



SHEPHERD
UNIVERSITY

SCHOOL OF NURSING

Doctor of Nursing Practice (DNP)
and Post-Graduate Certificate

Handbook, 2025-2026

Shepherd University

DNP Handbook, 2025-2026

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Welcome to Shepherd University's School of Nursing!

The nursing faculty and staff are excited that you have chosen Shepherd University to prepare you for the next step in your professional nursing career. The nursing curriculum, technology, and simulation laboratories are designed to enhance our teaching and your learning. The nursing faculty are experts in their respective fields and eagerly share their knowledge and expertise as you embark on your educational journey.

Each nursing class allows us to prepare tomorrow's nurse practitioners to serve Shepherdstown, the surrounding communities, and the state of West Virginia. Our goal is to provide you with the best possible education. We want students, faculty, and staff to have an enjoyable, productive, and rewarding year.

The School of Nursing faculty has prepared the *DNP Handbook* as a valuable resource containing the information needed to be a successful doctoral student. The handbook will be reviewed during the DNP program orientation. After this orientation, you will be responsible for adhering to the policies, procedures, and requirements outlined in the handbook. Your acknowledgment that you have read the handbook and understand its contents will be confirmed via the tracker. Should questions arise during the academic year, this is your first resource to review.

We are thrilled you have chosen Shepherd University's DNP program! The School of Nursing faculty and staff are committed to your success. We are your partners as you embark on your educational journey. We wish you a wonderful, successful, and fulfilling year!

With warm regards,

Mary E. Hancock

Mary E. Hancock, PhD, RNC-OB

Professor of Nursing & Director

About the University

Shepherd University, a state-supported institution in the West Virginia system of higher education, is in the Eastern Panhandle in the historic small town of Shepherdstown. From its beginnings more than 140 years ago, the university has evolved into a comprehensive center of higher learning, serving a number of related, yet distinct roles:

Shepherd University offers baccalaureate degrees in a wide range of fields, encompassing liberal arts, business administration, teacher education, the social and natural sciences, and other career-oriented areas. In addition, Shepherd offers five master's degrees and the Doctor of Nursing Practice (DNP). For the northern Shenandoah Valley region, Shepherd University is a center for noncredit continuing education, public service, and convenient citizen access to extensive programs in art, music, theater, athletics, and other areas of public interest.

The oldest town in the state, Shepherdstown, is on a bluff overlooking the Potomac River in the Northern Shenandoah Valley. The quaint college community offers a rich, unique learning-living environment with strong connections to the community it serves. Shepherdstown is within a few miles of neighboring Maryland and Virginia, and a short drive from Pennsylvania. The large metropolitan areas of Washington, D.C. and Baltimore, Maryland, are within 70 miles of the university, providing many cultural and career opportunities for students and faculty.

In 1871, Shepherd College began as a normal school to instruct students “in languages, arts, and sciences.” By action of the West Virginia legislature in 1872, Shepherd College was established as a branch of the State Normal School. The college remained a Normal School until 1930, when the legislature authorized the offering of the Bachelor of Arts degree in teacher education. The college's mission expanded in 1943 when the legislature authorized the offering of the non-teaching Bachelor of Arts degree. Two significant developments occurred in 1950: the legislature authorized the awarding of the Bachelor of Science degree and the North Central Association of Colleges and Schools (NCA-HLC) extended full accreditation to the college. The most recent NCA-HLC visit occurred on March 7-8, 2016. Through legislative action and a decree from the governor's office, Shepherd College became Shepherd University in 2004 and began developing graduate programs. Shepherd's Community and Technical College became an independent higher education institution in 2004. In 2009, Shepherd University was accepted as a member of the Council of Public Liberal Arts Colleges.

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**Shepherd University
School of Nursing**

VISION

We will be a nationally respected community of nurse leaders where passion, purpose, and experience unite to inspire health in individuals, families, communities, and populations.

MISSION

Shepherd University's School of Nursing's mission is to enhance the health status of the world by educating professional nurses for practice in a rapidly changing healthcare environment. Shepherd University, a West Virginia public liberal arts university, is a diverse community of learners and a gateway to the world of opportunities and ideas. We are the regional center for academic, cultural, and economic opportunity. Our mission of service succeeds because we are dedicated to our core values: learning, engagement, integrity, accessibility, and community.

PROGRAM GOALS

The goal is to prepare a nurse clinician who can work well in the current environment while promoting change and improvement. This program is provided in hybrid format, with both in-seat and online components. The program may be completed on a full-time or part-time basis.

After completing the program, the DNP student will:

1. Critically appraise current scientific findings and theories to enhance the practice of nursing and health care.
 - Evaluate strengths, limitations, and health disparities in current health care systems, especially vulnerable populations.
 - Integrate current theoretical and research literature to impact positively the quality of health care.
 - Construct and evaluate new approaches to practice, utilizing a collaborative interdisciplinary approach.
2. Translate and utilize evidence-based practice and information systems to promote optimal health in vulnerable populations, diverse settings, and systems.
 - Use databases, information technology, and research methods to participate in data collection that generates and evaluates evidence-based practice.
 - Design effective methods for the empowerment of health care consumers that encourages active participation in their own health care.
 - Evaluate, apply, and revise evidence-based practice protocols and to promote wellness.
 - Use analytical methods to design, implement and evaluate best practices to meet current and future needs of patients or for patient care and systems of care.

- Effectively lead quality improvement and patient safety initiatives to ensure safety and quality health care for patients and vulnerable populations.
3. Assume leadership roles and collaborate with other professionals to effect changes within complex systems.
 - Propose and implement ongoing changes in delivery approaches to promote quality, safe care.
 - Impact the ethical, economic, social, and political issues that affect health care outcomes at local, regional, and/or national levels.
 - Apply information systems and patient care technology for the improvement and transformation of healthcare.
 - Lead inter-professional teams in efforts for improving patient and population health outcomes for vulnerable populations.
 4. Pursue clinical scholarship and scientific inquiry to transform health care practice and systems.
 - Demonstrate accountability for and utilization of evidence-based practice.
 - Advance the practice of nursing through scholarship, mentorship, and leadership efforts.
 - Disseminate results of evidence-based practice protocols, systems changes, and health care initiatives for health disparities and vulnerable populations.
 - Advance the effective use of health care information systems to assure high quality health care outcomes for vulnerable populations.

DNP program and PGC Program/Family Nurse Practitioner:

The FNP concentrations of the DNP and PGC programs use the following standards and guidelines in the development of their goals and expected student outcomes

- The Essentials of Doctoral Education for Advanced Nursing Practice (*American Association of Colleges of Nursing [AACN], 2006*)
- Quality and Safety Education for Nurses (QSEN) graduate-level KSAS (qsen.org)
- Criteria for Evaluation of Nurse Practitioner Programs ([National Task Force on Quality Nurse Practitioner Education \[NTF\], 2016](#))
- [Core Competencies](#) for Interprofessional Collaborative Practice (*Interprofessional Education Collaborative, 2016*)
- *National Organization of Nurse Practitioner Faculties (NONPF), Nurse Practitioner [Core Competencies](#) (2017)*
- [West Virginia Board of Examiners for Registered Professional Nurse Advanced Practice Registered Nurse Licensure Requirements Title 19, Series 7](#)
- [West Virginia Board of Examiners for Registered Professional Nurses Limited Prescriptive Authority for Nurses in Advanced Practice Title 19, Series 8](#)

DNP program and PGC Program/Psychiatric-Mental Health Nurse Practitioner:

The PMHNP concentrations of the DNP and PGC programs use the following standards and guidelines in the development of their goals and expected student outcomes.

- The [Essentials of Doctoral Education](#) for Advanced Nursing Practice (*American Association of Colleges of Nursing [AACN], 2006*)
- Criteria for Evaluation of Nurse Practitioner Programs (*National Task Force on Quality*

Nurse Practitioner Education [NTF], 2016)

- American Nurses Credentialing Center [PMHNP Certification](https://www.nursingworld.org/our-certifications/psychiatric-mental-health-nurse-practitioner/) Requirements. (<https://www.nursingworld.org/our-certifications/psychiatric-mental-health-nurse-practitioner/>)
- Population Focused Core Competencies for Psychiatric Mental Health Nurse Practitioner Education (2013) (<https://www.apna.org/files/Councils/Population-Focused-NP-Competencies-2013.pdf>)
- American Nurses Association, American Psychiatric Nurses Association, and International Society of Psychiatric-Mental Health Nurses. *Psychiatric-mental health nursing: Scope and standards of practice (2nd Ed.)* (ANA, ASNA and ISPN)
- Quality and Safety Education for Nurses (QSEN) Competencies (2007)
- *National Organization of Nurse Practitioner Faculties (NONPF), Nurse Practitioner Core Competencies (2017)*

PROGRAM ACCREDITATION

The Doctor of Nursing Practice (DNP) Programs and Post DNP FNP and PMHNP certificate programs at Shepherd University are accredited by the Commission on Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC, 20001. ([CCNE Accreditation \(aacnnursing.org\)](http://CCNE Accreditation (aacnnursing.org)))

PROGRAM DESCRIPTION

The Doctor of Nursing Practice (DNP) degree is a practice doctorate focusing on quality improvement to improve patient outcomes. Shepherd University offers two specialty tracks. The Family Nurse Practitioner and Psychiatric Mental Health Nurse Practitioner tracks are designed to produce health care leaders who advocate for vulnerable populations. Graduates integrate theory and practice in areas of health policy and law, administration, business, evaluation, systems, population health, and evidence-based practices, culminating in quality improvement projects.

The DNP program has 84 credits and includes 1080 practicum hours. During the program, students must develop a comprehensive, evidence-based scholarly project to address a real-world healthcare challenge. DNP projects advance nursing practice and patient-centered care and result in improved healthcare outcomes.

The program includes multiple entry-point options to allow the curriculum to be individualized for candidates based on prior education, experience, and specialization. Full-time students entering at the BSN level can expect to complete the program in three years. Post-masters students entering the DNP desiring to change their area of professional practice will be evaluated on an individual basis. They may require additional coursework from the professional core or concentration. Master's prepared students must submit a letter from the educational program identifying the number of precepted practicum hours completed as part of their degree requirements. If a student does not have the required 540 practicum hours, they must take NURS 600 (Transition to Doctoral Practice) to obtain the necessary practicum hours before matriculation into the doctoral-level course work. Students in the program utilize a combination of learning strategies, relying on web-based coursework delivered in a hybrid format with both in-seat and online sessions.

The DNP curriculum includes coursework that integrates nursing, business, informatics, and healthcare administration to provide students with the opportunity to develop clinical, organizational, economic, and leadership skills to design and implement programs of care delivery, which significantly impact healthcare outcomes for vulnerable populations and have the potential to transform the delivery of health care. The FNP specialty curriculum focuses on the delivery of healthcare services to vulnerable populations. Students develop comprehensive health assessment skills and create treatment plans to manage common acute and chronic conditions. The PMHNP specialty track provides advanced practice nurses with essential skills for providing mental health services in various clinical settings utilizing a holistic, patient-centered care approach. Both specialty tracks embrace the ideals of integrated systems and shared decision-making.

Admission Entry Point: Full-time BSN to DNP

Step 1: Bachelor of Science in Nursing (BSN) to DNP students begin their program with 13 semester hours of professional core classes.
<ul style="list-style-type: none"> • NURS 510: Health Care Delivery Systems: Political, Social, and Economic Influences (3 cr) • NURS 512: Theoretical Foundations in Nursing (3 cr) • NURS 513: Research Methods for Health Professionals (4 cr) • NURS 518: Grant Writing (3 cr)
Step 2: Concentration in Family Nurse Practitioner (40)
<ul style="list-style-type: none"> • NURS 538: Diagnostic Reasoning (3 cr) • NURS 539: Genetics for the Healthcare Provider (2 cr) • NURS 540: Advanced Health Assessment Across the Lifespan (4 cr) • NURS 541: Advanced Pathophysiology (3 cr) • NURS 542: Advanced Pharmacology (3 cr) • NURS 545: Primary Care – Women’s Health (3 cr/with 60 practicum hours) • NURS 546: Primary Care – Peds and Family (4 cr/with 120 practicum hours) • NURS 550: Role Transition (2 cr) • NURS 551: Primary Care Adult I (4 cr/with 120 practicum hours) • NURS 552: Primary Care Adult II (4 cr/with 120 practicum hours) • NURS 549: Primary Care Gerontology (2 cr/with 60 practicum hours) • NURS 560: Health Behaviors Leading to Disparities in Vulnerable Populations (2 cr) • NURS 561: Vulnerable Populations Clinical (1 cr., includes 60 practicum hours) • NURS 590: Neuroscience and psychopharmacology (3 cr)
Step 2: Concentration in Psychiatric Mental Health Nurse Practitioner (40)
<ul style="list-style-type: none"> • NURS 538: Diagnostic Reasoning (3 cr) • NURS 539: Genetics for the Healthcare Provider (2 cr) • NURS 540: Advanced Health Assessment Across the Lifespan (4 cr) • NURS 541: Advanced Pathophysiology (3 cr) • NURS 542: Advanced Pharmacology (3 cr) • NURS 550: Role Transition (2 cr) • NURS 560: Health Behaviors Leading to Disparities in Vulnerable Populations (2 cr) • NURS 581: Psychiatric Mental Health Care for Individuals across the Lifespan (5 cr/with 180 practicum hours) • NURS 590: Neuroscience and psychopharmacology (3 cr) • NURS 591: Assessment and Management of Addiction for the Advanced Practice Nurse (2 cr) • NURS 583 Management of Complex/MH Conditions: Children and Adolescence (3 cr/with 60 practicum hours). • NURS 584 Psychiatric Mental Health Care for Groups and Families across the Lifespan II (4 cr/with 120 practicum hours) • NURS 585 Advanced Mental Health Treatment Synthesis and Practice Integration (4 cr/with 180 practicum hours)

Admission Entry Point: MSN to DNP

Step 3: After completing the areas of concentration, students complete 28 credits of doctoral course work. Students with a master's in nursing who are certified as Nurse Practitioners may begin the program here:

Master's prepared students must submit a letter from the educational program identifying the number of precepted clinical/practicum hours completed as part of their degree requirements. If a student does not have the required 540 clinical/practicum hours, they are required to take NURS 600 (Transition to Doctoral Practice) to obtain the necessary clinical/practicum hours prior to matriculation into the doctoral level course work.

