California State University, Fresno

Doctor of Nursing Practice

STUDENT HANDBOOK

2020-2021

FRESNO STATE

School of Nursing

DESCRIPTION OF THE PROGRAM

The Doctor of Nursing Practice (DNP) prepares experts in specialized advanced nursing practice for leadership and clinical roles and to engage in evidence-based inquiry. Graduates may also serve as faculty in postsecondary nursing education programs. The curriculum is based on the American Association of Colleges of Nursing's *The Essentials of Doctoral Education for Advanced Nursing Practice* (2006). The program is designed for working professionals with the majority of coursework provided via distance modalities. The cohort-based DNP program is designed to be completed in five semesters (fall, spring, summer, fall, spring) of full-time study consisting of 37 doctoral units and a culminating doctoral project.

PROGRAM MISSION

The mission of the DNP program is to prepare promising nursing leaders, advanced practice clinicians, and nursing faculty with high leadership potential to examine critically current healthcare practices and policies from a broad theoretical and practical perspective; and to formulate clinical, administrative, and instructionally effective leadership approaches that can improve the quality of healthcare throughout the state.

SCHOOL OF NURSING PHILOSOPHY

California State University, Fresno School of Nursing offers comprehensive programs that lead to Bachelor of Science and Master of Science degrees in Nursing. A strong general education component in the undergraduate programs fosters lifelong learning. The master's program is designed to provide specialized study in selected advanced practice fields. The University's commitment to the San Joaquin Valley is to prepare students for industries and professions serving the community. To achieve the mission, California State University, Fresno supports applied research and public service programs as a means to enhance faculty development and instruction, while contributing to the intellectual, social, cultural, and economic vitality of the San Joaquin Valley and California.

Fresno State School of Nursing philosophy underlies the foundation for the DNP curriculum. For a complete reference to the philosophy please access the School of Nursing website. http://www.fresnostate.edu/chhs/nursing/about/what.html

PROGRAM FOR MASTER'S PREPARED NURSES WITH ADVANCED PRACTICE SPECIALTIES

Profound and unprecedented change in healthcare created a need for knowledgeable, innovative clinicians and nurse leaders. Career opportunities for nurses with leadership skills have never been greater. The DNP program is designed to prepare students to assume leadership and clinician roles within the emerging healthcare delivery system.

The program prepares the graduate for advanced nursing practice, defined by AACN (2004) as *any form of nursing intervention that influences healthcare outcomes for individuals or populations, including the direct care of individual patients, management of care for individuals and populations, administration of nursing and healthcare organizations, and the development and implementation of health policy.*

The program of study includes didactic and practicum courses that link the expansion of scientific knowledge with a focus on practice that is innovative and evidence-based across a variety of settings relevant to the specialty. Clinical experiences are developed to assure that experiences are consistent with each individual's career path and specialty competencies.

PROGRAM FOR MASTER'S PREPARED NURSE GENERALISTS

The master's degree prepared nurse generalist DNP graduate leads practice at the highest level in an increasingly complex healthcare system. This individual works collaboratively to promote evidence-based healthcare that is safe, effective, and patient-centered with a focus on quality and high-level patient-care outcomes. Systems transformation is the center of this nurse's advanced practice.

STUDENT LEARNING OUTCOMES

The primary Student Learning Outcomes are taken directly from the American Association of Colleges of Nursing's *The Essentials of Doctoral Education for Advanced Nursing Practice* (2006).The eight overarching essentials form the DNP program's core concepts which are threaded throughout coursework.

PROGRAM OUTCOMES

The goal of the Doctor of Nursing Practice program is to prepare advance practice nurses to be clinical scholars, and health policy leaders. Program outcomes have been identified as preparing the graduate to:

1. Provide safe, effective, and efficient care within the scope of advanced nursing practice.
2. Develop effective strategies to ensure the safety of patients and populations.
3. Critically analyze literature and develop best practices.
4. Translate research into clinical practice.
5. Measure patient outcomes.
6. Design, implement, and evaluate quality improvement measures.
7. Analyze the cost-effectiveness of practice initiatives.
8. Evaluate information systems and patient care technology.
9. Influence health care policy, educate others about health disparities, and advocate for social justice.
10. Demonstrate leadership skills to ensure patient outcomes, enhance communication, and create change in healthcare.

DNP PROGRAM CONTACT INFORMATION

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ADMISSION REQUIREMENTS

To enroll in the DNP program, the individual applies to California State University, Fresno and the program. In order to be considered for admission to the program, at *a minimum*, the applicant must have:

- Master's Degree
  If the applicant has a master's degree in nursing, the degree must be from an accredited institution.
  If the applicant has a master's degree in a health related field (e.g. Public Health or Health Administration), additional post-baccalaureate courses in nursing theories, research methods, transcultural nursing and informatics will be required. Transcripts will be evaluated and an individual plan created at the time of applicant review.
- National Certification
  The applicant must have national certification in nursing or obtain certification prior to the fifth semester of the DNP program.
- Additional Requirements
  U.S. citizen or U.S. permanent resident
  Meet admission requirements to California State University, Fresno
  Provide official transcripts from all institutions of higher learning attended
  Have an overall GPA of 3.0 or greater
  Demonstrate sufficient preparation and practiced experience as an APN, nurse manager / administrator / executive / educator / experienced nurse
  Have a current, unrestricted California RN licensure and advanced practice national certification if applicable
  Complete an application for admission to California State University, Fresno

The admission process includes:

- A complete application for admission to California State University, Fresno via CSU Mentor
- A complete application to the CSUFFRESNODNP program
- A letter of recommendation with completed recommendation form from the individual's current supervisor
- Contact information of two additional references who are professional colleagues or professors from the individual's master's program
- A personal written statement of purpose
- Completion of required interview and on-site writing sample
- Official documentation of nursing practicum hours attained during the master's degree program or post-master's certificate program

Types of Admission

Conditionally Classified - The applicant granted conditionally classified graduate standing has been admitted to the DNP program, and conditionally to the university, but has not yet satisfied all university/program admission requirements.

Classified - The applicant granted classified graduate standing has been admitted to the university and fulfilled all program admission requirements. Thus, classified graduate students are those who have been fully admitted to the program.

ADVISING & MENTORING

The advising and mentoring component of the DNP program is designed to provide an array of professional development opportunities. Each student is assigned *a* program advisor at the start of the program. The program advisor assists the student in selecting a project chair, along with two other committee members. The student selects a practicum mentor with the program advisor's approval. Advisors and mentors assist the student in identifying professional development experiences and professional associations / networks to enhance their success in the program.

The role of the program advisor, project chair and practicum mentor are to:
   a) promote a well-planned and efficient DNP course of study that can be completed within five semesters by a working professional;
   b) provide guidance and information that foster academic and professional development;
   c) assist a student as the individual applies knowledge gained through coursework toward improving nursing practice and client outcomes;
   d) advocate on behalf of the student and their academic needs;
   e) create a doctoral culture typified by:
      1. Scholarly discussion and dialogue that foster critical inquiry and clinical reasoning;
      2. Expert supervision of a DNP candidate in the conduct of a doctoral project.
      3. Fostering informal assessment and feedback designed to enhance student reflection on their doctoral role in advanced nursing practice.

MENTOR

Each student selects, with the input of their program advisor, a mentor for their practicum experience. The mentor must be an expert in the area in which the students wishes to develop proficiency. The practicum mentor is not necessarily a DNP prepared advanced practice nurse. The mentor, in conjunction with the program advisor, serves as overseer, advocate, and coordinator of activities in the healthcare setting. Students may have more than one mentor. The mentor submits a resume or curriculum vitae for review of appropriate qualifications.

Examples of individuals who may assume a clinical mentor position include:

- An advanced practice nurse or other professional with a doctoral degree;
- An advanced practice nurse with considerable experience and recognition as an expert in a particular clinical field;
- An MD with specialized training and experience;
- A nurse with a high level administrative position such as a Director, Vice President, President, or CEO within a health care organization;
- A doctoral–prepared nurse educator;
- A nurse with an advanced business or other degree, etc.
- Any Health Care Professional with a Master Degree, who is hold a position in a health care leadership role and has been approved by the DNP Director.

The clinical mentor must hold a position in an organization where the individual can facilitate the DNP student's access to clinical services, organizational information, decision makers, and other personnel in order to meet the DNP student's clinical experience objectives and implement the Doctoral Project (if applicable) during the practicum within the organization.

