University of Kentucky
College of Nursing

Doctor of Nursing Practice
Post Graduate Certificate
Professional Student Handbook
2019 - 2020

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Introduction to the Graduate Handbook

The handbook contains information about the College of Nursing, its mission and its organization. The policies and procedures governing your progress in the program, and the resources available to you for accomplishing the program objectives and your personal career goals are described. Please review the handbook carefully. If you have questions, contact your program director. If you are entering a graduate program at the College of Nursing during the 2019-2020 academic year, you will follow the policies in the 2019-2020 handbook throughout the entire length of your program.

The College offers three graduate degrees - Doctor of Philosophy in Nursing (PhD), Doctor of Nursing Practice (DNP) and Masters of Science in Healthcare Systems Leadership. This handbook is only applicable for DNP and Certificate program professional students. Students in the DNP program enter with a BSN or MSN degree and complete course work required for that option. The College also has a certificate option for postmaster’s students known as the Post-Graduate Certificate Option. The DNP is a professional clinical doctoral program and operates under the authority of the College of Nursing leadership.
Dean’s Welcome

Welcome to the University of Kentucky College of Nursing. I hope you will have an exceptional learning experience in the College, as well as within the larger University. The decision to complete your graduate degree within an academic health center affords you unique opportunities related to research and evidence-based practice. Furthermore, research, evidence-based practice and leadership are fundamental to graduate studies.

The College's faculty are making substantive contributions to the knowledge base of nursing through active programs of research and scholarly practice. In addition, you will have opportunities to engage in Partnerships and Inter-Professional teams whether your focus in doctoral studies is research or practice. I strongly recommend that you take full advantage of opportunities since they will actively support your work as the next generation of advanced practice nurses, nurse leaders, nurse scholars and faculty.

Finally, the College's Mission Statement guides faculty and staff toward "engaging in collaborative and cooperative relationships for the purpose of modeling excellence in nursing education, research, service and practice." Faculty, staff and administrators will actively work with you to facilitate your success at the University. The nursing profession will offer many opportunities throughout your career – without a doubt, obtaining a research focused or practice focused doctoral degree will advance your personal career goals and simultaneously prepare you for leadership in nursing and healthcare.

Thank you for selecting the University of Kentucky, College of Nursing for your studies! If I can be of assistance to you, please do not hesitate to let me know. I can be reached via e-mail at jheath@uky.edu, via phone at (859) 323-4857, or for an opportunity to talk in person, please contact Lisa Galvin at (859) 323-6533.

Janie Heath, PhD, APRN-BC, FAAN, FNAP, FAANP
Dean and Warwick Professor of Nursing
University of Kentucky College of Nursing
About the College

- Vision and Mission
- Strategic Plan
- Diversity and Inclusivity Statement

Standards of Clinical Nursing Practice

College of Nursing faculty and students uphold the profession's standards of clinical practice. These are based on the American Nurses' Association Social Policy Statement: The Essence of the Profession (2010a). The Standards of Advanced Practice Nursing, Second Edition (2010) provide the baseline for graduate-level clinical practice. The relevant specialty standards provide baseline expectations for practice in each specialty area.

Graduate Faculty and Staff Directory

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<thead>
<tr>
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Value Statement for a Healthy Learning and Working Environment

By creating and sustain a healthy learning and working environment at the University of Kentucky College of Nursing, we will ensure a high level of professionalism, civility, and caring among students, staff, and faculty.

The following are values and normative behaviors that students, staff and faculty are expected to exhibit to promote a healthy learning and working environment at the University of Kentucky, College of Nursing. This applies to interactions between and among students, staff and faculty to foster optimal learning and professional development.
Respect and Appreciation

The College of Nursing welcomes and embraces differences in ethnicity, race, culture, age, gender, sexual orientation, religion, role, socioeconomic status and perspective. In a culture of civility, mutual respect and appreciation characterizes all relationships within our community. Students, staff and faculty alike:

- Demonstrate appreciation and respect for all individuals.
- Recognize and acknowledge excellent efforts and accomplishments in academic, clinical, and community settings.
- Exhibit consideration and understanding of each other’s personal backgrounds.
- Maintain trust and right to privacy by keeping confidences and not passing along gossip.
- Give full attention to others (i.e. during classes, meetings, clinicals and labs) by not multi-tasking with other unrelated activities.

Integrity

We value actions and words that demonstrate authenticity and veracity. Students, staff and faculty alike:

- Exhibit tolerance for others
- Demonstrate utmost integrity through words and actions that reflect honesty, empathy, compassion and beneficence
- Exhibit accountability by doing what we say we will do
- Conduct ourselves professionally with an attitude of receptivity and trustworthiness

Communication

We are committed to open, positive, constructive and timely communication. We recognize that communication encompasses many formats (e.g., in-person, electronic, written). Students, staff and faculty alike:

- Communicate openly, truthfully and directly with one another in a timely manner, allowing for honest dialogue and feedback.
- Express ourselves using thoughtful and considerate language, tone and behaviors.
- Listen actively and respectfully to different viewpoints, remaining receptive to hearing differences in opinions and perspectives.
- Respond thoughtfully and respectfully to questions and comments.
- Recognize that anything transmitted via the internet (e.g., email, social media) could become public knowledge.
- Remain calm and professional during conflict, focusing on the issue in a constructive and timely manner.
- Provide thoughtful evaluation and critique that highlight strengths and areas for improvement in a balanced, caring and respectful way.
- Receive constructive feedback with openness in the spirit of improvement.
- Maintain privacy when using online communication in accordance with CON and UK online and social media guidelines, which are listed in this handbook.
- Convey a positive image of the University of Kentucky with public and online activities.

NOTE: Civility is defined as formal politeness and courtesy in behavior, speech, and written communications which respect the dignity of others and is consistent with professional standards [see 2006 AACN Essentials https://www.aacnnursing.org/DNP/DNP-Essentials [Essential VIII, Professionalism and Professional Values]; and 2015 ANA Code of Ethics http://tinyurl.com/mw7ktmz [Provision 1.5, Relationships with Colleagues and Others]]
College of Nursing Committees and Organizations

- **College of Nursing Alumni Association (CONAA)**
  
  All graduates of the UK College of Nursing are automatically members of the College of Nursing Alumni Association. Being an active member of CONAA is the best way to maintain contact, build your network and help your alma mater. The CONAA exists to promote the best interests and welfare of the College. It also works to inform the membership with the progress and needs of the College, and helps represent the University and the College to the people of Kentucky and the nation. The alumni association encourages loyalty and closer bonds of fellowship among its alumni.

  All profits from membership events hosted by the Alumni Association are used to support various programs and projects that are hosted throughout the year such as:

  - **Nightingale Award** is given to an outstanding undergraduate
  - **Sebastian/Stanhope Award** is presented to a DNP graduate
  - **Carolyn Williams Award** goes to a graduate of the PhD Program
    - Homecoming/reunion activities
    - Graduation gifts for all nursing graduates
    - Networking opportunities for alumni, and
    - Mentoring programs that allow students to meet 1:1 or in small groups with alumni to learn more about their careers or projects they are participating in as nurses. These talks are always interesting and help the students explore career choices.

  Many alumni have been generous to the College of Nursing and its students by establishing scholarships that help defray the cost of tuition. If you have questions or need additional information, please contact Kerrie Moore at kerrie.moore@uky.edu

- **Delta Psi Chapter, Sigma Theta Tau International Honor Society for Nursing**
  
  [http://www.uky.edu/nursing/academic-programs-ce/current-students/activities-and-organizations/sigma-theta-tau](http://www.uky.edu/nursing/academic-programs-ce/current-students/activities-and-organizations/sigma-theta-tau)

- **Graduate Nursing Activities and Advisory Committee (GNAAC)**
  
  According to rules of the University Senate, the faculty of each College within the University and the faculty of the Graduate School must establish some form of student advisory council to represent student opinion on academic matters. The Graduate Nursing Activities and Advisory Committee (GNAAC) conform to the rules of the University Senate.

  **Functions of the Committee**
  
  - Fostering communication between faculty and students
  - Plans and implements programs of interest to the graduate students and nursing profession
  - Reviews and makes recommendations to the dean regarding:
    - Student conduct in terms of professional nursing ethics and related University and Medical Center documents
    - Evaluation procedures for courses and teaching
  - Advises the dean regarding proposed appointment and promotion of faculty members in accordance with University Administrative Regulations (AR II-1.0-1)
  - Evaluates the programs of the College that relate to students and makes recommendations to the Dean
  - Identifies resources and support systems, which will facilitate successful completion of the program
  - Identifies student problems and concerns and recommends appropriate actions to the Dean
• Evaluates activities of the graduate student body annually and making recommendations to the Dean

Membership Includes
• GNAAC membership shall consist of all enrolled graduate nursing students. The GNAAC Executive Board, elected by GNAAC shall consist of a Chairperson, Chairperson-elect, Secretary/Treasurer and members at large (at least two and no more than six). The Board shall contain at least one representative from each degree offered.
• One graduate faculty member (ex-officio) recommended by the graduate student body and approved by the Dean. Faculty member/advisor to serve ideally for three-year terms to promote continuity. Terms can be repeated.
• One Student Affairs representative (ex-officio).
• GNAAC Officers to be elected by the majority of the Executive Board.

If you are interested in learning more about GNAAC or would like to be part of this committee, please contact Tabitha Riley, Committee Chair at tabitha.riley@uky.edu.

❖ MSN/DNP Program Committee

Functions of the Committee
• Evaluates program policies and procedures for compliance with the College and University.
• Evaluates program policies and procedures as they facilitate meeting program objectives and recommends revisions as necessary.
• Reviews admission requirements and recommends changes to the total faculty as appropriate.
• Reviews MSN and DNP student admission and progression petitions, including faculty recommendations, and makes appropriate recommendations to the MSN and DNP Program Director, appropriate Associate Dean of Faculty Affairs and Executive Associate Dean of Academic Affairs and Partnerships.
• Reviews those MSN and DNP students with unsatisfactory academic performance and recommends action to the MSN and DNP Program Director, appropriate Associate Dean of Faculty Affairs and Executive Associate Dean of Academic Affairs and Partnerships.
• Reviews and seeks input from designated faculty regarding student petitions.
• Makes recommendations for vote and reports to the graduate faculty.
• Programmatic additions/deletions must be approved by 2/3 vote of eligible graduate faculty of the College of Nursing by electronic vote.

Membership includes
• All track coordinators
• Two DNP faculty—at-large, at least one teaching in a core course.
• One faculty member teaching in the MSN program as indicated.
• MSN and DNP Program Director
• Executive Associate Dean of Academic Affairs and Partnership/Designee, ex officio (Designee Representatives as ex officio: Associate Dean of Graduate Faculty Affairs, Associate Dean of Research, Assistant Dean of Academic Operations, Director of Accreditation and Strategic Outcomes and/or Assistant Dean of Academic and Student Affairs).
• One DNP student representative without faculty status, ex officio.

If you have questions or need additional information, please contact conss@uky.edu
University and College of Nursing Health Care Policies and Protocols

You are expected to read and adhere to this student handbook along with the Student Rights and Responsibilities, and the Health Care Colleges Code of Student Professional Conduct for the University of Kentucky Albert B. Chandler Medical Center as well as other such documents and policies in agencies where clinical and research experiences are obtained. A signed form is required noting familiarity with these documents is required at the beginning of your program.

- **Blood Borne Pathogens Policy**
  Effective management of educational exposure to blood borne pathogens requires coordination among multiple units of the University of Kentucky Medical Center. It requires training in prevention of injury and in the management of injuries when they occur. The following link is the UK Policy on Educational Exposure to Blood Borne Pathogens. https://ukhealthcare.uky.edu/sites/default/files/educational-exposure-to-bloodborne-pathogens.pdf.


- **Kentucky Pharmacy Locations and AHEC Site Coordinators**

  In case of an exposure, consult Blood Borne Pathogen Policy above.

- **Criminal Background Check and Drug Screen**
  Drug tests (urine screens) and criminal background checks are becoming standard requirements for employment, especially at health care facilities. Such requirements are also often in place for students who rotate through health facilities as part of required educational experiences. Students can expect and should be prepared for them. Be aware that if a drug test and/or a criminal background check is required for enrollment and or participation in any course or for the granting of any permit or license required for participation in a course, the expense for the test and/or check must be paid by the student. The particular types of tests and checks required, as well as the costs for them, are subject to change and beyond the control of the University or the College of Nursing.
  - If a student fails to pass a drug test and/or a criminal background check, he/she may be ineligible for enrollment in clinical courses, ineligible for graduation and therefore ineligible to continue in the College of Nursing.
  - The College of Nursing does not accept responsibility for any student being ineligible for coursework, continued enrollment in the College, or subsequent licensure as a nurse for any reason, including failure to pass a drug test or criminal background check.
  - Students who provide any false information regarding drug use or criminal offenses in any documents relating to their attendance at the UK College of Nursing are subject to immediate dismissal from the College. Failure to disclose correct information at any time also may be the basis for professional discipline and/or denial of licensure.

- **The Family Educational Rights and Privacy Act (FERPA)**
  The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy and confidentiality of student education records. For more information on what the law entails, please refer to: http://www.uky.edu/registrar/FERPA-privacy

- **Health Fee and Activity Fees Information**
  Full-time students taking classes on the Lexington campus are required to pay health and activity fees each
Immunization Requirements

CO are also required to have a UK Healthcare Student ID card. When they graduate, they must return their badge to the Admissions Office. A replacement badge is available for a fee.

- DNP students enrolled only in part time distance learning courses (indicated by 200 level section numbers) are not assessed the University health fee and will be charged a fee to access University Student Health for each visit or may voluntarily pay the fee to access University Student Health services. Students may also access Johnson Center by paying the fee prior to the start of fall or spring semester.

- The health fee may be voluntarily paid for health care during any term. In order to be eligible for services in the summer, the fee must be paid by the first day of classes for students enrolled in the four-week intersession or the eight-week summer session. Students pay in Student Billing Services, 18 Funkhouser Bldg. Continuing students enrolled in the spring and priority registered for the fall must go to University Health Service, B163 Kentucky Clinic, to have their eligibility to purchase the fee verified, and then go to Student Billing Services to pay the fee. The student's ID number, "summer," and "health fee" or "health and activity fees" should be written on the check.

- Health Insurance Portability and Accountability Act (HIPAA)

HIPAA, a federal law, has many purposes and provisions. Those that affect all health care providers most directly relate to ensuring the privacy and security of protected health information. Federal law requires that all health care employees and health professions students receive training about HIPAA. Training is mandatory and must be completed before you will be allowed to participate in clinical practice or data collection. Instructions for completing this training will be provided upon admission.

- The Health Care Colleges Code of Student Professional Conduct

The purpose of the HCC Code is to provide a professional behavior code that applies uniformly to all students enrolled in a degree program, leading ultimately to a profession requiring licensure or certification, offered by any of the health care colleges at [http://www.uky.edu/regs/files/HCCcode.pdf](http://www.uky.edu/regs/files/HCCcode.pdf)

- Identification Badges

All students of the University of Kentucky are issued a UK Wildcard ID. Students enrolled in health care colleges are also required to have a UK Healthcare Student ID card. When using Medical Center facilities for any purpose MUST as a student you are to wear the UK Wildcard and the UK Healthcare Student ID. These are your required badges to wear at all times at CON and the Medical Center. If you lose your badge, you will be required to pay for a replacement. You will be unable to use Medical Center facilities without it or participate in clinical activities at any facility. Contact the College of Nursing Office of Student Services, 315 CON Bldg. or (859) 323-5108 with questions.

The Wildcard ID badge allows nursing students access to the Graduate Student lounge and the nursing building after regular business hours.

- Immunization Requirements

Incoming Graduate students are required to have the following immunizations: TB, TDAP, MMR, Varicella and HEP B-series.
The current seasonal influenza vaccination is also required. Students will need to provide a record of influenza administered August 15 or later every season. The due date is October 31 of the current year.

The College of Nursing uses the **Medical Document Manager of CastleBranch** to process and track your immunization records. You will be able to download your records to a secure site where you will have access to the documents for life. In addition, you will be able to access and print the documents as needed for future clinical sites. When you are admitted into the graduate program, you will receive information on how to purchase this package through **CastleBranch Background**. If you have questions, please contact Mary Jane Lesshafft (859) 323-6174.

- **Licensure**

Registered nurse licensure without limitations in the state in which your clinical experiences will take place is prerequisite to a clinical practicum or the conduct of clinical research. This means you will need a Kentucky RN license and a license for any out-of-state clinical or clinical research experience. **This process can take up to a year for students educated outside of the United States.** If you have not already initiated the process (which includes completion of the CGFNs visa screen certificate as required by the Kentucky Board of Nursing and the NCLEX exam) it is imperative to begin immediately. **Please speak with your faculty advisor if you are in this situation. You must provide the Office of Student Services with a copy of your license during the semester prior to any clinical work.**

- **Social Media Guidelines**

Social media are powerful communication tools that have a significant impact on organizational and professional reputations. Because the use of social media may blur the lines between personal voice and institutional voice, the University of Kentucky has established policies to clarify how best to enhance and protect the University, as well as personal and professional reputations, when participating in social media.

Both in professional and institutional roles, students are expected to follow the same behavioral standards online as they would in the real world. The same laws, professional expectations and guidelines for interacting with faculty, students, parents, patients, alumni, donors, media and other University constituents apply. Students are accountable for any institutionally related content they post to social media sites.

- **The Health Care Colleges Code of Student Conduct**

[http://www.uky.edu/regs/files/HCCcode.pdf](http://www.uky.edu/regs/files/HCCcode.pdf) outlines the standards of professional and academic practice expected of students enrolled in any of the health care colleges at the University of Kentucky.


**The American Nurses Association** has developed tips for nurses using social media including tips for things to avoid.

- **ANA’s Principles for Social Networking**
  - Nurses must not transmit or place online individually identifiable patient information.
  - Nurses must observe ethically prescribed professional patient — nurse boundaries.
  - Nurses should understand that patients, colleagues, institutions and employers may view postings.
  - Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
  - Nurses should bring content that could harm a patient’s privacy, rights or welfare to the attention of
appropriate authorities.

- Nurses should participate in developing institutional policies governing online conduct.

**Tips to Avoid Problems**

- Remember that standards of professionalism are the same online as in any other circumstance.
- Do not share or post information or photos gained through the nurse-patient relationship.
- Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.
- Do not make disparaging remarks about patients, employers or co-workers, even if they are not identified.
- Do not take photos or videos of patients on personal devices, including cell phones.
- Promptly report a breach of confidentiality or privacy.

https://www.nursingworld.org/social

**References**


Approved: Graduate Faculty April 6, 2015

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**Scholarship, Loans, Service Awards and Tuition**

Contact the College of Nursing Scholarship Coordinator at conss@uky.edu. The Graduate Nursing Scholarship application opens during the spring term for the following academic year.

- **College of Nursing Graduate Scholarships**
  - **Betsy M. Holliday and Eunice S. Milton Scholarship Fund**
    This scholarship fund was established in 1992 as a special scholarship for a registered nurse returning to school for additional education. Each recipient is a native Kentuckian or the child of a member of the U.S. Armed Forces who was serving on active duty at the time of the recipient’s birth. Preference will be given to students who are interested in the treatment of cancer patients. The scholarship is provided by Lt. Col. David C. Holliday, ret., in memory of his wife and her mother.