- NURS 612: Translating Research into Evidence-based Practice I (3 cr)
- NURS 614: Translating Research into Evidence-based Practice II (3 cr)
- NURS 618: Healthcare Systems Quality and Improvement (3 cr)
- NURS 621: Strategic Management Leadership (3 cr)
- NURS 622: Emerging Diseases and Population Health (3 cr)
- NURS 626: Statistical Inferences for Evidence-based Practice (3 cr)
- NURS 631: DNP Project (PR; minimum of 4 cr or until course is completed; 180 hours)
- NURS 632: DNP Practicum (6 cr; split into 3 semesters, 360 hours)

DNP/Family Nurse Practitioner & PMHNP credit hour breakdown:

Doctor of Nursing Practice	Nurse Practitioner
	FNP/PMHNP
Step 1: Core Courses Credit Hours required for both specialty programs	13
Step 2: Program Track Credits Hours Practicum Hours	FNP 40, PMHNP 40 540
Step 3: Doctoral Courses Credit Hours Practicum Hours	28 540
Total: Credits Practicum Hours	81 1080

Nurse Practitioner: Family Nurse Practitioner

Year 1	Fall	Cr	Spring	Cr	Summer	Cr
	NURS 512: Theoretical Foundations in Nursing NURS 513: Research Methods for Health Professional NURS 540: Advanced Health Assessment Across the Lifespan (60 hours clinical) Total	3 4 4 11	NURS 510: Health Care Delivery Systems: Political, Social, and Economic Influences NURS 538: Diagnostic Reasoning NURS 541: Advanced Pathophysiology Total	3 3 3 9	NURS 518: Grant Writing NURS 542: Advanced Pharmacology NURS 550: Role Transition Total	3 3 2 8
Year 2	Fall	Cr	Spring	Cr	Summer	Cr
	NURS 545: Primary Care – Women’s Health (60 hours clinical) NURS 549: Primary Care – Gerontology (60 hours clinical) NURS 551: Primary Care – Adult I (120 hours clinical) Total	3 2 4 9	NURS 546: Primary Care – Pediatrics and Family (120 hours clinical) NURS 539: Genetics for the Healthcare Provider NURS 552: Primary Care – Adult II (120 hours clinical) NURS 631: DNP Project Total	4 2 4 1 11	NURS 612: Translating Research into Evidence-based Practice I NURS 560: Health Behaviors Leading to Disparities in Vulnerable Populations NURS 561: Vulnerable Populations Clinic (60 hours) NURS 626: Statistical Inferences for Evidence-based Practice NURS 631: DNP Project Total	3 2 1 3 1 10
Year 3	Fall	Cr	Spring	Cr	Summer	Cr
	N590 Neuroscience and Psychopharmacology NURS 614: Translating Research into Evidence-based Practice II NURS 618: Healthcare Systems Quality and Improvement NURS 631: DNP Project NURS 632: DNP Practicum Total	3 3 3 1 1-6 11+	NURS 621: Strategic Management Leadership NURS 622: Emerging Diseases and Population Health NURS 631: DNP Project NURS 632: DNP Practicum Total	3 3 1 1-6 8+	NURS 631: DNP Project NURS 632: DNP Practicum	PR 1-6

PR = Progression Requirement – 1 credit must be taken each semester until Project is complete.

Post Graduate FNP Specialty

Fall		Spring		Summer	
NURS 545: Primary Care – Women’s Health (60 hours clinical)	3	NURS 546: Primary Care – Pediatrics and Family (120 hours clinical)	4	NURS 560: Health Behaviors Leading to Disparities in Vulnerable Populations	2
NURS 549: Primary Care – Gerontology (60 hours clinical)	2	NURS 539: Genetics for the Healthcare Provider	2	NURS 561: Vulnerable Populations Clinic (60 hours)	1
NURS 551: Primary Care – Adult I (120 hours clinical)	4	NURS 552: Primary Care – Adult II (120 hours clinical)	4		
Total Credits	9	Total Credits	10	Total Credits	3

Nurse Practitioner: Psychiatric Mental Health Nurse Practitioner BSN-DNP

Year 1	Fall	Cr	Spring	Cr	Summer	Cr
	<p>NURS 512: Theoretical Foundations in Nursing</p> <p>NURS 513: Research Methods for Health Professional</p> <p>NURS 540: Advanced Health Assessment Across the Lifespan (60 hours clinical)</p> <p>Total</p>	<p>3</p> <p>4</p> <p>4</p> <p>11</p>	<p>NURS 510: Health Care Delivery Systems: Political, Social, and Economic Influences</p> <p>NURS 538: Diagnostic Reasoning</p> <p>NURS 541: Advanced Pathophysiology</p> <p>Total</p>	<p>3</p> <p>3</p> <p>3</p> <p>9</p>	<p>NURS 518: Grant Writing</p> <p>NURS 542: Advanced Pharmacology</p> <p>NURS 550: Role Transition</p> <p>Total</p>	<p>3</p> <p>3</p> <p>2</p> <p>8</p>
Year 2	Fall	Cr	Spring	Cr	Summer	Cr
	<p>NURS 581 Psychiatric Mental Health Care for Individuals across the Lifespan I (180 hours Practicum)</p> <p>NURS 590 Neuroscience and psychopharmacology</p> <p>NURS 591 Assessment and Management of Addiction for the Advanced Practice Nurse</p> <p>Total</p>	<p>5</p> <p>3</p> <p>2</p> <p>10</p>	<p>NURS 631: DNP Project</p> <p>NURS 583 Management of Complex/MH Conditions: Children and Adolescence (60) practicum I)</p> <p>NURS 584 Psychiatric Mental Health Care for Groups and Families across the Lifespan II (120 hours Clinical)</p> <p>NURS 539 Genetics for the Healthcare Provider</p> <p>Total</p>	<p>1</p> <p>3</p> <p>4</p> <p>2</p> <p>10</p>	<p>NURS 560: Vulnerable Populations</p> <p>NURS 612: Translating Research into Evidence-based Practice I</p> <p>NURS 585 Advanced Mental Health Treatment Synthesis and Practice Integration (180 hours clinical)</p> <p>NURS 626: Statistical Inferences for Evidence-based Practice</p> <p>NURS 631: DNP Project</p> <p>Total</p>	<p>3</p> <p>3</p> <p>4</p> <p>3</p> <p>1</p> <p>14</p>

Year 3	Fall	Cr	Spring	Cr	Summer	Cr
	NURS 614: Translating Research into Evidence-based Practice II	3	NURS 621: Strategic Management Leadership	3	NURS 631: DNP Project	PR
	NURS 618: Healthcare Systems, Informatics, Quality and Improvement	3	NURS 622: Emerging Diseases and Population Health	3	NURS 632: DNP Practicum	1-6
	NURS 631: DNP Project	1	NURS 631: DNP Project	1		
	NURS 632: DNP Practicum	1-6	NURS 632: DNP Practicum	1-6		
	Total	7+	Total	8+	Total	1+

PR = Progression Requirement – 1 credit must be taken each semester until Project is complete.

PMHNP Post DNP Graduate Certificate (23 Credits)

Year 1	Fall	Cr	Spring	Cr	Summer	Cr
	<p>NURS 581 Psychiatric Mental Health Care for Individuals across the Lifespan I (180 hours Practicum)</p> <p>NURS 590 Neuroscience and psychopharmacology</p> <p>NURS 591 Assessment and Management of Addiction for the Advanced Practice Nurse</p>	<p>5</p> <p>3</p> <p>2</p>	<p>NURS 583 Management of Complex/MH Conditions: Children and Adolescence (60) practicum I)</p> <p>NURS 584 Psychiatric Mental Health Care for Groups and Families across the Lifespan II (120 hours Clinical)</p> <p>NURS 539 Genetics for the Healthcare Provider</p>	<p>3</p> <p>4</p> <p>2</p>	<p>NURS 585 Advanced Mental Health Treatment Synthesis and Practice Integration (180 hours clinical)</p>	<p>4</p>
	total	10	total	9	total	4

DNP PROFESSIONAL CORE COURSE DESCRIPTIONS

Course Name and Title	Course Description
NURS 510: Healthcare Delivery Systems: Political, Social, and Economic Influences (3 cr.)	This theory course is designed to further develop the knowledge, skills, values, meaning, and experiences necessary for assuming a leadership role in health care delivery services. The focus is on an in-depth assessment of socially and culturally diverse populations. Students explore the physiological and psychological variants in health, which influence client outcomes. Content includes the analysis of common health disparities and the identification of evidence-based strategies to effect change. Health services delivery systems are analyzed for appropriateness in meeting the dynamic and ever-changing health profile of clients.
NURS 512: Theoretical Foundations in Nursing (3 cr.)	This course focuses on evaluating the factors and issues influencing the development of theory in nursing. Theoretical terminology and criteria for the evaluation of theories are examined. Linkages applied between theory, practice, and research is explored.
NURS 513: Research Methods for Health Professionals (4 cr.)	In this course, students learn to differentiate between quantitative, qualitative, and mixed methods research methods as they relate to nursing and the health sciences. Students will assess the quality of quantitative and qualitative research approaches reported in the peer-reviewed literature, considering ethical considerations and theoretical underpinnings. Students will differentiate between various types of research strategies, examine ways to search for evidence effectively and efficiently, and propose an evidence-based strategy to solve a clinical problem. Co-requisite NURS 512
NURS 518: Grant Writing (3 cr.)	This course focuses on the formulation of a fundable project of study, identification of potential funding sources, and development of the elements in a proposal. Students will finalize a complete funding proposal, including problem statement, work plan, resource plan, evaluation methods, and budget. Pre-requisites NURS 510, NURS 512, and NURS 513
NURS 538: Diagnostic Reasoning (3 cr.)	This course is designed to further develop the advanced diagnostic reasoning skills and diagnostic and procedural medical coding necessary for advanced practice nurses through the use of case studies and simulation experiences. Pre-requisite NURS 540; Co-requisite NURS 541
NURS 539: Genetics for the Healthcare Provider (2 cr.)	This course provides an introduction to the clinical applications of genetics, providing the student with the most recent scientific knowledge as well as assisting them in applying this to their practice as

	an advanced practice nurse. Pre-requisites NURS 545, NURS 547, and NURS 549
NURS 540: Advanced Health Assessment Throughout the Lifespan (4 cr.; includes 60 lab hours)	This course focuses on refining and strengthening advanced health assessment and clinical judgments across the lifespan and provides a foundation for planning therapeutic interventions for well and ill patients. A problem-focused and comprehensive database is developed and communicated through oral, written, and practicum methods. This includes complete functional, spiritual and family assessment, health history, physical examination and appropriate laboratory and diagnostic data. Cultural and developmental variations of their patient will be emphasized. This course includes 60 hours of lab practicum. Pre-requisite NURS 510; Co-requisite NURS 510
NURS 541: Advanced Pathophysiology (3 cr.)	This course provides an advanced understanding of the pathophysiological mechanisms underlying human disease processes. The manifestation of pathophysiologic alterations will be analyzed in a systems approach as well as common diagnostic testing and pathologic processes. Pre-requisite NURS 540; Co-requisite NURS 540
NURS 542: Advanced Pharmacology (3 cr.)	This course focuses on the application of pharmacological agents (prescription and over the counter) used to treat acute and chronic health problems of vulnerable populations across the lifespan. Pharmacokinetic and pharmacodynamics principles and current research form the foundation for discussion of selected drug groups. Emphasis is given to indications, mechanisms of action, dosages, adverse side effects, cost containment, and patient education. Pre-requisite NURS 541; Co-requisite NURS 541
NURS 550: Role Transition (2 cr.)	This course focuses on promoting role development and role satisfaction of the advanced practice nurse. Emphasis is placed on role adjustment, the advanced practice nurse's role in primary care, regulatory regulations, and marketing skills. Pre-requisites NURS 540, NURS 541, and NURS 538. Co-requisite NURS 542
FNP CONCENTRATION	
NURS 545: Primary Care – Women's Health (3 cr.; includes 60 practicum hours)	This course provides an opportunity for participation in the management of common acute (or episodic) and chronic conditions, which promote the health of women through advanced practice interventions. This course includes 60 practice hours. Pre-requisites NURS 540, NURS 541, NURS 542, and NURS 538
NURS 546: Primary Care – Pediatrics and Family (4 cr.; includes 120 practicum hours)	This course provides an opportunity for participation in the management of common acute (or episodic) and chronic conditions, which promote the health of children and families through advanced

	practice interventions. This course includes 120 practice hours. Pre-requisites NURS 545, NURS 549, and NURS 551
NURS 549: Primary Care – Gerontology (2 cr.; includes 60 practicum hours)	This course provides an opportunity for participation in the management of common acute (or episodic) and chronic conditions, which promote the health of older adults through advanced practice interventions. This course includes 60 practice hours. Pre-requisites NURS 540, NURS 541, NURS 542, and NURS 538
NURS 551: Primary Care – Adult I (4 cr; includes 120 practicum hours)	This course provides an opportunity for participation in the management of common acute (or episodic) and chronic conditions, which promote the health of adults through advanced practice interventions. This course includes 120 practice hours. Pre-requisites NURS 540, NURS 541, NURS 542, and NURS 538
NURS 552: Primary Care – Adult II (4 cr.; includes 180 practicum hours)	This course provides an opportunity for participation in the management of common acute (or episodic) and chronic conditions, which promote the health of adults through advanced practice interventions. This course includes 120 practice hours. Pre-requisites NURS 545, NURS 549, and NURS 551
NURS 560: Health Behaviors Leading to Disparities in Vulnerable Populations (2 cr.)	This course focuses on an in-depth analysis of the theoretical and research literature that supports health behavior change in vulnerable populations. Students will have the opportunity to critically evaluate theories/models applicable to health behavior and to complete an intensive analysis of a health behavior relevant to their area of research. Pre-requisites NURS 551 and NURS 552
NURS 561: Vulnerable Populations Clinical (1 cr., includes 60 practicum hours)	This course offers the practical application of theoretical and research literature to support health behavior change in vulnerable populations. Students will have the opportunity to critically evaluate and implement theories and models applicable to healthy behavior relevant to the clinical practice hours. Students complete 60 hours of practicum experience for this course.
PMHNP CONCENTRATION	
NURS 581: Management of Complex/MH: Individuals (5 cr.) (180 practicum hours)	This course introduces the student to the historical roots of psychiatric advanced practice nursing in order to develop a foundation for clinical practice. The course will instruct students about the impact of health care systems, bioethical principles, legal, regulatory, economic, environmental, social, and policy influences on mental health care across the lifespan. The student will develop the skills necessary to assess, diagnosis, and utilize biopsychosocial therapies for psychiatric mental health patients in a variety of settings. Pharmacologic and non-pharmacologic interventions focus on individuals. Attention will be given to incorporating treatments that demonstrate an understanding of integrated practice models. The course includes 2 didactic credits and 3 clinical credits (180 hours).

