

School of Nursing



Graduate DNP Student Handbook 2026

Revised January 2026

School of Nursing Graduate Student Handbook Intent

As students of Millikin University, graduate students are expected to read and adhere to the student rights and responsibilities as identified in the *Millikin University Catalog* (<http://www.millikin.edu/academics/registrar/course-catalog>) and the *Millikin University Student Handbook* (<http://www.millikin.edu/student-development/student-handbook>) as well as this *School of Nursing Graduate Student Handbook*. Nurse Anesthesia Program (NAP) students are additionally responsible for reading and adhering to all policies contained in the *Registered Nurse Anesthesia Intern (RNAI) Handbook*.

The *School of Nursing Graduate Student Handbook* covers policies specific to graduate students. Questions related to this information may be addressed to members of the nursing faculty, the Director of the School of Nursing, the Associate Director for Graduate Programs of the School of Nursing, or, when applicable, the Certified Registered Nurse Anesthetist (CRNA) Program Director. Programs, policies, and procedures outlined in this handbook are subject to change without notice.

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The Profession of Nursing

Graduate Education for Nurses

The graduate nursing curriculum builds upon the foundation of prior (baccalaureate and/or master's) education to prepare students for advanced role development through courses in science, theory, and professional practice. Students learn to synthesize knowledge of science and theory to validate or challenge professional practice based upon both evidence and expertise. Communication, interpersonal skills, and knowledge of multiple nursing support systems prepare students to function effectively within various interprofessional practice settings.

Professional Standards

The Millikin University graduate nursing students represent the University, the School of Nursing, and the profession of nursing while interacting with patients, health care providers, and other members of society. Guided by the curriculum, graduate students must demonstrate high professional standards and professional values in the classroom, the clinical agencies, and the community. The curricula of the graduate programs reflect the current standards and guidelines found in the following documents:

American Association of Colleges of Nursing (AACN) documents:

- *The Essentials: Core Competencies for Professional Nursing Education* (2022)
- *Criteria for Evaluation of Nurse Practitioner Programs, 5th ed.* (2016).

American Association of Nurse Anesthesiology

- *Scope for Nurse Anesthesia Practice* (2020) DNP NAP
- *Standards for Nurse Anesthesia Practice* (2019) DNP NAP
- *Code of Ethics for Certified Registered Nurse Anesthetists* (2018) DNP NAP

National Organization of Nurse Practitioner Faculties

- *Population-Focused Nurse Practitioner Competencies* (2018): *Family/Across the Lifespan* DNP FNP
- *Standards for Quality Nurse Practitioner Education, 6th ed.* (2022)

Millikin University School of Nursing

In 1901, Millikin University's founder, James Millikin, envisioned a center of learning in the Midwest "where the scientific, the practical, and the industrial [would] have a place of equal importance, side by side, with the literary and the classical." That vision continues to be actualized through the activities of the School of Nursing. At the very heart of our mission is the provision of an educational experience that integrates the tradition of liberal arts education with the practical arts of the professions in professional performance learning. The graduate nursing curricula have been designed to intentionally build upon that connection between theory and practice and to promote a life of learning in a responsible manner by fostering and supporting inquiry, creativity, practice, and social responsibility. Our students discover and pursue their full potential of doing well and doing good, both personally and professionally. Their personal and professional discovery is theory and practice driven -- guided by faculty and staff within an inclusive and broadly accessible learning community. Consequently, the DNP and MSN graduates are well-prepared to provide nursing leadership in a profession that uses advanced nursing knowledge for quality improvement of patient outcomes in order to shape the direction of health care in this country in the 21st century.

Nursing Education at Millikin University

Professional nursing education at Millikin accurately reflects James Millikin's vision of the university as "an institution where the scientific, the practical, and the industrial shall have a place of equal importance, side by side, with the literary and the classical." Nursing is a profession recognized for its intentional blend of the rigorous application of scientific knowledge with the art of caring. The nursing curricula at Millikin incorporate the School of Nursing mission, goals, and outcomes under the core concepts of person, nursing, environment, and health.