- **College of Nursing Millennium Fund**
  Established in 2010 to provide support to students through scholarships, travel funds and other academic-related expenses.

- **Dorothy Luther Nursing Fellowship**
  Established in 2003 with a gift from the estate of Dorothy Luther, a former faculty member of the College of Nursing, this fund is awarded to a graduate student in the adult nursing program.

- **La Sertoma Scholarship**
  This scholarship was established by Professor Marcia Stanhope in 2004 and named the La Sertoma Scholarship to honor a group of women who provided a scholarship that benefited her when she was a student. The student must have an outstanding academic record and show potential for leadership. First preference for this scholarship is a student enrolled in the DNP program. Second preference is for a student enrolled in graduate public health nursing. Third preference is a student in the Undergraduate Nurse
Scholars Program. Fourth is for an undergraduate student with an interest in public health nursing.

**Teresa Ann Free Pediatric Nurse Practitioner Scholarship**
Established in 2010 to celebrate the life of Dr. Teresa Ann Free. She was a beloved professor, colleague and friend who served as coordinator of the Pediatric Nurse Practitioner track from 2002 until 2009. This renewable scholarship is awarded to a student enrolled in the Doctor of Nursing Practice (DNP) Pediatric Nurse Practitioner Track.

**Katherine Tenore Girone Scholarship Fund**
Established in 2006 in memory of Katherine Tenore Girone by the Lewises, executors of her estate. Mrs. Girone was a public health nurse for many years. This scholarship is awarded to full-time students in the UK College of Nursing in the Bachelor’s, Master’s, DNP or PhD programs who have a declared interest in public health nursing and have maintained a grade point average (GPA) of 3.0 or better.

**Dr. Jan Coleman Gross Scholarship**
Established in 2009 by Dr. Gross in memory of his wife, Jan Coleman Gross. Dr. Coleman Gross was a professor in the UK College of Nursing who dedicated her career to supporting students and providing them with outstanding educational opportunities, both inside and outside the classroom, through programs such as the Blueberry Spa at Cardinal Hill Hospital. This renewable scholarship is awarded to a BSN student in good academic standing.

**Melva Jo Hendrix Fund for Psychiatric/Mental Health Nursing**
This fund, established in 1993 by Jenny D. Dorris, a 1971 graduate of the College, is awarded to graduate students who are seeking an advanced degree in psychiatric/mental health nursing.

**Pamela Stinson Kidd Memorial Scholarship**
This scholarship was established in 2003 in memory of Pamela Stinson Kidd, a UK College of Nursing graduate and former faculty member. The scholarship is awarded to a College of Nursing student who shows potential for leadership in injury prevention; emergency, primary, acute or critical care nursing. Preference is given to the applicant who demonstrates the ability to integrate clinical and community practice, scholarly activity and leadership. Essay required.

**Sima Rinku Maiti Memorial Scholarship**
Established in 2007 by the Maiti Family in memory of Sima Rinku Maiti to create a legacy of her life. This renewable scholarship is given to a graduate student with high academic excellence who shows the potential for leadership and is involved in community service. An essay is required. Consideration is given to students of Indian origin.

**Sally G. Siebert Scholarship for Nurse Practitioner Students**
Established in 2005 by Lt. Colonel (RET.) Siebert, this renewable scholarship is awarded to a DNP student in good academic standing.

**University of Kentucky Medical Center DNP Academic Excellence Scholarship**
This renewable scholarship is awarded to DNP students with high GPAs and demonstrated involvement in scholarly activities.

**University of Kentucky Medical Center DNP Enhancement Scholarship for Nursing Students**
This renewable scholarship is awarded to DNP students who contribute to the diversity of the College and University through academic standing/class rank, leadership and community involvement or as a first generation college student, underrepresented in the profession and more.
Financial Emergencies
If you find yourself in a financial hardship that will greatly affect paying for tuition and college expenses, please contact your graduate advisor and/or UK’s Financial Aid Office for guidance to services and/or funds that may apply to your situation.

External Awards/Scholarships
University of Kentucky Graduate School Scholarships and Fellowships:

Financial Assistance DNP Students
Nurse Faculty Loan Program (NFLP)
The College of Nursing has available loan funds from the Nurse Faculty Loan Program of the Division of Nursing, Department of Health and Human Services. This loan fund is intended to bolster the number of nurses prepared as nurse faculty for schools of nursing. Students must be enrolled full time and take three additional courses: GS 610-College Teaching, GS 650-Preparing Future Faculty and GS699-Practicum in College Teaching, to prepare you for a faculty role. Upon completion of your degree program and the required courses, up to 85 percent of the loan may be forgiven in return for service as a faculty member in a school of nursing over a four-year period. Contact Kathy.Collins@uky.edu for more information.

Teaching and Research Assistantships
The College of Nursing offers a limited number of graduate student assistantships, which provide research and teaching experiences. Stipends range from $4,000 to $10,000 per academic year. Ten-to-20 hours of service per week are required; students will be assigned to an investigator or to a course. Students who receive these assistantships may be eligible for full- or partial-tuition scholarships from the Graduate School (PhD) or College of Nursing – (DNP – eligible for TA positions only). Post-masters Certificate students are not eligible for teaching or research assistantships.

Kentucky Board of Nursing – Nurse Incentive Scholarship Fund
The Nursing Incentive Scholarship Fund (NISF) provides scholarships to Kentucky residents who will be attending approved prelicensure nursing programs (registered nurse or practical nurse) or graduate nursing programs. NISF recipients are selected individually by the Board, using specified criteria. The amount of each scholarship is $3,000 per year. NISF scholarships may be used for cost of living expenses, as well as school expenses. See https://kbn.ky.gov/Pages/default.aspx

National Health Service Corps Scholarship Program
The U.S. Department of Health and Human Resources offers scholarship opportunities to applicants who are applying to or enrolled in nurse practitioner programs. These scholarships pay in- or out-of-state tuition, required fees, reasonable educational expenses and a significant monthly stipend. This is a service-obligated scholarship (one year of obligated service for each year of scholarship funding). Information about applying for this scholarship is available at https://nhsc.hrsa.gov/scholarships/index.html

A number of organizations provide competitive research grants and scholarships
- Kentucky Board of Nursing awards Nursing Incentive Scholarships to Kentucky nurses pursuing ongoing education. These awards are competitive.
- National Institutes of Health and National Research Service make awards to pre- doctoral (PhD) and post-doctoral students (F31 and F32 respectively). These scholarships are for PhD students only.
- The Delta Psi Chapter of Sigma Theta Tau International, Sigma Theta Tau International and the American Nurses Foundation have annual competitions for research grants and scholarships.
• Many specialty organizations, such as the American Cancer Society, American Association of Critical Care Nurses and others provide such awards

➢ Additional Financial Aid Information

To compete successfully for any of these awards you need to work closely with your advisor and the Program Director. For assistance with applying for College of Nursing teaching and research assistantships, contact the graduate student services officer, University of Kentucky, College of Nursing, 315 College of Nursing Bldg., University of Kentucky, Lexington, KY, 40536-0232 or call (859) 323-5624. The staff can also offer information about other sources of financial aid available from outside the University.

For information on grants and loans, contact the UK Office of Student Financial Aid, 128 Funkhouser Bldg., Lexington, KY 40506-0054, or call (859) 257-3172 https://www.uky.edu/financialaid/

➢ Tuition

Current tuition fees are on the Registrar’s Web site at http://www.uky.edu/registrar. Tuition fees are subject to change without notice. All tuition rates include a mandatory registration fee. For fee payment purposes, nine credit hours or the equivalent constitutes a full load for graduate students during the fall or spring semesters. Courses taken on an audit basis do not count toward credit hours, but are assessed full tuition.

Computer and E-mail Resources

➢ Computer/devices for Graduate Nursing Studies

The University of Kentucky strongly recommends that each student purchase a personal laptop computer. A student’s program requirements and budget should be the primary factors in choosing a laptop. Most laptops on the market will meet basic needs; however, UK College of Nursing offers a few guidelines.

Minimum suggested laptop computer hardware

• Processor: iSeries 1.8 Ghz or higher
• RAM: 8 GB minimum (16 GB preferred )
• Hard Drive: 250 GB or larger preferred (minimum 100 GB or larger)
• Wireless card: 802.11n preferred (minimum 802.11 b/g compatible)
• Operating system: Windows 7 is preferred as the University still has applications not supported in Windows 8 and Windows 10.
• Up-to-date virus software, preferably installed before coming to campus
• Webcam (many laptops come with an integrated webcam and will not require an external device)
• Headphones or headset with microphone
• Other helpful options:2 GB or higher USB Flash Drive, external hard drive (for data backup/extra storage), wired or wireless external mouse, video out adapters (dvi/hdmi), and a laptop security cable

IMPORTANT NOTE: UK College of Nursing currently recommends the use of PC devices versus MAC Devices. The College of Nursing currently utilizes course material that has embedded “flash” programming that is not supported by the MAC OS. Students choosing to utilize MAC Operating Systems do so with the understanding that the potential exists that they will encounter issues accessing course material. If issues arise accessing course materials/videos etc. while using a MAC device(s) students will be directed to access those materials at one of the campus computer labs running the Windows Operating System. The College of Nursing IT group will NOT be able to assist Mac users having difficulty accessing course related material. Additionally MAC Operating Systems running Windows Software will not be supported.

STUDENTS SEEKING ADDITIONAL TECHNOLOGY INFORMATION SPECIFIC TO THE COLLEGE OF NURSING SHOULD CONTACT: JASON HARRIS: 859-323-3433
For all other general Information Technology questions regarding Campus-Wide computer systems, and many other Campus-Wide programs please visit the following URL  http://www.uky.edu/ukit/

**E-mail Access**

E-mail is the primary mode of communication between you, the University of Kentucky, faculty and staff. **All students in the College of Nursing are required to use UK email.** The College of Nursing faculty and staff members use the **UK e-mail address** that is provided to you at the beginning of your program. Please, **DO NOT forward** your UK email accounts to your personal E-Mail account, such as Yahoo, Juno, etc. If your UK E-Mail is forwarded to your personal account, there is a chance important email may be bounced. It is imperative that you check your e-mail at least once a day for important announcements, class changes, scholarship notices and special events. **UK Information Technology (UKIT) uses Microsoft Exchange 2010 for email for all students.** Go to the Account Manager at https://ukam.uky.edu/manager to activate your email account and create new password self-reset questions and answers. **Do not forward your UK email to another email account.** For tips and FAQs, visit http://www.uky.edu/its/customer-support-student-it-enablement/customer-services/university-email-and-cloud-apps

**Other Resources**

- **Campus Safety**
  To ensure your safety and the safety of others at the University of Kentucky, you are encouraged to familiarize yourself with the crime prevention information on the police department's Web site, http://www.uky.edu/Police

**University of Kentucky Police Department**
- Emergencies: 911
- (859) 257-8573
- Free call from your cell phone - #UKPD (#8573)
- Sign up for UK Alert at http://www.uky.edu/EM/UKAlert

- **Discrimination and Harassment**

  University Administrative Regulations http://www.uky.edu/regs/files/ar/ar6-1.pdf prohibits all discrimination on the basis of sex, race, ethnic origin, sexual orientation, color, creed, religion, age, or political belief. Sexual harassment is an explicit violation of Administrative Regulations and should be reported. Students, faculty members, staff members or house officers at the University of Kentucky who believe they have been sexually harassed may consult staff in the Office of Institutional Equity and Equal Opportunity Office (859) 257-8927 to resolve a complaint of sexual harassment. Additional information about "Preventing Sexual Harassment" training will be communicated to you through the college dean and directors.

- **The UK Counseling Center**

  Consultation and Psychological Services (UKCC), provides confidential psychological counseling to currently enrolled UK students and consultation services to currently enrolled UK students, UK faculty and staff, and caregivers. 106 Frazee Hall next to the Student Center.

  **Walk-in Hours**
  - Monday, Thursday, Friday: 9:00 am - 3:00 pm
  - Tuesday, Wednesday: 12:00 pm - 3:00 pm

  **General Hours**
• Monday - Friday: 8:00 am - 4:30 pm

CALL 24-hour Crisis Consultation: (859) 257-8701 and state, “This is an emergency. The student needs an appointment immediately.” If you need to speak with a clinician after business hours or on the weekend, you can call (859) 257-8701, select option #1, and you will be connected to a mental health clinician.

➤ UK Bulletin
http://www.uky.edu/registrar/bulletin-course-catalog

➤ Guidelines for Lactation Support

*Adapted from the University of Kentucky Lactation Guidelines*
Recognizing the importance of breastfeeding for both mother and infant, the College of Nursing will make students who choose to breastfeed aware of available appropriate environments to pump their breast milk or breastfeed. The CON goal is to support Undergraduate and Graduate students in their breastfeeding endeavors.

**Policy**
The College of Nursing recognizes the many benefits of breastfeeding and is committed to supporting this effort. Breastfeeding accommodations are guided by Kentucky Revised Statute 1 that acknowledges that a woman may breastfeed her child or express milk in any location, public or private, where the mother is otherwise authorized to be.

**Process**
Upon returning as a student after the birth of a child, the Undergraduate or Graduate Nursing student may request break time to express her milk on a reasonable schedule. Students are responsible for requesting lactation support prior to the first day of class. They should provide adequate written notice to the course coordinator about the need for break time and an appropriate location to pump.

• The course coordinator will advise the student to inform all faculty members about specific needs for support.
• Students are encouraged to use the break time between classes to pump milk.
• Alternatively, flexible scheduling time for lactation purposes will be negotiated with their professors. Professors are not required to excuse tardiness or absences due to lactation needs.
• In the case of clinical experiences, students shall obtain permission and make plans with the course coordinator, the clinical instructor and, in some instances, the nurse preceptor for breast pumping during the clinical rotation. Specific times and locations for breast pumping will be outlined in writing.
• Currently, there are designated lactation spaces across campus that are offered to accommodate employee and student needs (see below for more details).
• The frequency of milk expression as well as the duration will likely vary. Typically, new mothers need to express milk every two to four hours (e.g. a student who attends classes for 8 hours, will need to express milk two to three times). The duration will likely extend for 25-35 minutes.
• The CON will abide by the ACA revised section 7 of FLSA and will provide reasonable break time for a student to express breast milk for 1 year after the child’s birth.
• This policy does not extend to permitting infants in the classrooms.

**Lactation Station**
The nearest Lactation Station room is located in CON 604. Take the elevator to the sixth floor, take a right from the elevators and turn left when you reach the hallway. CON 604 will be located on your left. The door to the Lactation Station will be locked during the academic year, but you may obtain the key from the 6th floor Information Desk attendant located directly across from the Lactation Station M-F 8-4. Once you have unlocked the door, please indicate on the sign to the right of door that the room is occupied. The
room has two chairs, small table with a lamp, hand sanitizer, and several AC outlets. A pump is not provided in the room. When you leave the room, please lock the door, indicate on the sign that the room is vacant and return the key to the Information Desk attendant.

**Questions**
- For more information about UK Lactation Guidelines visit: [http://www.uky.edu/hr/work-life/resources-for-parents/uk-lactation-guidelines](http://www.uky.edu/hr/work-life/resources-for-parents/uk-lactation-guidelines)
- To find other lactation space available at UK visit: [http://www.uky.edu/hr/work-life/resources-for-parents/lactation-in-workplace](http://www.uky.edu/hr/work-life/resources-for-parents/lactation-in-workplace)
- Questions, please contact Ana Maria Linares, at 859-323-4726 or am.linares@uky.edu

**Library Resources**

The library’s computerized card catalog is **INFOKAT**. All holdings acquired since January 1985 have been entered into this system. The computer is connected to all UK libraries so that you can inquire if any library on campus owns the book or journal for which you are looking. Ask the librarian if you need assistance. A class in the use of INFOKAT is also available.

The UK library system consists of several decentralized libraries. More information can be found at [http://libraries.uky.edu/CampusLibraries](http://libraries.uky.edu/CampusLibraries). Those you will most likely use:

- **William T. Young Library**, Hilltop Ave., (859) 257-0500; [http://libraries.uky.edu/WTYL](http://libraries.uky.edu/WTYL)
- **Margaret I. King Special Collections Library**, main campus, (859) 257-8611
- **Medical Center Library**, Chandler Medical Center, 800 Rose Street, (859) 323-5300 [http://libraries.uky.edu/MCL](http://libraries.uky.edu/MCL). In the reference room, you can do computer searches and find numerous abstracts and indexes. There is also access to study carrels and rooms. It serves students, staff and faculty of the Medical Center colleges, the general University community and the public. Check the postings at the beginning of each semester for weekend and special hours.
- **Education Library**, Dickey Hall, (859) 257-7977 is located on the second floor of Dickey Hall. Library opens at 8 a.m. Monday-Friday and is open evenings as well. Check their website for specific hours at [www.uky.edu/Libraries/lib.php?lib_id=6](http://www.uky.edu/Libraries/lib.php?lib_id=6).

College of Nursing Students with issues related to remote proxy server access should contact Stephanie Henderson, (859) 323-8008 or stephanie.henderson@uky.edu.

**Lost and Found**

You can turn in found items to the Office of Student Services, 315 College of Nursing Bldg. We hold items for one academic year. If you lose something, please inform Student Services personnel or advertise in *The Kentucky Kernel*, the campus newspaper.

**Textbooks**

Purchase textbooks for nursing courses from any of the campus area bookstores: University of Kentucky Bookstore (located inside the UK Student Center), 160 Avenue of Champions, Lexington, KY 40506, (859) 257-0236. [https://uky.bncollege.com/shop/uky/home](https://uky.bncollege.com/shop/uky/home)

**UK Writing Center and Writing Resources**

The Writing Center is a valuable resource, which assists students, faculty and staff. Staffed by English
graduate students and part-time consultants, the center is open during the day and evening for individual and group consultation on pre-writing, writing, and rewriting, as well as help with oral presentations. The center is located in the basement of the W. T. Young Library. For more information, call (859) 257-1368.

- Cambridge Language Consultants http://www.camlang.com
- The Science of Scientific Writing (from the American Scientist)
  ~ https://www.americanscientist.org/blog/the-long-view/the-science-of-scientific-writing
- Review “The Nuts and Bolts to College Writing”
  ~ https://www.amherst.edu/system/files/media/0975/harvey%252520nunts%252520and%252520bolt%252520abridged.PDF
- Purdue’s Online Writing Lab http://owl.english.purdue.edu
- APA Style Resources http://apastyle.apa.org
- The Writing Center at Rensselaer http://www.ccp.rpi.edu

College of Nursing Writing Resource
The College of Nursing provides writing resources for graduate students through the office of Whitney Kurtz-Ogilvie, Writing Specialist. Ms. Kurtz-Ogilvie can be reached during fall and spring semesters at whitney.ko@uky.edu. Additional writing resources are available to College of Nursing students on Blackboard.