NURS 590 Neuroscience and psychopharmacology (3 cr.)	This course serves as an introduction to neuroscience, neuropathology and psychopharmacology in order to develop a foundation for recognizing the lived experience of persons struggling with mental health disorders across the lifespan. This course will prepare the advanced practice nurse to link mental health disorders to both external and internal factors to make evidence-supported treatment decisions using a biopsychosocial approach to improve mental health outcomes.
NURS 583 Management of Complex/MH: Children and Adolescence (60 practicum hours)) (3 cr.)	This course builds on knowledge from foundational courses as applied to assessment, diagnosis, pharmacological and non-pharmacological collaborative management of child and adolescent behavioral and psychiatric mental health problems in a variety of settings. Attention will be given to best practices, legal, ethical, regulatory and policy impacts on behavioral and psychiatric management of the child and adolescent. In the clinical setting students apply knowledge gained from didactic courses to the development of skills in assessment, diagnosis, pharmacological and non-pharmacological management of child and adolescent behavioral and psychiatric mental health problems in a variety of settings. Patient encounters focus on children and adolescents with common behavioral and psychiatric mental health problems. Non-pharmacologic interventions focus on individual psychotherapy modalities. The clinical component for this course includes 60 clinical hours in a child/adolescent practice setting.
NURS 584 Psychiatric Mental Health Care for Groups and Families across the Lifespan II (120 practicum hours)	This course addresses the management of patients with psychiatric mental health problems encountered in a variety of settings across the lifespan. Emphasis will be placed on integrated care treatment team models of practice. Patient encounters focus on advanced knowledge of psychiatric mental health problems across the lifespan. Pharmacologic and non-pharmacologic interventions focus on groups and families Attention will be given to incorporating an understanding of best practices, the legal, ethical, regulatory and policy impacts on care management with a special focus on the needs of vulnerable persons in rural settings. The course includes 2 didactic credits and 2 clinical credits (120 hours).
NURS 591 Assessment and Management of Addiction for the Advanced Practice Nurse (2 cr.)	This course is designed to prepare the advanced practice nurse to identify risk factors, early warning signs and symptoms of substance use disorders and addiction. Students will develop an understanding of medically assisted treatment interventions for the management of addiction. Emphasis is placed on providing collaborative interventions that incorporate community resources that are congruent with age, health status, culture, occupation, and legal-ethical concerns. Students

	will also learn how substance use and addiction impact individuals, families, groups, and communities.
NURS 585 Advanced Mental Health Treatment Synthesis and Practice Integration (4 cr.) (180 practicum hours)	This course is designed to provide the psychiatric mental health nurse practitioner (PMHNP) with advanced knowledge, skills, and experiences in relation to diagnosis, differential diagnosis, pharmacological and non-pharmacological interventions for the treatment of mental health disorders. The student will learn to identify resources necessary to function in a variety of practice areas while preparing for certification and licensure. Biopsychosocial factors that influence patient adherence are addressed with emphasis on shared decision-making and patient centered care. The student will work collaboratively with health care providers using integrated practices that improve access, quality and cost-effective care. The clinical component for this course includes 180 direct patient care hours with 1 hour each week for clinical supervision
DNP CORE	
NURS 600: Transition to Doctoral Practice (1-9 cr.)	This pre-requisite course is intended for post-master's in nursing students requiring additional precepted clinical practicum hours, to reach a total of 540 hours prior to full admission into the DNP program. The number of credits the student needs to complete will depend on the number of clinical/practicum hours completed and negotiated between the program track coordinator and student.
NURS 612: Translating Research into Practice I (3 cr.)	This course focuses on advanced applications of evidence-based practice. The course emphasizes foundational and advanced concepts of evidence-based practice and requires application of principals of EBP, thorough literature searches, appraisals of literature and development of draft project proposal. Pre-requisites: completion of all 500 level courses
NURS 614: Translating Research into Practice II (3 cr.)	Synthesis of knowledge regarding implementation models and strategies used for translating evidence into practice is the focus of this course. Students explore organizational aspects of change influencing innovation, quality improvement, and program evaluation. Developing and preparing to implement and evaluate a translational science project is a component of the course. Pre-requisites NURS 612
NURS 618: Healthcare Systems Quality and Improvement (3 cr.)	This course provides an application of measurement, data management, and statistical analysis principles to quality improvement and patient safety challenges. The focus is on the importance and design of effective measures, the selection of appropriate analysis tools, and their application to quality and safety improvement challenges in healthcare. Pre-requisites NURS 612 and NURS 626; Co-requisites NURS 614

NURS 621: Strategic Management Leadership (3 cr.)	This course focuses on the analysis and evaluation of theories of both leadership and strategic management. The course content covers a broad array of leadership issues such as leadership theory, systems thinking, structure and management of complex systems, and management of financial and human resources. Pre-requisites NURS 614, NURS 618, and NURS 619
NURS 622: Emerging Diseases and Population Health (3 cr.)	This course focuses on integration and synthesis of clinical prevention and population health for individuals and populations utilizing advanced nursing practice strategies for the promotion of health and prevention of disease across the life span. Pre-requisites NURS 614, NURS 618, and NURS 619
NURS 626: Statistical Inferences for Evidence-based Practice (3 cr.)	This course provides the student an opportunity to perform statistical analysis appropriate for use in evidence-based practice. Pre-requisites: All 500 level courses; Co-requisite NURS 612
NURS 631: DNP Project (PR-progression requirement; minimum of 4 credits or until course is completed)	This course provides the student with an opportunity to investigate a clinical problem of relevance to the student's practice setting. Students work under the direction of a faculty committee to prepare a written and oral report of their findings. Co-requisite: Permission of Instructor
NURS 632: DNP Practicum (6 cr.; may be split into up to 3 semesters, 360 practicum hours)	The course provides the opportunity for the student to have a mentored experience, under faculty supervision, where the DNP competencies can be explored and mastered in an area of the student's choice. Co-requisite: Permission of Instructor

ACADEMIC INFORMATION

ADMISSIONS CRITERIA

All applicants to the DNP program will be evaluated individually based on prior educational work and current employment experience. Programs of study will be designed to include additional coursework, if necessary, to meet the educational objectives of the program.

Students applying to the post-baccalaureate option must have a BSN from a Commission on Collegiate Nursing Education (CCNE) or National League for Nursing Accrediting Commission (NLNAC), or Commission for Nursing Education and Accreditation (CNEA) accredited program.

Note: Post-master's degree level students entering the DNP desiring to change their area of professional practice may be considered for admission. These applicants may require additional coursework from the professional core or concentration.

Admission Criteria:

- Minimum cumulative GPA of 3.00 for baccalaureate degree and a minimum of 3.00 on all work beyond the baccalaureate level.
- Introductory courses in statistics and research will be completed prior to starting the DNP program. Nurse

Practitioner-FNP applicants must also have completed a course in pharmacology. (Most applicants will have met this requirement with the B.S.N. program.)

- 2 years of direct patient care hours equivalent to 4200+ total direct care hours within the past 5 years.
- Qualified applicants will be contacted for an interview.
- Professional Nursing License: All students in the post-baccalaureate option must have a current unencumbered license as a Professional Registered Nurse (RN) from the State of West Virginia or a compact state prior to beginning their clinical practicum courses. Students may also need to have a valid nursing license for the state in which they will be completing the D.N.P. practicum courses.
- Submission of a résumé or curriculum vitae.
- Submission of official transcripts of all college and university coursework.
- A letter of intent that describes how the student envisions using the D.N.P. degree to enhance his or her personal and professional goals (limit 500 words).
- Two professional references, at least one of which is from a current or former clinical supervisor.
- Upon evaluation of the student transcript(s), post-M.S.N. applicants will need to verify clinical/practicum hours completed in order to enter the program. Applicants lacking in clinical/practicum hours will have the opportunity to take the Transition to Doctoral Practice course through Shepherd's D.N.P. program.

ACADEMIC ADVISEMENT

In accordance with the mission of Shepherd University's Academic Advising Program, each student will be assigned to a full-time faculty member who will serve as their academic advisor. Students may meet with their advisors during posted office hours or by appointment. Students should consult the DNP progression plans, their academic record on RAIL, and consult with their academic advisor regarding courses for the upcoming semester. The PIN for course registration may be obtained from the advisor, Program Director, or the School of Graduate and Professional Studies.

Students should meet with their advisors regularly, especially in the following instances:

- Student is having difficulty in a course.
- Student is considering withdrawal from any course or the nursing program.
- Student is re-applying to the nursing program or returning from a leave of absence.
- Student is in violation of the School of Nursing policies.

See *Academic Advisement* in the Shepherd University catalog (<http://catalog.shepherd.edu/>).

ACCESSIBILITY SERVICES

Shepherd University strives to make learning experiences accessible to all students and will provide reasonable accommodations for students with disabilities. If you experience difficulties, based on the impact of a disability, please contact Accessibility Services, Gardiner Hall G13, 304-876-5122, or accessibility@shepherd.edu to initiate a conversation about your options. Students must register with the Office of Accessibility Services and provide their accommodation letter to each of their instructors. Please know that accommodation is not retroactive. For more information, please visit Accessibility Services.

ACADEMIC INTEGRITY

Each student is expected to abide by the Shepherd University Academic Integrity Procedures found in the Shepherd University Student Handbook (<http://www.shepherd.edu/students/studenthandbook.pdf>).

ACADEMIC DISHONESTY

Cheating in all its forms, including plagiarism and cheating on visual work, is considered an academic matter to be controlled and acted upon by the individual faculty member.

Students guilty of academic dishonesty on examinations in any course shall receive, as a minimum penalty, a grade of 'F' in that course. Such action shall be taken by the instructor, with written

notification to the appropriate University administrators. Students involved in facilitating academic dishonesty among others, such as by the unauthorized dissemination of examination materials, will be subject to disciplinary action.

Plagiarism is “the act of stealing and using, as one’s own, the ideas, or the expression of the ideas of another.” Whether that other is another student or a published author, plagiarism is cheating. Guidelines and policies affecting dishonesty and most other aspects of student life may be found in the Shepherd University Student Handbook.

The expectation is that by submitting any product to faculty, whether it is to be graded or not, each student acknowledges that it represents his or her individual work, unless given permission to work collaboratively with other students. Academic dishonesty (e.g., plagiarism, cheating, falsifying records, etc.) will result in academic action as outlined in the Shepherd University Student Handbook.

It is the policy of the School of Nursing that the following materials [“prohibited items”] may not be used by a student as a part of study-preparation for a test in any School of Nursing course, unless expressly first approved in writing by the Course Instructor:

- Copies of tests previously administered by the Course Instructor or any other instructor of Shepherd University School of Nursing, unless distributed to all students in the class by the Course Instructor
- Copies of a ‘course-instructor’ version of an assigned textbook
- Copies of test-banks or other sample tests published for faculty by text-book publishers

For purposes of this policy: 1) possession of prohibited materials shall constitute presumptive evidence of use by the possessing student; 2) receipt and possession of any document compiled by a student who was in possession of prohibited items shall constitute presumptive evidence of use by the receiving student, if the receiving student knew or should have known that the content derived from prohibited items; 3) possession of prohibited items shall constitute “receiving assistance in coursework in a manner not authorized” under the Academic Integrity Policy of the University and will be addressed by the professor consistent with that policy.

Any student who currently has possession of prohibited items, contemporaneous with the promulgation of this new policy, may be absolved from penalty by promptly [before any tests are administered] completing the following:

- The student will schedule an appointment with the School of Nursing Program Director, Program Coordinator, and the Course Instructor(s) affected. The student will remit all prohibited items to the faculty at this time.
- The Course Instructors will take such action as is necessary, changing the planned tests for the entire class or arranging for one or more alternative tests for the student(s) who have possessed prohibited item.

POLICY OF USE OF DNP CREDENTIAL

There is no candidacy in the DNP program. Students may not use DNP(c) or DNP(s) while enrolled in the program. Students should continue to use only the degree initials that have been earned. It is acceptable to state that one is a DNP student in text form (for example, in the biographical information that accompanies a published article, paper presentation, or poster). It is acceptable to use the DNP credential only after one has successfully completed the DNP program.

MAINTENANCE OF RN LICENSURE AND APRN CERTIFICATION

All DNP students must maintain continuous RN licensure from a compact state and APRN certification as appropriate during enrollment in the DNP program. If a student’s RN license and/or APRN certification is renewed during enrollment in the DNP program, the student should upload into Typhon and notify his/her

advisor. If the student's RN license lapses or becomes encumbered due to a disciplinary action, or the APRN certification lapses, the student may potentially be dismissed from the DNP program.