Mission of the School of Nursing

The nursing programs at Millikin University encourage personal and professional success by producing nurses who:

- **Grow in personal and professional knowledge throughout their lifetimes**
- **Provide excellent healthcare that respects diverse, global communities**
- **Lead by demonstrating lives of meaning, value, and contribution**
- **Are inspired to imagine and achieve a desired future for healthcare delivery**

DNP Program Goals

The Millikin University School of Nursing DNP program prepares leaders who are:

1. Expert advanced practice nurses who transform the future of healthcare;
2. Dedicated to advancing nursing values in a diverse world; and
3. Committed to the development and dissemination of evidence to guide practice.

DNP Expected Student Outcomes

Graduates of the DNP program are able to:

1. Engage as expert practitioners to develop holistic, safe, equitable, **person-centered** outcomes which demonstrate the **knowledge** of nursing science, theory, and practice. (Domain 1, 2)
2. Collaborate within **interprofessional partnerships** to advance **population health** and **systems-based practice**, which promotes evidence-based, safe, equitable, cost-effective care to diverse populations. (Domain 3, 6, 7)
3. Demonstrate a commitment to **professionalism** and clinical **scholarship** with the dissemination of knowledge that translates evidence into nursing practice and promotes the ethical conduct of scholarly activities. (Domain 4, 9)

4. Design **quality and safety** initiatives to minimize the risk of harm to patients and providers across complex healthcare environments. (Domain 5)
5. Utilize clinical analytics, **informatics, and healthcare technologies** for the evaluation and improvement of individual, population, and systems-based outcomes. (Domain 8)
6. Develop lifelong learning strategies that promote **personal, professional, and leadership development**. (Domain 10)

Core Concepts of the School of Nursing Curriculum

Four core concepts – persons, environment, health, and nursing – are embedded in the SON mission, program goals, and student learning outcomes. The core concepts of the curriculum are: persons, environment, health, and nursing. Sub-concepts, listed under each category, guide curriculum development in the School of Nursing.

Persons

- Individuals, families, groups, communities, and populations
- Clients, consumers, customers, citizens, and human subjects
- Human Experience: Values, preferences, spiritual beliefs, support network, engagement, lifespan
- Function: Independent, interdependent, and dependent roles

Environment

- Diverse populations
- Health care delivery systems
- Economic, financial, political, regulatory, and ethical influences
- Change
- Technology and information systems

Health

- Health-illness continuum across the lifespan
- Health promotion
- Palliative & end-of-life care, quality of life
- Clinical prevention and population health
- Prevention and harm-reduction

Nursing

- Providers of safe, high-quality healthcare
- Holistic, patient-centered, and outcome-based care
- Culturally competent
- Professional values and leadership behaviors
- Evidence-based practice
- Inter- and intra-professional collaboration
- Application of nursing process
- Life-long learning

School of Nursing DNP Options

The School of Nursing Doctor of Nursing Practice (DNP) program at Millikin offers four options of program concentrations: Nurse Anesthesia (NAP), Family Nurse Practitioner (FNP), Doctor of Nursing Practice Advanced Practice Registered Nurse (DNP APRN) completion, or Doctor of Nursing Practice Completion in Leadership (DNP Leadership). The Nurse Anesthesia concentration is available as a full-time BSN-DNP plan of study. The Family Nurse Practitioner concentration is available as either a full or part-time BSN-to-DNP or MSN-to-DNP plan of study. The DNP APRN completion for MSN-prepared advanced practice registered nurses, and the DNP Leadership is for

MSN-prepared registered nurses who want to complete the practice doctorate as their highest earned academic degree.

DNP Nurse Anesthesia (full-time study)

The coursework in the DNP Nurse Anesthesia (NAP) prepares qualified, experienced Registered Nurses in the Advanced Practice Registered Nursing specialty of nurse anesthesia. The NAP is jointly conducted by Millikin University and Decatur Memorial Hospital (DMH). A strong emphasis is placed upon performance learning opportunities focusing on advanced knowledge and technical skills required for unrestricted nurse anesthesia practice. The required clinical practicum consisting of approximately 2400+ hours of clinical experience is conducted at DMH and their affiliate institutions. Once the clinical practicum experiences begin, students do not follow the traditional University semester calendar. Graduates of this program will be eligible to take the National Certification Examination offered by the Council of Certification of Nurse Anesthetists.