The line between current employment, practicum hours, and project must be clear to the organization, the mentor, the faculty, the DNP Project Committee (as applicable) and the DNP student
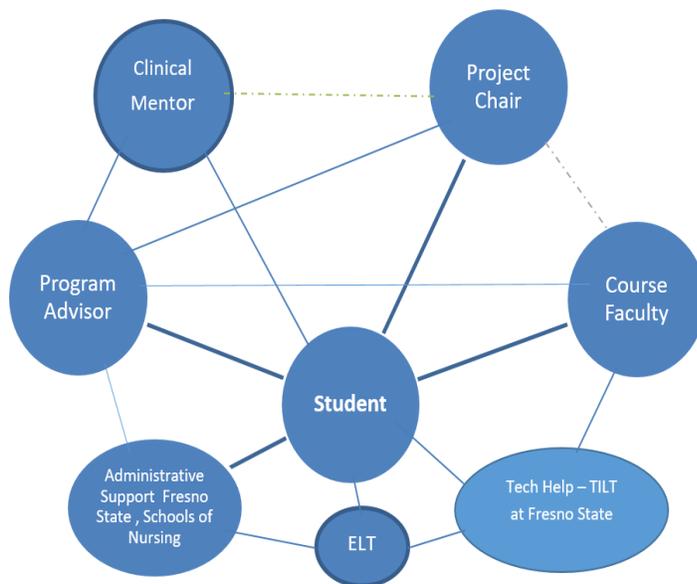

Figure 1. Executive Leadership Team/Advisor/Mentor/Student Relationship

TRANSFER OF CREDITS EARNED AT OTHER INSTITUTIONS

Students are encouraged to complete the entire program with their cohort. Under unusual circumstances, a student may transfer up to 12 units into the program, only if the institution offering the work is accredited. The DNP executive leadership considers the transfer of units on an individual basis. Documentation of coursework and course syllabus must be provided. The courses must have been taken within the last five years and the student must have earned a grade of B or better in the courses. Coursework from outside the United States is not permitted for use towards the DNP degree.

PROGRAM TIMELINE

The DNP program is designed to be completed in 5 semesters of full time study. Students are admitted once a year in the fall and complete coursework as a cohort. There is no part-time option. All requirements for the degree are to be completed within five years of achieving classified standing in the doctoral program. The appropriate campus authority, consistent with campus policy, may extend up to two years the time allowed for completion of the requirements under the following circumstances:

- The student is in good standing.
- The extension is warranted by compelling individual circumstances, and
- The student demonstrates current knowledge of research and practice in nursing as required by the campus.

Fall Year 1 NURS 574 The Role of Diversity & Social Issues in Health Care (2 units) NURS 575 Application of Theories to Healthcare Leadership (2 units) NURS 576 Application of Biostatistics to Populations (3 units)
Spring Year 1 NURS 583 Leadership & Professional Responsibility in Complex Healthcare Systems (2 units) NURS 584 Technology, Informatics, & Data Management in the Transformation of Healthcare (3 units) NURS 585 Foundations of Evidence-based Practice (2 units) NURS 295 Practicum (6 units) Contingent on hour requirement
Summer Year 1 NURS 586 Transformation of Healthcare Systems: Health Policy & Economics (2 units) NURS 587 Principles of Epidemiology (3 units) NURS 595 Translating Evidence into Reflective Practice I (2 units) NURS 295 Practicum (6 units) Contingent on hour requirement
Fall Year 2 NURS 591 Curriculum Development (3 units) NURS 593 Financial Aspects of Projects & Practice (2 units) NURS 596 Translating Evidence into Reflective Practice II (2 units) NURS 295 Practicum (6 units) Contingent on hour requirement
Spring Year 2 NURS 592 Evaluation in Education (3 units) NURS 594 Application of Evidence-Based Teaching in Nursing, elective (2 units) NURS 597 Doctoral Project (2units) NURS 295 Practicum (6 units) Contingent on hour requirement

Program Time Line (for brief description of courses please see website: curriculum plan)
http://www.fresnostate.edu/chhs/nursing/degrees-programs/dnp.html

REQUIREMENTS FOR SATISFACTORY PROGRESS IN THE PROGRAM

In order to progress in the DNP program, the student must maintain at least a 3.0 grade point average for the program. A student who falls below a 3.0 grade point average, or receives less than a C grade in a course in any one term will be placed on academic probation and notified in writing. If a student fails to make satisfactory progress, the individual may be officially disqualified from the program after a thorough case review. Disqualification is based on the recommendation of the DNP program faculty. The student must be notified in writing of the disqualification and given the opportunity to appeal. Once disqualified, the student is not allowed to continue in the program without formal re-application and re-admission. The student must advance to candidacy and complete all courses and examinations satisfactorily in the time period specified. The student must pass all required examinations within two attempts.

EVALUATION PROCESS FOR THE DNP PROGRAM
The evaluation process for the DNP program incorporates a multi-level approach.
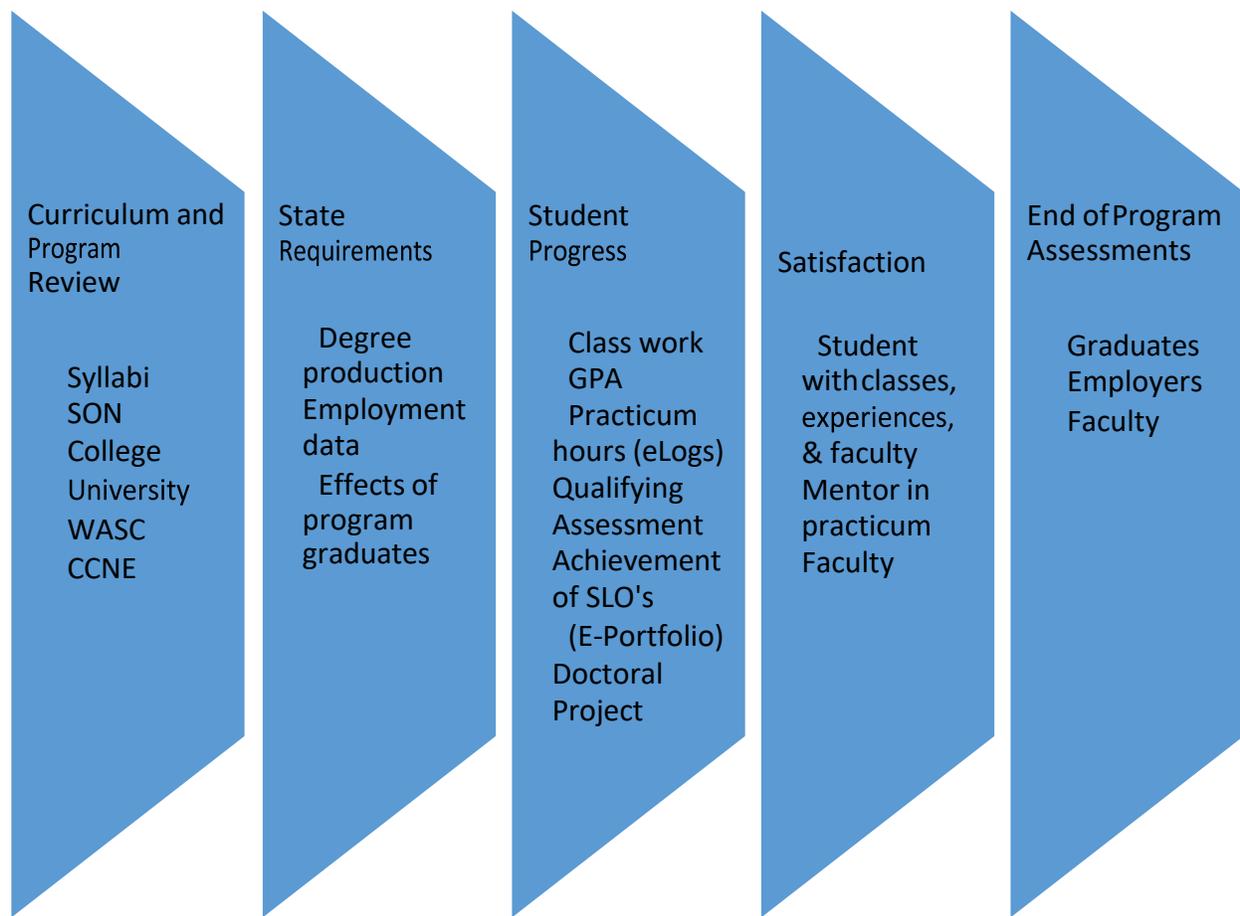
Figure 2. *Comprehensive Fresno State DNP Program Evaluation Process*

Evaluation of DNP students

The student learning outcomes evaluation align with the objectives for each course and AACN's eight Essentials of DNP programs. Each course has specific grading criteria and evaluation rubrics.