INCOMPLETE GRADES

A grade of 'I' is given when the instructor believes that the course work is unavoidably incomplete or that a supplementary examination is justifiable. A grade of 'I' is not appropriate to avoid an unsatisfactory failing grade in a DNP course. The following is institutional policy concerning incomplete grades that may be found here: <http://catalog.shepherd.edu/content.php?catoid=9&navoid=1129>

A grade of incomplete may be given to a student who has satisfactorily completed most of the requirements for a course but because of illness or other extenuating circumstances has not completed all of the requirements. All incomplete grades must be accompanied by a form provided by the Registrar's Office and completed by the instructor. Students with incomplete grades must consult with their instructors early in the following semester about the requirements and timetable for completing the work for the course and removing the incomplete grade.

When the work has been completed, the instructor must return the form to the Registrar's Office with the new grade. The Registrar's Office must receive the form no later than 10 days before the date the final grades are due for the spring semester (to change an incomplete grade from the previous fall semester) and no later than 10 days before the date final grades are due for the fall semester (to change an incomplete grade from the previous spring semester or from either of the previous summer sessions). If the incomplete is not made up according to this schedule, it automatically becomes an 'F'. When an incomplete grade is changed, the student's grade point average is recomputed.

Any grade of 'I' that is not resolved by the end of the following semester will automatically revert to the grade of 'F'. Refer to Academic Policies in the Shepherd University Catalog and Student Handbook. Students may not progress to additional coursework if an 'I' remains in any course that is pre-requisite to the course(s) to which the student intends to enroll.

TUITION AND FEES

Students pay tuition and fees as shown in the Shepherd University Course Catalog, in addition to special fees and deposits as required. Students' expenses vary widely according to their individual course of study. Students are expected to provide their own equipment, instruments, and transportation to practice sites.

Information on payment options, as well as links to current tuition and fees for the DNP program are found here: <http://www.shepherd.edu/tuition-and-fees/>

RAVE ALERTS

Students are encouraged to sign up for "RAVE alerts" (<http://www.shepherd.edu/university/rave/>) in order to be informed of campus closures. Also, students are encouraged to check the Shepherd website for additional information (<http://www.shepherd.edu/>).

ASSESSMENT OF STUDENT LEARNING

The School of Nursing participates in the Shepherd University Program of Assessment of Student Learning in order to monitor how students are meeting educational goals in the interest of promoting an atmosphere of learning and ongoing enhancement of academic programs. Shepherd University requires student participation in assessment tests and surveys, both within the School of Nursing and when selected to participate in campus-wide assessment. Failure to participate can result in administrative action including withholding of grades and/or restriction from registration until the requirements are met.

PERSONAL SAFETY

The School of Nursing attempts to establish and maintain safe working and learning environments for students, faculty, and staff. Awareness and communication of potentially unsafe situations can decrease the possibility of a harmful or lethal occurrence.

The School of Nursing will not relay information about a student's location to anyone other than an authorized university employee acting in an official capacity. The School will not post schedules that include student names and clinical locations in public areas.

Students must not reveal the location of other students to anyone other than an authorized University employee acting in an official capacity.

1. Students should inform their family members or significant others what they want them to know about their whereabouts. Students should establish with these individuals how to reach them in an emergency.
2. If students' situations could present a threat to their own or others' safety, they should immediately confer with the relevant faculty, School Dean/Director, and campus police to establish procedures to maintain a safe learning and teaching environment.

CORE PERFORMANCE STANDARDS

Because the School of Nursing seeks to provide a safe environment for nursing students and their clients, DNP students may be required to demonstrate physical and emotional fitness to meet the Core Performance Standards of the DNP program. Such essential requirements may include freedom from communicable disease, the ability to perform certain physical tasks, and suitable emotional fitness.

Any appraisal measures used to determine such physical and emotional fitness will comply with *Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990* so as not to discriminate against any individual on the basis of handicap.

The core performance standards of the nursing program, with examples of activities required of students during their nursing education, are listed below and in the *School of Nursing Core Performance Standards of the Nursing Program* document. A student with a documented disability who requires accommodation to be able to meet the Core Performance Standards must bring appropriate documentation from the University Accessibility Coordinator to the Director of the School of Nursing.

**SHEPHERD UNIVERSITY
SCHOOL OF NURSING**

Standards of Professional Conduct and Safe Clinical Practice

Doctor of Nursing Practice students are expected to adhere to the following standards of professional conduct and safe clinical practice:

1. Comply with all institutional, ethical, and legal parameters regarding confidentiality of patient information.
2. Adhere to University, School, and clinical agency policies regarding drug and alcohol use.
3. Comply with all other policies of assigned clinical sites.
4. Demonstrate respect toward clients and their families, peers, faculty, staff members, and others in the clinical setting, the School of Nursing, and Shepherd University, regardless of race, religion, national origin, ethnicity, gender, sexual preference, age, health status, or diagnosis.
5. Demonstrate integrity in all classroom and clinical situations.
6. Use standard and transmission-based precautions in all patient care activities.
7. Promptly report any error to the faculty member and to other appropriate clinical personnel.
8. Comply with School of Nursing and clinical agency dress policies.
9. Arrive punctually for clinical learning activities.
10. Maintain appropriate professional role boundaries.
11. Demonstrate the application of previously learned clinical competencies.

Failure to adhere to the above standards may negatively affect course grade and may lead to dismissal from the program.

HIPAA AND PATIENT CONFIDENTIALITY

Federal regulations under the Health Insurance Portability and Accountability Act (HIPAA) include provisions designed to protect the privacy of patient information and are commonly known as the Privacy and Security Rules. The HIPAA Privacy and Security affects all healthcare providers.

Confidential patient information means information that identifies the patient, relates to the patient's diagnosis or condition, the patient's care, treatment or other services provided to the patient, or the patient's billing and payment information.

Students violating patient confidentiality practices are subject to civil and criminal liability under applicable law and are subject to Standards of Professional Conduct and Safe Clinical Practice and the Confidentiality Agreement rules.

Confidentiality Agreement for Nursing Students – Statement:

As a DNP student at Shepherd University, I may have access to what this agreement refers to as "confidential information." Confidential information includes, but is not limited to, individually identifiable information concerning patients, families, communities, and the personnel at any agencies used by Shepherd University nursing students. It may also include financial information and other information related to any of these utilized agencies. I may learn of or have access to some or all of this confidential information through a computer system or through my learning activities.

Confidential information is valuable and sensitive and is protected by federal and state laws and regulations, as well as strict agency policies. I understand that I must comply with these laws and policies governing confidential information. I understand that any violation of these laws and policies will subject me to disciplinary action, which might include, but is not limited to, termination of access to the agency, dismissal from the nursing program, and potential legal liability.

In consideration of my access to confidential information as a nursing student, I agree and promise that I will use confidential information only as needed to perform my legitimate duties. This means that:

- A. I will only access confidential information for which I have a need to know.
- B. I will only disclose confidential information to those who have a right to know.
- C. I will only access and disclose confidential information in a manner that provides privacy and security.
- D. I will **NOT**, in any way, divulge, release, sell, loan, review, alter, or destroy any confidential information except as properly authorized within the scope of my legitimate duties and agency policies.
- E. I will **NOT** photocopy or download any confidential information during my learning experience at Shepherd University.
- F. I will **NOT** misuse or carelessly care for confidential information.
- G. I will protect and will not release my security code, identification badge, or any other authorization I have that allows me to access confidential information in any of the agencies used by Shepherd University School of Nursing. I accept responsibility for all activities undertaken using my security code, identification badge, or other authorization.

I understand that my obligations under this agreement will continue after I leave the agency utilized for learning. I also understand that my privileges can be periodically reviewed by the agency or Shepherd University School of Nursing and that any of the agencies or Shepherd University School of Nursing or both may, at any time, revoke my security code, identification badge, or access to confidential information.

I understand that my access to any agency used for learning is contingent upon my adherence to the information stated above and my adherence to policy. I further understand that my failure to comply with this agreement or applicable laws and policies will result in dismissal from the nursing program.

AMERICAN NURSES ASSOCIATION CODE OF ETHICS

DNP students are expected to adhere to the *ANA Code of Ethics for Nurses* (2015):

- 1. The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.*
- 2. The nurse's primary commitment is to the patient, whether an individual, family, group, or community.*
- 3. The nurse promotes, advocates for, and protects the rights, health and safety of the patient.*
- 4. The nurse has authority, accountability and responsibility for nursing practice; makes decisions; and takes action consistent with the obligation to promote health and to provide optimal care.*
- 5. The nurse owes the same duties to self as to others, including the responsibility to promote health and safety, preserve wholeness of character and integrity, maintain competence, and continue personal and professional growth.*
- 6. The nurse, through individual and collective effort, establishes, maintains, and improves the ethical environment of the work setting and conditions of employment that are conducive to safe, quality health care.*
- 7. The nurse, in all roles and settings, advances the profession through research and scholarly inquiry, professional standards development, and the generation of both nursing and health policy.*
- 8. The nurse collaborates with other health professionals and the public to protect human rights, promote health diplomacy, and reduce health disparities*
- 9. The profession of nursing, collectively through its professional organizations, must articulate nursing values, maintain the integrity of the profession, and integrate principles of social justice into nursing and health policy.*

ACADEMIC FREEDOM AND RESPONSIBILITY

The school adheres to university policy as identified in the Shepherd University Student Handbook. This PDF document is found online here: <http://www.shepherd.edu/students/studenthandbook.pdf>. Note that graduate student policies are located in the last section of the document.

COMPLAINTS/CONFLICT RESOLUTION

Formal complaints such as grade appeals, sexual harassment, or plagiarism are handled in accordance with Shepherd University policy.

Any student who has a concern or conflict regarding a course, clinical, or other issue related to the nursing program is encouraged to use the following process. First, discuss the issue with the appropriate faculty member or staff involved with the concern, or in case of clinical you may contact the course coordinator, to see if the issue can be resolved at this level. The student may also want to confer with his/her advisor for guidance, as needed. The student should only address the concern with those immediately involved with the concern, and not with other members of the faculty, staff, or students. If the concern is not resolved at the faculty level, the student may then contact the Director of the School of Nursing to discuss the concern. The student should present a written description of the issue to the School Director. If the issue remains unresolved the student may then contact the Dean, Graduate Studies and Continuing Education. Students who do not follow this progression will be referred back to the appropriate level to address their concern. The timeframe for the levels of appeal is outlined in the University policy as found in the Shepherd University Student Handbook.

ACADEMIC AND PROGRESSION POLICIES

GRADING

The grading scale used by the School of Nursing for all examination and theory course grades is as follows:

93 - 100	= A
86 - 92.9	= B
78 - 85.9	= C
70 - 77.9	= D

69.9 and below = F

Students must successfully complete both theory and practicum portions of courses. Practicums are graded on a pass/fail basis. The minimum passing grade for any nursing course is a C. "Successful completion" of a nursing course is defined as earning a minimum final course grade of C.

ACADEMIC PROGRESSION AND GRADUATION STANDARDS

In order to progress in the DNP program, students must meet the following performance standards:

1. Students must maintain an overall GPA of 3.00 and a GPA of 3.00 every semester. Failure to do so will result in academic probation or dismissal from the program.
2. A grade of 'D' or 'F' in any course in the program is unacceptable, and the course must be repeated. Only one nursing course may be repeated. Students should know that failing to pass or complete a course may delay or alter their progression through the program.
3. BSN-DNP students must complete the program within three (3) years of enrollment in the Fall Semester of the second year of the curriculum. MSN/FNP-DNP & MSN/PMHNP-DNP students must complete the program within two (2) years of starting the program.

The guidelines for the appeal process for the DNP program can be found in the Shepherd University Student Handbook. Any student considering an appeal should first contact their academic advisor.

TRANSFER OF COURSEWORK

Guidelines for transfer of credits in graduate programs is outlined in the online catalog (<http://catalog.shepherd.edu>), as well as the student handbook (<http://www.shepherd.edu/students/studenthandbook.pdf>)

Graduate courses from other institutions or other Shepherd University graduate programs will be evaluated at the time of admission by the Program Director of the School of Nursing and the Dean of Graduate and Professional Studies.

- Up to nine credit hours may be transferred to a Shepherd graduate program from another institution or program, either prior to starting the program or during the program, at the discretion of the program coordinator in consultation with the School Dean/Director and the Dean. Exceptions can be made on a case-by-case basis by the dean if it would inappropriately prolong the graduation of a student.
- Courses transferred to a Shepherd graduate program must have a minimum grade of "B," and must be taken within seven years based on the date of admission to the degree program (see sunset clause).

A student wishing to transfer credit from another institution must confer with his or her academic advisor and obtain a transfer of graduate credit form found online at: <http://www.shepherd.edu/graduate->

[studies/graduate-studies-forms](#). This form requires the signature of the advisor, Program Coordinator, School Director, and the Dean of Graduate and Professional Studies.

It is the student's responsibility to provide information about the course transfer including the name of the institution with address, the course number and the name, and the course descriptions and syllabi as published by that institution. The student must also provide the Shepherd University course it replaces or the requirement it meets. Courses for transfer will be evaluated for equivalency by the Dean of Graduate and Professional Studies and other appropriate graduate faculty. Final approval of coursework for transfer is granted by the Dean of Graduate and Professional Studies.

READMISSION TO THE NURSING PROGRAM

Students who withdraw, take a leave of absence, or do not enroll for a full academic year or more, and desire to resume their academic program, are required to apply for readmission. Readmission forms are available at: <http://www.shepherd.edu/graduate-studies/apply-graduate>.

Students are not guaranteed readmission and may be evaluated in competition with current applicants to the program. Students in the DNP program must complete a letter addressed to the Dean of Graduate Studies and Continuing Education and DNP Program Director outlining a case for readmission to the program.

Readmission will be based on the decision of the DNP Admissions Committee and availability of space in the nursing courses. The Committee's decision will consider past academic performance and adherence to School of Nursing policies. If readmitted, the student will be expected to comply with individual requirements set by the Committee for continuation in the nursing program. A student is eligible for readmission to the nursing program only one time.
(<http://www.shepherd.edu/students/studenthandbook.pdf>)

A student who is denied readmission to the nursing program may appeal this decision by submitting a request for reconsideration within 10 business days of receiving written notification of denial. If the Director/Chair does not grant this appeal, the student may petition for readmission to the Graduate Counsel according to the procedures specified in the *Shepherd University Graduate Handbook*, Academic Freedom and Responsibility section III, Academic Actions Concerning Admissions and Credits.