Academics

Academic and Scientific Honor and Integrity
Graduate students in the College of Nursing are expected to demonstrate honor and integrity in all academic and scientific endeavors. You are expected to review and adhere to the following documents:

The Health Care Colleges Code of Student Professional Conduct
The purpose of the HCC Code is to provide a professional behavior code that applies uniformly to all students enrolled in a degree program, leading ultimately to a profession requiring licensure or certification, offered by any of the health care colleges. Health Professions students are held to higher standards of integrity than the non-health professions student because of the unique and important relationship the health professions have with society. The student majoring in nursing is charged by society and guided by ethical principles and laws to safeguard the health of the public. In nursing, the standards are set by The American Nurses Association Code of Ethics. Violation of these standards include but are not limited to lying, cheating, plagiarism, fraud or other act(s) punishable by law or ethical misconduct. Disciplinary action will result at least in failure of the assignment up to and including dismissal from the program. See http://www.uky.edu/ofa/sites/uky.edu/ofa/files/uploads/HCCSPBC.pdf

The University of Kentucky Student Rights and Responsibilities
An understanding of the University’s expectations regarding honor and integrity in academics from the outset of your time as a student will reduce the likelihood of issues arising in the future. In particular, review sections related to academic offenses of plagiarism and cheating in Student Rights and Responsibilities and information on the disposition of cases of academic offenses. See the University’s Student Rights and Responsibilities at http://www.uky.edu/StudentAffairs/Code/index.html.

Cheating and Plagiarism
- Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious
penalties, up to suspension from the University may be imposed.

- Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities [http://www.uky.edu/deanofstudents/student-rights-and-responsibilities](http://www.uky.edu/deanofstudents/student-rights-and-responsibilities). Complete information can be found at the following website: [http://www.uky.edu/Ombud](http://www.uky.edu/Ombud). A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

- Senate Rules 6.3.1 ([https://dib.uky.edu/ombud/sites/www.uky.edu.ombud/files/6.3.1_6.3.2_Plagiarism_Cheating.pdf](https://dib.uky.edu/ombud/sites/www.uky.edu.ombud/files/6.3.1_6.3.2_Plagiarism_Cheating.pdf) for the current set of Senate Rules) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

### Academic Advising Guidelines

*University of Kentucky College of Nursing Advising Guidelines were adopted by faculty, July 2009 and revised May 2011.*

Under normal circumstances, faculty and staff advisors will acknowledge receipt of an advisee inquiry within 72 hours Monday-Friday, unless there is an automated response to the student indicating that the faculty member is unavailable for a stated time-period.

**Important aspects of the faculty/staff advising role include:**

- Guiding the student through his/her program of study and completion of graduation requirements.
- Referring the student to resources as needed and/or requested.
- Supporting the student through mentorship, including healthy self-direction in all aspects of the academic environment.
- Promoting personal, professional and intellectual development and academic excellence, including encouraging self-directed learning.
- Evaluating student progress in meeting requirements of the program.
- In collaboration with course faculty, fostering professional and academic accountability.

**Important aspects of the advisee role include:**

Under normal circumstances, students will acknowledge receipt of an advisor or faculty member inquiry or response to student within 72 hours Monday-Friday, unless there is an automated response to the advisor or faculty indicating that the student is unavailable for a stated time-period.

- Actively engaging in advising and learning process.
- Keeping the advisor apprised of personal challenges that are, or may, impact his/her academic performance.
- Seeking support when needed.
- Reading and responding, as appropriate, to all programmatic communication in a timely manner.
- Utilizing the student handbook.
- Scheduling and keeping appointments with advisor throughout semester.
- Evaluating the advisor as requested.

### Academic Probation

College of Nursing graduate and professional students are required to maintain at least a 3.0 graduate grade
point average (GPA). If the cumulative graduate GPA drops below 3.0, the student will be placed on academic probation. A student on academic probation will have 9 credit hours to raise the GPA to a 3.0 or higher. If the GPA is below 3.0 following these 9 credit hours, the student may be dismissed from the program. Details about this policy, including readmission and progression for DNP students can be found in the DNP Program section of this handbook.

Appeals of Academic Actions
Details about appeals procedures are located in the University's Student Rights and Responsibilities at http://www.uky.edu/deanofstudents/student-rights-and-responsibilities

Clinical Practica
- Sites for clinical practica in College graduate programs are based upon either letters or memoranda of agreements between agencies and the College.
- All experiences requiring clinical practice are arranged by faculty responsible for the course. You may recommend clinical sites, but please do not make arrangements with persons or agencies.
- These agreements reflect the philosophy and objectives of the graduate program and are based on faculty assessment that students can meet program objectives in that agency.
- Because these agreements are legal documents, they often require several months to finalize.
- If you wish to recommend a clinical site, contact your faculty advisor at least three months before your clinical placement is to begin.
- Do not contact the site or the potential preceptor.
- You may not begin your placement until the agreement has been signed. A grade of B or higher is required in all courses with a clinical component before progression to the next practicum or graduation.
- If there are any questions, please contact the course faculty before proceeding.

Students will not be placed in sites where there is a conflict of interest with regard to evaluating student performance. Such conflicts may include, but are not limited to, assignment to a relative or close family friend, assignment to a site where the student is currently employed, and assignment to a preceptor who has a business or financial relationship with the student or is a family member of the student.

DNP students may complete their DNP project/clinical residency hours at their place of employment provided the placement is approved by the student's advisor and committee.

(Approved 04/2009, DNP committee)

Commencement Eligibility
The University Commencement ceremony is held each December and May. To be eligible to participate, all candidates must have submitted a valid Application for Degree by published deadlines in the academic calendar for the semester during which they anticipate graduating.

DNP students must meet the following deadlines/criteria to be eligible to participate in graduation activities. Please work with your advisor and committee to meet these deadlines:

- Semester before you graduate review degree requirements in myUKGPS.
- Meet with academic advisor prior to registering for final semester classes to ensure you are on track for completion of course work, clinicals, portfolio, DNP project and presentation.
- Submit degree application by applicable semester deadline. (May/August degree application deadline)
- Students must purchase regalia and register for the commencement event. See https://www.uky.edu/commencement/
Course Registration
Advanced registration for enrolled students takes place in November for the following spring term and in April for upcoming summer and fall terms. When classes begin, check the accuracy of your registration with each of your class professors. Contact your faculty advisor or the College Office of Student Services for assistance in correcting an error.

Students are responsible for accurate registration of coursework. To assure that you receive academic advising, meet with your faculty advisor in advance of registration. The College's Office of Student Services (room 315) will share registration instructions with you on a timely basis. Report a change of name or address via your myUK account, which will update your current information for the College of Nursing Office of Student Services and University Registrar.

Degree Application
To be eligible for a degree you must file an application within 30 days after the beginning of the semester (or 15 days in the summer session) in which you expect to complete your studies. Application cards are available in the College's Office of Student Services from the student affairs officer for graduate studies. The deadlines for filing for a degree are listed in the academic calendar http://www.uky.edu/Registrar/AcademicCalendar.htm

Although degrees are awarded at the end of the fall, spring and summer semesters, formal University commencement exercises are held only in spring (May) and fall (December). You are encouraged to attend commencement exercises even if you receive your degree the preceding summer. Students are also encouraged to complete an End-of-Program Evaluation that will be distributed near the end of the semester.

Excused Absences
Throughout any given semester, illness and emergencies sometimes preclude students from attending class. Students need to communicate such absences to course faculty in advance of absence or assignment deadline. There are however, specific rules that dictate whether these absences are excused. Specifically, students are entitled to an excused absence for the following reasons:

- serious illness
- illness or death of family member
- University-related trips
- major religious holidays

Note: the instructor shall have the right to request appropriate verification of excused absence.

Instructors may excuse an absence for any another reason if they believe it is a reasonable cause for non-attendance. Please note that if a student misses one-fifth of the class contact hours due to excused absences, and attendance is required or a criterion for a grade in the course, the instructor may request that the student withdraw from the class. For a complete copy of the University Senate Rule on Excused Absences see S.R. 5.2.4.2 (pdf).

Excused Absence - Accommodation of Religious Holidays
We know from self-study that the climate for learning on campus is critically important to student success and to the viability of our community. As we strive to ensure that our students, faculty and staff experience UK as a welcoming environment, we embrace the many aspects of diversity represented on campus and
endeavor to be inclusive in the ways we live, learn and work here. This involves respecting, among all else, the religious diversity on campus. Throughout the academic year, members of our community observe various official high holy days of their respective religions. Urging sensitivity to the importance of these days to the observers among us, the campus should be reminded of the Senate vote that established the following rule:

"Faculty shall give students the opportunity to make up work (typically, exams or assignments) when students notify them, in advance, that religious observances prevent the students from doing their work at its scheduled time. Faculty shall indicate in their syllabus how much advance notice they require from a student requesting an accommodation. Faculty may use their judgment as to whether the observance in question is important enough to warrant an accommodation, although the presumption should be in favor of a student's request. The Offices of Institutional Diversity, the Dean of Students and the Ombud are available for consultation."

➢ Faculty Advising and Clinical Mentors

Post-Graduate Nursing Certificate

Your faculty advisor will explain the program and advise and assist in planning your course of study. You are expected to plan a program of study with your faculty advisor at the beginning of the program, or no later than the advance registration date for your second semester. The plan is filed in your Student Services record. If you wish to change the planned program, consult your advisor to determine that a change in the program is appropriate and feasible.

DNP

Faculty advisors are assigned to DNP students upon admission to the program. The advisor and student are expected to meet each semester to review progress and plan for the DNP project. Students work with their faculty advisors and the program director to select their committee member and clinical mentor. The committee member and clinical mentor are selected prior to registration in NUR 909. DNP Project proposal approval form (pre req. to NUR 909) must be completed by student and advisor prior to registration.

Clinical Mentors

DNP student Clinical mentors will be chosen from people with top-level clinical or executive roles who are working in areas consistent with the interests of a potential student protégé. Mentors will be selected from among a variety of disciplines, thereby building the student’s interdisciplinary experience. Clinical mentors guide the work of the student in the clinical experiences in an ongoing relationship with students throughout the program, contributing especially to the student’s development as a leader. Students may have clinical experiences working with patients in a single setting, or their clinical experiences may be as executive practica, focusing on policy or strategic, system wide or network issues. The faculty advisor, committee member, student, and clinical mentor will work together closely throughout the student’s program. This will facilitate development of more meaningful growth in the student, and add the richness of the mentor’s experience. The DNP Project Guidelines manual provides additional information and is an appendix to this handbook at http://www.uky.edu/nursing/academic-programs-ce/academic-resources/student-handbooks
Grading System

The College’s graduate faculty uses the standard University grading scale (A = 90-100; B = 80-89; C = 70-79). Official grades as a graduate student for University credit are recorded in the Office of the Registrar as follows:

- A - High Achievement 4 quality points per credit
- B - Satisfactory Achievement 3 quality points per credit
- C - Minimum passing grade 2 quality points per credit
- E - Failure 0 quality points per credit
- I - Incomplete*
- S - Satisfactory Progress**

*A grade of “I” (Incomplete) may be awarded to a graduate student if a part of the work of a course remains undone and there is a reasonable possibility that a passing grade will result from completion of the work. All Incompletes (“I” grades) must be replaced by a regular final letter grade within 12 months of the end of the semester, summer session or summer term in which the “I” grade was awarded, or prior to the student’s graduation, whichever occurs first. If an “I” grade has not been replaced within the allowable period, the Registrar shall change the “I” grade to a grade of “F” on the student’s permanent academic record and adjust the student’s grade-point average accordingly. Unless otherwise approved because of exceptional circumstances by the Director the student’s program.

Instructors who assign an I grade must file with the student’s program director information which includes: 1) the name of the student, 2) the course number and hours of credit, 3) the semester and year of enrollment, 4) specific information on the work to be completed before a final grade can be assigned, and 5) the time frame in which the specific requirements are to be met (not to exceed 12 months). Graduate students should consult with their program office concerning procedures relative to the awarding of I grades and the conditions under which they may be removed.

All I grades must be resolved to a regular letter grade before a student may sit for the final examination or graduate.

A grade of S (satisfactory) may be recorded for students in graduate seminars, independent work courses and research courses, which extend beyond the normal limits of a semester or summer term. This grade may not be given to a student in a course carrying credit if the student has done unsatisfactory work or failed to do a reasonable amount of work, in which case a grade of U (unsatisfactory) will be assigned. The project must be substantially continuous in its progress. All S and U grades must be removed prior to the final examination (or qualifying examination for doctoral students), except for those given in Residence Credit 767 or in graduate courses which carry no credit. Once a grade other than I, S, or U has been reported to the Registrar’s Office, it may not be changed unless an error was made at the time the grade was given and recorded, and then only upon the written unanimous approval of the instructor, the Registrar, and the Dean of the Graduate School.

An overall average of B (3.00) on all graduate work in the program must be attained before an advanced degree may be awarded.

Grades

If students believe they were graded unfairly on a particular paper, test or other assignment, or if they believe their final course grade is unfair, they are encouraged to share their concerns with the instructor of the course and/or the chair of the department where the course is taught. If issues cannot be resolved, students may discuss the matter with the Academic Ombud who will contact the instructor for his/her
perspective and assess the merit of the case. The Ombud may attempt to resolve or mediate the dispute. If the grade dispute involves a final grade and the Ombud cannot resolve the issue informally, the case may be sent to the University Appeals Board (UAB) for a hearing. The UAB is the only entity on campus that can modify a grade. If the student wants to pursue an appeal, he or she will be asked to make the case in writing and the instructor will then be contacted for his/her perspective. If the Ombud determines that the student’s case has merit, the matter will be sent to the University Appeals Board for a hearing; however, if the Ombud determines that the case does not have merit, the student will be notified in writing and will then have 30 days to appeal to the University Appeals Board directly, requesting that a hearing be granted.

- **Guidelines for Scholarly Work**

  All graduate students in the College are required to produce a scholarly work to receive a graduate degree. PhD students complete a dissertation, and DNP students complete a practice inquiry project as part of their final clinical residency.

- **Institutional Review Board (IRB) Approval**

  UK Institutional Review Board applications are completed and submitted per an electronic application process. Applications for all research and DNP projects involving human subjects must be reviewed and approved by the student’s advisor and the respective program director/assistant Dean before they are submitted to the IRB for approval. Depending upon the nature of the investigation, an application for exempt, expedited or full review is submitted. The student and faculty advisor determine which application is appropriate for the proposed study. You may not collect data until official written approval is obtained from the Institutional Review Board. Students must identify and follow the procedures for study review and approval at the site(s) where data will be collected. Students inform the IRB when the study is complete. In addition, if changes are made in the protocol or consent form, or if problems arise in the conduct of the study, the student must have approval from faculty advisor and submit modifications to protocol to IRB.

  See UK Office of Research Integrity [https://www.research.uky.edu/office-research-integrity](https://www.research.uky.edu/office-research-integrity) web page for current information on types of review, and required forms and process for submission of IRB application.

**College of Nursing procedures to prepare for each type of review are as follows:**

University of Kentucky IRB approval process can take several weeks and in some cases, other agency IRB approvals (outside institutions, UK departments, etc.) will also be required which may create delays in beginning data collection.

- **Exempt**: Allow a minimum of two weeks for review and approval within the College, plus an additional four weeks for receipt of written approval from the IRB.
- **Expedited**: Allow a minimum of three weeks for review and approval within the College plus an additional four weeks for receipt of written approval from the IRB.
- **Full**: Allow a minimum of one month for review and approval within the College plus an additional four weeks for receipt of written approval from the ORI.

*Students may not begin data collection until they receive an official, written notice of approval from the ORI for the IRB application.*

- **Progression**

  **DNP and Certificate Progression Criteria/Academic Probation**

  If a student’s GPA falls below 3.0 after a minimum of 9 credit hours, they will be placed on probation and will
receive a letter from the program director. After completion of 9 additional credit hours, if the GPA is still below 3.0, the student will be reviewed by the DNP committee for possible dismissal from the program. If not dismissed, student will remain on probation and undergo periodic review until probationary status is resolved.

DNP and Certificate Progression/Grade Policy
Students enrolled in the DNP or Certificate program must maintain a minimum cumulative GPA of 3.0 or better. Students must earn a grade of B or better in all required specialty didactic courses and specialty clinical courses. Individuals earning a grade lower than a B in either the specialty didactic or specialty clinical courses will not be permitted to progress in the program until the course is successfully repeated once. Note that due to the timing of course offerings this may result in a significant delay in program completion.

In order to be awarded a DNP degree, students may have a maximum of one C grade on their transcript from a non-specialty core course. If additional C or lower grades are earned in any non-specialty core course, the student must repeat one of the C grade courses to improve the grade in the non-specialty core course. Students earning a third C grade in a non-specialty core course will be reviewed by DNP Committee for dismissal.

Clinical Specialty Courses
- NUR 921 - Patho
- NUR 922 and 927 - Pharm
- NUR 923 - Assessment
- Track specific didactic and clinical courses
- NUR 930 - Clinical
- NUR 963 - FNP pediatric course

Readmission
Former UK students in good standing are eligible for readmission consideration. In the College, student readmission is specified based on the program. In the DNP programs, progression in the selected specialty track may be altered because of the availability of course offerings and clinical placements.

DNP students who are not enrolled for 2 consecutive semesters, other than the summer semester, must reapply to the DNP program, meet current admission criteria and follow policy and curriculum in place at the time of readmission. Students must also be in good standing in the program (3.0 GPA). If readmitted, all courses with an unsatisfactory or incomplete grade must be resolved or repeated prior to progression.

Repeat Option
Students may repeat one graduate course and count only the second grade as part of the graduate grade point average. A student wishing to exercise this option should first discuss this with his/her faculty advisor. The student then completes a Repeat Option form and petitions for approval from the program director. The director will send approved requests forward to the Graduate School dean or in the case of the DNP
Program, to the dean of the College of Nursing. Only one course may be repeated as part of a particular degree program or in post-baccalaureate status. You must file a Repeat Option form with the Graduate School or College of Nursing prior to the end of the semester you are repeating the course.

- **Special Exams**
  A special challenge examination requires the recommendations of your advisor and the appropriate program director.

- **Process for Nursing Student Complaints**
  The College considers a formal complaint as one that cannot be resolved within the academic unit. Within the College, student issues are directed to the involved party. For example, if a student has a concern about a grade in a course or on an assignment, s/he is directed to the course instructor and then the course or track coordinator, if applicable. If the issue is not resolved, the student can appeal to the Director of the program. If the issue remains unresolved, the student has the option of meeting with the Dean.

  Formal complaints are directed to the University of Kentucky Office of the Academic Ombud Services (www.uky.edu/Ombud/index.php#whenconsult). “This office is designated within the University to investigate individual complaints, problems and conflicts. The Ombudsman is responsible for assisting students and instructors to work through and resolve academic related problems and conflicts. The primary focus of academic Ombudsman services is the process by which decisions are made, and the primary task of the Ombudsman is to assure fair policies, processes and procedures that are equitably implemented.”

  Non-academic issues are handled according to the appropriate UK policy (e.g., sexual harassment, discrimination)

- **Teacher/Course Evaluations in the College of Nursing**
  The University policy on faculty performance review requires that faculty obtain student evaluations of teaching for each course every semester. The College of Nursing uses a Web-based course evaluation. All students enrolled in a course are required to visit the course evaluation Web site to fill out evaluations or to decline the opportunity within the designated timeframe. Students should take this opportunity to provide thoughtful input regarding faculty performance and course evaluation. These evaluations are used by the College of Nursing to improve the curriculum and enhance faculty teaching. Evaluations are anonymous. The information is compiled and shared with faculty members, program directors, associate deans and, dean only after final grades are submitted.

- **Transfer of Credits**
  With the approval of your faculty advisor and the assistant dean of the College of Nursing (DNP and certificate students), a maximum of 9 credit hours of graduate course work, completed at an accredited university, may be transferred from another institution toward the requirements for a degree. The request for transfer is to be made prior to advanced registration in your final semester of enrollment. The following rules apply: course credits applied toward a previously awarded graduate degree cannot be transferred; transfer of independent work; research, thesis or dissertation credit is not permitted; only courses assigned a grade of B or better can be transferred; and students must be in good academic standing at the time of transfer.