ESSENTIAL I ~ Scientific Underpinnings for Practice	Course
1.1 Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organization sciences as the basis for the highest level of nursing practice.	NURS 575 NURS 576 NURS 585 NURS 587 NURS 595 NURS 596 NURS 597 NURS 295
1.2. Use science-based theories and concepts to:	NURS 576 NURS 585

● Determine the nature and significance of health and health care delivery phenomena. ● Describe the actions and advanced strategies to enhance, alleviate. ● Ameliorate health and health care delivery phenomena as appropriate. ● Evaluate outcomes.	NURS 587 NURS 595 NURS 596 NURS 597 NURS 295
1.3. Develop and evaluate new practice approaches based on nursing theories and theories from other disciplines.	NURS 575 NURS 585 NURS 595 NURS 596 NURS 597 NURS 295
ESSENTIAL II ~ Organizational and Systems Leadership for Quality Improvement & Systems Thinking	Course
2.1. 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.	NURS 574 NURS 576 NURS 586 NURS 593 NURS 295
2.2. Ensure accountability for quality of health care and patient safety for populations with whom they work. Use advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care. Employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level and/or system-wide practice initiatives that will improve the quality of care delivery. Develop and/or monitor budgets for practice initiatives. Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement of health care outcomes. Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers.	NURS 574 NURS 583 NURS 586 NURS 593 NURS 295
2.3. Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research.	NURS 574 NURS 575 NURS 586 NURS 295

ESSENTIAL III ~ Clinical Scholarship and Analytical Methods for Evidence-based Practice	Course
3.1. Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.	NURS 585 NURS 595 NURS 596 NURS 295
3.2. 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.	NURS 576 NURS 583 NURS 587 NURS 595 NURS 596 NURS 597 NURS 295
3.3. Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.	NURS 583 NURS 595 NURS 596 NURS 597 NURS 295
3.4. Apply relevant findings to develop practice guidelines and improve practice and the practice environment.	NURS 575 NURS 583 NURS 585 NURS 587 NURS 295
3.5. Use information technology and research methods appropriately to: • Collect appropriate and accurate data to generate evidence for nursing practice. • Inform and guide the design of databases that generate meaningful evidence for nursing practice. • Analyze data from practice. • Design evidence-based interventions. • Predict and analyze outcomes. • Examine patterns of behavior and outcomes. • Identify gaps in evidence for practice.	NURS 584 NURS 585 NURS 587 NURS 295
3.6. Function as a practice specialist/consultant in collaborative knowledge-generating research.	NURS 595 NURS 596 NURS 597 NURS 295
3.7. Disseminate findings from evidence-based practice and research to improve healthcare outcomes	NURS 595 NURS 596

	NURS 597 NURS 295
ESSENTIAL IV ~ Information Systems/Technology and Patient Care Technology for the Improvement & Transformation of Healthcare	Course
4.1. Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.	NURS 595 NURS 596 NURS 597 NURS 295
4.2. Analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology.	NURS 584 NURS 595 NURS 295
4.3. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases.	NURS 584 NURS 295
4.4. Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology.	NURS 584 NURS 295
4.5. Evaluate consumer health information sources for accuracy, timeliness, and appropriateness.	NURS 584 NURS 295
ESSENTIAL V ~ Health Care Policy for Advocacy in Healthcare	Course
5.1. 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.	NURS 586 NURS 295
5.2. Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy.	NURS 586 NURS 295
5.3. 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.	NURS 586 NURS 295
5.4. Educate others, including policy makers at all levels,	NURS 586

regarding nursing, health policy, and patient care outcomes.	NURS 295	
5.5. Advocate for the nursing profession within the policy and healthcare communities.	NURS 586 NURS 295	
5.6. Develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery.	NURS 586 NURS 593 NURS 295	
5.7. Advocate for social justice, equity, and ethical policies within all healthcare arenas.	NURS 295 NURS 486	
ESSENTIAL VI ~ Interprofessional Collaboration for Improving Patient & Population Health Outcomes	Course	
6.1. Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products.	NURS 583 NURS 595 NURS 596 NURS 597 NURS 295	
6.2. Lead interprofessional teams in the analysis of complex practice and organizational issues.	NURS 583 NURS 584 NURS 586 NURS 295	
6.3. Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.	NURS 583 NURS 584 NURS 586 NURS 295	
ESSENTIAL VII ~ Clinical Prevention and Population Health for Improving the Nation's Health		
7.1. Analyze epidemiological, bio statistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.	NURS 584 NURS 585 NURS 587 NURS 595 NURS 596 NURS 295	
7.2. 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.	NURS 574 NURS 575 NURS 584 NURS 585 NURS 586 NURS 587	

		NURS 595
		NURS 596
		NURS 597
		NURS 295
7.3.	Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.	NURS 574
		NURS 575
		NURS 584
		NURS 585
		NURS 586
		NURS 587
		NURS 595
		NURS 596
		NURS 597
		NURS 295
ESSENTIAL VIII ~ Advanced Nursing Practice		**Course**
8.1.	Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.	NURS 575
		NURS 587
		NURS 595
		NURS 596
		NURS 597
		NURS 295
8.2.	Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences.	NURS 575
		NURS 587
		NURS 595
		NURS 596
		NURS 597
		NURS 295
8.3.	Develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes.	NURS 583
		NURS 586
		NURS 595
		NURS 596
		NURS 597
		NURS 295
8.4.	Demonstrate advanced levels of clinical judgment,systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.	NURS 583
		NURS 587
		NURS 595
		NURS 596
		NURS 597
		NURS 295
8.5.	Guide, mentor, and support other nurses to achieve excellence in nursing practice.	NURS 583
		NURS 591

		NURS 592
		NURS 594
		NURS 595
		NURS 596
		NURS 597
		NURS 295
8.6.	Educate and guide individuals and groups through complex health and situational transitions.	NURS 583 NURS 586 NURS 295
8.7.	Use conceptual and analytical skills in evaluating the links practice, organizational, population, fiscal, & policy issues.	NURS 583 NURS 586 NURS 587 NURS 593 NURS 595 NURS 596 NURS 295

Progress of Required Documents for Degree Completion

FORM	TITLE	DUE DATE
1	Doctoral Project Committee for the Degree of Doctor of Nursing Practice	**Semester 2** **First Friday of February**
2	Qualifying Assessment Checklist	**Semester 2** **End of Spring** **Reviewed at Summer Intensives**
3	Report of the Qualifying Assessment & Defense of Project Proposal for Admission to Candidacy for the Degree of Doctor of Nursing Practice	**Semester 3** **Last week of Summer**
4	Application for Candidacy for the Degree of Doctor of Nursing Practice	**Semester 4** **Completed at Fall Intensives**
5	Application for the Granting of the Degree of Doctor of Nursing Practice	**Semester 5** **Completed at Spring Intensives**
6	Scheduling of the Doctoral Project Oral Defense	**Semester 5** **First Friday of March**

7	Project Oral Defense Required Changes	**Semester 5** **At Oral Defense**
8	Filing of the Doctoral Project for the Degree of Doctor of Nursing Practice	**Semester 5** **Third Friday of April**

POLICIES & PROCEDURES

STUDENT GRIEVANCES

A student-related dispute could arise out of a decision or action, in the course of official duty by a member of the faculty, staff, or administration of California State University, Fresno. The decision or action could be alleged as discriminatory, contrary to accepted academic relationships and procedures, or restrictive of the rights of any student of the university to fair treatment. The dispute resolution process provides a mechanism for students to have a third party review the situation. The student must first make a good faith effort to resolve the matter informally by talking directly with the individual concerned, the individual's direct supervisor or department chair, and the director of the unit or college/school dean. If resolution is not effective through the informal procedures, for assistance, the student should contact the Office of the Vice President for Student Affairs and Dean of Students.
http://www.fresnostate.edu/academics/aps/documents/apm/415.pdf

PRACTICA EMBEDDED IN THE PROGRAM

Practice experiences to assist graduates achieve the essential competencies are embedded in NURS 295, Practicum. According to AACN, in order to achieve the DNP competencies, programs should provide a minimum of 1,000 hours of practice post-baccalaureate as part of a supervised academic program (AACN, 2006, p.19).