1. The DNP Admissions Committee discusses the application and decides whether to grant or deny readmission. The Director/Chair notifies the student in writing of the decision.
2. If the decision is to readmit, the student notifies the Director/Chair, in writing, whether the student accepts offer of readmission.
3. Readmitted students meet with their academic advisors no later than December 1st for Spring readmission, April 1st for Summer, or August 1st for Fall readmission to discuss strategies to support success in the nursing program, needs for review of content and skills, and courses needed to complete degree requirements.
4. The readmitted student submits a current Health Data Sheet and proof of current PPD and CPR status by November 1st for Spring readmission and by April 1st for Summer or Fall readmission. If the readmitted student left for medical reasons they need to provide evidence of medical clearance; the readmitted student may need to repeat background check and drug screen.

FNP CERTIFICATION ELIGIBILITY CRITERIA

Information regarding FNP certification can be found at:

- *FNPP Certification Requirements* (2013, American Nurses Credentialing Center, retrieved from <http://www.nursecredentialing.org/Certification/NurseSpecialties/FNP>)
- *American Association of Nurse Practitioners* (n.d., retrieved from <https://www.aanp.org/>)

PMHNP CERTIFICATION ELIGIBILITY CRITERIA

Information regarding PMHNP certification can be found at:

- *PMHNP Certification Requirements* (2013, American Nurses Credentialing Center, retrieved from <https://www.nursingworld.org/our-certifications/psychiatric-mental-health-nurse-practitioners>)

DIDACTIC CLASSROOM POLICIES

Learning Management System

Brightspace is the Learning Management System. Instructions for accessing the LMS can be found on the IT website.

WRITING STANDARDS

The School of Nursing has adopted the writing standards from the American Psychological Association (APA). All written assignments must conform to the stylistic requirements outlined by the APA prior to submission. It is required that students in the School of Nursing have a copy of the *Publication Manual of the American Psychological Association* (most current edition), which describes correct stylistic formats.

APA FORMATTING SOFTWARE

Students will be required to use web-based formatting software for all written papers in the DNP program. Examples are PERLLA and Reference Point.

CELL PHONE POLICY

Cell phone use for personal reasons (text and phone calls) is prohibited in clinical practicum experiences and class settings. Cell phones may be used for reference reasons if authorized by faculty and allowed by agency policy.

CHILDREN

Students are not permitted to bring their child(ren) to class, regardless of their age(s). Please make arrangements for childcare in the event of illness, or if the child's school or day care is canceled due to inclement weather, etc.

RECORDING DEVICES

Recording devices may be used with prior authorization as identified by Accessibility Services.

TECHNOLOGY REQUIREMENTS

It is generally recommended that all DNP students will need a laptop or tablet with the following abilities:

- Operating system—Microsoft Windows 10 or higher
- Hardware 8 GB memory (RAM) minimal, 16 GB recommended
- Minimum of one (1) USB drive (preferably 2 or more)
- Wireless card with 802.11 g/n/ac compliant
- Capacity to connect to the Internet via wireless connection
- Intel/AMD multi core processor
- Camera and recording capabilities
- Programs installed:

Office 365 is available through the university

*Adobe Acrobat Reader (PDF Reader)—Documents may be shared with students in PDF format. You will need this software to download and read these documents. The program can be downloaded free from <http://www.adobe.com>

*Web browser—Mozilla Firefox (most recent version) download available free at <http://222.mozilla.com/en-US/firefox/personal.html>

Typhon

Exam Soft

Fitzgerald Integrated Review Refer to technical requirements for individual software and applications

Shadow Health

COMPUTER SKILL

Students are expected to demonstrate proficient computer literacy skills. Word processing, spreadsheet creation (Excel), computerized presentation (PowerPoint), and internet and e-mail competence, including the use of attachments, are essential to the DNP program's coursework.

COMPUTER/IT HELP

[Shepherd IT Support link](#)

EMAIL INFORMATION

EMAIL SYSTEM

Faculty and staff use university email only to communicate with students. Every student is issued a university email account and must regularly monitor it for official communications. You may access your email account on the [Shepherd website](#).

EMAIL ETIQUETTE

- When sending an email, keep in mind it is sent via an unprotected source and without encryption.
- Because the email is not encrypted, no identified patient information can be transmitted by email.
- Do not divulge personal, confidential, or financial information via email. Doing so could result in an embarrassing situation or compromise of your information's confidentiality.
- Follow common courtesy rules when sending emails. Also, use a level of formality that is appropriate for the purpose of the email.
- Use caution when opening emails, especially attachments. They may contain a virus or other malicious code.

SOCIAL MEDIA POLICY

The National Council of State Boards of Nursing has published the document: A Nurse's Guide to the Use of Social Media (NCSBN, 2018). The document is available online: <https://www.ncsbn.org/brochures-and-posters/nurses-guide-to-the-use-of-social-media>

It is expected that all students will read and comply with this document. Additional policies:

- The use of social media during class or clinical is not permitted.
- Students uploading pictures, videos, or other items on social media during class will be reprimanded by the Director. A second reprimand will result in the dismissal from the nursing program.
- Students uploading pictures, videos, or other items on social media before, during or after clinical while remaining at the clinical site will be reprimanded by the Director. A second reprimand will result in the dismissal from the nursing program.

- Students uploading pictures, videos, or other items that violate HIPPA or who have been asked to not return to the clinical site based on social media activity will be immediately dismissed from the nursing program.
- Students uploading pictures, videos, or other items that violate professional practice standards will be immediately dismissed from the nursing program.

CLINICAL PRACTICUM EXPERIENCES AND SIMULATION COURSE POLICIES

ACCIDENT/INJURY/IMPAIRMENT

In the event of an accident, injury, or exposure to infectious agents, blood, or body fluid during clinical practicum experiences, the DNP student must comply with the agency's policy and procedures regarding such events. Emergency treatment and follow-up may be required at the student's personal expense.

DNP students are responsible for all expenses that occur as a result of injury, exposure, or suspected drug or alcohol impairment. DNP students are required to carry health insurance to assist with expenses related to injury or illness on campus or in the clinical agency.

DNP students who report to a clinical facility in ill health or impaired will not be permitted to remain for clinical practicum experiences. Such behavior will be considered a violation of the School of Nursing Standards of Professional Conduct and Safe Clinical Practice.

Tardiness for clinical learning activities is a violation of the School Standards of Professional Conduct and Safe Clinical Practice. Response to this behavior is outlined in the standard.

In addition, if the student has worked prior to clinical/practicum there must be at least eight hours between the end of work and beginning of clinical. Students may have a clinical assignment in the same organization in which they work, but not in the same department.

ATTENDANCE

It is mandatory that DNP students attend all scheduled clinical/practicum and simulation learning activities. Acceptable reasons for absence from clinical and simulation learning activities include illness of the student (an excuse from a physician or nurse practitioner) or death in the immediate family (obituary required). Documentation of a valid excuse for absence may be required. Students who anticipate their absence from a scheduled clinical learning activity **must notify the course professor, preceptor and clinical agency by telephone no later than 1 hour prior to the start of the clinical/practicum or lab learning activity.**

Students with an approved absence from clinical practicum experience or simulation learning activities must make arrangements with the appropriate professor and preceptor for a re-scheduled clinical learning activity. Routine medical or dental appointments do not constitute an unusual circumstance or personal illness. **Students will be charged a lab/practicum re-scheduling fee of \$300 for each experience in excess of one (1) missed per course.**

Student Attendance on Scheduled Practicum Days:

1. Attendance at 100% of practicum experiences is expected of every student.
 - a. Exceptions, if made, will be made at the discretion of the course faculty and preceptor. New dates will be scheduled to ensure all practicum hour requirements are met.
 - b. Punctual attendance is required at all practicum sessions.

- c. If the student is going to be late to the practicum area, the student is expected to call the site as soon as possible.
 - d. When the student cannot attend the practicum session, the student must:
 - Call the clinical preceptor or designated contact person at the clinical site prior to the start of the clinical session or as soon as possible; and
 - Email the course faculty as soon as possible
 - e. Failure to adhere to these attendance policies with ongoing absenteeism or tardiness will result in an “Unsatisfactory” evaluation and could be grounds for failing the course. Extension of the practicum period with the preceptor cannot be assumed but is granted only by agreement with the preceptor, practicum agency, and course faculty. Exceptions related to unexpected illness of the student/family and or preceptor should be discussed with course faculty and the parties involved.
2. Students should not assume that should they fail to complete the required number of practicum hours for the term, they will be permitted to make up practicum hours with their preceptor.
- a. Approval for extending clinical hours beyond the semester in which the course is taken must be approved by the course faculty.
 - b. If a student cannot complete the required hours due to an unforeseen event, the student must notify the clinical supervising faculty immediately to determine if the situation warrants an extension of the clinical practicum and under what conditions they will occur.
 - c. The student should obtain a telephone number and discuss the procedure of notifying the preceptor and faculty for unexpected absences. Failure to notify the preceptor as negotiated, prior to the beginning of the scheduled practicum day is unacceptable and may place the student and clinical placement in jeopardy.
 - d. The student should present the faculty and preceptor with a plan to complete the lost practicum time.
 - e. If the student is not attending practicum days/hours as scheduled, the preceptor should promptly notify the course faculty. In the event of a planned absence of the preceptor, he/she will make arrangements for a qualified back-up preceptor. The course instructor will determine credentialing needs for back-up preceptor.

PROFESSIONAL BOUNDARIES

The DNP student is responsible for maintaining professional boundaries. Failure to maintain professional boundaries will be considered a violation of the School of Nursing Standards of Professional Conduct and Safe Clinical Practice. Refer to [*A Nurse's Guide to Professional Boundaries*](#) by NCSBN.

STANDARDS OF DRESS POLICY

Professional dress for graduate students should be appropriate for their professional role and the specific clinical site. In some cases, students may need to follow dress codes that are designated by the specific site.

A. General Standards

- 1. Good personal hygiene is to be maintained at all times. This includes regular bathing, use of deodorants/antiperspirants, and regular dental hygiene.
- 2. Avoid distracting perfumes and colognes (may precipitate allergies or sensitivities).

B. Hair Maintenance

- 1. Hair should be neat, clean, and of a natural human color.
- 2. Hair should be styled off the face and out of the eyes.
- 3. Shoulder length hair must be secured to avoid interference with patients and work.

4. Avoid scarves or ribbons (unless culturally appropriate).
5. Beard/mustaches must be neatly trimmed.

C. Jewelry

1. Keep jewelry at a minimum (represents potential for cross-infection).
2. The following are permitted: a watch, one ring, small earrings (large earrings are distracting and may be pulled through the ear), academic pin, badges, or insignia which represent an award, modest bracelet.
3. No neck chains.
4. No ear gauges or bars are allowed. No other pierced jewelry is permitted (nose rings/studs or tongue rings/studs, eyebrow, etc.).

D. Dress, Shoes, and Hand Care

1. Clothing should be clean, professionally styled and in good repair.
2. White coats are recommended to be worn over street clothes, and they must be kept clean and wrinkle free.
3. **Women:** skirts of medium length or tailored slacks.
4. **Men:** tailored slacks and dress shirt.
5. Shoes must be comfortable, clean, and in good repair. Shoes should be worn with socks or hose.
6. Fingernails should be clean and of short to medium length. Muted tones of nail polish are appropriate for women. No artificial nails.

E. The following items are **specifically prohibited** in the hospital or clinic situation:

1. Blue jeans, regardless of color, or pants of a blue jean style.
2. Cargo pants, athletic pants, capris, or shorts.
3. Sandals or open-toed shoes, high-heeled or canvas shoes (blood or needles may penetrate the fabric).
4. Midriff tops, tee shirts, halters, translucent or transparent tops, shirts or tops with plunging necklines, tank tops or sweatshirts.
5. Buttons or large pins (could interfere with function, transmit disease or be grabbed by patient).
6. Visible body tattoos or visible body piercing.
7. No chewing gum or tobacco. Neither of these products is allowed during clinical experiences. Smoking odors are as offensive as smoking.
8. Profanity or vulgar slang.
9. Clinical clothing should not contain visible logos or advertising.

Name tags: Student must always wear the Shepherd University DNP picture identification when at the clinical agency. Students may use the Shepherd University Nursing lanyard or attach it to the breast pocket of the scrub top.

SMOKING

The odor of smoke on hair, skin, and clothing may be offensive to clients in clinical settings, and professional nurses are expected to be role models of good health practices. For these reasons, smoking prior to and during clinical learning activities is prohibited.

TRANSPORTATION TO CLINICAL LEARNING ACTIVITIES

It is the responsibility of the DNP student to provide his/her own transportation to and from clinical sites.

USE OF CLINICAL SIMULATION, COMPUTER LABS AND GROUP STUDY ROOMS

1. No food or drinks are permitted in the simulation or computer labs.
2. Students should bring appropriate equipment and reference materials to all scheduled simulation lab activities (e.g., watch, writing materials, stethoscope, Eppocrates Plus, and other items specified by the faculty member or Clinical Simulation Lab Coordinator).
3. Students are responsible for cleaning up after themselves in all areas.
4. Students may use simulation manikins under the direct supervision of a faculty member or Clinical Simulation Lab Coordinator **only**.
5. Students should report any equipment problems to the Clinical Simulation Lab Coordinator.
6. Computers are for academic use only.

CLINICAL AGENCY'S POLICIES AND PROCEDURES

In order to safeguard students in the healthcare provider role and to protect patients, all students enrolled in the School of Nursing at Shepherd University will meet the following requirements.

All information must be submitted by April 1st for students admitted for the Summer, by August 1st for students admitted for Fall, unless otherwise informed.