  Initiate the request for transfer of credit through your advisor. To transfer credits, submit a course syllabus and official transcript to your faculty advisor. If your faculty advisor judges the transfer of credits to be appropriate for the planned program of study, the faculty advisor requests in writing that the program director approve the transfer of credits. If approved, the program director submits the request and a copy of the official transcript to the registrar. The transfer of credits should be included in your program of study.
Visiting Students Policy

Visiting students, enrolled in a comparable level of study in another institution, may enroll in a nursing course with permission of the faculty member teaching the course.

Withdrawal

Students may need to interrupt their program for various reasons. All students are encouraged to first discuss their desire to withdraw with their academic advisor so that they can explore any possible alternatives including leave of absence and subsequent readmission. Faculty can guide student to maintain the integrity of their academic record.

All students, who wish to leave the university during a term (fall, spring or summer), must formally withdraw. Students leaving the institution without an official withdrawal may receive failing grades in all courses in which enrolled, and endanger their future status in this and other institutions. Students enrolled in only one course who wish to drop the course, must withdraw. A student is considered withdrawn if they are not enrolled in course work (Fall/Spring terms). Refer to the University’s Official Academic Calendar published in the University Bulletin for withdrawal and fee liability dates. Please note the University's Fee Liability Policy dates are different than the withdrawal dates.

Withdrawal from Courses

During the withdrawal period, as designated in the official University calendar, students receive a W grade for dropped courses. Follow the same procedure on myUK for dropping a course. **NOTE:** To withdraw from all your courses (withdraw from UK) on or after the first day of class, contact the UK Registrar at http://www.uky.edu/financialaid/withdrawal. Students are encouraged to consult with their advisor before making schedule changes.

Doctor of Nursing Practice Program (DNP)

Program Overview

The College of Nursing ascribes to the purpose of the practice doctorate described in the American Association of Colleges of Nursing (AACN) *Position Statement on the Practice Doctorate in Nursing* (2004). In addition, faculty and students uphold the profession’s standards of clinical practice and the American Nurses’ Association (ANA) *Social Policy Statement* (2010) and *Code of Ethics* (2010). Since 2010, the primary documents used by the College to guide decision making, curricular development, program implementation and evaluation related to the DNP Program is *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006), a document that contains the current standards and guidelines for DNP education in the United States. *Nurse Practitioner Core Competencies Content* (NONPF, 2017), and *Criteria for Evaluation of Nurse Practitioner Programs: Report of the National Task Force on Quality Nurse Practitioner Education* [National Organization of Nurse Practitioner Faculty (NONPF, 2012)] is used to guide direct care nurse practitioner options in the DNP Program. See AACN criteria for DNP curriculum at http://www.aacnnursing.org/DNP.

In the Essentials, two distinct clinical categories of Advanced Practice Nursing are identified. They are: 1.) Roles that specialize as an advanced practice nurse with a focus on care of individuals and 2.) Roles that specialize in practice at an aggregate, systems or organizational level. *The Scope and Standards of Nursing Practice* (ANA, 2013) provide the baseline for graduate-level clinical practice in each population/specialty area.
Specialties

- Adult Gerontological Acute Care Nurse Practitioner Competencies (The National Organization of Nurse Practitioner Faculties, 2016)
- Adult Gerontology Primary Care Nurse Practitioner Competencies (The National Organization of Nurse Practitioner Faculties, 2016)
- Nurse Practitioner Core Competencies (NONPF, 2017)
- Pediatric Nursing: Scope and Standards Practice (2013)
- Psychiatric-Mental Health: Scope and Standards (2014)
- Statement on Clinical Nurse Specialist Competencies and Education (National Association of Clinical Nurse Specialists, 2008)

In the BSN-DNP option, the curriculum is designed and organized around specialty tracks and scopes and standards are integrated in specialty courses. In the MSN-DNP option, students can choose from one of two options, an advanced clinical leadership in healthcare focus or an executive leadership in healthcare focus.

**Immersion Model**

The Immersion Model of course delivery model was implemented Fall 2018. This class attendance model uses block scheduling where classes meet over a 3-day (Wednesday-Friday) period with block one early in the semester and block two later in the semester. Classes (DNP/certificate core courses) meet for one hour during the first block of class dates and the clinical/specialty course will meet from 1-3 day(s) each block. Advising and group activities will also occur during the 3-day block. Track coordinators and advisors will communicate your specific schedule and expectations.

**Adult Learning**

The DNP Program is a professional doctoral program designed for nurses preparing for advanced leadership roles in a specialized area of nursing practice. Students who are admitted to the program have completed their first professional degree in nursing. Many have completed a master’s in nursing and all bring practice experience. In addition to their role as students, most hold full or part-time positions as clinicians, administrators, managers or educators in nursing. The DNP program, is structured in a manner that allows students to complete their advanced education while continuing to practice.

According to Knowles (1980), an expert in adult learning, adult learners have a need to be self-directing, respond best to learning when they are internally motivated to learn and when they are involved in diagnosing, planning, implementing and evaluating their own learning. This translates into students assuming a proactive role in the learning process and assuming responsibility for their own learning. Faculty members, including the faculty advisor, are facilitators and their role is to create and maintain a supportive climate that promotes conditions in which learning can take place (Knowles, 1980). Being a proactive student within the context of the DNP program means you will work closely with your faculty advisor and your committee to identify your goals and learning needs in order to develop a plan that will meet your goals. When you are having difficulty, seek their counsel.

DNP Program Student Learning Outcomes

The program will prepare a graduate who

- Integrates nursing science and theory with knowledge from ethics, the biophysical, psychosocial, analytical and organizational sciences as the basis for nursing practice (AACN Essential I: Scientific Underpinnings for Practice).
- Demonstrates advanced organizational and systems leadership that emphasizes practice and the ongoing improvement of health outcomes (AACN Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking).
- Generates, translates, applies and evaluates new science/evidence to guide improvements in practice and outcomes of care (AACN Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice)
- Demonstrates proficient use of information systems/technology resources to implement quality improvement initiatives and support practice and administrative decision-making (AACN Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care).
- Engages proactively in the analysis, development and implementation of health policy at the institutional, local, state, regional, federal, or international level (AACN Essential V: Health Care Policy for Advocacy in Health Care)
- Employs consultative and leadership skills with intra- and inter-professional teams to create change in health care and complex healthcare delivery systems (AACN Essential VI: Inter-professional Collaboration for Improving Patient and Population Health Outcomes).
- Analyzes, synthesizes and evaluates scientific data and concepts related to clinical prevention and population health, and gaps in care of individuals, aggregates, or populations (AACN Essential VII: Clinical Prevention and Population Health for Improving the Nation’s Health).
- Demonstrates foundational practice competencies that cut across specialties (AACN Essential VIII: Advanced Nursing Practice specialties)

The following documents guide faculty in development of the DNP curriculum:

- **The American Association of Colleges of Nursing (AACN)** The Essentials of Doctoral Education for Advanced Nursing Practice (DNP Essentials) (AACN, 2006)

- **National Organization of Nurse Practitioner Faculties (NONPF)**
  Recommended Criteria for NP Scholarly Projects in the Practice Doctorate Program (NONPF, 2007)

- **Nurse Practitioner Core Competencies** (NONPF, 2012)

- **Population-Focused Nurse Practitioner Competencies** (NONPF, 2012)
  http://www.nonpf.com/displaycommon.cfm?an=1&subarticlenbr=14

- **American Nurses Association**
  Nursing Scope and Standards of Practice (APRN, 2010), Guide for College of Nursing faculty in curriculum development http://www.nursingworld.org/scopeandstandardsofpractice
  American Association of Critical-Care Nurses

- **Adult Gerontology Clinical Nurse Specialist Competencies** (AACN 2010)
Certification Eligibility of Graduates – National Organization Certification

Graduates of the post BSN – DNP entry option are eligible to take advanced practice nursing certification examinations as appropriate to advance practice specialty completed. Exams administered by the American Nurses Credentialing Center (ANCC), American Association of Critical Care Nurses (AACN), the American Academy of Nurse Practitioners Certification Program (AANPCP) and the Pediatric Nursing Certification Board (PNCB), American Organization Nurse Executives Credentialing Center (AONECC). The relevant exams are Family Nurse Practitioner, Adult-Gero Acute Care Nurse Practitioner, Pediatric Primary Care Nurse Practitioner, Pediatric Acute Care Nurse Practitioner, Adult-Gero Clinical Nurse Specialist, Psychiatric Mental Health Nurse Practitioner, and Nurse Executive, Advanced (ANCC), Executive Nursing Practice (CENP) or The Certified Nurse Manager and Leader (CNML).

Doctor of Nursing Practice Progression Criteria/Academic Probation

If a student’s GPA falls below 3.0 after a minimum of 9 credit hours, they will be placed on probation and will receive a letter from the Assistant Dean of MSN and DNP Program Studies. After completion of 9 additional credit hours, if the GPA is still below 3.0, the student will be reviewed by the DNP committee for possible dismissal from the program. If not dismissed, student will remain on probation and undergo periodic review until probationary status is resolved.

Dismissal from UK College of Nursing DNP Program

Students enrolled in the DNP program must remain in good standing to be eligible for program progression. A student may be dismissed from the DNP program, if one or more of the circumstances listed below applies to the student. The DNP Program Committee will review the student’s circumstances and decide whether to dismiss the student from the program.

- The student has failed to complete the DNP program in 9 years (7 years plus potential 2 years of requested and approved extensions).
- The student has failed to communicate in a timely manner with the student’s advisor or with administrative staff. An example of such a failure would be if the CON were unable to communicate with the student for more than 6 months.
- The student has violated IRB policy/procedures. The University of Kentucky IRB policy/procedures may be found at http://www.research.uky.edu/ori/
- The student has failed to enroll in 2 consecutive semesters (unless the student has received a leave of absence permitting the failure to enroll).
- The student has failed to comply with the following University requirements:
  ~ Student Code of Conduct (http://www.uky.edu/studentconduct/code-student-conduct)
  ~ Health Care Colleges Code of Student Professional Conduct
     http://www.uky.edu/regs/files/HCCcode.pdf
  ~ Behavioral Standards in Patient Care Commitments to Performance

- The student has been determined by the Kentucky State Board of Nursing to have violated licensure standards because of the student’s use of illicit drugs or other criminal acts, when the violation(s) resulted in any change in RN or APRN licensure.
- The student has failed to meet academic probation and progression requirements, including earning a third C grade.
- The student has violated social media policies as set forth in the following standards:
  ~ https://www.ncsbn.org/social_media.pdf
- **Annual DNP Student Requirements**
  - DNP Annual Student Progress Report a minimum of one per year. This report must be approved by your advisor and must include copy of your current CV in the approved College of Nursing format
  - Current CV (see [http://www.uky.edu/nursing/academic-programs-ce/current-students/academic-policies-and-resources for approved College of Nursing Format](http://www.uky.edu/nursing/academic-programs-ce/current-students/academic-policies-and-resources))

  *Reminders will be sent out to students each spring semester for this information.*

- **DNP Progression/Grade Policy**
  Students enrolled in the DNP program must attain a B in all practicum courses (clinical). In order to be awarded a DNP degree, students may have a maximum of one C grade on their transcript from courses other than specialty. If additional C or lower grades are earned, the student may repeat only one course to improve the grade. All specialty courses, including specialty didactic and clinical.

  *Approved Total Faculty 05/26/2011*

- **DNP Continuous Enrollment Policy**
  The DNP Continuous Enrollment Policy applies to matriculating students who earn an incomplete grade in NUR 910-2 and have completed all core/clinical course work. Students are required to remain continuously enrolled in one credit of either NUR 930 or NUR 981 (Independent Study) while they work to earn a passing grade in the NUR 910 course. The alternative for how the student meets continuous enrollment will be determined by the student’s advisor based on the following guidelines: (a) If the student is in a clinical track and if greater than one semester has lapsed since the last clinical practicum, the student will be required to enroll in NUR 930 for a one credit direct care clinical, (b) If students are not direct care certification board eligible, such as leadership track students, or if students have been enrolled in NUR 930 the same semester they were enrolled in NUR 910-2, students may take one credit of NUR 981 (Independent Study) with their advisor as faculty sponsor.

  *Approved MSN/DNP Program Committee 08/21/2019*

- **DNP Time Limit to Degree Policy**
  Students enrolled in the Doctor of Nursing Practice program, will have seven years to complete all requirements for the degree, including the DNP Project, and can request extensions up to an additional two years, for a total of nine years. Requests for extensions must be approved by the Doctor of Nursing Practice Program Committee.

  *Approved Total Faculty, 4/30/2010*

- **DNP Readmission Policy**
  If a student is not enrolled for two (2) consecutive semesters, other than the summer semester, students must reapply to the DNP program, meet current admission criteria and follow policy and curriculum in place at the time of readmission. Student must also be in good standing in the program (3.0 GPA). If readmitted, all courses with an unsatisfactory or incomplete grade must be resolved or repeated prior to progression.

  *Approved Total Faculty, 02/25/2011*

- **DNP Leave of Absence Policy**
  Students considering a leave of absence must discuss their plans with their academic advisor, prior to making a formal request. Students are also strongly encouraged to discuss this with the student loan or financial aid office as it may affect loan deferment. In addition to avoiding the need to reapply, leave of
absence allows for priority registration.

Students may request a leave of absence from the Doctor of Nursing Practice program in certain circumstances. Students must (1) submit the request for leave in writing, (2) have it approved by their faculty academic advisor and then (3) by the Assistant Dean of MSN and DNP Program Studies.

Request for leave must be made prior to the beginning of the semester leave is requested. If approved, the Assistant Dean of MSN and DNP Program Studies notifies the Registrar. No more than two consecutive and four total semesters in leave of absence status may be requested. Exceptions may be made by Assistant Dean of MSN and DNP Program Studies.

Approved Total Faculty, 4/30/2010

Student Health Emergency
Kentucky Board of Nursing (KBN) requires pre-licensure programs (which includes the BSN-DNP group) to communicate to faculty and students what to do in case of a student health emergency. This requires an “Emergency Health Treatment” statement be added to each course syllabi that describes activities in the event of a student health emergency. The Graduate program has adopted the following statement:

“Faculty will follow these procedures for treating student medical emergencies that occur during classroom and clinical activities. Implement basic life saving measures guided by principles of BCLS as appropriate to the situation; call 911 as appropriate to the situation. If transportation is required for treatment, faculty shall not transport but will wait arrival of paramedics or in the case of students in hospital clinical setting, await arrival of appropriate hospital personnel to transport.”

Approved Total Faculty 11/2015

DNP Sample Plans of Study (post MSN entry)
Students completing this curriculum plan enter the DNP program with an awarded Master of Science in Nursing degree and an advanced practice specialty

Students entering with an awarded MSN degree can select one of two options:
- Clinical Leadership in HealthCare
- Executive Leadership in Health Care
## Post MSN-DNP Clinical Leadership in Health Care

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<th>Year</th>
<th>Fall Course No. - Title</th>
<th>Credits (didactic/clinical)</th>
<th>Spring Course No. - Title</th>
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<td>NUR 905—Doctor of Nursing Practice Seminar</td>
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<td>NUR 909—Proposal Development (Pre req.: NUR 916, statistics, approved formation of DNP advisory committee)</td>
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<td>NUR 918—Protection of Human Subjects (Pre req.: NUR 916, 919 and approved DNP project proposal)</td>
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<td>NUR 916—Program Planning and Evaluation for Improvement in Practice and Health Outcomes</td>
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<td>NUR 906—Application of Biostatistics and Epidemiology for Strategic Decision Making (Pre req.: grad statistics and NUR 903)</td>
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<td>NUR 919—Quality and Safety in Nursing and Health Care</td>
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<td>NUR 908—Applied Biostatistics for Outcomes Evaluation (Pre req.: STA 570 or equivalent)</td>
<td>3</td>
<td>NUR 970—Assessment &amp; Design of Complex Healthcare Systems: Seminar (Co req.: NUR 971)</td>
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<td>NUR 920—Problems in Advanced Practice Nursing</td>
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<td>NUR 914—Economic &amp; Financial Aspects of Clinical &amp; Population-Based Health Care Delivery Systems</td>
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<td>NUR 971—Assessment &amp; Design of Complex Healthcare Systems: Clinical Practicum (Co req.: NUR 970)</td>
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<td>NUR 920—Advanced Nursing Practice in Dynamic Health Care Systems (Pre req.: NUR 978 &amp; 979)</td>
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<td>NUR 910—DNP Project (Pre req.: NUR 918)</td>
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<td>NUR 978—Population Health: Seminar (Co req.: NUR 979)</td>
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**Total Clinical hours** 600

**Total Program Credits** 34-40

(30/10)

**NOTE:** Core courses meet once per semester and specialty classes meet up to two times per semester; courses are otherwise online. ED/FEP 557 or graduate statistics course required for admission to program. *Course work may be transferred from prior graduate nursing program if deemed comparable based on GAP analysis performed by track faculty. **If student did not obtain 500 hours of practicum in MSN program they are required to take additional NUR 930 hours to result in 1000 hours.
## Post MSN-DNP Executive Leadership in Health Care

<table>
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<tr>
<th>Year</th>
<th>Fall Course No. - Title</th>
<th>Credits</th>
<th>Spring Course No. - Title</th>
<th>Credits</th>
<th>Summer Course No. - Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>1</td>
<td>NUR 905—Doctor of Nursing Practice Seminar</td>
<td>1</td>
<td>NUR 909—Proposal Development (Pre req.: NUR 915, approved formation of DNP advisory committee)</td>
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<td>NUR 918—Protection of Human Subjects (Pre req.: NUR 916, 919 and approved DNP project proposal)</td>
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<td></td>
<td>NUR 916—Program Planning and Evaluation for Improvement in Practice and Health Outcomes</td>
<td>3</td>
<td>NUR 906—Application of Biostatistics and Epidemiology for Strategic Decision Making (Pre req.: NUR 905)</td>
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<td>NUR 919—Quality and Safety in Nursing and Health Care</td>
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<tr>
<td></td>
<td>NUR 903—Applied Biostatistics for Outcomes Evaluation (Pre req.: STA 570 or equivalent)</td>
<td>3</td>
<td>NUR 970—Assessment &amp; Design of Complex Healthcare Systems: Seminar</td>
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<td>NUR 930—Problems in Advanced Practice Nursing</td>
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<td>NUR 778—Preceptor in Contemporary Health and Nursing Policy Issues</td>
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<td>NUR 974—Strategic Leadership in Complex Healthcare Organizations: Seminar (Pre req.: NUR 975)</td>
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<td>NUR 978—Population Health Seminar (Co req.: NUR 979)</td>
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<td>NUR 930—Problems in Advanced Practice Nursing</td>
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<td>NUR 979—Population Health Practicum (Co req.: NUR 978)</td>
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### Notes:
- Core courses meet once per semester and specialty classes meet up to two times per semester; courses are otherwise online.
- EDP/EPE 537 or graduate statistics course required for admission to program.
- *Course work may be transferred from prior graduate nursing program if deemed comparable based on GAP analysis performed by track faculty.
- **If student did not obtain 500 hours of practicum in MSN program they are required to take additional NUR 930 hours to result in 1000 hours.