QUALIFYING ASSESSEMENT

A qualifying assessment is required of each doctoral student at the conclusion of semester 2. All incomplete grades are to be cleared prior to the qualifying assessment. At the conclusion of the first year, the student must make appropriate progress towards achieving the DNP requirements as reflected in the following activities.

    A. Demonstrated course work progression and maintained at least a 3.0 GPA for the program.

    B. eLog documentation reflected progression toward 1000 hour of practice post-baccalaureate if appropriate.

C. Consistent entries of exemplary work to ePortfolio.
D. Demonstrated progress towards national certification, if applicable.
E. Doctoral Project Committee for the Degree of Doctor of Nursing Practice, Form 1, has been completed by the student and submitted to the program advisor. The form is filed in the student's file in the School of Nursing.
F. The Qualifying Assessment Checklist, Form 2, is completed by the program advisor. The advisor and the student sign the form. The form is filed in the student's file in the School of Nursing.

DOCTORAL PROJECT

All students must complete a doctoral project prior to conferral of the doctoral degree. The doctoral project shall be the written product of systematic, rigorous research related to advanced practice and focused on a potential or existing health problem or issue affecting a group or community, rather than an individual. The project will conform to the following criteria: The doctoral project shall identify the research problem and question(s), state the major theoretical perspectives, explain the significance of the undertaking, related it to relevant, scholarly and professional literature, set forth the appropriate sources for and methods of gathering and analyzing the data, and offer a conclusion or recommendation. The project will be conducted according to ethical principles and will be presented to the project committee in a public forum. One or more manuscripts of the project will be submitted to an appropriate peer-reviewed journal.

The following are the DNP Project Guidelines Developed by the American Association of Colleges of Nursing, (AANC), (retrieved from https://www.aacnnursing.org/DNP/Tool-Kit)

"The Final DNP Project provides an opportunity for the student to integrate their new skills into practice and to demonstrate many of the principles of nursing scholarship and the competencies delineated in the *DNP Essentials*. The integration of these new or refined skills improves outcomes through organizational/systems leadership, quality improvement processes, and the translation of evidence into practice.

All DNP Projects should:

Focus on a change that impacts healthcare outcomes either through direct or indirect care.
- Have systems (micro-, meso-, or macro- level) or population/aggregate focus.
- Demonstrate implementation in the appropriate arena or area of practice.
- Include a plan for sustainability (e.g. financial, systems or political realities, not only theoretical abstractions).
- Include an evaluation of processes and/or outcomes (formative or summative). DNP Projects should be designed so that processes and/or outcomes will be evaluated to guide practice and policy. Clinical significance is as important in guiding practice as statistical significance is in evaluating research.
- Provide a foundation for future practice scholarship

The following are examples of settings, areas of practice, and final projects that could be considered to provide a broader array of opportunities particularly in geographic areas with limited access to traditional practice sites. A project developed in any of these settings or areas of practice delineated here should include planning, implementation, and evaluation.

Organizational Systems Leadership
Population Health
Policy Projects
Long-Term Care Facilities
Urgent Care
Prison Systems
School Systems
Community-based Care Network
Rural Native American Reservation
Public Health Department
Non-governmental Organizations and Community Health Organizations
Corporations

The following forms relate to the doctoral project.

Report of the Qualifying Assessment & Defense of Project Proposal for Admission to Candidacy for the Degree of Doctor of Nursing Practice, Form 3, is completed by the student's program advisor in the third semester before the student is allowed to apply for advancement to candidacy. The form is filed in the student's file in the School of Nursing.

Scheduling of the Doctoral Project Oral Defense, Form 6, is completed and signed by the student and the project committee at the start of the fifth semester. The form is filed in the student's file in the School of Nursing.

If there is a need for a second oral defense of the doctoral project, Scheduling of Second Doctoral Project Oral Defense, section 2 of Form 6, is completed and signed by the project chairperson.

Project Oral Defense Required Changes, Form 7, is completed and signed by the student, project chair, and program advisor in the fifth semester. The form is filed in the student's file in the School of Nursing.

Filing of the Doctoral Project for the Degree of Doctor of Nursing Practice, Form 8, is completed and signed by the committee and student's program advisor and filed at

Division of Graduate Studies by the <u>first Monday in May</u>.

DOCTORAL PROJECT COMMITTEE

The Project Committee consists three members, the Project Chair, the student's practicum mentor and any person identified as an expert in the field of study the student's project is focused on. The project committee chair shall be a tenured or tenure-track nursing program faculty from any of the schools of nursing within the California State University system. Qualified individuals whose expertise is germane to the topic may be members of the Doctoral Project Committee pending approval of the committee chair and the student's program advisor. A curriculum vita is required of all committee members who are not tenured or tenure-track faculty at one of the California State Universities. The student submits a completed Doctoral Project Committee for the Degree of Nursing Practice, Form 1, to their program advisor.

The student's Doctoral Project Committee counsels the student on all aspects of the doctoral research to foster the student's progress, and to monitor the quality of the doctoral project. The doctoral student should begin to consider faculty who might make appropriate committee members during the first semester of the program. A change of doctoral project chair should only occur on <u>very </u>rare occasions. Reasons for the change should be documented in writing and should reflect very extenuating circumstances. The change must be signed off by the current chair, the newly proposed chair and approved by the student's program advisor. Doctoral Project Committee meetings may be called at any time by the chairperson.

INSTITUTIONAL REVIEW BOARD REQUIREMENTS

All students are required to review the policies and procedures for research involving human subjects at Fresno State.
http://www/fresnostate.edu/academics/humansubjects/index.html
Additionally, Human Subjects (IRB) approval at the facility where the project is to be conducted is required.

All projects are to be submitted to the California State University, Fresno School of Nursing Sub-Committee on The Protection of Human Subjects (CPHS) for review.

The human subjects review process is very important and is taken seriously. Any violations of campus or federal human subject's protection policies can have catastrophic results. The University can lose all federal funding and be banned from receiving future funding. Please read all requirements. The latest version of the Fresno State Policy and Procedures for Research with Human Subjects may be obtained from http://www.fresnostate.edu/academics/humansubjects/policy-procedures/index.html
Failure to read and understand the requirements or complete the forms correctly will result in major delays in the project. **No project may be started until written approval to do so has been received.**

ADVANCEMENT TO CANDIDACY

When the student has completed the qualifying assessment and successful defense of the project proposal, the student submits a completed APPLICATION FOR CANDIDACY FOR THE DEGREE OF DOCTOR OF NURSING PRACTICE, Form 4, to
their program advisor. The program advisor submits the completed form to the Graduate Studies office.

POLICIES ON PROFESSIONAL ETHICS & ACADEMIC INTEGRITY

As students enrolled at Fresno State, and Faculty of Fresno State, will respect and honor the codes and standards set by Fresno State in all matters.

CODE OF ACADEMIC INTEGRITY HONOR CODE

Fresno State is committed to maintaining a culture of academic integrity where all members are expected to adhere to fundamental values in both academic and non-academic endeavors. For purposes of this code, academic integrity is defined as "a commitment, even in the face of adversity, to five fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals to action" (Center for Academic Integrity, *Fundamental Values of Academic Integrity – January 2005*)

All Academic Policies including Academic Governance, Personal/Faculty, and Student Affairs may be found at the following website.

http://www.fresnostate.edu/academics/ faculty affairs/policies/apm/index/htm

The Code

Members of the Fresno State academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.

Principles of Implementation

a) All members of the university community are responsible for adhering to high standards of academic integrity, for actively ensuring that others uphold the Code, and for responding assertively to violations. (APM 336 *)

b) Faculty members are responsible for informing students of academic behaviors that are permissible and not permissible, and for reporting violations of the code to the proper campus authorities. (APM 235, 241, 336)

c) Students shall not give or receive unauthorized aid on examinations or other course work that is to be used by the instructor as the basis of grading.