The student is responsible for paying all costs. Students should keep copies of all information for their records.

1. Physical Examination

- a. Upon entrance into the DNP program, the student must submit proof of physical and emotional fitness to meet the core performance standards of the nursing program, including freedom from communicable disease, as attested to by a physician or nurse practitioner (form provided).
- b. DNP students may be required to submit an updated physical examination form if there is a change in their health status while enrolled in the program.
- c. DNP students will not be permitted to attend class, clinical, or campus learning lab until the completed Health Record is on file. Absence in class, clinical, or campus learning lab due to an incomplete health record is considered an unexcused absence.

2. Immunization Status

Official documentation from a physician or nurse practitioner is required by the specified date. A Health Records Verification (HRV) form will be provided to the student to be completed and uploaded on Typhon, the on-line immunization tracker.

- i. ***Diphtheria, Pertussis, and Tetanus (DPT) Immunization.***
- ii. ***Tetanus Booster*** within the last 10 years.
- iii. ***Tdap*** within the last 5 years
- iv. ***Measles (Rubeola), Mumps, Rubella (MMR)*** – completion of a series of 2 immunizations. If born before 1957 or no official documentation of immunizations, the student is required to provide recent documentation of immune (IgG) antibody titers indicating immunity to Measles (Rubeola), Mumps, and Rubella (MMR). If titers show “no immunity” the student must begin the series immediately and contact the Program Clinical Coordinator.

- v. **Polio vaccination** (series of 4) or recent titers. If titers show “no immunity” the student must begin the series immediately and contact the Program Clinical Coordinator.
- vi. **Varicella** (Chicken Pox) Initial and booster immunization (at least one month apart) for Varicella. The student must upload documentation of recent immune (IgG) antibody titer if no official evidence of immunization.
- vii. **Hepatitis A** (series of 2) and documentation of immune antibody titer. A non-immune titer indicates that the series needs repeated. A retest of the immune antibody titer would then be repeated.
- viii. **Hepatitis B** (series of 3) and documentation of immune antibody titer. The absence of Hepatitis B antibody titer shall be an indicator that the series needs to be repeated, not to exceed 2 full series. The post series Hepatitis B titer is to be done 2 months after the third dose. If the student has not completed the series, they must contact the Program Clinical Coordinator.
- ix. **An Annual Influenza Vaccine, and a PPD** placed within the past year. If you do not have documentation of a PPD within the past year, a two-step PPD test is required. The second test is performed 2 weeks after the initial testing and the appropriate documentation is provided.
 - 1. If the student has a positive reaction or has a history of the BCG immunization, the PPD is not repeated. Upload a statement from the healthcare provider verifying chest x-ray results within the last 2 months and safe status to practice. An annual assessment must be performed by the healthcare provider and documentation uploaded for continued safe status for nursing practice.
 - 2. Returning students must upload proof of current PPD status prior to their expiration date.
 - 3. Failure of the student to maintain current PPD status will result in the student’s inability to attend clinical learning activities and as such is considered a violation of the Standards of Professional Conduct and Safe Clinical Practice.

3. CPR Certification

- a. Official documentation (copy of front and back) of your American Heart Association Healthcare Provider CPR card must be uploaded in the online immunization tracker, Typhon.
- b. Returning DNP students must upload proof of current CPR status prior to their expiration date to the School of Nursing.
- c. Failure of the student to maintain current CPR status will result in the student’s inability to attend clinical learning activities and, as such, is considered a violation of the Standards of Professional Conduct and Safe Clinical Practice.

4. Criminal Background Check

- a. DNP students are required by clinical agencies to undergo a criminal background check prior to clinical experiences. Felony convictions and some serious misdemeanors may preclude participation in clinical rotations. This could, in turn, prevent the completion of clinical course requirements and completion of the nursing program.
- b. In addition, the State of West Virginia Board of Examiners for Registered Professional Nurses requires that applicants for licensure undergo a criminal background check and answer the following question: *Have you ever been convicted of a felony or a misdemeanor or pled nolo contendere to any crime, had record expunged or been pardoned?* Any application that indicated a criminal history is considered a non-routine application and must be reviewed by the Board staff and possibly referred to the Board’s Disciplinary Review Committee.

- c. Students will be provided with a West Virginia Card Scan Services Information Form and two (2) fingerprint cards upon acceptance in the nursing program.
- d. The fee for the background check is the responsibility of the student and may vary depending on the agency that performs the background check. Further information will be provided to the student upon admittance about making arrangements to pay for the background check.
- e. If the background check indicates a criminal history, the clinical agency will be notified and will determine whether or not to allow the student to participate in the clinical experiences at that agency.
- f. If the student is unable to participate in the clinical experiences, the student will not be able to complete clinical course requirements, and therefore, will not be able to meet requirements for completion of the nursing program.
- g. Students who are charged with or convicted of any crime while enrolled in the nursing program must report this immediately to the Director of the School of Nursing. The student may be subject to dismissal, supervision, or lesser disciplinary sanctions depending on the type of crime.
- h. Results are reported to the Director, School of Nursing, who will store them in a confidential file.
- i. Students who have been out of the program for one semester or more will be required to complete another background screen prior to resuming their course work.
- j. If a report identifies a felony or misdemeanor, a student may be dismissed from the program for inability to fulfill the educational requirements of the curriculum.

5. Drug Screening

- a. Test results are confidential, with disclosure of results provided only to the Director of the School of Nursing and people evaluating qualifications for clinical placement or academic standing within the program of study or university. Negative urine test results may be shared with clinical affiliate agencies in order to comply with health system policies. Disciplinary actions (e.g., immediate suspension) may be imposed without the customary mechanisms of academic warning and probation period if the drug screening is positive. Reports will be kept in confidential files in the Director's office and separate from the student's academic file. Students who wish to review a copy of their test results will have online access through the selected agency. It is not the policy of Shepherd University to report drug screen results to law enforcement agencies. However, this does not preclude University officials from responding to lawful inquiries from law enforcement agencies. Positive test results for unlawful narcotics are reported to the Student Affairs Office for possible disciplinary action.
- b. A Custody and Control Form for drug screening will be given to students prior to testing at an approved urine drug screen site determined by the agency. The form must be completed, and a copy provided to the School of Nursing. Any false information contained on any forms pertaining to this policy will be grounds for dismissal from the program or denial of admission into the program. Students will complete the online process with the School of Nursing approved agency, pay for the test, and obtain a Custody & Control Form from the nursing administrator. The approved agency will provide the directions to the closest collection facility. The students will go to the collection facility to complete their drug test.
- c. Once the drug test is complete, students may go online to the agency's website and retrieve a copy of their results. The Director will have online access to the students' results through an online username/password account.
- d. In the event the drug results are inconclusive, repeat testing may be required at the student's expense unless the testing agency is at fault. In the case of a positive test, a Medical Review Officer (MRO) employed by the testing agency will interpret the results and contact the student for additional information regarding prescriptive medications. If the MRO determines this further investigation provides a negative result, no further action is required, and the negative result is

reported. If the further interpretation proves the results to be positive, the MRO notifies the student and the Director of the School of Nursing.

- e. A student with a positive drug screen result will not be allowed to continue and/or participate in the clinical component of the program. If a drug screen is determined to be dilute, the student shall be retested, and the student will be counseled regarding dilute specimens. If a second drug screen is determined to be diluted, that shall be deemed a positive result for purposes of departmental action against the student. At the discretion of the Director, the student may be dismissed from the program, may be permitted to request referral for treatment and return to the program upon successful completion of a treatment program, or may incur other sanctions. If a student returns to the educational program after treatment, periodic drug screen monitoring may be required.
- f. A dismissed student may appeal to the Dean, as provided for in the University Student Handbook.
- g. Drug screen procedures given to student:
 - 1. Provided with policy and signs disclosure and consent form which is filed in the student academic record
 - 2. Must have negative drug screen prior to the clinical assignment
 - 3. Given information for online registration and payment for the screen
 - 4. Provided directions to lab testing site
 - 5. Report to lab testing site within four hours of signing the disclosure and consent form
 - 6. Collection of urine specimen
 - 7. Sample processed and reported to online agency
 - 8. Follow-up provided by MRO consult if needed.
 - 9. Report made accessible through online reporting agency to Director, School of Nursing or his/her designee
 - 10. Information shared with clinical agencies (negative results) or consultation with the Director of the School of Nursing, results positive, and appropriate action taken.
 - 11. Random drug screen performed at student expense.

h. PROHIBITED DRUGS

The use of marijuana, opiates, cocaine, amphetamines, barbiturates, phencyclidine, benzodiazepines, methadone, propoxyphene, methaqualone, and any other controlled or illicit substances as prescribed by federal or state law is expressly prohibited. The only exceptions are medications prescribed by a licensed physician or licensed provider, which must be disclosed to the drug screening MRO if requested. Original prescription bottles must be provided, or written verification must be obtained from the prescribing authority.

- i. Students out of the program for a semester or longer will need to repeat a drug screen.
- j. Failure of a drug test (positive result for illicit substance) or refusal to cooperate with any aspect of this policy, of any health system or university policy on substance abuse, will result in disciplinary action up to and including dismissal, or denial of progression in the program study. In no case will a student be reassigned to another clinical agency of the basis of refusal to participate in drug screening.
- k. Testing may be required if there is reasonable suspicion of substance abuse or at the clinical agency's request.

6. Health Insurance

- a. DNP students will need to upload a copy of the front and back of their current health insurance card into the online immunization tracker, Typhon.
- b. If you are not currently covered under a health insurance plan, you may want to check into a college student health insurance plan such as "The Sentry Student Security Plan." A brochure

describing the coverage and cost may be picked up at Student Health Services or in the School of Nursing.

- c. Students must upload a copy of their current health insurance card to Typhon.
- d. Failure to maintain current health insurance will result in the student's inability to attend clinical learning activities, which is considered a violation of the Standards of Professional Conduct and Safe Clinical Practice.
- e. This information will enable the Administration to assist the student should an injury occur in the clinical setting. Students are responsible for any cost incurred that is not covered by their personal health insurance. Shepherd University assumes no financial liability for an incident or injury that may occur during a clinical or laboratory experience.

7. Professional Liability Insurance for DNP Students

- a. Students must upload a copy of their current professional liability insurance policy to the online tracker at www.typhongroup.net/shepherd.
- b. If you are not currently covered under a professional liability insurance certificate, check into Nursing Service Organization student coverage plan. Log on to www.nso.com and click on student FNP coverage.
- c. Students must upload a copy of their current professional liability insurance certificate to the School of Nursing annually.
- d. Failure to maintain a current professional liability insurance certificate will result in the student's inability to attend clinical learning activities and is considered a violation of the Standards of Professional Conduct and Safe Clinical Practice.
- e. Nursing students are covered in the clinical setting by insurance provided by the State of West Virginia. Details of this insurance coverage are on file in the School of Nursing.

8. Licensure

Students must have an unencumbered RN license in WV or a compact state. If clinical practice occurs in a non-compact state, the student is required to have an unencumbered RN license for that state.

9. Incidents Occurring Onsite for Clinical

Course faculty and Preceptors will be aware of the policy and procedures of the clinical agency to which they are assigned. Any accident or injury requiring immediate attention will be treated at the nearest facility providing emergency care. Students will be covered under their personal health plan. Course faculty will submit a University Incident Report.

10. Exposure to Bloodborne Pathogens

If a student is exposed to a blood or body fluid pathogen, the student must notify the course faculty, preceptor, and supervisor at the clinical site or the laboratory, and the Program Director immediately. If the facility has an employee health department, the clinical faculty or preceptor will escort the student to the department and follow the agency guidelines to provide immediate treatment. If there is no facility on-site, the nearest emergency department will be contacted, and immediate treatment guidelines will be followed. The student must contact his or her personal health care provider for any necessary and required follow-up care.

11. Adherence to Clinical Agency Policies and Procedures

- a. It is the student's responsibility to understand and adhere to specific clinical agency policies and procedures. The clinical faculty member will provide agency orientation prior to the start of the clinical learning experience. Orientation will include student parking, provisions for student personal belongings, and computer access, if granted.
- b. Failure to comply with any clinical agency policy is a violation of the School of Nursing

GUIDELINES FOR DNP PRACTICUMS

The DNP practicum will serve to provide an in-depth clinical experience for students to gain advanced clinical skills, link policy making with clinical systems, translate research into evidence-based practice and/or serve as change agents for health care.

DNP PRACTICUM

The American Association of Colleges of Nursing has mandated that all DNP graduates have completed at least 1000 hours of precepted post-BSN clinical experiences in their specialty area. Most MSN programs and Advanced Practice certifications require 500 hours.

All DNP students at Shepherd University will complete at least 1080 precepted practicum hours post-BSN. DNP course faculty will create an individualized practicum plan with each student to meet the goals and objectives of their clinical practicum. A DNP-prepared faculty member will facilitate the practicum.

Expected outcomes of the practicum (NURS 632) are to:

1. Articulate successful negotiation of the experience with an agency or mentor
2. Summarize how the experience promoted the achievement of specified program outcomes
3. Integrate the experience with past didactic work and the individual inquiry project

DNP PRACTICUM LOG

All clinical experiences and patient encounters must be recorded in the clinical log, Typhon, which includes verification of precepted practicum hours at particular sites with specific preceptors and the student's meeting of all DNP Essentials. Students must document each patient encounter in Typhon within seven days following an individual clinical experience. Clinical hours will not be approved if patients are entered late. Each clinical site should provide a minimum of 6 patient encounters per 8-hour day. If the clinical site has fewer patient visits, the student must provide an explanation for the lack of encounters to their professor. This log will become part of the student's permanent file.

To prepare the log, students must request that their site and preceptor be added to Typhon through the DNP Program Coordinator.

Following each semester of clinical immersion, each student must evaluate all sites and preceptors. Evaluation forms are in Typhon.

It is the student's responsibility to document all patient care hours and procedures with a preceptor's signature verifying that the student completed them. The School of Nursing will not provide a letter vetting the student's completion of specific procedures to any future employer. The student can provide this information via Typhon.