**Total Clinical hours**: 600

**Total Program Credits**: 34-40 (30-10)
### Post BSN-DNP Adult Gerontology Acute Care NP

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<td>EPL 557 - 202. Gathering, Analyzing &amp; Using Educational Data</td>
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<td>NUR 923 - Applications of Advanced Health Assessment (Pre req.: NUR 921)</td>
<td>3</td>
<td>NUR 915 - Evaluating Evidence for Research and Evidence-Based Practice (Pre req.: NUR 926)</td>
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<td>NUR 923 - Pathophysiology</td>
<td>3</td>
<td>NUR 922 - Advanced Pharmacology: Adult Gerontology Acute Care (Pre req.: NUR 921)</td>
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<td>NUR 902 - Nursing Leadership in Health Care</td>
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<td>NUR 924 - Concepts, Theories and Models for Advance Practice Nursing</td>
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<td>NUR 925 - Research Methods in Advanced Practice Nursing (Pre req.: graduate statistics and NUR 924)</td>
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<td>NUR 940 - AG ACNP: Roles, Issues and Health Promotion (Pre req.: NUR 924, 925; pre or co req.: NUR 922, 921 and 923)</td>
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<td>NUR 903 - Applied Biostatistics for Outcome Evaluation (Pre req: graduate statistics)</td>
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<td>NUR 914 - Economic &amp; Financial Aspects of Clinical &amp; Population-Based Health Care Delivery Systems</td>
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<td>NUR 916 - Program Planning &amp; Evaluation for Improvement in Practice and Health Outcomes</td>
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<td>NUR 917 - Technology for Transforming Nursing and Health Care</td>
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<td>NUR 918 - Protection of Human Subjects (Pre req.: NUR 916, 919 and approved DNP project proposal)</td>
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<td>NUR 941 - Adult Geri Acute Care NP Seminar I (Pre req.: NUR 940, 922 and 923; Co req.: NUR 943)</td>
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<td>NUR 919 - Quality and Safety in Nursing and Health Care</td>
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<td>NUR 943 - Adult Geri Acute Care NP Practicum I (Pre req.: NUR 940, Co req.: NUR 943)</td>
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<td>NUR 911 - DNP Project (Pre req.: NUR 913)</td>
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<td>NUR 278 - Perspectives in Contemporary Health and Nursing: Policy Issues</td>
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<td>NUR 910 - DNP Project (Pre req.: NUR 918)</td>
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<td>NUR 930 - Problems in Advanced Practice Nursing</td>
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<td>NUR 910 - DNP Project (Pre req.: NUR 918)</td>
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# Post BSN-DNP Adult Gerontology Clinical Nurse Specialist

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<th>Credits (climate/ clinical)</th>
<th>Summer Course No. - Title</th>
<th>Credits (climate/ clinical)</th>
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<tr>
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<td>EPE 557 – 262 Gathering, Analyzing &amp; Using Educational Data</td>
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<td>NUR 923 – Applications of Advanced Health Assessment (Pre req.: NUR 922)</td>
<td>3</td>
<td>NUR 915 – Evaluating Evidence for Research and Evidence Based Practice (Pre req.: Statistics &amp; NUR 922)</td>
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<td>NUR 921 – Pathophysiology</td>
<td>3</td>
<td>NUR 922 – Advanced Pharmacology: Adult Gerontology: Acute Care (Pre req.: NUR 921)</td>
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<td>NUR 902 – Nursing Leadership in Health Care</td>
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<tr>
<td></td>
<td>NUR 924 – Concepts, Theories and Models for Advance Practice Nursing</td>
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<td>NUR 925 – Research Methods in Advanced Practice Nursing (Pre req.: graduate statistics and NUR 924)</td>
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<td>NUR 905 – Doctor of Nursing Practice Seminar</td>
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<td>NUR 945+ ACNS Promoting Health &amp; Wellness Across Life Span of Adult (Pre req.: NUR 924, 925, pre co req.: NUR 921, 922 and 923)</td>
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<td>NUR 917 – Technology for Transforming Nursing and Health Care</td>
<td>2</td>
<td>NUR 918 – Protection of Human Subjects (Pre req.: NUR 936, 919 and approved DNP project proposal)</td>
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<td>NUR 944+ ACNS Providing Acute Care Across Life Span of the Adult (Pre req.: NUR 945, Co req.: 947)</td>
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<td>NUR 948+ Clinical Problems in Acute Care Across Life Span of the Adult (Pre req.: NUR 945; Co req.: 946)</td>
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<td>NUR 947+ ACNS Providing Chronic Care Across Life Span of the Adult (Pre req.: NUR 946; Co req.: 948)</td>
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<td>NUR 949+ Clinical Problems in Chronic Care Across Life Span of the Adult (Pre req.: NUR 945/946; Co req.: NUR 947)</td>
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<td>NUR 778 – Pro Seminar in Contemporary Health and Nursing Policy Issues</td>
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<td>NUR 950+ DNP Project (Pre req.: NUR 918)</td>
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<td>NUR 950 – Problems in Advanced Practice Nursing</td>
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*2018 + Adult Gerontology DNS specialty course sequence NUR 945, 946, 947, 948, and 949 offered every OTHER year*
### Post BSN-DNP Pediatric Nurse Practitioner – Acute Care

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<th>Credits (didactic / clinical)</th>
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<th>Credits (didactic / clinical)</th>
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<tr>
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<td>EPE 557 – 202 Gathering, Analyzing &amp; Using Educational Data</td>
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<td>NUR 921 – Pathophysiology</td>
<td>3</td>
<td>NUR 922 – Advanced Pharmacology: Adult Gerontology Acute Care (Pre req.: NUR 921)</td>
<td>4</td>
<td>NUR 902 – Nursing Leadership in Health Care</td>
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<td>NUR 924 – Concepts, Theories and Models for Advance Practice Nursing</td>
<td>3</td>
<td>NUR 925 – Research Methods in Advanced Practice Nursing (Pre req.: graduate statistics and NUR 924)</td>
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<th>Credits</th>
<th>Spring Course No. / Title</th>
<th>Credits</th>
<th>Summer Course No. / Title</th>
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<td>NUR 916 – Program Planning &amp; Evaluation for Improvement in Practice and Health Outcomes</td>
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<td>NUR 917 – Technology for Transforming Nursing and Health Care</td>
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<td>NUR 918 – Protection of Human Subjects (Pre req.: NUR 916, 919 and approved DNP project proposal)</td>
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<td>NUR 958+ PNP Acute Care Chronic Illness &amp; Special Needs Mgmt. (Pre req.: NUR 955, Co req.: 952)</td>
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<td>NUR 919 – Quality and Safety in Nursing and Health Care</td>
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<th>Credits</th>
<th>Spring Course No. / Title</th>
<th>Credits</th>
<th>Summer Course No. / Title</th>
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<td>NUR 910 – Problems in Advanced Practice Nursing</td>
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<td>NUR 778 – Pro Seminar in Contemporary Health and Nursing Policy Issues</td>
<td>3</td>
<td>NUR 910 – DNP Project (Pre req.: NUR 918)</td>
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7/2018  + Pediatric specialty course sequence NUR 955, 958, 959 and 952 is offered every OTHER year
# Post BSN-DNP Pediatric Nurse Practitioner—Primary Care

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<td>EPE 557 − 202</td>
<td>Gathering, Analyzing &amp; Using Educational Data</td>
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<td>NUR 923 − Applications of Advanced Health Assessment (Pre req.: NUR 921)</td>
<td>3</td>
<td>NUR 915 − Evaluating Evidence for Research and Evidence-Based Practice (Pre req.: statistics &amp; NUR 925)</td>
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<td>NUR 922 − Pathophysiology</td>
<td>3</td>
<td>NUR 922 − Advanced Pharmacology, Adult Gerontology Acute Care (Pre req.: NUR 921)</td>
<td>4</td>
<td>NUR 902 − Nursing Leadership in Health Care</td>
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<td>NUR 924 − Concepts, Theories and Models for Advance Practice Nursing</td>
<td>3</td>
<td>NUR 925 − Research Methods in Advanced Practice Nursing (Pre req.: graduate statistics and NUR 924)</td>
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<td>NUR 905 − Doctor of Nursing Practice Seminar</td>
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<td>NUR 955 − Parent-Child Seminar (Pre req.: NUR 921, 924, 925; co req.: NUR 922 and 923)</td>
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| Total term credits | 10 | Total term credits | 13 | Total term credits | 6 |

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<th>Spring Course No. - Title</th>
<th>Credits (Spring credits)</th>
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<tr>
<td>NUR 903 − Applied Biostatistics for Outcome Evaluation (Pre req.: graduate statistics)</td>
<td>3</td>
<td>NUR 909 − Proposal Development (Pre req.: NUR 916, statistics, approved formation of DNP advisory committee)</td>
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<td>NUR 914 − Economic &amp; Financial Aspects of Clinical &amp; Population-Based Health Care Delivers Systems</td>
<td>1</td>
</tr>
<tr>
<td>NUR 916 − Program Planning &amp; Evaluation for Improvement in Practice and Health Outcomes</td>
<td>3</td>
<td>NUR 917 − Technology for Transforming Nursing and Health Care</td>
<td>2</td>
<td>NUR 918 − Protection of Human Subjects (Pre req.: NUR 916, 919 and approved DNP project proposal)</td>
<td>1</td>
</tr>
<tr>
<td>NUR 955 − PNP Primary Care: Acute Illness Management (Pre req.: NUR 955; Co req.: 952)</td>
<td>3</td>
<td>NUR 919 − Quality and Safety in Nursing and Health Care</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 950 − Primary Care Advance Practice Clinical: Pediatric Acute Illness (Pre req.: NUR 955; Co req.: 952)</td>
<td>3 (0/3)</td>
<td>NUR 957 − PNP Primary Care: Chronic Illness and Special Needs Mgmt. (Pre req.: NUR 955; Co req.: NUR 950)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 950 − Primary Care Advance Practice Clinical: Pediatric Acute Illness (Pre req.: NUR 916 &amp; 916; Co req.: 952)</td>
<td>3 (0/3)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

| Clinical hours | 180 | Clinical hours | 180 | Clinical hours | 180 |

| Total term credits | 12 | Total term credits | 12 | Total term credits | 4 |

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Fall Course No. - Title</th>
<th>Credits (Fall credits)</th>
<th>Spring Course No. - Title</th>
<th>Credits (Spring credits)</th>
<th>Credits (Summer credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 904 − Epidemiology Applied to the Design and Evaluation of Nursing &amp; Health Sys. (Pre req.: stats)</td>
<td>3</td>
<td>NUR 910 − Problems in Advanced Practice Nursing</td>
<td>3 (0/3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 778 − Pro Seminar in Contemporary Health and Nursing Policy Issues</td>
<td>3</td>
<td>NUR 910 − DNP Project (Pre req.: NUR 918)</td>
<td>5 (0/5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 900 − Problems In Advanced Practice Nursing</td>
<td>3 (0/3)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NUR 910 − DNP Project (Pre req.: NUR 918)</td>
<td>2 (0/2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Clinical hours | 500 | Clinical hours | 365 | Total Clinical hours | 1020 |

| Total term credits | 11 | Total term credits | 5 | Total Program Credits | 74 |

*Pediatric specialty course sequence NUR 952, 956, 957 and 950 offered every OTHER year*
<table>
<thead>
<tr>
<th>Year</th>
<th>Fall Course No. &amp; Title</th>
<th>Credits (elective/clinical)</th>
<th>Spring Course No. &amp; Title</th>
<th>Credits (elective/clinical)</th>
<th>Summer Course No. &amp; Title</th>
<th>Credits (elective/clinical)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EPE 557 – 202: Gathering, Analyzing &amp; Using Educational Data</td>
<td>3</td>
<td>NUR 923 – Application of Advanced Health Assessment (Pre req.: NUR 921)</td>
<td>3</td>
<td>NUR 915 – Evaluating Evidence for Research and Evidence-Based Practice (Pre req.: statistics &amp; NUR 921)</td>
<td>3</td>
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<tr>
<td></td>
<td>NUR 921 – Pharmacology</td>
<td>3</td>
<td>NUR 922 – Advanced Pharmacology: Adult Gerontology Acute Care (Pre req.: NUR 921)</td>
<td>4</td>
<td>NUR 912 – Nursing Leadership in Health Care</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NUR 924 – Concepts, Theories and Models for Advance Practice Nursing</td>
<td>3</td>
<td>NUR 925 – Research Methods in Advanced Practice Nursing (Pre req.: graduate statistics and NUR 924)</td>
<td>3</td>
<td>NUR 963 – Primary Care of Children and Childbearing Families (Pre req.: NUR 960)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NUR 905 – Doctor of Nursing Practice Seminar</td>
<td>1</td>
<td>NUR 960 – Health Prom &amp; Role Development for Primary Care Nurse Practitioners (Pre req.: NUR 924, 925; pre or co req.: NUR 921, 922 and 923)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total term credits</strong></td>
<td><strong>10</strong></td>
<td><strong>Total term credits</strong></td>
<td><strong>13</strong></td>
<td><strong>Total term credits</strong></td>
<td><strong>9</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NUR 903 – Applied Biostatistics for Outcome Evaluation (Pre req: graduate statistics)</td>
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<tr>
<td></td>
<td>NUR 905 – Proposal Development (Pre req.: NUR 916, statistics, approved formation of DNP advisory committee)</td>
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<tr>
<td></td>
<td>NUR 916 – Program Planning &amp; Evaluation for Improvement in Practice and Health Outcomes</td>
</tr>
<tr>
<td></td>
<td>NUR 917 – Technology for Transforming Nursing and Health Care</td>
</tr>
<tr>
<td></td>
<td>NUR 918 – Epidemiology, Problems Adult &amp; Geriatric Primary Care (Pre req.: NUR 960, Co req.: NUR 950)</td>
</tr>
<tr>
<td></td>
<td>NUR 919 – Quality and Safety in Nursing and Health Care</td>
</tr>
<tr>
<td></td>
<td>NUR 950 – Primary Care Advance Practice Clinical: Episcopic (Pre req.: NUR 960, Co req.: NUR 952)</td>
</tr>
<tr>
<td></td>
<td>NUR 951 – Primary Care Advance Practice Clinical: Chronic (Pre req.: NUR 963, Co req.: NUR 962)</td>
</tr>
<tr>
<td></td>
<td><strong>Clinical hours</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Total term credits</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NUR 906 – Epidemiology Applied to the Design and Evaluation of Nursing &amp; Health Settings (Pre req.: stats)</td>
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<tr>
<td></td>
<td>NUR 910 – Problems in Advanced Practice Nursing</td>
</tr>
<tr>
<td></td>
<td>NUR 778 – Pro Seminar in Contemporary Health and Nursing Delivery Issues</td>
</tr>
<tr>
<td></td>
<td>NUR 910 – DNP Project (Pre req.: NUR 918)</td>
</tr>
<tr>
<td></td>
<td>NUR 952 – Problems in Advanced Practice Nursing</td>
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<td>NUR 910 – DNP Project (Pre req.: NUR 918)</td>
</tr>
<tr>
<td></td>
<td><strong>Clinical hours</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Total term credits</strong></td>
</tr>
</tbody>
</table>

7/18
# Post BSN-DNP Psychiatric Mental Health Nurse Practitioner

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall Course No. - Title</th>
<th>Credits (direct/clinical)</th>
<th>Spring Course No. - Title</th>
<th>Credits (direct/clinical)</th>
<th>Summer Course No. - Title</th>
<th>Credits (direct/clinical)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>EPE 557 – 202 Gathering, Analyzing &amp; Using Educational Data</td>
<td>3</td>
<td>NUR 923 – Applications of Advanced Health Assessment (Pre req: NUR 921)</td>
<td>3</td>
<td>NUR 915 – Evaluating Evidence for Research and Evidence-Based Practice (Pre req: NUR 926)</td>
<td>3</td>
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<tr>
<td></td>
<td>NUR 923 – Pathophysiology</td>
<td>3</td>
<td>NUR 922 – Advanced Pharmacology: Adult Gerontology Acute Care (Pre req: NUR 921)</td>
<td>4</td>
<td>NUR 902 – Nursing Leadership in Healthcare</td>
<td>3</td>
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<tr>
<td></td>
<td>NUR 924 – Concepts, Theories and Models for Advance Practice Nursing</td>
<td>3</td>
<td>NUR 925 – Research Methods in Advanced Practice Nursing (Pre req: graduate statistics and NUR 924)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NUR 905 – Doctor of Nursing Practice Seminar</td>
<td>1</td>
<td>NUR 965+ Role &amp; Practice Issues for the Advance Practice Psychiatric Nurse (Pre req: NUR 924, 925; pre or co req: NUR 921, 922 and 923)</td>
<td>3</td>
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**Total term credits: 10**  
**Total term credits: 11**  
**Total term credits: 6**

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall Course No. - Title</th>
<th>Credits (direct/clinical)</th>
<th>Spring Course No. - Title</th>
<th>Credits (direct/clinical)</th>
<th>Summer Course No. - Title</th>
<th>Credits (direct/clinical)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NUR 915– Program Planning &amp; Evaluation for Improvement in Practice and Health Outcomes</td>
<td>3</td>
<td>NUR 917 – Technology for Transforming Nursing and Health Care</td>
<td>2</td>
<td>NUR 918 – Protection of Human Subjects (Pre req: NUR 918, 919 and approved DNP project proposal)</td>
<td>1</td>
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<tr>
<td></td>
<td>NUR 966+ Diagnosis &amp; Mgmt. of Psych Illnesses in Adults &amp; Elderly (Pre req: NUR 960, Co req: 966)</td>
<td>3</td>
<td>NUR 919 – Quality and Safety in Nursing and Health Care</td>
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<tr>
<td></td>
<td>NUR 966- Clinical Management of Psychiatric Illness in Adults &amp; Elderly (Pre req: NUR 960, Co req: 966)</td>
<td>3 (0/3)</td>
<td>NUR 967+ Diagnosis &amp; Mgmt. of Psych Illnesses in Children, Adolescents &amp; Young Adults (Pre req: NUR 961, Co req: 967)</td>
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<tr>
<td></td>
<td>NUR 966 – Clinical Management of Psych Disorders in Children, Adolescents &amp; Young Adults (Pre req: NUR 966/968, Co req: NUR 967)</td>
<td>3 (0/3)</td>
<td></td>
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</tbody>
</table>

**Clinical hours: 180**  
**Clinical hours: 180**  
**Clinical hours: 180**

**Total term credits: 12**  
**Total term credits: 12**  
**Total term credits: 4**

<table>
<thead>
<tr>
<th>Year</th>
<th>Fall Course No. - Title</th>
<th>Credits (direct/clinical)</th>
<th>Spring Course No. - Title</th>
<th>Credits (direct/clinical)</th>
<th>Summer Course No. - Title</th>
<th>Credits (direct/clinical)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>NUR 904 – Epidemiology Applied to the Design and Evaluation of Nursing &amp; Health Sys (Pre req: stats)</td>
<td>3</td>
<td>NUR 930 – Problems in Advanced Practice Nursing (Pre req: NUR 918)</td>
<td>3 (0/3)</td>
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<tr>
<td></td>
<td>NUR 778 – Pre Seminar in Contemporary Health and Nursing Policies</td>
<td>3</td>
<td>NUR 910—DNP Project (Pre req: NUR 918)</td>
<td>3 (0/3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NUR 930 – Problems in Advanced Practice Nursing</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NUR 910—DNP Project (Pre req: NUR 918)</td>
<td>2 (0/2)</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>300</td>
<td>Clinical hours</td>
<td>360</td>
<td>Total Clinical hours</td>
<td>1020</td>
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</tbody>
</table>

**Total term credits: 11**  
**Total term credits: 5**  
**Total Program Credits: 24**

---

*Psychiatric Mental Health specialty course sequence NUR 965, 966, 967, 968 and 969 is offered every OTHER year*
Specialty Course Offering Schedule

**TRACK**

**SPECIALTY COURSE OFFERING PLAN**

<table>
<thead>
<tr>
<th>Track Description</th>
<th>Course Offering Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult-Gerontology Acute Care Nurse Practitioner</td>
<td>Sequence begins spring of each year</td>
</tr>
<tr>
<td>Adult-Gerontology Clinical Nurse Specialist</td>
<td>Sequence begins spring every other year, specifically: Spring 2019 Spring 2021</td>
</tr>
<tr>
<td>Pediatric Nurse Practitioner (Acute Care and Primary Care)</td>
<td>Sequence begins spring every other even year, specifically: Spring 2020 Spring 2022</td>
</tr>
<tr>
<td>Family Nurse Practitioner</td>
<td>Sequence begins spring of each year</td>
</tr>
<tr>
<td>Executive Leadership in Health Care</td>
<td>Sequence begins fall every year</td>
</tr>
<tr>
<td>Psychiatric Mental Health Nurse Practitioner (lifespan)</td>
<td>Sequence begins spring every other year, specifically: Spring 2021 Spring 2023</td>
</tr>
</tbody>
</table>
Doctor of Nursing Practice - DNP Project

- **Description of DNP Project**
  The DNP project demonstrates a synthesis of the DNP Program Outcomes and represents an opportunity for the student to investigate a clinical practice or systems health care issue. The focus is broad and includes not only direct care issues, but interventions and programs that indirectly influence outcomes for a defined population. Examples are evidence-based practice changes in direct clinical care, interventions designed to improve outcomes for an aggregate or population, administrative interventions to improve population health outcomes or delivery of care, and policy interventions to improve population health conditions. The project should focus on the scholarship of practice, with an emphasis on internal validity rather than external generalizability. Upon completion of the DNP Project the student will have the knowledge and experience to evaluate, synthesize and use the best available evidence to provide high quality care and promote the best patient outcomes. The DNP Project is aligned with the American Association of Colleges of Nursing (AACN) Essentials of Doctoral Education for Advanced Nursing Practice (2006).