DNP Faculty Responsibilities

DNP academic faculty will:

a. Exhibit high standards of professional ethics. (APM 336)

b. Treat all students fairly and consistently to avoid any appearance of special favors for special groups. (APM 336)

c. Explain what constitutes cheating, plagiarism, inappropriate collaboration or other issues related to academic integrity through the class syllabus, and in relation to assignments, tests and other class activities for which grades are to be assigned. Provide links to university web sites that explain and elaborate these policies. (e.g., APM 235, 241, 336)

d. Give examples of cheating and plagiarism for the particular class and provide examples of past consequences to students for such behavior. (APM 241)

e. Regularly update tests, assignments and notes.

f. Uphold university policy to report all instances of cheating, plagiarism and inappropriate academic behavior to the Office of the Vice-President for Student Affairs /Dean of Students. (APM 235)

g. Establish a 'culture of academic integrity' in individual classes and in each department.

h. Monitor students during tests and develop procedures for assessing whether assigned work has been completed in accordance with expectations.

i. Develop expectations for student self-monitoring and collective monitoring during examinations and on assignments by having students include and sign the following statement on all work to be used as the basis for a grade: "I have done my own work and have neither given nor received unauthorized assistance on this work."

DNP Students Responsibilities

a) Understand or seek clarification about expectations for academic integrity (including no cheating, plagiarism and inappropriate collaboration) as noted by faculty and on class syllabi, university catalogue, university web sites and other referenced sources. (APM 235, 241)

b) Sign a statement at the end of all exams and assignments that "I have done my own work and have neither given nor received unauthorized assistance on this work."

c) Take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Recommended by the Academic Senate April 2005
Approved by the President May 5, 2005
APM 236 – 2

Referenced Policies from the University's *Academic Policy Manual*:
APM 235--Policy on Cheating and Plagiarism
http://www.csufresno.edu/aps/apm/235.pdf
APM 241--Policy on Course Syllabi and Grading
http://www.csufresno.edu/aps/apm/241CourseSyllabiandGradingMay2007.pdf
APM 336--University Statement on Faculty Rights and Responsibilities
http://www.csufresno.edu/aps/apm/336.pdf

CHEATING & PLAGIARISM
http://www.fresnostate.edu/academics/aps/documents/apm/235.pdf

PHILOSOPHY: Honesty and integrity are two of the most important values of the university in its pursuit and dissemination of truth and knowledge. Faculty and students share the responsibility for maintaining the probity of the educational experience and preserving high standards of excellence.

Academic dishonesty--cheating and plagiarism - - is unacceptable behavior morally, ethically and legally; and it cannot be justified or tolerated. To do otherwise undermines the ideals and purposes of higher education and severs the bonds of respect and trust between teacher, student and society. Cheating and plagiarism compromise the process of fair and equitable evaluation of all students' academic performance and erode the quality and value of degrees conferred by the University. Students engaging in such practices are denying themselves the benefit of an instructors' accurate assessment and feedback, thereby hindering their academic and personal development. Moreover, intellectual dishonesty reinforces the false idea that success in life, personally and professionally, can come to those who deviate from community

norms and who lack the requisite expertise in their chosen careers.

RESPONSIBILITY: Although faculty set the standards for moral and academic excellence in teaching and learning, such standards cannot be attained without full cooperation and support of students. Therefore, each student is expected to accept her/his responsibility to maintain honesty and integrity in all endeavors inside and outside of the classroom, studio, or laboratory. Faculty must encourage this by: establishing an atmosphere of mutual respect in their classrooms; stating her/his own standards and expectations for academic performance; structuring learning situations that encourage honesty and deter cheating and plagiarism; presenting the University's policy on cheating and plagiarism and the penalties for violations thereof; and holding accountable those who infringe on this policy. The policies herein on cheating and plagiarism and the accompanying due process procedures are designed to accomplish the above stated objectives, while protecting the rights of the accused. This policy, along with the related procedures, should be followed scrupulously.

INTRODUCTION

Adjudicating cases of cheating and plagiarism involves at least two aspects of the student's status within the university. The first directly affects the student's academic status in the university. The second may involve disciplinary action, which also may jeopardize the student's ability to remain enrolled in the university. When an instructor believes a student is cheating and/or plagiarizing, he/she must still preserve the student's right to due process and confidentiality in handling the situation according to this policy on cheating and plagiarism and *Executive Order 628, Student Disciplinary Procedures for the California State University.*

I. STUDENT'S ACADEMIC STATUS/STANDING

A) Academic Work and Grading

Faculty expects students to maintain honesty and integrity in their academic performance. On the other hand, students expect faculty to maintain integrity and fair play in the performance of their teaching and grading responsibilities. Students are expected to be familiar with university policies on cheating and plagiarism which can be found in the university's *General Catalog* and *Schedule of Courses.* Instructors shall include a statement in their syllabus on intellectual honesty and integrity as it relates to the University's policies on cheating and plagiarism.

Since proving cheating and/or plagiarism can result in severe penalties and consequences, students are expected to clarify with their instructors whether or not certain actions would or would not be acceptable behavior in taking examinations, writing papers, doing homework, and performing other activities pertaining to any given class and/or laboratory. If a student observes one or more students cheating and/or plagiarizing, it would be proper for the student to confront those students directly and/or

to notify the instructor so that the instructor could take appropriate action.

B) Definitions

For examples of cheating please see Academic Policy 235 Appendix A and B:
http://www.fresnostate.edu/academics/aps/documents/apm/235.pdf

1. Cheating

Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Inappropriate behavior reasonably interpreted as evidence of the intent to cheat is also interpreted as cheating for the purpose of this policy. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term "cheating" not be limited to examination situations only, but that it includes any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means.

2. Plagiarism

Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work.

C) Procedures

When a faculty member responsible for a course has reason to believe that an action of a student falls within one or both of the above definitions, the faculty member is obliged to initiate a faculty-student conference [Section 1. paragraphs a) through c)] or refer it directly to a departmental hearing [Section 2, paragraphs a) through e)]. If the alleged cheating and/or plagiarism occurred at the end of the semester, the faculty member shall submit a grade of "I", rather than an "F" or other letter grade, which will stand until the allegation has been resolved. Given the sensitive nature of the events referenced by this policy, all parties involved should act and respond in a timely fashion.

1. Faculty – Student Conference

The instructor may choose to handle the alleged instance of cheating and/or plagiarism in conference with the student. During the conference, the instructor shall present the student with the charge and the evidence. Sooner is better, but normally the conference should occur no later than one month from the alleged incident or discovery of it. If the conference finds that cheating and/or plagiarism occurred, the Instructor's Report of Cheating and/or Plagiarism must be filed.

The procedures for the faculty-student conference are detailed in paragraphs a) through c) below.

a) Academic Sanctions

If the student admits to the wrongdoing, the instructor shall impose an academic sanction. The instructor has the prerogative of lowering a grade, assigning a grade of "0" or "F" for the test/paper, assigning an "F" for the entire course, or recommending another penalty that seems appropriate. No sanction can be imposed without filing the Instructor's Report of Cheating and/or Plagiarism with the Vice President for Student Affairs and Dean of Students.

b) Disciplinary Sanctions

In addition to academic sanctions, faculty may also recommend students who admit to cheating and/or plagiarism be subject to additional disciplinary sanctions by the Vice President for Student Affairs and Dean of Students pursuant to *Section 41301 of Title 5; Executive Order No.628.* Following procedures consonant with due process, disciplinary action taken by the Vice President for Student Affairs and Dean of Students may include, but is not limited to, the following: blocking the possibility of substituting a grade earned later in the same course, a written reprimand, probation, suspension, or expulsion. Recommendations for these disciplinary sanctions will be considered upon receipt of the Instructor's Report of Cheating and/or Plagiarism filed by the instructor as called for under Section I Subpart C within one month following the faculty-student conference.

c) Instructor's Report of Cheating and Plagiarism

If the faculty member is convinced that cheating and/or plagiarism did not occur, the conference is considered concluded and no report of the incident is made. If the faculty member and the student agree that cheating and/or plagiarism did occur and the student accepts the recommended sanction(s), the conference is considered completed to the satisfaction of both parties. At the successful conclusion of the faculty-student conference, the faculty member must file the Instructor's Report of Cheating and/or Plagiarism with the Vice President for Student Affairs and Dean of Students within one month of the faculty-student conference. The report will be placed in a confidential file in accordance with the federal *Family Educational Rights and Privacy Act of 1974* and *California's Education Code, Section 67100 et. seq.* Seven years after the cheating/plagiarism incident is resolved, the report shall be removed from the file and destroyed