DNP Family Nurse Practitioner (full or part-time study)

The coursework in the DNP Family Nurse Practitioner (FNP) prepares qualified, experienced Registered Nurses in the APRN specialty of family/across the lifespan nurse practitioner competencies. A strong emphasis is placed upon performance learning opportunities focusing on advanced knowledge and technical skills required for unrestricted family nurse practitioner practice. This educational program will follow the traditional University semester calendar and includes the summer session. Clinical experiences will be arranged and/or approved by the FNP Program coordinator and will include practice sites within Illinois. Clinical hours will expand with increasing experiences and proficiencies of the student across the program plan. Graduates of this program will be eligible to take the National Certification Examination offered by either the American Academy of Nurse Practitioners Certification Board (AANP) or the American Nursing Credentialing Center (ANCC).

DNP APRN-Completion Program for MSN-Prepared Advanced Practice Registered Nurses (part-time study)

The School of Nursing offers the opportunity for the Advanced Practice Registered Nurse (nurse midwife, clinical nurse specialist, nurse practitioner, or nurse anesthetist) to complete the Doctor of Nursing Practice at Millikin University.

DNP Completion in Leadership for MSN-Prepared Registered Nurses (part-time study)

The Doctor of Nursing Practice (DNP) completion leadership track allows registered nurses with an MSN to complete the DNP without obtaining an advanced practice degree.

Millikin University
School of Nursing
DNP/NAP (MU-DMH Nurse Anesthesia Program)

Spring 1	Cr	Summer 1	Cr	Fall 1	Cr	
NU 729 Advanced Healthcare Policy	3	NU 700 Anatomy for Nurse Anesthesia	3	NU 515 App of Theory to Practice	3	
NU 748 Adv Physiology & Pathophysiology	4	NU 702 Physical Science for Graduate Nurses	3	NU 745 Adv Pharm for APRNs	3	
NU 795 Evidence for Practice	4	NU 705 Adv Principles of Nurse Anesthesia I	3	NU 704 Pharm for Nurse Anesthesia	3	
NU 701 Roles & Responsibilities Nurse Anes I	1			NU 706 Adv Principles of Nurse Anesthesia II	3	
NU 703 Basic Principles of Nurse Anesthesia	3			NU 794 Org & Sys Leadership	3	
Total	15		Total	9	Total	15
Spring 2	Cr	Summer 2	Cr	Fall 2	Cr	
NU 744 Adv Health Assess for APRNs	3	NU 792 Informatics for Healthcare Imp	3	NU 798 DNP Project III	2	
NU 708 Adv Principles of Nurse Anesthesia III	3	NU 709 Nurse Anes Clinical Practicum II	4	NU 793 Principles of Epidemiology	3	
NU 791 Outcomes Mgt in Healthcare	3	NU 797 DNP Project II	1	NU 710 Nurse Anes Clinical Practicum III	4	
NU 796 DNP Project I	2					
NU 707 Nurse Anes Clinical Practicum I	3					
Total	14		Total	8	Total	9
January Term 3rd year	Cr					
NU 711 Nurse Anes Clinical Practicum IV	1					
Total	1					
Spring 3	Cr	Summer 3	Cr	Fall 3	Cr	
NU 711 Nurse Anes Clinical Practicum IV	4	NU 712 Nurse Anes Clinical Practicum V	4	NU 713 Nurse Anes Clinical Practicum VI	5	
NU 779 DNP Project IV	2	NU 715 Roles and Responsibilities Nurse Anes II	2			
Total	6		Total	6	Total	5

Total DNP Track 1 credits = 88

Approved: [CC: 12-5-12] [NFO: 12-19-12] [CPS: 1-28-13] [CoC: 2-6-13] [University Faculty: 2-27-13]

Reviewed and Approved GSC 12/4/19, Revised NFO 4/21/21, Revised and Approved NFO 10/19/22, CPS 10/24/2022, COC 11/14/2022; Revised and Approved NFO 9/3/25, COC 10/13/25

Millikin University
School of Nursing
BSN-DNP Family Nurse Practitioner Part-Time