- **DNP Project**
  The DNP Project Committee provides guidance and expertise in the successful design, implementation, evaluation and dissemination of the DNP Project. The student’s assigned faculty advisor will serve as the DNP advisor, unless otherwise indicated. The DNP Project Committee will consist of two doctorally-prepared faculty members and a doctorally-prepared clinical mentor. The clinical mentor should be an expert in the student’s focus area, and willing to assist in student advisement and clinical coaching in collaboration with the faculty advisor and faculty committee member.

- **Role of the DNP Project Committee**
  **DNP Advisor**
  The advisor will guide the student through the DNP Project process to include:
  - Topic and site selection;
  - Selection of committee members;
  - Meetings with DNP Project Committee members;
  - Clinical agency site contracts and agreements;
  - IRB approval and compliance;
  - Project approval, development, implementation and evaluation;
  - Assimilation of committee members’ feedback on student work and communication to the student;
  - Final project paper; and
  - Final project presentation.

  **DNP Project Committee Members**
  The DNP Project Committee consists of a second faculty member from the College of Nursing Faculty and the third member is a clinical mentor. All will provide guidance throughout the project process, including:
  - The clinical mentor should be doctorally-prepared, an expert in the students focus area, and willing to assist in student advisement and clinical coaching in collaboration with the faculty advisor;
  - Active participation in all DNP Project Committee meetings as indicated by the advisor;
  - Periodic consultation in area of expertise as needed;
  - Constructive and timely feedback on drafts of the student’s DNP Project proposal, final project paper, and final project presentation;
  - Attendance at the DNP Project Presentation.

**Steps in completing a DNP Project** (excerpt from DNP Project Guidelines)
The steps for completing a DNP Project are aligned with DNP course work to: a) assure that students complete all important steps leading up the DNP Project implementation; b) keep students focused on their DNP Projects throughout their course work; c) provide objective checkpoints for both students and DNP advisors throughout the student’s curricular progression; and d) facilitate the student’s successful completion of the DNP Project.

Depending on the student’s track within the DNP program, they may be taking DNP core courses in a variety of sequences. However, the courses most closely aligned with the DNP Project (NUR 924, NUR 925, NUR 915, NUR 916, NUR 909, NUR 918, and NUR 910) have clear expectations that will help doctoral students streamline and complete their DNP Project requirements. The DNP Project Checklist is in Appendix B of DNP Project Guidelines.

**DNP Project Proposal Written Format** (excerpt from DNP Project Guidelines)
The format of your written project proposal will be either using the format below or Revised Standards for Quality Improvement Reporting Excellence SQUIRE 2.0. Your advisor will instruct you on the format to be used with your project. Please adhere to the most recent edition of the writing guidelines as directed by your DNP Project advisor.

I. Title page
II. Abstract
III. Table of Contents
IV. Body of the paper
   A. Background and significance of proposed project/intervention
      1. Problem identification (Introductory statement):
      2. Context of the problem
      3. Scope of problem
      4. Consequences of the problem
      5. Proposed project/evidence-based intervention
      6. Objectives/purpose of the proposed project
   B. Theoretical/conceptual framework/process improvement model (Discussion of the framework and how it will guide your project)
   C. Review and Synthesis of the Evidence in the Literature
   D. Agency Description
      1. Setting
      2. Sample
      3. Target population
      4. Congruence of DNP Project to selected organization’s mission, goals, and strategic plan
      5. Description of stakeholders
      6. Site-specific facilitators and barriers to implementation
   E. Project Design
   F. Project Methods
      1. Description of project/evidence-based intervention
      2. Procedures
         • IRB submission process
         • Sample
         • Measures and instruments
         • Implementation plan
         • Data collection plan
         • Data analysis plan
   G. Timeline of project phases (submission of IRB to DNP presentation)
H. Resources (personnel, technology, budget, etc.)
I. Feasibility and plan for sustainability
J. References
K. Appendices (instruments, informed consent form, etc.)

**DNP Project Final Paper Format** (excerpt from DNP Project Guidelines)

The format of your written project proposal will be either using the format below or Revised Standards for Quality Improvement Reporting Excellence SQUIRE 2.0. Your advisor will instruct you on the format to be used with your project. Please adhere to the most recent edition of the writing guidelines as directed by your DNP Project advisor.

**The report should include:**

I. Required DNP Project Title Page (Appendix F)
II. Abstract
III. Acknowledgements
IV. Dedication (this is optional)
V. Table of Contents
VI. Body of the Paper
   A. Background and significance of proposed project/intervention
      1. Problem identification (Introductory statement)
      2. Context of the problem
      3. Scope of the problem
      4. Consequences of the problem
      5. Evidence-based intervention
      6. Purpose of the project
   B. Theoretical/conceptual framework/process improvement model (Discussion of the framework and how it guided your project)
   C. Review of Literature
   D. Project Design
   E. Project Methods
      1. Agency Description
      2. Setting
      3. Target Sample
      4. Congruence of DNP project to selected organization’s mission, goals, and strategic plan
      5. Description of stakeholders
      6. Site-specific facilitators and barriers to implementation
      7. Description of Project/Evidence-based Intervention
      8. Procedure
         • IRB Approval
         • Sample
         • Measures and Instruments
         • Implementation
   F. Results
   G. Discussion
   H. Implications for practice, education, policy, and future research
   I. Limitations
   J. Summary/Conclusion
   K. References
   L. Appendices
DNP Project Presentation Format (excerpt from DNP Project Guidelines)

There will be a welcome and overview by either the Associate or Assistant Dean of the MSN/DNP Programs. This will include introduction of the student’s DNP Project advisor and committee members. The DNP Project advisor will introduce the student.

The student should provide paper handouts of the DNP Project PowerPoint slides to all DNP Committee Members.

Your presentation should be on the UK College of Nursing Power Point template of your choice and include:

I. Title Page
II. Acknowledgements
   A. List in order: chair of your committee, committee members, representative(s) from the Clinical Project site/agency, and others as indicated
III. Problem Statement – purpose of the presentation
IV. Background and significance of problem, including consequences of not addressing the issue
V. Describe the theoretical/conceptual framework or process model used to guide the project
VI. Project Methods
   A. Literature review: summarize key findings from synthesis of the literature that support the need for the project, including gap identification and proposed practice change
   B. Describe the site/setting where the project was conducted (may want to include a photo of the building)
   C. IRB approval: include the IRB of record and IRB Authorization Agreements if indicated
   D. Informed consent: Type (waiver of informed consent, waiver of documentation of informed consent etc.) and how it was obtained
VII. Implementation- describe the process used and the site
VIII. Aspects of Sample: # of participants and demographic variables collected
IX. Description of Sample: table with each variable, frequency, and percent
X. Measures: describe each used
XI. Present results for each measure used in either table and narrative form
XII. Describe how your project impacted the DNP Project site/agency
XIII. Discussion of DNP Project outcomes as related to the literature
XIV. Implications for practice, education, policy and future research
XV. Limitations
XVI. Conclusion

A total of 1 hour will be allotted for the presentation and subsequent meeting with the DNP Committee Members. The student’s presentation should be no more than 20 minutes in length with an additional 10 minutes for questions from members of the audience. The audience will be dismissed, and there will be additional time for questions from the DNP Project Committee members. The student will be asked to step out of the room while the Committee Members discuss whether or not the student has met the guidelines for completion. Upon finalization of this discussion the student will be invited to reenter the room and will be informed of the decision of committee on his/her success.

➢ DNP Project Guidelines

Students are expected to follow the UK College of Nursing DNP Project Guidelines for all aspects of the DNP project and process. See http://www.uky.edu/nursing/academic-programs-ce/academic-resources/student-handbooks. This document is an addendum to the Professional Student Handbook.
**DNP Portfolio**

Students are expected to complete a Portfolio in addition to the DNP Project as a requirement for the degree. The Portfolio is a collection of documents that demonstrates a students’ knowledge or competence in a specific area. The specific areas are defined by the DNP Essentials document. Students are asked to review and provide assignments completed during their plan of study that demonstrate they have met each of the eight essentials. Students also are required to write a reflection statement for each essential that states how the graduate will utilize the essential as a doctorally prepared advance practice nurse upon completion.

**DNP Portfolio Evaluation Guideline: Based on DNP Essentials**

<table>
<thead>
<tr>
<th>Essential I - Component</th>
<th>Exceptional</th>
<th>Proficient</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student will integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice</td>
<td>Comprehensively synthesized and applied nursing science and current evidenced-based practice with knowledge from the fields of ethics, the biophysical, psychosocial, analytical, and organizational sciences</td>
<td>Integrated nursing science with knowledge from ethics, the biophysical, psychosocial, analytical and organizational sciences...</td>
<td>Progressed toward integrating nursing science with knowledge from some but not all fields...</td>
</tr>
<tr>
<td></td>
<td>• Submitted artifacts reference all listed fields; and</td>
<td>• Submitted artifacts reference all listed fields; and</td>
<td>• Submitted artifacts do not reference all listed fields; or</td>
</tr>
<tr>
<td></td>
<td>• Artifacts articulate connections between nursing science and at least two of the listed fields; and</td>
<td>• Artifacts articulate connections between nursing science and at least two of the listed fields</td>
<td>• Submitted artifacts do not articulate the connections between nursing science and any of the fields</td>
</tr>
<tr>
<td></td>
<td>• Artifacts synthesize these fields into a coherent whole, with rationale</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The student will use science based theories and concepts to determine the nature and significance of health and health care delivery phenomena; describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and health care delivery phenomena as appropriate; and evaluate outcomes</td>
<td>Systematically used science-based theories and concepts... AND evaluated outcomes.</td>
<td>Used science-based theories and concepts... AND evaluated outcomes.</td>
<td>Used science-based theories and concepts... OR evaluated outcomes.</td>
</tr>
<tr>
<td></td>
<td>• All three components addressed; and</td>
<td>• All three components addressed</td>
<td>• One or two of components addressed but not all three</td>
</tr>
<tr>
<td></td>
<td>• Used an overarching framework or model (e.g. PDSA or Iowa model)</td>
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<tr>
<td>3. The student will develop and evaluate new practice approaches based on nursing theories and theories from other disciplines</td>
<td>Implemented and evaluated new practice approaches... with rationale for new approach or application.</td>
<td>Developed and evaluated new practice approaches... with rationale for new approach or application.</td>
<td>Identified new practice approaches...</td>
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<tr>
<td></td>
<td>• Applies an existing theory to a new practice or in a new setting; and</td>
<td>• Applies an existing theory to a new practice or in a new setting; and</td>
<td>• Does not apply an existing theory to a new practice or in a new setting; or</td>
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<td></td>
<td>• Implements new practice approach, with evaluation plan; and</td>
<td>• Develops an implementation plan, including evaluation plan; and</td>
<td>• No implementation plan; or</td>
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<td></td>
<td>• Includes rationale for new approach or application; and</td>
<td>• Includes rationale for new approach or application</td>
<td>• No evaluation plan; or</td>
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<td></td>
<td>• Implements new practice approach, and/or conducts evaluation</td>
<td></td>
<td>• Does not provide rationale for new approach or application</td>
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<table>
<thead>
<tr>
<th>Essential II - Component</th>
<th>Exceptional</th>
<th>Proficient</th>
<th>Developing</th>
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<tbody>
<tr>
<td>1. <strong>The student will develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences</strong></td>
<td>Implemented and evaluated care delivery approaches . . .</td>
<td>Developed and evaluated care delivery approaches . . .</td>
<td>Identified care delivery approaches . . .</td>
</tr>
<tr>
<td></td>
<td>- Develops a care delivery plan, including evaluation; and</td>
<td>- Develops a care delivery plan, including evaluation; and</td>
<td>- Plan incomplete, does not provide evaluation plan; or</td>
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<td>- Performs analysis, makes recommendations and disseminates findings; and</td>
<td>- Performs analysis, makes recommendations and disseminates findings; and</td>
<td>- Missing analysis, recommendations or dissemination of findings; or</td>
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<td></td>
<td>- Incorporates organizational, political and economic sciences; and</td>
<td>- Incorporates organizational, political and economic sciences</td>
<td>- Incorporates one or two of the organizational, political and economic sciences, but not all.</td>
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<td></td>
<td>- Implements care delivery plan, and/or conducts evaluation</td>
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<tr>
<td>2. <strong>The student will ensure accountability for quality of health care and patient safety for populations with whom they work by 1) using advanced communication skills/processes, 2) employing principles of business, finance, economics, and health policy, 3) developing and/or monitoring budgets, 4) analyzing the cost-effectiveness of practice initiatives, and 5) demonstrating sensitivity to diverse organizational cultures and populations</strong></td>
<td>Advanced accountability for quality of health care and patient safety for populations with whom they work . . .</td>
<td>Planned to ensure accountability for quality of health care and patient safety for populations with whom they work . . .</td>
<td>Partially planned to ensure accountability for quality of health care and patient safety for populations with whom they work . . .</td>
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<td>- Has developed a plan to ensure accountability for quality of health care and patient safety, and implemented some or all of the plan; and</td>
<td>- * Has developed a plan to ensure accountability for quality of health care and patient safety, and implemented some or all of the plan; and</td>
<td>- Plan to ensure accountability for quality of health care and patient safety is incomplete; or</td>
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<td>- * Each element is comprehensively analyzed</td>
<td>- * Each element is analyzed</td>
<td>- One or more of the following essential components were not demonstrated. (see essential component 2 description) organizational cultures and populations</td>
</tr>
<tr>
<td>3. <strong>The student will develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research</strong></td>
<td>Developed, led and evaluated effective strategies . . .</td>
<td>Developed and/or evaluated effective strategies . . .</td>
<td>The student identified effective strategies . . .</td>
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<tr>
<td></td>
<td>Artifacts address patient care, health care organizations and research; and</td>
<td>Artifacts address patient care, health care organizations and research; and</td>
<td>Artifacts addressed patient care, health care organizations or research, but not all three; or</td>
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<td>- CITI certified and IRB completed; and</td>
<td>- CITI certified and IRB completed</td>
<td>- CITI certification or IRB incomplete</td>
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<td>- Strategies both developed and evaluated; or</td>
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<th>Essential III - Component</th>
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<th>Proficient</th>
<th>Developing</th>
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</table>
| **1. The student will use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice** | **Consistently** used analytic methods to critically appraise existing literature and other evidence to determine and implement . . .  
• Broad critical literature review of best evidence for practice included; and  
• Evidenced-based practice determined and then student implemented & evaluated effectiveness.  
• Multiple artifacts demonstrate strong critical appraisal or evidence-based practice; or | **Used analytic methods to critically appraise existing literature and other evidence to determine and implement . . .  
• Critical literature review of best evidence for practice included; and  
• Evidenced-based practice determined and then implemented.**                                                                                                                                                                                                                   | **Used analytic methods to critically appraise existing literature and other evidence to determine . . .  
• Literature review incomplete or does not critically appraise literature; or  
• Best practice identified or determined, but not implemented**                                                                                                                                                                                                                   |
| **2. The student will design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends** | **Designed, implemented and/or led processes to evaluate outcomes of practice, practice patterns, and systems of care . . . or processes have greater impact.  
• Outcome evaluation process is designed and implemented; and  
• Evaluation includes practice, practice patterns, and systems of care & has a deeper/broader impact; and  
• National benchmarks included; and  
• Variance in outcomes determined; and  
• Student led implementation**                                                                                                                                                                                                                                                     | **Designed and implemented processes to evaluate outcomes of practice, practice patterns, and systems of care . . .  
• Outcome evaluation process is designed and implemented; and  
• Evaluation includes practice, practice patterns, and systems of care: and  
• National benchmarks included; and  
• Variance in outcomes determined.**                                                                                                                                                                                                                                             | **Identified and designed processes to evaluate outcomes of practice, practice patterns, and systems of care . . .  
• Identified and/or designed evaluation processes but did not implement; or  
• Evaluation does not include practice, practice patterns, and systems of care; or  
• Did not evaluate with benchmarks; or  
• Did not determine variances in outcomes.**                                                                                                                                                                                                                                     |
| **3. The student will design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care**                                                                 | **Designed, directed and evaluated quality improvement methodologies . . . and more in-depth evaluation or QI methodology has system-level impact.  
• Designed, directed and evaluated quality improvement (QI) methods; and  
• Quality improvement is addressed along all dimensions of safe, timely, effective, efficient, equitable and patient-centered care; and  
• Improvement methodology has a system-level impact; or  
• Particularly in-depth criteria for evaluation included.**                                                                                                                                                                                                                       | **Designed, directed, and evaluated quality improvement methodologies . . .  
• Designed, directed and evaluated QI methods; and  
• Quality improvement is addressed along all dimensions of safe, timely, effective, efficient, equitable and patient-centered care.**                                                                                                                                              | **Designed, directed or evaluated quality improvement methodologies . . .  
• Designed, directed or evaluated QI methods, but did not do all; or  
• Quality improvement is not addressed along all dimensions of safe, timely, effective, efficient, equitable and patient-centered care.**                                                                                     |
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<th>Essential IV - Component</th>
<th>Exceptional</th>
<th>Proficient</th>
<th>Developing</th>
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</table>
| 1. The student will design, select, use and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems | Designed, selected, used and evaluated innovative programs . . .  
- Designed, selected, implemented/used and evaluated programs; and  
- Programs evaluate and monitor outcomes of care, care systems, and quality improvement; and  
- Includes consumer use of health care information systems; and  
- Program is original -- a new program or applied in a new setting | Designed, selected, used and evaluated programs . . .  
- Designed, selected, used and evaluated programs; and  
- Programs evaluate and monitor outcomes of care, care systems, and quality improvement; and  
- Includes consumer use of health care information systems | Selected, used and/or evaluated programs . . .  
- Designed, selected, used or evaluated programs, but not all four; or  
- Programs evaluate and monitor outcomes of care, care systems, or quality improvement, but not all three; or  
- Does not include consumer use of health care information systems |
| 2. The student will analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology | Created, analyzed and communicated critical elements . . .  
- Critical elements analyzed and communicated; and  
- Selection, use and evaluation addressed; and  
- Information systems and patient care technology addressed; and  
- Adapted evidence-based critical elements or developed new ones. | Analyzed and communicated critical elements . . .  
- Evidence-based critical elements analyzed and communicated; and  
- Selection, use and evaluation addressed; and  
- Information systems and patient care technology addressed | Incompletely analyzed and/or communicated critical elements . . .  
- Critical elements are not evidence-based, or not analyzed or communicated; or  
- Technology selection, use or evaluation addressed, but not all three; or  
- Information systems or patient care technology addressed, but not both |
| 3. The student will demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases | Demonstrated advanced conceptual ability and technical skills . . .  
- Conceptual ability and technical skills demonstrated; and  
- Evaluation plan developed and executed; and  
- Plan involves data extraction and/or collection and use of inferential statistics | Demonstrated the conceptual ability and technical skills . . .  
- Conceptual ability and technical skills demonstrated; and  
- Evaluation plan developed and executed; and  
- Plan involves data extraction and/or collection | Demonstrated with direction the conceptual ability and/or technical skills . . .  
- Conceptual ability or technical skills not demonstrated; or  
- Evaluation plan not developed or not executed; or  
- Plan does not involve data extraction |
| 4. The student will provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology (IT), communication networks, and patient care technology | Provided high impact leadership in the evaluation and resolution of ethical and legal issues . . .  
- Ethical and legal issues evaluated and resolved; and  
- Use of information, IT, communication networks, and patient care technology addressed; and  
- Evidence of project or initiative leadership provided; and | Provided leadership in the evaluation and resolution of ethical and legal issues . . .  
- Ethical and legal issues evaluated and resolved; and  
- Use of information, IT, communication networks, and patient care technology addressed; and  
- Evidence of project or initiative leadership provided | With direction, evaluated ethical and legal issues . . .  
- Ethical or legal issues evaluated or resolved, but not both; or  
- Use of information, IT, communication networks, or patient care technology addressed but not all; or  
- Evidence of project or initiative leadership not provided |
<table>
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<tr>
<th>Essential IV - Component</th>
<th>Exceptional</th>
<th>Proficient</th>
<th>Developing</th>
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<td>• Includes all stakeholders; or system-level impact</td>
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5. **The student will evaluate consumer health information sources for accuracy, timeliness, and appropriateness**