2. Departmental Hearing

   At the initiation of the faculty member or in the event that no mutually agreeable

settlement is reached as a result of the faculty-student conference, the faculty member immediately concerned will consult with the department chair(s) or designees as soon as possible but normally no later than one week after the faculty-student conference or the alleged incident occurred and/or was discovered. At that time, the faculty member will describe the nature of the incident and present supporting evidence. In addition to the evidence presented by the instructor, the chairs may conduct an investigation. The procedures for the departmental hearing are detailed in paragraphs a) through e) below.

a) Notification of Hearing
The department chairs will forward a written statement of the allegation to the student as soon as possible, together with a brief description of the supporting evidence, a statement of the student's right to a meeting and to present evidence in his or her own behalf, in addition to a copy of the *Policy and Procedures on Cheating &Plagiarism* (APM 235). The student must be informed of where and when the full supporting evidence of academic dishonesty is available for review and be notified of his/her right to bring an advisor to the hearing. The student must be given time to prepare a defense.

b) Official Hearing
The department chair 1 will schedule a hearing as soon as possible -- normally, this should be no later than two weeks after the alleged incident occurred and/or was discovered. Every effort should be made to schedule the hearing at a time convenient to all parties involved. Those present at the hearing will include the department chairs or designees, the faculty member, and the student charged. Also, a faculty/staff member or student of the student's choice may attend to act as an advisor. Legal counsel may not attend departmental hearings. In a case where two or more students are involved, the chair will schedule a group hearing unless one or more students request separate hearings or the chair believes separate hearings would be necessary or appropriate. The department chair will conduct the hearing and has the authority to negotiate a settlement between or among the principals, if agreeable to all parties. (For example, a different test might be constructed and administered, an essay might be rewritten, or a disinterested third party might be asked to grade the test/paper.) It should be remembered that the burden of responsibility is upon the instructor to provide evidence during the hearing that the student did cheat or plagiarize. If the departmental hearing finds that cheating and/or plagiarism did occur,
If the instructor alleging cheating/plagiarism is also the department chair or another administrator, the college/school dean will schedule and conduct this meeting. Actions on sanctions recommended after the departmental hearing

cannot be taken without filing the department chair's Report of Cheating and/or Plagiarism. The department chair will notify the student and the instructor in writing of the decision resulting from the departmental hearing. In the event the faculty member or the student involved does not attend the departmental hearing, the hearing shall proceed. The department chair shall render a decision and notify in writing all parties involved of the decision resulting from the departmental hearing including a copy of the department chair's report of cheating/plagiarism. The faculty member shall forward a copy of the Instructor's Report of Cheating and Plagiarism if appropriate. If the instructor alleging cheating/plagiarism is also the department chair or another administrator, the college/school dean or designee will schedule and conduct this meeting.

c) Academic Sanctions
If the departmental hearing finds that cheating and/or plagiarism did occur, the faculty member shall impose an academic sanction. The student will be informed in writing of the academic sanctions imposed. The instructor has the prerogative of lowering a grade, assigning a grade of "0" or "F" for the test/paper, assigning an "F" for the entire course, or assigning another penalty that seems appropriate. If the student does not acknowledge guilt, or acknowledges guilt but is not willing to accept the recommended sanction(s), the student has the right to appeal the decision to the Student Academic Petitions Committee in accordance with the *Policy & Procedures for Reviewing and Appealing an Assigned Grade* (APM 242). If a failing grade for the entire course is assigned, the instructor must inform the student that he/she should remain in the course --completing all assignments, and taking all tests to accommodate the student's option to appealthe instructor's grade and to allow for the time required by the appeal process to render a final decision. On the other hand, if the evidence does not support the charge, the Chair will so notify the student in writing and will request the instructor to record the appropriate grade. If the faculty member disagrees with the Chair's decision, the faculty member may appeal the decision to the Student Academic Petitions Committee. The faculty member must appeal the decision by formal memorandum within two weeks of the decision. If the alleged cheating and/or plagiarism occurred at the end of the semester, the faculty member shall submit a grade of "I", rather than an "F" or other letter grade, which will stand until the allegation has been resolved by due process as described above and in accordance with the *Policy & Procedures for Reviewing and Appealing an Assigned Grade* (APM 242).

d) Disciplinary Sanctions
In addition to academic sanctions, faculty may also recommend students who are

found guilty of cheating and/or plagiarism be subject to additional disciplinary sanctions by the Vice President for Student Affairs and Dean of Students pursuant to *Section 41301 of Title 5; Executive Order No.628*. Following procedures consonant with due process, disciplinary action taken by the Vice President for Student Affairs and Dean of Students may include, but is not limited to, the following: blocking the possibility of substituting a grade earned later in the same course, a written reprimand, probation, suspension, or expulsion. Recommendations for these disciplinary sanctions will be considered upon receipt of the Instructor's Report of Cheating and/or Plagiarism filed by the instructor normally within one month of the hearing conducted by the department chair.

e) Instructor's Report of Cheating and/or Plagiarism
At the conclusion of the departmental hearing where cheating and/or plagiarism is found to have occurred, the faculty member shall file the Instructor's Report of Cheating and/or Plagiarism with the Dean of Students normally within one month of the hearing. If the student accepts the recommended sanctions(s), the departmental hearing is considered completed to the satisfaction of both parties. The report will be placed in a confidential file in accordance with the federal Family Educational Rights and Privacy Act of 1974 and California's Education Code, Section 67100 et.seq. Seven years after the cheating/plagiarism incident is resolved, the report shall be removed from the file and destroyed.

D) Student Rights

Nothing in this policy statement is intended to deny students who come within its scope full access to due process, including the right to be informed of the charges against him or her, to be informed of the nature of the evidence supporting such charges, to have a meeting at which time statements and evidence in his or her own behalf may be submitted, and to appeal any decision resulting from such meeting through appropriate university channels. If the student does not acknowledge guilt, or acknowledges guilt but is not willing to accept the recommended sanction(s), the student has the right to appeal the decision to the Student Academic Petitions Committee in accordance with the *Policy and Procedures for Reviewing and Appealing an Assigned Grade* (APM 242). If a failing grade for the, entire course is assigned, the instructor must inform the student that he/she should remain in the course -completing all assignments and taking all tests to accommodate the student's option to appeal the instructor's grade and to allow for the time required by the appeal process to render a final decision. On the other hand, if the evidence does not support the charge, the chair will so notify the student in writing and will request the instructor to record the appropriate grade. The student has the right to appeal the faculty member's grade or other action and department chair's decision to

uphold the grade or other action to the Student Academic Petitions Committee within two weeks of the written notification of the decision.

A copy of the *Policy & Procedures for Reviewing and Appealing An Assigned Grade* may be obtained from the Office of Advising Services. In addition, the Policy is located in the Academic Policy Manual in each academic department office and in the Library.
References: Family Educational Rights and Privacy Act of 1974California's Education Code, Section 67100 et. seq.Title 5 Section 41301; CSU Executive Order No.628 Policy & Procedures for Reviewing and Appealing an Assigned Grade (APM 242)

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Recommended by the Academic Senate August 1979
Approved by the Vice President-in-Charge September 1979
Amended 4/84; 5/96; **3/30/01**

STUDENT FEES

The authorizing legislation designated the fee structure for the CSU DNP programs and the CSU Board of Trustees subsequently approved fees that conform to the legislative provisions. The fees are divided equally over 5 semesters and are not based on units per semester. This fee does not include miscellaneous university fees, such as Health Center Fees. Fees are subject to change at any time as per Chancellor's Office directives.

Out-of-State, non-California resident students are charged Non-Resident Tuition Fee at $372.00 per unit, in addition to tuition and other fees.

LEAVE OF ABSENCE OR WITHDRAWING FROM THE UNIVERSITY

Planned Educational Leave of Absence. A planned educational leave of absence is defined as a planned interruption or pause in a student's regular education during which the student temporarily ceases formal studies at the CSUFRESNODNP program while pursuing other activities that may assist in clarifying the student's educational goals. The intent of the policy is to make it possible for a student to suspend his or her academic work and later resume studies with a minimum of procedural difficulty. A student who is approved for a planned leave will be considered a continuing CSUFRESNODNP student. A planned educational leave for graduate students must be recommended by the Dean, Division of Graduate Studies, California State University, Fresno. Information is available, Division of Graduate Studies Haak Center, Library 4140, West Wing.