CALCULATION OF PRACTICUM HOURS

Students entering the Doctor of Nursing Practice program with an MSN or post-MSN program must document the number of precepted practicum hours completed during their program. For students who cannot document the number of precepted practicum hours completed in their MSN or post-MSN program, the minimum number of hours required by the certification body at the time of the student's advanced practice certification will be used, if applicable. Students unable to document their precepted practicum hours or who do not have advanced practice certification will be required to complete Step 2 of the program.

Each student will complete 540 precepted practicum hours as part of their coursework in Step 3. Each student will be provided with 180 hours of practicum credit for implementation of the DNP project with the remaining 360 hours associated with DNP practicum.

All Shepherd University DNP students are required to complete a minimum of 540 hours of precepted practicum during the DNP program, even if they document 1080 hours or more of precepted practicum in their MSN program or post-MSN work.

One credit is equivalent to 60 practicum hours.

Master's prepared students must submit a letter from the educational program identifying the number of precepted clinical/practicum hours completed as part of their degree requirements. If a student does not have the required 540 clinical/practicum hours, they are required to take NURS 600 (Transition to Doctoral Practice) to obtain the necessary clinical/practicum hours prior to matriculation into the doctoral level coursework.

Practicum-to-clock hour ratios in the DNP program are 1:4. Therefore, if a student needs to complete 300 hours of practicum experience, the total clinical credits required will equal five credits.

FNP Program	Practicum Hours	PMHNP Program	Practicum Hours
• NURS: 545 Primary Care-Women's Health	60	• NURS: 581 Psychiatric Mental Health Care for Individuals across the Lifespan I	180
• NURS 546: Primary Care-Pediatrics and Family	120	• NURS:583 Management of Complex/MH: Children and Adolescence	60
• NURS 549: Primary Care-Gerontology	60	• NURS: 584 Psychiatric Mental Health Care for Groups and Families across the Lifespan II	120
• NURS 551: Primary Care-Adult I	120	• NURS: 585 Advanced Mental Health Treatment Synthesis and Practice Integration	180
• NURS 552: Primary Care-Adult II	120		
• NURS 561: Vulnerable Populations Clinical	60		
• Total Clinical Hours FNP	540	• Total Clinical Hours PMHNP	540
All DNP Students			
NURS 631 DNP Project (Minimum of 180 hours)			180
NURS 632 Practicum			360
Total DNP Required Clinical Hours			540

PRECEPTORS

Faculty will work with students to identify potential practicum sites and preceptors. A faculty member will make initial contact with clinical sites and preceptors. The preceptor must be an expert in the area in which the DNP student wishes to develop expertise. A current CV from the clinical preceptor must be provided to and approved by the respective FNP/PMHNP Coordinator during the semester prior to the beginning of the practicum experiences.

The DNP student is encouraged to select a preceptor outside of their current work environment. An exception may be made in large organizations, where the DNP student would be placed with a preceptor outside of the department or unit where they are employed. The organization, preceptor, faculty, DNP committee, and the

DNP student must be clearly defined. DNP students cannot be precepted by a person to whom they report or supervise in their workplace or by a spouse, significant other or family member. Failure to disclose this information will constitute academic dishonesty.

While increasing at a steady rate, there are currently few nurses prepared at the DNP level who can serve as the clinical preceptor for DNP students. Therefore, the clinical preceptor will not necessarily be a DNP prepared advanced practice nurse. Examples of persons who might fill the position of clinical preceptor include an advanced practice nurse or other professional with a doctoral degree; an advanced practice nurse with considerable experience and recognition as an expert in a particular clinical field; an MD with specialized training and experience; PhD prepared Psychologist, Licensed Clinical Social Worker or Licensed Professional Counselor. The clinical preceptor must hold a position in the organization where he/she can facilitate the DNP student's access to clinical services, organizational information, decision-makers, and other personnel in order to meet the DNP student's clinical experience objectives during the practicum within the organization.

The clinical preceptor will assist the student in the clinical setting to achieve identified objectives. The Program Track Coordinator will collaborate with the student to develop an individualized plan to meet the goals and objectives of the practicum. 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 objectives to be attained, experiences and activities for which the student is responsible, the time commitment, and the deliverable product(s). Upon completion of the practicum courses, the faculty and/or coordinator – with input from the clinical preceptor – determines whether the objectives have been met satisfactorily. This evaluation is maintained in the student's record.

FACULTY, STUDENT, AND PRECEPTOR ROLES

Faculty, student, and preceptor roles are defined in the Preceptor Handbook.

AFFILIATION AGREEMENTS (CONTRACTS) FOR CLINICAL SITES

The School of Nursing has existing clinical contracts across West Virginia and other states. Students are also welcome to recommend additional clinical sites to the Program Track Coordinator. However, it may take 3-6 months to establish new contractual arrangements, so students should begin working early with faculty to make those arrangements. There may be times when contractual arrangements are unable to be established. **Students may not participate in clinical internship/practicum in any agency in which there is not a current affiliation agreement.**

CLINICAL PRACTICUM REQUIREMENTS

The Shepherd University Doctor of Nursing Practice Program shall direct its students and faculty to comply with the policies and procedures of any agency with which it has an agreement.

Prior to the beginning of any clinical practical experiences, the student will need to upload all documents into Typhon.

1. Copy of current unencumbered RN license (renewal screen print, as appropriate)
2. American Heart Association Healthcare Provider CPR certification
3. Current PPD (within the last 12 months and renewed annually; document induration)
4. Immunizations: Proof of
 - a. DPT
 - b. Tetanus booster
 - c. TDAP booster
 - d. MMR (proof of 2 doses or titer results)
 - e. Polio (proof of 4 doses or titer results)

- f. Varicella (proof of 2 doses or titer results)
- g. Hepatitis B (proof of 3 doses or titer results or waiver)
- h. Hepatitis A (proof of 2 doses or titer results or waiver)
- i. Influenza (proof of annual immunization)
5. Proof of personal health insurance for Nurse Practitioner Student
6. Proof of Professional Liability Insurance
7. Current Criminal Background Check – Even though the student may have had a background check completed at the workplace, an additional check must be completed according to the School of Nursing guidelines
8. Drug Screening - Even though the student may have had a drug screening completed at the workplace, an additional check must be completed according to School of Nursing guidelines.

Depending on the results of criminal background checks and drug screenings, students may not be able to complete their clinical practicum requirements for the DNP.

At the end of the semester, each student is expected to have addressed each of the Expected Student Outcomes, *DNP Essentials*, and Interprofessional Core Competencies at least once.

Expected Student Outcome

<i>Code for Expected Student Outcome</i>	<i>Expected Student Outcome</i>
1	Teamwork and Collaboration
2	Informatics
3	Evidence-based Practice
4	Quality Improvement
5	Safety
6	Patient-centered care
7	Professionalism

Content Mapping of *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006)

<i>Code for DNP Project/Practicum Log</i>	<i>The Essentials of Doctoral Education for Advanced Nursing Practice</i> (AACN, 2006)	
1	Standard I	Scientific Underpinnings for Practice
2	Standard II	Organizational and Systems Leadership for Quality Improvement and Systems Thinking
3	Standard III	Clinical Scholarship and Analytical Methods for Evidence-based Practice
4	Standard IV	Information Systems/Technology and Patient Care Technology for Improvement and Transformation of Health Care
5	Standard V	Health Care Policy for Advocacy in Health Care
6	Standard VI	Interprofessional Collaboration for Improving Patient and Population Health Outcomes
7	Standard VII	Clinical Prevention and Population Health for Improving the Nation's Health
8	Standard VIII	Advanced Nursing Practice

Core Competencies for Interprofessional Collaborative Practice, Interprofessional Education Collaborative, 2016

*Code for DNP
Project/Practicum*

Content Mapping of Core Competencies for Interprofessional Collaborative Practice

1	Competency Domain 1	Values/Ethics for Interprofessional Practice
2	Competency Domain 2	Roles/Responsibilities
3	Competency Domain 3	Interprofessional Communication
4	Competency Domain 4	Teams and Teamwork

**Shepherd University
School of Nursing**

Preceptor Evaluation of DNP/FNP Student

The preceptor will complete an evaluation of the student twice during the practicum. Before beginning the evaluation, the preceptor will be asked to select which student they are evaluating, followed by the date of the evaluation period.

1. Is this a Mid-Semester or Final Evaluation? (Answer Required)
- a. Mid-Semester
 - b. Final
-

2. The mid-semester and final evaluation is based on the American Association Colleges of Nursing, *The Essentials of Doctoral Education for Advanced Nursing Practice (2006)* and preparation for the role as a nurse leader. The evaluation provides feedback to students regarding their strengths and opportunities for growth. The faculty has established the following expected competency levels.

Please evaluate the student's performance by scoring each criteria using the following criteria:

- 5 = Mostly independent practice**
 - 4 = Needs minimal direct supervision**
 - 3 = Needs some direct supervision**
 - 2 = Needs a lot of direct supervision**
 - 1 = Omits element or achieves minimal competence even with assistance**
- Scores of 1 or 2 require a comment.
-

3. Communication

Criterion	5	4	3	2	1
Effectively develops and sustains therapeutic relationships and partnerships with patients (individuals, family, groups) and other professionals to facilitate optimal care and patient outcomes					
Effectively participates as a member of a healthcare team in the development, implementation, and evaluation of practice models, peer review, practice guidelines, health policy, or standards of care. (<i>Essential II, IV, VI</i>).					
Effectively uses advanced communication to lead quality improvement and patient safety initiatives. (<i>Essential II, and VI</i>)					
Uses data bases, information technology and research methods to participate in data collection and analysis. (<i>Essential III, IV</i>)					

4. Clinical Judgment

Criterion	5	4	3	2	1
Assess the impact of practice policies and procedures on meeting the health needs of vulnerable population and/or health care delivery systems. (<i>Essential II, IV</i>)					
Evaluate, apply, and revise evidence-based practice protocols to promote quality improvement and patient safety initiatives. (<i>Essential II, III, IV, VI</i>)					

5. Patient-Centered Care

Criterion	5	4	3	2	1
Conduct a comprehensive and systematic assessment of health and illness in complex situations using diversity and culturally sensitive approaches (<i>Essential VIII</i>)					
Use analytical methods to design, implement, and evaluate best practice to meet current and future needs of patients and/or healthcare delivery systems. (<i>Essential I, II, IV</i>)					
Develop, implement, and evaluate interventions aimed at addressing health promotion/disease prevention, improved health status/care access, and/ or address gaps in the healthcare needs of vulnerable populations or healthcare delivery systems. (<i>Essential VII</i>)					
Demonstrate leadership on development of institutional, local, state, regional, national and/or international health policy. (<i>Essential V</i>)					
Assess cost-effectiveness of practice initiatives accounting for risk and improvement of health outcomes. (<i>Essential II</i>)					

6. Professionalism

Criterion	5	4	3	2	1
Effectively guide, mentor, and support other nurses to achieve excellence in advance nursing practice (<i>Essential VIII</i>)					
Advocate for social justice, equity and ethical policies within the healthcare delivery system. (<i>Essential V</i>)					
Advocate for the nursing profession within the healthcare delivery system. (<i>Essential V</i>)					
Educate and guide others through complex health and situational transitions. (<i>Essential VIII</i>)					

7. Comments (Scores of 1 or 2 require comments)

8. I have reviewed this evaluation with the student.

Yes

No

(Answer Required)

The Evaluation Results are not saved unless you press submit. Please submit the evaluation.

Thank You!

**Shepherd University
School of Nursing**

Preceptor Evaluation of DNP/PMHNP Student

Student Name: _____ Preceptor Name: _____

Practicum dates: _____ to _____ Course Number: _____

The following Psychiatric Nurse Practitioner competencies published by the National Organization of Nurse Practitioner Faculties and the Coalition of Psychiatric Nursing Organizations (2013): are utilized by the Shepherd University SON for PMHNP evaluation. The competencies are available at:

<http://c.ymcdn.com/sites/www.nonpf.org/resource/resmgr/Competencies/CompilationPopFocusComps2013.pdf>

These population-focused competencies are compatible with the American Association of College of Nursing's (AACN), Essentials for Doctoral Education for Advanced Nursing Practice (2006):

<https://www.aacnnursing.org/Portals/42/Publications/DNPEssentials.pdf>

The Essentials of Doctoral Education for Advanced Nursing Practice

- 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*

The midterm and final evaluations provide individualized feedback to students regarding strengths and areas for growth.