<table>
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<tr>
<th></th>
<th>Evaluated consumer health information sources for accuracy, timeliness and appropriateness and applied information to practice.</th>
<th>Evaluated consumer health information sources for accuracy, timeliness, and appropriateness</th>
<th>Incompletely evaluated consumer health information sources for accuracy, timeliness, or appropriateness</th>
</tr>
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<tbody>
<tr>
<td>• Consumer health information evaluated; and</td>
<td>• Consumer health information evaluated; and</td>
<td>• Accuracy, timeliness and appropriateness addressed; and</td>
<td>• Consumer health information presented or summarized but not evaluated; or</td>
</tr>
<tr>
<td>• Accuracy, timeliness and appropriateness addressed; and</td>
<td>• Accuracy, timeliness and appropriateness addressed</td>
<td>Change in practice as a result of evaluation</td>
<td>• Accuracy, timeliness and appropriateness not addressed.</td>
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</table>
### Essential V - Component

<table>
<thead>
<tr>
<th>1. Critically analyze health policy proposals, health policies and related issues from the perspective of consumers, nursing, other health professions and other stakeholders in policy and public forums.</th>
<th>Exceptional</th>
<th>Proficient</th>
<th>Developing</th>
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</thead>
</table>
| With breadth or depth, critically analyzed health policy proposals, health policies, and related issues . . .  
- Critically analyzed health policy proposals, health policies, and related issues; and  
- Includes perspectives of consumers, nurses, other health professionals, and other stakeholders in policy and public forums; and  
- Critical analysis exceptionally broad or deep. | Critically analyzed health policy proposals, health policies, and related issues . . .  
- Critically analyzed health policy proposals, health policies, and related issues; and  
- Includes perspectives of consumers, nurses, other health professionals and other stakeholders in policy and public forums. | Identified needs regarding health policy proposals, health policies, and other related issues . . .  
- No critical analysis or health policy proposals, health policies, or related issues not included; or  
- Missing perspective of consumers, nurses, other health professionals or other stakeholders in policy and public forums. |

| 2. Demonstrate leadership in the development and implementation of institutional, local, state, federal and/or international health policy. | Initiated leadership and managed the development and implementation of . . .  
- Student demonstrated leadership (e.g., Chairing/facilitating a policy discussion, presenting to policy audience); and  
- Policy developed and implemented; and  
- Scope of policy is at a broader level, e.g., local, state, etc.. | Demonstrated leadership in the development and implementation of . . .  
- Student demonstrated leadership (e.g., Chairing/facilitating a policy discussion, presenting to policy audience); and  
- Policy developed and implemented; and  
- Scope of policy is institutional | Participated in leadership of the development and implementation of . . .  
- Leadership not demonstrated; or  
- Policy developed or implemented but not both; or  
- Policy level unclear/inappropriate |

| 3. Influence policy makers through active participation on committees, boards or task forces at the institutional, local, state, regional, national and/or international levels to improve health care delivery and outcomes. | Influenced policy makers through leading committees, boards, or task forces . . .  
- Influenced policy makers through active participation on committees, boards, or task forces; and  
- Scope of policy is at a broader level, e.g., local, state, etc.; or  
- Influenced policy makers through leadership of committees, boards, or task forces | Influenced policy makers through active participation on committees, boards, or task forces . . .  
- Influenced policy makers through active participation on committees, boards, or task forces; and  
- Scope of policy is institutional | Attended meetings of committees, boards, or task forces . . .  
- Attended meetings of committees, boards, or task forces, but was not active; or  
- Policy level unclear/inappropriate |

| 4. Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes. | Influenced others through education, including policy makers at all levels . . .  
- Educated policy makers and stakeholders; and  
- Education includes nursing, health policy and patient care outcomes, and  
- Education influenced measurable change | Educated others, including policy makers at all levels . . .  
- Educated policy makers and possibly other stakeholders; and  
- Education includes nursing, health policy and patient care outcomes. | Interacted with others, including policy makers at all levels . . .  
- Policy makers not educated; or  
- Education does not include nursing, health policy and patient care outcomes. |

<p>| 5. Advocate for the nursing profession within the policy and healthcare communities. | Broadly advocated for the nursing profession . . . | Advocated for the nursing profession . . . | Did not advocate for the nursing profession . . . |</p>
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<tr>
<th>Essential V - Component</th>
<th>Exceptional</th>
<th>Proficient</th>
<th>Developing</th>
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<td>• Student demonstrated advocacy of the nursing profession; and</td>
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<td>• Advocacy was within the student’s own policy and healthcare communities (e.g., workplace); and</td>
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<td></td>
<td>• Advocacy was in larger policy and healthcare communities.</td>
<td>• Student demonstrated advocacy of the nursing profession; and</td>
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<td></td>
<td>• Advocacy was within the student’s own policy and healthcare communities (e.g., workplace).</td>
<td>• Student has not advocated for the nursing profession; or</td>
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<td></td>
<td></td>
<td></td>
<td>• No advocacy within the student’s own policy and healthcare communities (e.g., workplace).</td>
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<tr>
<td>6. Develop, evaluate and provide leadership for health care policy that shapes health care financing, regulation and delivery.</td>
<td>Evaluated, transformed and provided leadership for health care policy . . .</td>
<td>Developed, evaluated, and provided leadership for health care policy . . .</td>
<td>Identified or evaluated health care policy . . .</td>
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<td>• Developed, evaluated and provided leadership for health care policy through . . . and</td>
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<td>• Policy shapes health care financing, regulation and delivery.</td>
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<td>• Policy implemented with demonstrated change</td>
<td>• Developed, evaluated and provided leadership for health care policy through analysis . . . and</td>
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<td>• Policy shapes health care financing, regulation and delivery.</td>
<td>• Policy does not impact healthcare financing, regulation and delivery.</td>
</tr>
<tr>
<td>7. Advocate for social justice, equity and ethical policies within all healthcare arenas.</td>
<td>Provided leadership to address social justice, equity and ethical policies within all healthcare arenas.</td>
<td>Advocated for social justice, equity and ethical policies within all healthcare arenas.</td>
<td>Did not advocate for social justice, equity and ethical policies within all healthcare arenas.</td>
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<td>• Student can demonstrate consistent advocacy for equality of care and policies that are non-discriminatory; and</td>
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<td></td>
<td>• Student led an effort to address social justice, equity or ethical policy development.</td>
<td>• Student can demonstrate consistent advocacy for equality of care and policies that are non-discriminatory</td>
<td>• Student cannot demonstrate consistent advocacy for equality of care and policies that are non-discriminatory</td>
</tr>
<tr>
<td>Essential VI - Component</td>
<td>Exceptional</td>
<td>Proficient</td>
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<tr>
<td>1. <em>Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care and/or other scholarly products.</em></td>
<td>Employed exceptional communication and collaborative skills . . .   • Demonstrated effective communication and collaborative skill; and • Developed and implemented, at a system level, more than one of the following: practice models, peer review, practice guidelines, health policy, standards of care, or other scholarly products.</td>
<td>Employed effective communication and collaborative skills . . .   • Demonstrated effective communication and collaborative skill; and • Development and implementation of practice models, peer review, practice guidelines, health policy, standards of care or other scholarly products.</td>
<td>Did not employ effective communication and collaborative skills . . . • Effective communication and collaborative skill not demonstrated; or</td>
</tr>
<tr>
<td>2. <em>Lead interprofessional teams in the analysis of complex practice and organizational issues.</em></td>
<td>Organized and led interprofessional teams . . .     • Student demonstrated leadership of interprofessional teams; and • Teams analyzed complex practice and organizational issues; and • New team organized by student or new issues addressed under students’ leadership</td>
<td>Led interprofessional teams . . .     • Student demonstrated leadership of interprofessional teams; and • Teams analyzed complex practice and organizational issues.</td>
<td>Participated with interprofessional teams . . . • Student did not demonstrate leadership of interprofessional teams; or • Teams did not analyze complex practice and organizational issues.</td>
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<tr>
<td>3. <em>Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.</em></td>
<td>Broadly led intraprofessional and interprofessional teams . . . • Demonstrated employment of consultative and leadership skills within the nursing profession and between nursing and other professions; and • Change in health care created; and • Macro-level changed addressed.</td>
<td>Employed consultative and leadership skills with intraprofessional and interprofessional teams . . . • Demonstrated employment of consultative and leadership skills within the nursing profession and between nursing and other professions; and • Change in health care created.</td>
<td>Participated in intraprofessional and interprofessional teams . . . • Demonstrated employment of consultative and leadership skills within the nursing profession and between nursing and other professions; and • Change in health care created.</td>
</tr>
<tr>
<td>Essential VII - Component</td>
<td>Exceptional</td>
<td>Proficient</td>
<td>Developing</td>
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| 1. Analyze epidemiological, biostatistical, environmental and other appropriate scientific data related to individual, aggregate, and population health. | Synthesized epidemiological, biostatistical, environmental and other appropriate scientific data . . .  
  - Analysis includes epidemiology, biostatistics, environmental and other appropriate scientific data; and  
  - Individual, aggregate and population health addressed; and  
  - Artifacts synthesize these fields into a coherent whole, with rationale. | Analyzed epidemiological, biostatistical, environmental and other appropriate scientific data . . .  
  - Analysis includes epidemiology, biostatistics, environmental and other appropriate scientific data; and  
  - Individual, aggregate and population health addressed. | Reviewed and evaluated epidemiological, biostatistical, environmental and other appropriate scientific data . . .  
  - Analysis does not include epidemiology, biostatistics, environmental and other appropriate scientific data; or  
  - Individual, aggregate and population health not all addressed. |
| 2. Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations. | Comprehensively synthesized concepts . . .  *Related to clinical prevention and population health synthesized, including psychosocial dimensions and cultural diversity; and  
  *Interventions developed, implemented, and evaluated; and  
  - Interventions address health promotion/disease prevention efforts, improve health status/access patterns, and gaps in care of individuals, aggregates or populations. | Synthesized concepts . . .  *Related to clinical prevention and population health synthesized, including psychosocial dimensions and cultural diversity; and  
  *Interventions developed, implemented, and evaluated; and  
  - Interventions address health promotion/disease prevention efforts, improve health status/access patterns, or gaps in care of individuals, aggregates or populations. | Partially synthesized concepts . . .  *Related to clinical prevention or population health synthesized or discussed, or only psychological dimensions or cultural diversity included; or  
  *Interventions developed, implemented, or evaluated but not all three; or  
  - Intervention does not address health promotion/disease prevention efforts, improve health status/access patterns, and/or gaps in care of individuals, aggregates or populations. |
| 3. Evaluate care delivery models and/or strategies using concepts related to community, environmental, and occupational health, and cultural and socioeconomic dimensions of health | Comprehensively evaluated care delivery models and/or strategies . . .  
  - Delivery care models and/or strategies evaluated, implemented, & disseminated to stakeholders; and  
  - Evaluation includes concepts related to community, environmental, and occupational health, and cultural and socioeconomic dimensions of health; and  
  - Strategies or recommendations for improvement included; or | Evaluated care delivery models and/or strategies . . .  
  - Delivery care models and/or strategies evaluated; and  
  - Evaluation includes concepts related to community, environmental, and occupational health and cultural and socioeconomic dimensions of health. | Partially evaluated care delivery models and/or strategies . . .  
  - Delivery care models or strategies not evaluated or complete; or  
  - Evaluation does not include all listed concepts related to community, environmental, and occupational health and cultural and socioeconomic dimensions of health. |
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<th>Essential VIII - Component</th>
<th>Exceptional</th>
<th>Proficient</th>
<th>Developing</th>
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</table>
| 1. Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches. | Conducted a comprehensive and systematic assessment ... incorporating diverse and culturally sensitive approaches.  
- Deep and broad assessment, includes follow-up, resources, additional services needed, etc.; or  
- Complex situation comprehensively addressed; or  
- Response addresses diversity and cultural sensitivity | Conducted a comprehensive and systematic assessment ... incorporating diverse and culturally sensitive approaches.  
- Comprehensive and systematic assessment of health and illness parameters (e.g. not a focus note)  
- Situation assessed is complex, not comprehensively addressed  
- Response addresses diversity and cultural sensitivity | Conducted a partial assessment ... and/or did not incorporate diverse and culturally sensitive approaches.  
- Assessment is not comprehensive and/or not systematic; or  
- Situation assessed is simple; or  
- Response does not address diversity and cultural sensitivity |
| 2. Design, implement and evaluate therapeutic interventions based on nursing science and other sciences. | Exceptionally designed, implemented and evaluated ...  
- Provided evidence-based treatment or intervention with expanded follow-up, or with a high level of complexity, or which uses additional resources; or  
- Complex need comprehensively assessed; or  
- Effectiveness of intervention was evaluated and then adapted based on evaluation outcomes. | Designed, implemented and evaluated ...  
- Provided an evidence-based treatment or intervention; and  
- Treatment or intervention was based on a comprehensive assessment; and  
- Effectiveness of intervention was evaluated. | Designed and/or implemented ...  
- Treatment or intervention planned but not provided, or not evidence-based; or  
- Treatment or intervention not based on comprehensive assessment; or  
- Effectiveness of intervention not evaluated. |
| 3. Develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes. | Led the interprofessional care team to develop and sustain therapeutic relationships and partnerships ...  
- Create or lead a team approach to facilitate optimal care and patient outcomes. | Developed and sustained therapeutic relationships and partnerships ...  
- Demonstrated teamwork and relationship building in clinical or organizational settings. | Did not develop and sustain therapeutic relationships and partnerships ...  
- Did not demonstrate teamwork and relationship building in clinical or organizational settings. |
| 4. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering and evaluating evidence-based care to improve patient outcomes. | Implemented advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.  
- Demonstrated impact on patient or systems outcomes using clinical judgment, systems thinking, and accountability. | Demonstrated advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.  
- Demonstrated clinical judgement, systems thinking AND accountability | Demonstrates minimal competency in clinical judgment, systems thinking, OR accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.  
- Demonstrated clinical judgement, systems thinking OR accountability, but not all |
| 5. Guide, mentor, and support other nurses to achieve excellence in nursing practice. | Led and/or implemented initiatives to support excellence in nursing practice.  
- Has demonstrably led and/or implemented initiatives to help other nurses achieve excellence in nursing practice. Examples may include poster presentation, starting a journal club, | Guided, mentored and supported other nurses to achieve excellence in nursing practice.  
- Has demonstrably guided, mentored and/or supported other nurses to achieve excellence in nursing practice. Possible examples include group work in program, evidence of | Identified areas of need in supporting excellence in nursing practice.  
- Has not demonstrably guided, mentored and/or supported other nurses to achieve excellence in nursing practice. |
<table>
<thead>
<tr>
<th>Essential VIII - Component</th>
<th>Exceptional</th>
<th>Proficient</th>
<th>Developing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>leadership in clinical setting, or leadership in professional organizations</td>
<td>sharing care rationale in setting, staff ed, professional memberships</td>
<td></td>
</tr>
<tr>
<td>6. <strong>Educate and guide individuals and groups through complex health and situational transitions</strong></td>
<td>Facilitated, educated and guided the transition of individuals and groups . . . * • Worked with both individuals and groups; and • Provided guidance, not just education; and • Guidance was through a complex transition. • Examples of expert facilitation include intervention implementation, or referral to or collaboration with another provider, with follow-up.</td>
<td>Educated and guided individuals and groups . . . • Worked with both individuals and groups; and • Provided guidance, not just education; and • Guidance was through a complex transition.</td>
<td>Identified resources for individuals and/or groups . . . but did not guide. • Worked with individuals or groups, but not both; or • Identified issue or resources, but did not provide guidance; or • Complex transition not addressed.</td>
</tr>
<tr>
<td>7. <strong>Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues.</strong></td>
<td>Used conceptual and analytical skills to operationalize, impact and evaluate the links among practice, organizational, population, fiscal, and policy issues. • Conceptual and analytical skills demonstrated; and • Links drawn and evaluated; and • All areas of practice, organizational, population, fiscal and policy issues addressed. • Macro perspective: Interrelationships between links discussed with breadth and depth, or particularly comprehensive evaluation, or systems perspective included.</td>
<td>Used conceptual and analytical skills to evaluate the links among practice, organizational, population, fiscal, and policy issues. • Conceptual and analytical skills demonstrated; and • Links drawn and evaluated; and • All areas of practice, organizational, population, fiscal and policy issues addressed. • Meso perspective</td>
<td>Used conceptual and analytical skills to identify the links among practice, organizational, population, fiscal, and policy issues. • Conceptual or analytical skills not demonstrated; or • Some or all links identified but not evaluated; or • Not all areas of practice, organizational, population, fiscal and policy issues addressed. • Micro perspective</td>
</tr>
</tbody>
</table>
Post-Graduate Nursing Certificate Option

The primary objective of this program is to prepare advanced practice registered nursing (post Master of Science in Nursing, post Doctor of Philosophy in Nursing and post Doctor of Nursing Practice individuals are eligible) for national certification eligibility and licensure in a new or additional specialty areas of practice through a formal, organized curriculum that focuses on specialty courses in the students’ area of interest.