Planned educational leaves may be granted for a variety of reasons or projects, but certain characteristics must be contained in any request for a leave:
1. The student must have a definite objective, which in the judgment of the appropriate university official, contributes to his or her educational goals and

objectives.

2. A student must have a verified serious medical condition that warrants absence from the university. Medical documentation must be submitted with the request.
3. The request must be for a specific period of time which shall not exceed four consecutive semesters.
4. The student must plan to return to CSUFRESNODNP program at the conclusion of his or her leave.
5. The following regulations apply to the planned educational leave:
   a) A student currently enrolled in a fully matriculated session may be considered for a planned educational leave.
   b) A student may be granted only one leave. Planned educational leaves are granted for up to four consecutive semesters.
   c) Petitions for planned educational leaves must be filed (with the appropriate recommendation) at the Registrar's Office before the first day of classes for the semester during which the leave is to begin.
   d) Leaves are not approved for students in disqualified status or on contract to remove academic deficiencies.
   e) A student is expected to devote the leave primarily to non-classroom activities. A leave is not approved if the student plans to attend another institution, unless the coursework the student seeks is not available at the CSUFRESNODNP program. Any academic credit earned while on a planned educational leave is accredited by CSUFRESNODNP only if permission is granted for that credit in advance.
   f) Students who do not return to the university at the conclusion of their planned educational leave and those who enroll elsewhere will be considered to have withdrawn from the university at the end of their last semester of regular enrollment in the CSUFRESNODNP program and will have to reapply for admission upon their return.

Students wishing to apply for a planned educational leave should obtain a request form from the Admissions, Records, and Evaluations Office, North Lobby, Joyal Administration Building, 559.278.2261.

A student needing to stop-out will be allowed to join a later cohort, which, when the individual returns, is taking classes that were missed. Students unable to withdraw from a course within the allotted time period for withdrawals, due to extenuating circumstances or university error, may file a "Request for Retroactive Withdrawal" form in the Division of Graduate Studies.
http://www.fresnostate.edu/academics/gradstudies/forms/

HARASSMENT & DISCRIMINATION
Nondiscrimination Policy
California State University, Fresno is committed to a program of equal opportunity for all. The California State University does not discriminate in the educational programs or

activities it conducts on the basis of race, color, national origin, gender, age, marital status, religion, mental or physical disability, sexual preference, pregnancy, or special disabled veteran status (Vietnam era or other covered veteran status). California State University, Fresno's Policy Statement (in the Equal Employment and Education Opportunity Plan and the Equal Opportunity Plan for Individuals with Disabilities, Disabled Veterans, Veterans of the Vietnam Era, and Other Eligible Veterans) addresses equal opportunity in employment, admissions, recruitment, financial aid, placement counseling, curricula, and housing for students. These are recognized by the university as basic to our equal opportunity goals.

Race, Color, Ethnicity, National Origin, Age and Religion. The California State University complies with the requirements of Title VI and Title VII of the Civil Rights Act of 1964, as well as other applicable federal and state laws prohibiting discrimination. No person shall, on the basis of race, color, ethnicity, national origin, age, or religion be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination in any program of the California State University.

Disability. The California State University does not discriminate on the basis of disability in admission or access to, or treatment or employment in, its programs and activities. Federal laws, including sections 504 and 508 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended, and various state laws prohibit such discrimination. The director of human resources has been designated to coordinate the efforts of California State University, Fresno to comply with all relevant disability laws. Inquiries concerning compliance may be addressed to Janice A. Parten, associate vice president of Human Resources, Joyal Administration Building, Room 148, 559.278.2364.
If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternate formats, immediately notify your course instructor or Janice Brown, director of Services for Students with Disabilities, 559.278.2811. Reasonable efforts will be made to accommodate your special needs.

Sex/Gender. The California State University does not discriminate on the basis of sex, gender or sexual orientation in the educational programs or activities it conducts. Title IX of the Education Amendments of 1972 and certain other federal and state laws prohibit discrimination on these bases in education programs and activities operated by California State University, Fresno. Such programs and activities include admission of students and employment.
The California State University is committed to providing equal opportunities to male and female CSU students in all campus programs, including intercollegiate athletics. Persons who are aggrieved may pursue a complaint or seek information by contacting Janice A. Parten, associate vice president of Human Resources, reviewer of staff, manager, and coach concerns, 559.278.2364, Joyal Administration Building, Room 161; Tedd Wendt, the interim associate vice president for Academic Personnel and reviewer for faculty concerns, 559.278.3027; or Carolyn Coon, assistant vice president for Student Affairs/dean of students and reviewer for student concerns, 559.278.2541. Or contact the regional director of the Office for Civil Rights, United States Department of

Education, 50 Beale Street, Suite 7200, San Francisco, California 94105.

Harassment/Sexual Harassment

Discrimination on the basis of sex is prohibited by Title VII of the Civil Rights Act as well as Title IX of the Education Act. Sexual harassment is a violation of Section 703 of Title VII. Sexual harassment refers to the unwanted imposition of sexual attention usually in the context of a relationship of unequal power, rank, or status, as well as the use of one's position of authority in the university to bestow benefits or impose deprivations on another. This applies equally to all students, staff, faculty, and managers at California State University, Fresno. Sexual harassment, or other harassment based on a person's "protected status," includes verbal, nonverbal, and/or physical conduct that has the intent or effect of unreasonable interference with individuals' or groups' education or work performance. This may also include actions that create an intimidating, hostile, or offensive working or learning environment. Both men and women can be the victims of sexual harassment or harassment based on a "protected status."

Students who believe they are victims of harassment, including sexual harassment, should contact the Office of the Vice President for Student Affairs and Dean of Students, 559.278.2541. The staff can explain the complaint procedures available to students on our campus. For more information about the complaint process, please contact Janice A. Parten, associate vice president of Human Resources, 559.278.2364. Other resources include the deans and associate deans who are trained to respond to inquiries.

Inquiries concerning the application of these laws to programs and activities of California State University, Fresno may be referred to Janice A. Parten, the campus Title IX coordinator and director of Human Resources, Joyal Administration Building, Room 148, 559.278.2364; Carolyn Coon, assistant vice president for Student Affairs and dean of students, Joyal Administration Building, Room 262, 559.278.2541; the director of Human Resources, Auxiliary Services, 4910 N. Chestnut, 559.278.0860; or the regional director of the Office for Civil Rights, Region 9, 220 Mail Street, 10th Floor, San Francisco, CA 94105. More detailed instructions on filing a complaint against an administrator may be found in the campus "Policies and Procedures for Addressing Discrimination, Harassment, and Retaliation."

The California State University is committed to providing equal opportunities to male and female CSU students in all campus programs, including intercollegiate athletics.

REQUESTING ACCOMMODATION FOR DISABILITY

If you have special needs as addressed by the Americans with Disabilities Act (ADA) and need course materials in alternate formats, immediately notify your course instructor or Janice Brown, director of Services for Students with Disabilities, 559.278.2811. Reasonable efforts will be made to accommodate your special needs.

HEALTH REQUIREMENT

All DNP students will follow each facility's health care requirement where practicum hours are completed.

PRACTICUM REQUIREMENTS AND GUIDELINES

Practice Experiences in the Curriculum (AACN Essentials, 2006)

DNP programs provide rich and varied opportunities for practice experiences aimed at helping graduates achieve the essential and specialty competencies upon completion of the program. In order to achieve the DNP competencies, programs provide a minimum of 1,000 hours of practice post-baccalaureate as part of a supervised academic program. Practice experiences are designed to help students achieve specific learning outcomes related to the *DNP Essentials* and specialty competencies. These experiences are designed to provide systematic opportunities for feedback and reflection. Experiences include in-depth work with experts from nursing as well as other disciplines and provide opportunities for meaningful student engagement within practice environments. Given the intense practice focus of DNP programs, practice experiences are designed to help students build and assimilate knowledge for advanced specialty practice at a high level of complexity. Therefore, end-of-program practice immersion experiences should be required to provide an opportunity for further synthesis and expansion of the learning developed to that point. These experiences also provide the context within which the final DNP product is completed. Practice immersion experiences afford the opportunity to integrate and synthesize the essentials and specialty requirements necessary to demonstrate competency in an area of specialized nursing practice. Proficiency may be acquired through a variety of methods, including attaining case requirements, patient or practice contact hours, completing specified procedures, demonstrating experiential competencies, or a combination of these elements.