Spring 1	Cr	Summer 1	Cr	Fall 1	Cr	
NU 729 Adv. Healthcare Policy	3	NU 792 Informatics for Healthcare Implications	3	NU 515 Application of Theory to Practice	3	
NU 795 Evidence for Practice	4			NU 794 Organizations & Systems Leadership	3	
Total	7		Total	3	Total	6
Spring 2	Cr	Summer 2	Cr	Fall 2	Cr	
NU 748 Advanced Physiology & Pathophysiology	4	NU 722 Complexities of Family Systems	3	NU 793 Prin of Epidemiology	3	
NU 744 Advanced Health Assessment for APRNs	3			NU 745 Advanced Pharmacology for APRNs	3	
Total	7		Total	3	Total	6
Spring 3	Cr	Summer 3	Cr	Fall 3	Cr	
NU 721 NP Advanced Roles and Responsibilities	3	NU 723 FNP Adults/Older Adults Management	3	NU 724 FNP Pediatrics Management	3	
NU 791 Outcomes Management in Healthcare	3	NU 730 FNP Clinical Practicum I (100 hours)	1	NU 731 FNP Clinical Practicum II (200 hours)	2	
NU 796 DNP Project I (200 hours)	2	NU 727 Diagnostics and Procedures for FNPs	3	NU 797 DNP Project III (100 hours)	1	
Total	8		Total	7	Total	6
Spring 4	Cr	Summer 4	Cr	Fall 4	Cr	
NU 798 DNP Project III (200 hours)	2	NU 726 FNP Complex Care Management	3	NU 790 BSN-DNP NP Capstone (200 hours)	3	
NU 725 FNP Women's Health Management	3	NU 733 FNP Clinical Practicum IV (100 hours)	1	NU 779 DNP Project VI (200 hours)	2	
NU 732 FNP Clinical Practicum III (200 hours)	2			NU 734 Clinical Practicum V (200 hours)	2	
Total	7		Total	4	Total	6

Total BSN-DNP FNP program credits = 70

Approved: [GSC 110117], [NFO111517], [CPS 112117]

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Millikin University
School of Nursing
BSN-DNP Family Nurse Practitioner Full Time

Spring 1	Cr	Summer 1	Cr	Fall 1	Cr	
NU 729 Advanced Healthcare Policy	3	NU 722 Complexities of Family Systems	3	NU 793 Principles of Epidemiology	3	
NU 748 Advanced Physiology & Pathophysiology	4	NU 792 Informatics for Healthcare Implications	3	NU 794 Org & Sys Leadership	3	
NU 795 Evidence for Practice	4			NU 515 App of Theory to Practice	3	
				NU 745 Advanced Pharmacology for APRNs	3	
Total	11		Total	6	Total	12
Spring 2	Cr	Summer 2	Cr	Fall 2	Cr	
NU 744 Advanced Health Assessment for APRNs	3	NU 723 FNP Adults/Older Adults Management	3	NU 724 FNP Pediatrics Management	3	
NU 791 Outcomes Management in Healthcare	3	NU 730 FNP Clinical Practicum I (100 hours)	1	NU 731 FNP Clinical Practicum II (200 hours)	2	
NU 721 NP Advanced Roles and Responsibilities	3	NU 727 Diagnostics and Procedures for FNPs	3	NU 797 DNP Project II (100 hours)	1	
NU 796 DNP Project I (200 hours)	2					
Total	11		Total	7	Total	6
Spring 3	Cr	Summer 3	Cr	Fall 3	Cr	
NU 798 DNP Project III (200 hours)	2	NU 726 FNP Complex Care Management	3	NU 790 BSN-DNP NP Capstone (200 hours)	2	
NU 725 FNP Women's Health Management	3	NU 733 FNP Clinical Practicum IV (100 hours)	1	NU 779 DNP Project IV (200 hours)	2	
NU 732 FNP Clinical Practicum III (200 hours)	2			NU 734 Clinical Practicum V (200 hours)	2	
Total	7		Total	4	Total	6

Total BSN-DNP FNP program credits = 70

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Millikin University
School of Nursing
MSN-DNP Family Nurse Practitioner Part-Time

