency Other:_____

Site Preceptor _____ Work Phone & Cell # _____

Site Contact for follow up _____ Title _____

Phone _____

TYPE OF INCIDENT

☐ Needlestick   Type of Needle _____   ☐ Other sharp object (explain below) _____

☐ Other Injury (explain below) ☐ TB Exposure ☐ Other (explain below) _____

TYPE OF EXPOSURE *(check all that apply)*

☐ Body fluid splash ☐ Blood ☐ Urine ☐ Saliva ☐ Wound drainage ☐ Animal scratch ☐ Animal bite

☐ Mucous membrane ☐ Eye ☐ Mouth ☐ Nose ☐ Broken skin ☐ Intact skin ☐ Inhalant

☐ Other _____

Who witnessed the incident? _____

To whom at the facility was it reported? _____

Name of King University faculty member notified? _____

Date: _____ Time: _____

Was an incident report created by the site? Yes   No   Please attach a copy.

Where were you treated for the needle stick? Facility Name _____

Please attach a copy of the Emergency Center Report _____

Were baseline labs obtained from the source or source patient? No Why not? Yes Which serology?

Attach copy of results (without patient name) or list:

_____

Was acute serology drawn on you (the student)? No Yes By _____

Note: what will be tested (rapid HIV, Hep B, etc.) _____

FULLY describe the incident/injury/exposure and explain in detail what you were doing when the injury/ exposure/incident occurred, including the use of tools, equipment or materials.

What body part(s) was affected?_____ Have you ever required medical treatment for this part of your body or condition before? ☐ yes ☐ no   Please use additional sheets if necessary:

_____

_____

_____

_____

_____

_____

_____

Student Signature _____ Date _____

KING UNIVERSITY SCHOOL OF NURSING
DOCTOR OF NURSING PRACTICE
PLAN OF STUDY

SEMESTER	COURSE #	HOURS	COURSE TITLE
FALL #1	**NURS 7000**	3	Theoretical/Philosophical Foundations of Nursing Practice
	NURS 7001	3	Nursing Informatics
		6	
SPRING #1	**NURS 7005**	3	Applied Statistics for Evidence-Based Practice
	NURS 7006	3	Evidence-Based Practice/Translational Research (30 clinical hours)
	NURS 7007	1 - 3	Experiential Learning Hours (optional)
		6-9	
SUMMER #1	**NURS 7017**	3	Health Care Policy and Advocacy in Healthcare
	NURS 7012	3	Translational Research Project Development (180 clinical hours)
	NURS 7007	1-3	Experiential Learning Hours (optional)
	NURS 7018	1-3	Experiential Learning Hours (optional)
		6-12	
FALL #2	**NURS 7016**	3	Leadership of Complex Health Care Systems and Organizations
	NURS 7011	3	Population Health Epidemiology and Data Analysis (70 clinical hours)
	NURS 7018	1-3	Experiential Learning Hours (optional)
		6-9	
SPRING #2	**NURS 7022**	3	Ethical Issues in Advanced Nursing Practice
	NURS 7023	3	Translational Research Project Implementation
		6	
SUMMER #2	**ELECTIVES (Choose one) A. NURS 7027 B. NURS 7028**	3	A. Theoretical Foundations of Knowledge Development B. Transforming Healthcare Performance through Information Technology
	NURS 7032	3	Translational Research Project Evaluation
	NURS 7990	0	Comprehensive Assessment
		6	
Total Nursing Semester Hours		36 - 51	

Clinical Hours Ratio: 1 semester credit hour = 60 clinical clock hours
Optional Courses: NURS 7007 offered semesters 2&3 & NURS 7018 offered in Semesters 3&4

ACKNOWLEDGEMENT PAGE

REVIEW OF
NURSING STUDENT HANDBOOK

Print this page, list which program you are in, sign and date, and turn in to the Bristol Campus Nursing Office (Administrative Assistant). This is a required reading and ensures to the School of Nursing that you have reviewed the current handbook for that semester/academic year.

Please Mark "X" beside the program you are in:

_____ Undergraduate - Traditional BSN Program

_____ GPS – RN to BSN Program

_____ Master's Program

_____ DNP Program

Signature_____   Date _____

Print Name: _____