Please evaluate the student's performance by scoring each element using the following criteria:

5 = **Mostly independent** practice

4 = Needs **minimal direct supervision**

3 = Needs **some direct supervision**

2 = Needs a **lot of direct supervision**

1 = **Omits** element or achieves **minimal competence** even with assistance

Competencies	Mid-Term					Final				
Assessment of Health Status	5	4	3	2	1	5	4	3	2	1
Perform a comprehensive psychiatric evaluation that includes, mental status examination, current and past history of violence, suicidal or self-harm behavior, substance and alcohol use, functional capabilities, health practices, traumatic experiences, sexual practices and psychosocial development. <i>E: I VII</i>										
Performs diagnostic interviews and comprehensive mental health assessments in an organized and										

systematic manner with individuals across the lifespan. <i>E: I, II, VII, VIII</i>										
Conduct a comprehensive multigenerational family assessment <i>E: II, VII</i>										
Assess the impact of acute and chronic illness, psychiatric illness, and stress on the family system. II, VII	5	4	3	2	1	5	4	3	2	1
Utilizes information technology to manage client data. E: IV										
Involves clients, families/significant others, and interdisciplinary team members in the data collection and analysis. E. IV, VI										
Applies supportive, psychodynamic principles, and evidence based psychotherapy/-ies E: I, III, VIII										
Applies recovery oriented principles and trauma focused care. E: I, II, V, VIII										
Demonstrates best practices of family approaches to care. <i>III, IV, VII</i>										
Demonstrates ability to address sexual/physical abuse, substance abuse, sexuality, and spiritual conflict across the lifespan. <i>V, VI, VII</i>										
DIAGNOSIS OF HEALTH STATUS	5	4	3	2	1	5	4	3	2	1
Order and interpret diagnostic findings and laboratory tests E <i>1, III, IV,VI, VIII</i>										
Includes differential diagnosis for mental health problems and psychiatric disorders. <i>1, III, IV,VI, VIII</i>										
Diagnose psychiatric disorders utilizing diagnostic nomenclature. <i>1, III, IV,VI, VIII</i>										
Identify common sequelae arising from psychiatric illnesses and how mental health problems impact the overall health of the individual and the family system. <i>1, III, IV,VI, VIII</i>										
Evaluate the role of psychosocial stressors and crisis on the family system <i>1, III, IV,VI, VIII</i>										

PLAN OF CARE AND IMPLEMENTATION OF TREATMENT	5	4	3	2	1	5	4	3	2	1
Plans care to minimize the development of complications and promote function and quality of life. <i>I, III, VII, VIII</i>										
Develops an age-appropriate treatment plan for mental health problems and psychiatric disorders based on biopsychosocial theories, evidence-based standards of care, and practice guidelines. <i>I, VIII</i>										
Safely prescribes pharmacologic agents for patients with mental health problems and psychiatric disorders. <i>I, VIII</i>										
Ensures patient safety through the appropriate prescription and management of pharmacologic and non-pharmacologic interventions <i>I, III, VIII</i>										
Conducts individual, family, and group psychotherapy. <i>V, VIII</i>										
Explain the risks and benefits of treatment to the patient and their family <i>I, III, VII</i>										
Apply ethical and legal principles to the treatment of clients with mental health problems and psychiatric disorders <i>II, IV, V</i>										
Identifies the role of the PMHNP in risk-mitigation strategies in the areas of substance abuse. <i>I, VII, VIII</i>										
Seeks consultation when appropriate to enhance one's own practice VI										
Uses self-reflective practice to improve care. <i>I, II, VIII</i>	5	4	3	2	1	5	4	3	2	1
Provides consultation to healthcare providers and others to enhance quality cost-effective services.										
Guides the patient in evaluating the appropriate use of complementary and alternative therapies										
NURSE PRACTITIONER-PATIENT RELATIONSHIP	5	4	3	2	1	5	4	3	2	1
Utilizes individualized outcome measures to evaluate psychiatric care <i>I,III, IV, V</i>										
Applies therapeutic relationship strategies based on theories and research evidence to reduce emotional distress, facilitate cognitive and behavioral change, and foster personal growth <i>I,III, IV, V</i>										
Apply principles of self-efficacy/ empowerment and other self-management theories in promoting relationship development and behavior change. <i>II, III, VII</i>	5	4	3	2	1	5	4	3	2	1
Identifies and maintains professional boundaries to preserve the integrity of the therapeutic process. <i>V</i>										
Teaches patients, families and groups about treatment options with respect to developmental, physiological,										

cognitive, cultural ability and readiness. <i>II, III, V, VII, VIII</i>										
Provides psychoeducation to individuals, families, and groups regarding mental health problems and psychiatric disorders <i>VII, VIII</i>										
Modifies treatment approaches based on the ability and readiness to learn <i>I, II, V, VIII</i>										
Considers motivation and readiness to improve self-care and healthy behavior when teaching individuals, families and groups of patients. <i>II, VII</i>										
Demonstrates knowledge of appropriate use of seclusion and restraints and documents appropriate use of seclusion and restraints. <i>II, III, V</i>										

Midterm Evaluation, Preceptor Comments:

Preceptor Signature: _____

Date: _____

Final Evaluation, Preceptor Comments:

Preceptor Signature: _____

Date: _____

Student Signature: _____.

Date: _____

Faculty Signature: _____.

Date: _____

Shepherd University School of Nursing DNP Instructions and Check List

All of the following requirements must be met prior to your first clinical experience in NURS 540. Purchase the Immunization/Clinical Log Tracker, Typhon at www.typhongroup.net/Shepherd, and upload all required documentation. **ALL uploaded documents must have a provider's signature.** Students are responsible for maintaining and keeping copies of all documents uploaded to Typhon.

REQUIREMENT	✓ COMPLETED
CPR CERTIFICATION	
<ul style="list-style-type: none"> We ONLY accept the AMERICAN HEART ASSOCIATION HEALTHCARE PROVIDER course. CPR must be current and remain current for the entire program. 	<input type="checkbox"/> COMPLETED the American Heart Association Healthcare Provider Course (no other course is acceptable). <input type="checkbox"/> UPLOAD copy to www.Typhongroup.net/Shepherd
HEALTH REQUIREMENTS VERIFICATION FORM	
<ul style="list-style-type: none"> Proof of DPT Immunization Proof of TETANUS Booster Proof of TDAP Booster (NOTE: If your last Tetanus Booster is more than 2 years old, a one-time TDAP Booster is required.) 	<input type="checkbox"/> DPT date provided on HRV form. <input type="checkbox"/> Tetanus Booster date provided on HRV form (if after 6/01/10), OR <input type="checkbox"/> TDAP Booster date provided on HRV form (see NOTE).
<ul style="list-style-type: none"> MMR (Measles, Mumps, Rubella): Proof of two doses, or titer results 	<input type="checkbox"/> 1 st MMR date provided on HRV form. <input type="checkbox"/> 2 nd MMR date provided on HRV form, <input type="checkbox"/> Titer results provided on HRV form, AND upload a copy of titer results from lab.
<ul style="list-style-type: none"> POLIO immunization: Proof of four doses, or titer results <p>NOTE: If you receive a polio titer, you must have titers drawn for polio types 1, 2, and 3 to prove true immunity.</p>	<input type="checkbox"/> Polio vaccination date provided on HRV form, OR <input type="checkbox"/> Titer results (Polio types 1, 2, & 3) provided on HRV form AND upload titer results from lab.
<ul style="list-style-type: none"> VARICELLA (chickenpox) immunization: Proof of vaccination (two dates), or titer results 	<input type="checkbox"/> Varicella vaccination two dates required on HRV form, OR <input type="checkbox"/> Titer results provided on HRV form AND upload titer results from lab.
<ul style="list-style-type: none"> HEPATITIS B immunization: Proof of three injections HEPATITIS A immunizations: Proof of two injections <p>NOTE: If you have just begun the vaccine series, simply supply the records of the injections that you have had and continue the series during the Spring Semester. (You will be required to upload the record of subsequent injections to the Immunization Tracker as you receive them.)</p>	<input type="checkbox"/> 1 st injection date provided on HRV form. <input type="checkbox"/> 2 nd injection date provided on HRV form. <input type="checkbox"/> 3 rd injection date provided on HRV form, OR <input type="checkbox"/> Titer results provided on HRV form AND upload titer results from lab, OR <input type="checkbox"/> Student Waiver signed and dated on HRV form.
<ul style="list-style-type: none"> INFLUENZA immunization: Proof of annual immunization 	<input type="checkbox"/> FLU Shot date provided on HRV form.
<ul style="list-style-type: none"> PPD (Tuberculin Test) – READ CAREFULLY! <p><u>Have not had a PPD</u> within last 12 months: You must do a 2-step PPD.</p> <p><u>Have had a PPD</u> within the last 12 months: You may do a 1-step PPD.</p> <p>NOTE: If your PPD is current and you regularly keep your PPDs up to date, please upload copies of the records of your two</p>	<p><u>2-step PPD:</u></p> <input type="checkbox"/> 1 st PPD date and result provided on HRV form (wait at least 2 weeks before receiving 2 nd PPD). <input type="checkbox"/> 2 nd PPD date and result provided on HRV form.
	<p><u>1-step PPD:</u></p> <input type="checkbox"/> Old PPD date (within last 12 months) and result provided on HRV form. <input type="checkbox"/> New PPD date and result provided on HRV form (see NOTE).
	<p><u>All Students:</u></p> <input type="checkbox"/> Physician/nurse practitioner signature and contact information provided on HRV form.

<ul style="list-style-type: none"> most recent PPDs (with one being current) to the Immunization Tracker. Document Induration (mm) 	<input type="checkbox"/> Reading results – Document Induration (mm). If PPD is POSITIVE: <input type="checkbox"/> Chest x-ray date/result/recommendations/meds information provided on HRV form.
<ul style="list-style-type: none"> PHYSICAL EXAMINATION Proof of physical exam given within 1 year of admission date to DNP program. (Physical exam date must be recorded on School of Nursing Health Requirements Verification form.) 	<input type="checkbox"/> COMPLETED and SIGNED by physician or nurse practitioner on HRV form. <input type="checkbox"/> UPLOAD HRV form and any immunization records to Typhon.
HEALTH INSURANCE	
<ul style="list-style-type: none"> Proof of personal health insurance 	<input type="checkbox"/> UPLOAD copy of personal health insurance verification into Typhon.
DRUG SCREENING	
<ul style="list-style-type: none"> Go online to www.Castlebranch.com to purchase drug testing service in Hagerstown (SH01DT1). Pick up Control sheet from the DNP Admin. office before you go to get drug tested. 	<input type="checkbox"/> COMPLETED; return your Control sheet receipt to Kara Rolfe for uploading to Typhon and filing.
STATE AND FEDERAL CRIMINAL BACKGROUND CHECK	
<ul style="list-style-type: none"> Your background check will be done at Identogo located at 3051 Winchester Ave. Martinsburg, WV. Appointments can be made at www.identogo.com. Fingerprinting for the WV Employer Record check will be done digitally. The Federal Background check will be done on fingerprint cards. 	<input type="checkbox"/> COMPLETED fingerprinting (Electronic AND Hard cards) at Identogo. Paid \$45.00 for both services. <input type="checkbox"/> COMPLETE the Applicant Information Form (in orientation folder) for the Federal Background check. Return it with your completed fingerprint cards and money order made payable to the Treasury of the United States in the amount of \$18.00. <input type="checkbox"/> DELIVER fingerprint cards, \$18.00 money order, and Applicant Information form to Kara Rolfe, Room 204, EOB Hall.
PROFESSIONAL LIABILITY INSURANCE	
<ul style="list-style-type: none"> Go online to www.nso.com and click on “professional liability insurance” tab and click on “student nurse coverage” to purchase professional liability insurance. 	<input type="checkbox"/> COMPLETED <input type="checkbox"/> UPLOAD verification of coverage to Typhon
LICENSURE & CERTIFICATION	
<ul style="list-style-type: none"> Students must have unencumbered RN license in the state of West Virginia Upload any certifications you have received. 	<input type="checkbox"/> COMPLETED <input type="checkbox"/> UPLOAD license/certifications into Typhon
RESOURCES & INFORMATION	
<ul style="list-style-type: none"> Upload health forms and all other documents at: www.Typhongroup.net/Shepherd Immunizations/CPR/Background Check Questions? Dr. Mary Hancock School of Nursing Shepherd University Phone: 304-876-5344 E-mail: mhancock@shepherd.edu General Questions? Kara Rolfe, Administrative Associate Phone: 304-876-5282, krolfe@shepherd.edu 	<ul style="list-style-type: none"> Low-cost immunizations: <ul style="list-style-type: none"> Jefferson County Health Department 1948 Wiltshire Road, Suite 1 Kearneysville, WV 25430 Phone: 304-728-8416 Berkeley County Health Department 800 Emmett Rousch Drive Martinsburg, WV 25401 Phone: 304-263-5131 American Heart Association CPR Line: 1-800-242-4277 www.americanheart.org

Handbook Signature Page

I have read the Shepherd University Doctor of Nursing Practice (DNP) Student Handbook and agree to uphold the standards set forth therein. I consent that if deemed necessary by the Director of Nursing, any component of the content of my Education Records at the School of Nursing, including but not limited to my medical records, background check(s), drug screens, etc. may be shared confidentially with clinical site administrators to confirm my eligibility for placements.

Student Name Printed: _____

Student Signature: _____

Date: _____

Confidentiality Agreement for DNP Students – Statement:

As a DNP student at Shepherd University, I may have access to what this agreement refers to as "confidential information." Confidential information includes, but is not limited to, individually identifiable information concerning patients, families, communities, and the personnel at any agencies used by Shepherd University nursing students. It may also include financial information and other information related to any of these utilized agencies. I may learn of or have access to some or all of this confidential information through a computer system or through my learning activities.

Confidential information is valuable and sensitive and is protected by federal and state laws and regulations, as well as strict agency policies. I understand that I must comply with these laws and policies governing confidential information. I understand that any violation of these laws and policies will subject me to disciplinary action, which might include, but is not limited to, termination of access to the agency, dismissal from the nursing program, and potential legal liability.

In consideration of my access to confidential information as a nursing student, I agree and promise that I will use confidential information only as needed to perform my legitimate duties. This means that:

- A. I will only access confidential information for which I have a need to know.
- B. I will only disclose confidential information to those who have a right to know.
- C. I will only access and disclose confidential information in a manner that provides for privacy and security.
- D. I will **NOT**, in any way, divulge, release, sell, loan, review, alter, or destroy any confidential information except as properly authorized within the scope of my legitimate duties and agency policies.
- E. I will **NOT** photocopy or download any confidential information during my learning experience at Shepherd University.
- F. I will **NOT** misuse or carelessly care for confidential information.
- G. I will protect and will not release my security code, identification badge, or any other authorization I have that allows me to access confidential information in any of the agencies used by Shepherd University School of Nursing. I accept responsibility for all activities undertaken using my security code, identification badge, or other authorization.

I understand that my obligations under this agreement will continue after I leave the agency utilized for learning. I also understand that my privileges can be periodically reviewed by the agency or Shepherd University School of Nursing and that any of the agencies or Shepherd University School of Nursing or both may, at any time, revoke my security code, identification badge, or access to confidential information.

I understand that my access to any agency used for learning is contingent upon my adherence to the information stated above and my adherence to policy. I further understand that my failure to comply with this agreement or applicable laws and policies will result in dismissal from the nursing program.

Student Printed Name: _____

Student Signature: _____ Date: _____

Witness Signature: _____ Date: _____