Spring 1			Summer 1		Cr	Fall 1		Cr
NU 729 Advanced Healthcare Policy		3	NU 792 Informatics for Healthcare Imp		3	NU 793 Principles of Epidemiology		3
Total		3	Total		3	Total		3
Spring 2		Cr	Summer 2		Cr	Fall 2		Cr
NU 791 Outcomes Mgt in Healthcare		3	NU 722 Complexities of Family Systems		3	NU 794 Org & Sys Leadership		3
NU 795 Evidence for Practice		4						
Total		7	Total		3	Total		3
Spring 3		Cr	Summer 3		Cr	Fall 3		Cr
NU 796 DNP Project I (200 hours)		2	NU 723 FNP Adults/Older Adults Management		3	NU 724 FNP Pediatrics Management		3
NU 721 NP Advanced Roles and Responsibilities		3	NU 730 FNP Clinical Practicum I (100 hours)		1	NU 731 FNP Clinical Practicum II (200 hours)		2
			NU 727 Diagnostics and Procedures for FNPs		3	NU 797 DNP Project II (100 hours)		1
Total		5	Total		7	Total		6
Spring 4			Summer 4		Cr	Fall 4		
NU 798 DNP Project III (200 hours)		2	NU 726 FNP Complex Care Management		3	NU 799 Post-Master's Residency		2
NU 725 FNP Women's Health Management		3	NU 733 FNP Clinical Practicum IV (100 hours)		1	NU 779 DNP Project IV (200 hours)		2
NU 732 FNP Clinical Practicum III (200 hours)		2				NU 734 Clinical Practicum V (200 hours)		2
Total		7	Total		4	Total		6

Total MSN-DNP FNP program credits = 57

Transfer/completion of Core MSN courses: 18 credit hours

Core Advanced Practice MSN: Based on transcripts

Approved: [GSC 110117], [NFO 111517], [CPS 112117]

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Millikin University
School of Nursing
MSN-DNP Family Nurse Practitioner Full Time

Spring 1	Cr	Summer 1	Cr	Fall 1	Cr
NU 729 Advanced Healthcare Policy	3	NU 722 Complexities of Family Systems	3	NU 793 Principles of Epidemiology	3
NU 795 Evidence for Practice	4	NU 792 Informatics for Healthcare Imp	3	NU 794 Org & Sys Leadership	3
	7		Total	6	Total
Spring 2	Cr	Summer 2	Cr	Fall 2	Cr
NU 796 DNP Project I (200 hours)	2	NU 723 FNP Adults/Older Adults Management	3	NU 724 FNP Pediatrics Management	3
NU 791 Outcomes Mgt in Healthcare	3	NU 730 FNP Clinical Practicum I (100 hours)	1	NU 731 FNP Clinical Practicum II (200 hours)	2
NU 721 NP Advanced Roles and Responsibilities	3	NU 727 Diagnostics and Procedures for FNPs	3	NU 797 DNP Project II (100 hours)	1
Total	8		Total	7	Total
Spring 3	Cr	Summer 3	Cr	Fall 3	
NU 798 DNP Project III (200 hours)	2	NU 726 FNP Complex Care Management	3	NU 799 Post-Master's Residency	2
NU 725 FNP Women's Health Management	3	NU 733 FNP Clinical Practicum IV (100 hours)	1	NU 779 DNP Project VI (200 hours)	2
NU 732 FNP Clinical Practicum III (200 hours)	2			NU 734 Clinical Practicum V (200 hours)	2
Total	7		Total	4	Total

Total MSN-DNP FNP program credits = 57

Transfer/completion of Core MSN courses: 18 credits

Core Advanced Practice MSN: Based on transcripts

Approved: [GSC 110117], [NFO 111517], [CPS112117]

Revised and Approved NFO 9/3/25, COC 10/13/25

Millikin University
School of Nursing
DNP Completion for APRNs

Spring 1	Cr	Summer 1	Cr	Fall 1	Cr	
NU 795 Evidence for Practice	4	NU 792 Informatics for Healthcare Imp	3	NU 793 Principles of Epidemiology	3	
NU 796 DNP Project I (200 hours)	2	NU 797 DNP Project II (100 hours)	1	NU 794 Org & Sys Leadership	3	
				NU 798 DNP Project III (200 hours)	2	
Total	6		Total	4	Total	8
Spring 2	Cr					
NU 729 Advanced Healthcare Policy	3					
NU 791 Outcomes Mgt in Healthcare	3					
NU 779 DNP Project IV (200 hours)	2					
Total	8					

DNP Completion Total Credit Hours = 26

Transfer/completion of Core MSN courses: 18 credit hours

Core Advanced Practice MSN: Based on transcripts

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**Millikin University
School of Nursing
DNP Completion Leadership**

DNP Completion Total Credit Hours = 34

***NU 789 Leadership Residency is a total of 300-500 hours over two semesters.**

Approved NFO 9/6/23

Approved CPS 9/18/23

Approved COC 10/9/23

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School of Nursing Policies

Non-Discrimination Statement

Millikin University is committed to creating a campus culture that respects and values diversity. At Millikin, diversity is seen in broad terms, including race, ethnicity, socio-economic status, gender, disability, national origin, religion, sexual orientation, and age. The School of Nursing adheres to and supports the statement on diversity found in the *Millikin University Catalog*.