Specialties Available for the Certificate Option

- Acute Care Nurse Practitioner
- Adult Gerontology Clinical Nurse Specialist†
- Family Nurse Practitioner
- Psychiatric -Mental Health Nurse Practitioner†
- Pediatric Acute Care Nurse Practitioner
- Pediatric Primary Care Nurse Practitioner†
- Populations & Organizational Systems Leadership†

† notes the specialty course sequence for these specialties is offered every OTHER year.

Note: Content from these courses may be used as Continuing Education credit for the ANCC—Nurse Executive Advanced Exam or the AONE Executive Nursing Practice exam. However, exam applicants must also meet the other certification requirements, including having been in an administrative position etc. See the ANCC Nurse Executive, Advanced Certification Eligibility (CENP) Criteria and/or the AONE CENP eligibility criteria.

We encourage post MSN students to complete the post MSN DNP option in either conjunction with or following completion of the certificate option. Speak with your advisor or student affairs office regarding options.

Certificate Objectives

Certificate completers will be able to
- Apply scientific principles in the assessment, treatment and evaluation of patients served.
- Demonstrate application of advanced practice nursing specialty competencies in evidence based treatments for populations or individuals.
- Collaborate with interprofessional teams in optimizing care for diverse populations.

Certificate Requirements

Students are required to complete the minimum 16-17 credit hour certificate curriculum courses, specific to the population foci and role admitted to. Additional courses may be required if pre-requisite courses have not been completed at time of application. Certificate enrollees are expected to meet the progression requirements for all graduate professional nursing students, specifically:
- Students must achieve a minimum 3.00 cumulative graduate professional GPA on the set of courses required to complete the certificate.
- Students must earn a grade of B or better in all courses with a clinical component required for completion in order to be awarded the certificate.

DNP and Certificate Progression/Grade Policy

Students enrolled in the DNP or Certificate program must maintain a minimum cumulative GPA of 3.0 or better. Students must earn a grade of B or better in all required specialty didactic courses and specialty clinical courses. Individuals earning a grade lower than a B in either the specialty didactic or specialty clinical courses will not be permitted to progress in the program until the course is successfully repeated.
once. Note that due to the timing of course offerings this may result in a significant delay in program completion.

In order to be awarded a DNP degree, students may have a maximum of one C grade on their transcript from a non-specialty core course. If additional C or lower grades are earned in any non-specialty core course, the student must repeat one of the C grade courses to improve the grade in the non-specialty core course. Students earning a third C grade in a non-specialty core course will be reviewed by DNP Committee for dismissal.

Clinical Specialty Courses include
- NUR 921 - Patho
- NUR 922 and 927 - Pharm
- NUR 923 - Assessment
- Track specific didactic and clinical courses
- NUR 930 - Clinical
- NUR 963 - FNP pediatric course

Award of the Certificate
The Certificate Program Director shall communicate to the University of Kentucky Registrar when a student has completed the curriculum requirements to be awarded the certificate. The Registrar will post to the students transcript the term admitted to the certificate curriculum, and the date certificate curriculum is completed. The population foci and role of the individual curriculum as required by the nursing certification organizations will also be posted to the transcript.

National certification exams are administered by the American Nurses Credentialing Center (ANCC), the American College of Nurse Practitioners, the National Association of Pediatric Nurse Practitioners and the National Certification Corporation (NCC). The relevant exams are Family Nurse Practitioner (Primary Care), Adult Nurse Practitioner (Primary Care), Adult Acute Care Nurse Practitioner, Pediatric Nurse Practitioner (Acute Care), Pediatric Nurse Practitioner (Primary Care), Adult Health Clinical Nurse Specialist, Critical Care Clinical Nurse Specialist, Family Psychiatric Mental Health Nurse Practitioner, and Nurse Executive, Advanced.

The population foci and role to be posted on the transcript include:
- Adult-Gero Acute Care Nurse Practitioner
- Adult Gero Clinical Nurse Specialist
- Family Nurse Practitioner
- Psychiatric Mental Health Nurse Practitioner
- Pediatric Acute Care Nurse Practitioner
- Pediatric Primary Care Nurse Practitioner
- Populations & Organizational Systems Leadership
<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 921 Pathophysiology</td>
</tr>
<tr>
<td>NUR 922 Advanced Pharmacology for Advanced Practice Nurses</td>
</tr>
<tr>
<td>NUR 923 Applications of Advanced Health Assessment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pre/Co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Hours</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

### Year 1: Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 940 Advanced Practice Nursing in Acute Care: The Acute Nurse Practitioner (Pre or co req.: NUR 921, 922 and 923)</td>
</tr>
<tr>
<td>NUR 927 Special Topics in Pharmacology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Didactic/ Clinical</th>
<th>Clinical Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
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<td>0</td>
</tr>
<tr>
<td>1</td>
<td>1/0</td>
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</tbody>
</table>

### Year 2: Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 941 Acute Care Nurse Practitioner Care of Acutely ill Adults: Seminar (Pre req.: NUR 940)</td>
</tr>
<tr>
<td>NUR 943 Acute Care Nurse Practitioner Care of Acutely ill Adults: Clinical (Pre req.: NUR 940, 921, 922, 923)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Didactic/ Clinical</th>
<th>Clinical Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3/0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>0/3</td>
<td>180 hours</td>
</tr>
</tbody>
</table>

### Year 2: Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>NUR 942 Acute Care Nurse Practitioner Care of Critically Ill Adults: Seminar (Pre req.: NUR 941)</td>
</tr>
<tr>
<td>NUR 944 Acute Care Nurse Practitioner Care of Critically Ill Adults: Clinical (Pre req.: NUR 941)</td>
</tr>
<tr>
<td>NUR 930 Problems in Clinical Nursing: Acute Care NP (Year 2 fall or spring)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Credit Hours</th>
<th>Didactic/ Clinical</th>
<th>Clinical Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>0/3</td>
</tr>
<tr>
<td>3</td>
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<td>180 hours</td>
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<tr>
<td>3</td>
<td>0/3</td>
<td>180 hours</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Hours</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>19</td>
</tr>
</tbody>
</table>
Post-Graduate Nursing Certificate Plan of Study - Adult-Gero Clinical Nurse Specialist

<table>
<thead>
<tr>
<th>Pre/Co-requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
</tr>
<tr>
<td>NUR 921 Pathophysiology</td>
</tr>
<tr>
<td>NUR 922 Advanced Pharmacology for Advanced Practice Nurses</td>
</tr>
<tr>
<td>NUR 923 Applications of Advanced Health Assessment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 1: Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
</tr>
<tr>
<td>NUR 945 the Adult-Gerontology Clinical Nurse Specialist in Contemporary Health Care Systems (Pre or co req. NUR 921, 922 and 923)</td>
</tr>
<tr>
<td>NUR 927 Special Topics in Pharmacology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2: Fall Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
</tr>
<tr>
<td>NUR 946 Advanced Nursing Interventions for Adult-Gerontology Clinical Nurse Specialists: Seminar (Pre req. NUR 945)</td>
</tr>
<tr>
<td>NUR 948 Advanced Nursing Interventions for Adult-Gerontology Clinical Nurse Specialists: Clinical (Pre req. NUR 945)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2: Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course</td>
</tr>
<tr>
<td>NUR 947 Data Collection, Analysis, Outcome Measurement and Documentation of Nursing: Seminar (Pre req. NUR 946)</td>
</tr>
<tr>
<td>NUR 949 Data Collection, Analysis, Outcome Measurement and Documentation of Nursing: Clinical (Pre req. NUR 946)</td>
</tr>
<tr>
<td>NUR 930 Problems in Clinical Nursing: Adult Gero CNS (Year 2 fall or spring)</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

† The clinical course sequence is offered every other year, beginning Spring of odd years
### Pre/Co-requisites

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Didactic/Clinical</th>
<th>Clinical Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 921 Pathophysiology</td>
<td>3</td>
<td>3/0</td>
<td></td>
</tr>
<tr>
<td>NUR 922 Advanced Pharmacology for Advanced Practice Nurses</td>
<td>3</td>
<td>3/0</td>
<td></td>
</tr>
<tr>
<td>NUR 923 Applications of Advanced Health Assessment</td>
<td>3</td>
<td>2/1</td>
<td></td>
</tr>
</tbody>
</table>

### Year 1: Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Didactic/Clinical</th>
<th>Clinical Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 960 – Health Prom &amp; Role Development for Primary Care Nurse Practitioners (Pre req: NUR 924, 925; pre or co req.: NUR 921, 922 and 923)</td>
<td>3</td>
<td>3/0</td>
<td></td>
</tr>
<tr>
<td>NUR 927 Special Topics in Pharmacology</td>
<td>1</td>
<td>1/0</td>
<td></td>
</tr>
</tbody>
</table>

### Year 2: Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Didactic/Clinical</th>
<th>Clinical Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 961 Episodic Hlth. Problems Adult &amp; Geriatric Primary Care (Pre req.: NUR 960. Co req.: NUR 950)</td>
<td>3</td>
<td>3/0</td>
<td></td>
</tr>
<tr>
<td>NUR 950 Primary Care: Episodic Health (Pre req. NUR 960; co req.: NUR 961)</td>
<td>3</td>
<td>0/3</td>
<td>180 hours</td>
</tr>
</tbody>
</table>

### Year 2: Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Didactic/Clinical</th>
<th>Clinical Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 962 Chronic Hlth. Problems Adult &amp; Geriatric Primary Care (Prereq.: NUR961, Coreq.: NUR 950)</td>
<td>3</td>
<td>3/0</td>
<td></td>
</tr>
<tr>
<td>NUR 950 Primary Care: Chronic Health (Pre req. NUR 961/950; co req.: NUR 962)</td>
<td>3</td>
<td>0/3</td>
<td>180 hours</td>
</tr>
<tr>
<td>NUR 930 Problems in Clinical Nursing: FNP (Year 2 fall or spring)</td>
<td>3</td>
<td>0/3</td>
<td>180 hours</td>
</tr>
</tbody>
</table>

| Total                                                                 | 19           | 10/9              | 540 hours            |
Post-Graduate Nursing Certificate Plan of Study - Pediatric Nurse Practitioner (Primary Care)

### Pre/Co-requisites

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Didactic/ Clinical</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 921 Pathophysiology</td>
<td>3</td>
<td>3/0</td>
</tr>
<tr>
<td>NUR 922 Advanced Pharmacology for Advanced Practice Nurses</td>
<td>3</td>
<td>3/0</td>
</tr>
<tr>
<td>NUR 923 Applications of Advanced Health Assessment</td>
<td>3</td>
<td>2/1</td>
</tr>
</tbody>
</table>

### Year 1: Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Didactic/ Clinical</th>
<th>Clinical Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 955† Pediatric Development &amp; Wellness: Advanced Role Concepts (Pre or co req.: NUR 921, 922 and 923)</td>
<td>3</td>
<td>3/0</td>
<td>0</td>
</tr>
<tr>
<td>NUR 927 Special Topics in Pharmacology</td>
<td>1</td>
<td>1/0</td>
<td>0</td>
</tr>
</tbody>
</table>

### Year 2: Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Didactic/ Clinical</th>
<th>Clinical Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 956† PNP Primary Care: Common Acute Illness Management (Pre req. NUR 955)</td>
<td>3</td>
<td>3/0</td>
<td></td>
</tr>
<tr>
<td>NUR 950† Primary Care: PNP Common Acute Illness Management (Pre req. NUR 955)</td>
<td>3</td>
<td>0/3</td>
<td>180 hours</td>
</tr>
</tbody>
</table>

### Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Didactic/ Clinical</th>
<th>Clinical Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 957† PNP Primary Care: Chronic Illness and Special Needs Management (Pre req. NUR 956)</td>
<td>3</td>
<td>3/0</td>
<td></td>
</tr>
<tr>
<td>NUR 957† Primary Care: PNP Chronic Illness and Special Needs Management (Pre req. NUR 956)</td>
<td>3</td>
<td>0/3</td>
<td>180 hours</td>
</tr>
<tr>
<td>NUR 930 Problems in Clinical Nursing: PNP Primary Care (Year 2 fall or spring)</td>
<td>3</td>
<td>0/3</td>
<td>180 hours</td>
</tr>
</tbody>
</table>

**Total: 19**  
**10/9**  
**540 hours**

† The clinical course sequence is offered every other year, beginning Spring of even years.
## Pre/Co-requisites

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Didactic/ Clinical</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 922 Advanced Pharmacology for Advanced Practice Nurses</td>
<td>3</td>
<td>3/0</td>
</tr>
<tr>
<td>NUR 921 Pathophysiology</td>
<td>Minimum 3 with 1 pediatric focus</td>
<td>3/0</td>
</tr>
<tr>
<td>NUR 923 Applications of Advanced Health Assessment</td>
<td>Minimum 3 with 1 pediatric focused</td>
<td>2/1</td>
</tr>
</tbody>
</table>

## Year 1: Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Didactic/ Clinical</th>
<th>Clinical Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 955 Pediatric Development &amp; Wellness: Advanced Role Concepts (Pre or co req.: NUR 921, 922 and 923)</td>
<td>3</td>
<td>3/0</td>
<td></td>
</tr>
<tr>
<td>NUR 927 Focused Pharmacology</td>
<td>1</td>
<td>1/0</td>
<td></td>
</tr>
<tr>
<td>NUR 958 PNP Acute Care: Acute/Complex Illness Management</td>
<td>3</td>
<td>3/0</td>
<td></td>
</tr>
<tr>
<td>NUR 952 Acute Care PNP Clinical: Acute/Complex Illness</td>
<td>3</td>
<td>0/3</td>
<td>180 hours</td>
</tr>
</tbody>
</table>

## Year 2: Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Didactic/ Clinical</th>
<th>Clinical Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 959 PNP-Acute Care: Chronic Illness and Special Needs Management</td>
<td>3</td>
<td>2/3</td>
<td></td>
</tr>
<tr>
<td>NUR 952 Acute Care PNP Clinical: Chronic Illness and Special Needs</td>
<td>3</td>
<td>0/3</td>
<td>180 hours</td>
</tr>
</tbody>
</table>

## Year 2: Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Didactic/ Clinical</th>
<th>Clinical Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 930 Problems in Clinical Nursing</td>
<td>3</td>
<td>0/3</td>
<td>Requires 120 clinical clock hours</td>
</tr>
</tbody>
</table>

| Total                                                       | 19           | 10/9               | 540 hours      |
Post-Graduate Nursing Certificate Plan of Study - Psychiatric Mental-Health Nurse Practitioner

<table>
<thead>
<tr>
<th>Pre/Co-requisites</th>
<th>Credit Hours</th>
<th>Didactic/ Clinical</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 922 Advanced Pharmacology for Advanced Practice Nurses</td>
<td>3</td>
<td>3/0</td>
</tr>
<tr>
<td>NUR 921 Pathophysiology</td>
<td>3</td>
<td>3/0</td>
</tr>
<tr>
<td>NUR 923 Applications of Advanced Health Assessment</td>
<td>3</td>
<td>2/1</td>
</tr>
</tbody>
</table>

Year 1: Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Didactic/ Clinical</th>
<th>Clinical Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 965† Roles and Practice Issues for the Advanced Practice Psychiatric Nurse (Pre or co req.: NUR 921, 922 and 923)</td>
<td>3</td>
<td>3/0</td>
<td>0</td>
</tr>
<tr>
<td>NUR 927 Focused Pharmacology</td>
<td>1</td>
<td>1/0</td>
<td>0</td>
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</table>

Year 2: Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Didactic/ Clinical</th>
<th>Clinical Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 966† Diagnosis and Management of Psychiatric Disorders in Adults and Elderly: Seminar (Pre req.: NUR 965)</td>
<td>3</td>
<td>3/0</td>
<td></td>
</tr>
<tr>
<td>NUR 968† Diagnosis and Management of Psychiatric Disorders in Adults and Elderly: Clinical (Pre req.: NUR 965)</td>
<td>3</td>
<td>0/3</td>
<td>180 hours</td>
</tr>
<tr>
<td>NUR 930 Problems in Clinical Nursing  (Year 2 fall or spring)</td>
<td>3</td>
<td>0/3</td>
<td>180 hours</td>
</tr>
</tbody>
</table>

Year 2: Spring

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Didactic/ Clinical</th>
<th>Clinical Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 967† Diagnosis and Management of Psychiatric Disorders in Children, Adolescents, and Young Adults: Seminar (Pre req.: NUR 966)</td>
<td>3</td>
<td>3/0</td>
<td></td>
</tr>
<tr>
<td>NUR 969† Diagnosis and Management of Psychiatric Disorders in Children, Adolescents, and Young Adults: Clinical (Pre req.: NUR 966)</td>
<td>3</td>
<td>0/3</td>
<td>180 hours</td>
</tr>
</tbody>
</table>

| Total                                                                  | 19           | 10/9               | 540 hours            |

† The clinical course sequence is offered every other year, beginning spring of odd years
### Post-Graduate Nursing Certificate Plan of Study - Executive Nursing Leadership

#### Year 1: Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Didactic/Clinical</th>
<th>Clinical Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 978 † Population Health Seminar</td>
<td>3</td>
<td>3/0</td>
<td>0</td>
</tr>
<tr>
<td>NUR 975 † Population Health Clinical (Required co req.: NUR 978) same semester)</td>
<td>2</td>
<td>0/2</td>
<td>120 hours</td>
</tr>
</tbody>
</table>

#### Year 1: Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Didactic/Clinical</th>
<th>Clinical Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 972 † Relationship Based Exec Leadership in Healthy Work Environments</td>
<td>3</td>
<td>3/0</td>
<td>0</td>
</tr>
</tbody>
</table>

#### Year 2: Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Didactic/Clinical</th>
<th>Clinical Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 974 † Strategic Leadership in Complex HC Organizations</td>
<td>2</td>
<td>2/0</td>
<td>0</td>
</tr>
<tr>
<td>NUR 975 † Strategic Leadership in Complex HC Organizations (Co Req.: NUR 974)</td>
<td>2</td>
<td>0/2</td>
<td>120</td>
</tr>
</tbody>
</table>

#### Year 2: Spring Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit Hours</th>
<th>Didactic/Clinical</th>
<th>Clinical Clock Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 970 † Systems Application of Advanced Organizational Assessment (didactic)</td>
<td>3</td>
<td>3/0</td>
<td>0</td>
</tr>
<tr>
<td>NUR 971 † Systems Application of Advanced Organizational Assessment (clinical)- (Co Req.: NUR 970)</td>
<td>1</td>
<td>0/1</td>
<td>60</td>
</tr>
</tbody>
</table>

**Total** 16 11/5 360 hours

† specialty course sequence offered every other year