Practicum Hours

According to the American Association of Colleges of Nursing (AACN, 2006), practice experiences in a DNP program build on "advanced specialty practice at a high level of complexity." The DNP program includes a practice immersion which forms the context for the doctoral project. The post-master's program, designed to accommodate the majority of DNP students who are practicing Advanced Practice RNs (APRN's), must plan meaningful clinical experiences that allow integration of DNP level skills as outlined in the Essentials document. Practicum hours for DNP students will occur at health care organization sites.

Rationale for Practicum Hours:

1. Integration of DNP competencies

- To provide evidence of achievement with end of program competencies
- To synthesize what is learned in didactic courses
- To engage in EBP
- To support the Doctoral Project
2. Complex systems experiences
    - To provide advanced direct care with integrated systems experiences
3. Leadership skills
    - To demonstrate leadership and collaboration skills
    - To provide policy-making experiences

The American Academy of Colleges of Nursing (AACN) has mandated that all DNP graduates have completed at least 1000 hours of clinical experiences as part of a supervised academic program in their specialty area post baccalaureate. Most master level programs require approximately 500 supervised practicum hours. Therefore, on average, DNP students will need to complete approximately 400-500 additional practicum hours focused on the acquisition of abilities in the DNP Essentials document. Even if as a master level nurse the individual completed greater than 1000 hours, the student still needs to log hours within the DNP program as a demonstration of achieving stated outcomes of the DNP Essentials. The student and their program advisor create an individualized practicum plan for the person to meet the goals and outcomes of the practicum.

Applicants must provide documentation of supervised practicum hours completed while enrolled in their master's program as validated by an official transcript. Acceptable descriptions include 1) course syllabi that demonstrate the number of practicum hours required in each course, 2) official practicum logs which record the practicum hours in each course, 3) an official letter from the master's program director, or 4) an official letter from the mentor who supervised the required practicum hours.

All students will be required to submit appropriate documentation so their program advisor can assess for required practicum-learning hours and determine the number of units the student will need to enroll in. At the first intensive, the individual will meet with their program advisor to review the Practicum Hours Calculation Worksheet.

The individual may enroll in the practicum course, NURS 295, after completing the first semester of the program. The student will take NURS 295 each semester as needed to complete the 1000 practicum hours required by the American Academy of Colleges of Nursing. The student will sign up for 6 units of NURS 295, which equals to 270 hours of practicum. Depending on individual need, calculated at the first intensive, the student will continue to sign-up for NURS 295 each subsequent semester. There is the possibility that a student completing no practicum hours in their master's program will take 4 semesters of NURS 295, semester 2, 3, 4, and 5 for a total of 1080 hours.

Logging of Practicum Hours

All DNP students will take NURS 295 once (6 units=270 hours) during the program. This is required to reflect practicum outcomes as they relate to the DNP Essentials.

The DNP program uses an electronic logging system, eLogs, to document the hours accrued during NURS 295. The student will be provided a user name and password during the first practicum course. The student can only log hours while enrolled in the course. However, there is a significant amount of flexibility regarding what hours the student can count as practicum hours.

For instance, all hours (while enrolled in NURS 295) that are spent researching, investigating, and creating the final doctoral project count towards practicum hours. The hours are to be logged accordingly in eLogs. eLogs are separated by DNP Essential, allowing the student to show evidence of achieving mastery of the culminating outcomes expected of a DNP graduate.

When applicable, the DNP student is allowed to count hours accrued while working in their chosen specialty. The line between current employment and clinical application hours must be clear. The individual is not permitted to simply state "I accrued 8 hours today toward a given essential." The individual must be purposeful with their objectives towards a given Essential and demonstrate thoughtful reflection.

Practicum Mentor

Each DNP student selects, with the input of their program advisor, a mentor for their practicum experience. The mentor must be an expert in the area in which the DNP student wishes to develop expertise. The practicum mentor will not necessarily be a DNP–prepared advanced practice nurse. The mentor, in conjunction with the program advisor, serves as overseer, advocate, and coordinator of activities in the healthcare setting. Students may have more than one mentor. Mentors will submit a resume or curriculum vitae for review of appropriate qualifications.

Examples of individuals who might fill the practicum mentor role include:

- an advanced practice nurse or other professional with a doctoral degree
- an advanced practice nurse with considerable experience and recognition as an expert in a particular clinical field
- a MD with specialized training and experience
- a nurse with a high level administrative position as the Director, Vice President, President, or CEO within a health care organization
- a doctorally–prepared nurse educator
- a nurse with an advanced business or other degree, etc.
- Any Health Care Professional with a Master Degree, who is hold a position in a health care leadership role and has been approved by the DNP Director.

The practicum mentor must hold a position in the organization where the individual can facilitate the DNP student's access to clinical services, organizational information, decision makers, and other personnel in order to meet the DNP student's practicum outcomes and implement the doctoral project (if applicable) during the practicum within the organization.

Goals and outcomes of the practice experience are negotiated with the student's practicum mentor.

Worksite

The practicum will facilitate student's professional goals as well as meet student learning outcomes of the DNP program. The site for the practicum is determined in accordance with the student's interest, skill level, and geographic needs, as well as the availability of clinical sites and mentors. A student may be exposed to a variety of clinical settings and have opportunities to interact with professionals from a variety of disciplines. A student may complete practicum hours in their workplace setting as described below. The final doctoral project may be implemented at the student's practice site.

Conditions for approving the worksite for clinical hour completion include

1. Program Goals
   - If the placement permits accomplishment of learning outcomes
   - If the student is in an APN role and is doing an evidence-based project appropriate for doctoral study

2. Change in Current Practice
   - If the student can identify how their practice has changed while incorporating the DNP competencies
   - If the project represents a change in the system or leadership activity to improve care

3. Clear boundaries
   - If the student is in a department other than his/her current work environment
   - If boundaries are made clear and agreeable to the faculty, manager, mentor and student.

Students may consider their practicum hours and practice at their worksite an advantage; allowing them to "give back" to their agency by improving practice.

Affiliation Agreements (Contracts) for Clinical Sites

Students are welcome to develop their own practicum sites from the California area. However, it may take 2-3 months to establish new contractual arrangements, so students should begin to work early with faculty to make those arrangements. No student may participate in a practicum in an agency in which there is no current affiliation agreement. The DNP student will be provided a list of current affiliations.

CERTIFICATION

Incorporation of Specialty-Focused Competencies into DNP Curricula (AANP Essentials, 2006)

The specialized competencies, defined by the specialty organizations, are a required, major component of the DNP curriculum. Specialty organizations develop competency expectations that build upon and complement *DNP Essentials* 1 through 8. *All DNP graduates, prepared as APNs, must be prepared to sit for national specialty APN certification. However, all advanced nursing practice graduates of a DNP program should be prepared and eligible for national, advanced specialty certification, when available.* Additionally, they must be able to maintain their certification as an ongoing process with regard to clinical hours, continuing education units, etc.

Students entering the Doctor in Nursing Practice program should have advanced education in a specialty. Candidates who are eligible for clinical certification as Advanced Practice nurses should have valid state licensure and state certification. Graduates from other advanced specialty areas (such as public health or health administration) need not have APN certification. However, these individuals **must** be prepared to sit for a national certification if an advanced practice or master's level certification is not co-existent with their original master's degree. These students may be required to submit a rationale for the certification to be obtained if it is not an advanced level certification.

References:

American Association of Colleges of Nursing (AACN) Essentials of doctoral education for advanced nursing practice. Washington DC: AACN; 2006.

Wolf, Q, Budd, G, Bhattacharya, A, (2011). Clinical experiences for doctor of nursing practice students – A survey of post-Master's programs. *Journal of Professional Nursing*, 145-152

SIGNATURE PAGE

I have read and understand the California State University, Fresno, Doctor of Nursing Practice STUDENT HANDBOOK 2018-2.

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STUDENT NAME (PRINT)   STUDENT SIGNATURE