Students who have a disability and require any auxiliary aids, services, or accommodations should contact their School of Nursing advisor and the Office of Student Success to discuss their particular needs.

The School of Nursing's *Minimum Performance Standards for Admission and Guidelines for Accommodating Students with Disabilities* may be found in Appendix A.

Confidentiality of Student Records

Student records in the School of Nursing are confidential and will not be released from the University without the written consent of the student. Students will not be asked to waive their right to this confidentiality. Faculty may require the student's written permission prior to providing any type of reference.

Admission Policies

Regardless of whether the student's status in the graduate program is as a non-degree-seeking student, a student with provisional admission, a degree-seeking student with an RN license, or a degree-seeking non-licensed student, the student must comply with the School of Nursing's graduate program (DNP) and course expectations. Admission policies specific to the graduate program can be found in the *Millikin University Catalog*.

- *Transfer Credits*
No transfer grades will be included in calculating GPA for the DNP program. No grade below a B- will be accepted for transfer credit in the DNP program. No anesthesia courses will be accepted for transfer to the DNP NAP.
- *Student Contact Information*
Graduate students must keep the SON Office informed of current phone numbers and addresses to ensure accurate contact information is available. This is important in case of emergency and for notifying students of cancellation of classes or residency experiences due to weather or other unexpected events.
- *Non-degree Seeking*
Eligible students may enroll in a maximum of nine (9) credits of graduate coursework without a completed, formal application to the Graduate Programs, with permission of the associate director and/or director as space permits. Non-degree-seeking students may apply for degree-seeking status at any time by completing the full formal application process. Up to 9 credits, with an earned grade of B- or above, may be taken as a non-degree seeking student and applied toward completion of a Graduate Program. (See Appendix F)

Emergency Preparedness Policy

It is the responsibility of each student to be familiar with the Millikin University Annual Security Report, commonly called the "Keep Safe on Campus Booklet." This publication explains in condensed form the University policies and procedures regarding a wide range of safety and security concerns. Hard copies of this report are available in various campus locations and available 24/7 at Millikin University Office of Public Safety in Walker Hall. Also, on the Millikin University Public Safety webpage, you can find the synopsis of the Millikin Emergency Preparedness plan. Within HSC, HSW, and other primary academic

buildings, you will find synopsis emergency action plans posted at the entrance to the stairwells and near the elevator.

Each student is responsible for knowledge of emergency and safety procedures within each clinical agency. Agencies may have requirements for completion of specific training modules.

Should an emergency situation arise during a clinical/offsite experience, students must verify their location and condition by the quickest and safest means available: the direct supervising faculty or the School of Nursing (217) 424-6348 or as otherwise directed by the supervising faculty.

Social Networking Policy

Social networking is a common media for communication, and the options for communicating and interacting online are continually expanding and changing. The following points are intended to guide students who use digital media such as but not limited to Facebook, Twitter, Instagram, texting, and blogs as a form of communication. The following guidelines have been established by Millikin University School of Nursing to assist individual digital media users in making good decisions to protect themselves and the rights of others. All communication must be:

1. Ethical - “Nurses must not transmit or place online individually identifiable patient information” (A.N.A. 2011). Postings containing information that has the potential to identify a patient/client violate HIPAA Federal Privacy Laws, state law, and Millikin School of Nursing policies. Patient/chart identifiers are present in many varieties, including but not limited to age, diagnosis, room number, and the health care institution name. Social media postings are automatically stamped with the posting date and time which might serve as an additional identifier. Photos and/or any other type of patient/client identifier may not be used in any form of personal communication.
2. Respectful - “Nurses should understand that patients, colleagues, institutions, and employers may view postings” (A.N.A. 2011). All communication must be respectful to Millikin University School of Nursing, its faculty, student colleagues, patients, and professional nurse colleagues at affiliated clinical sites. Digital communication is not to be used to harm the reputation or Millikin University School of Nursing of affiliated clinical sites.
3. Accountable and accurate - “Nurses should take advantage of privacy settings and seek to separate personal and professional information online” (A.N.A. 2011). Make it clear that your opinions are exactly that and do not represent the opinions of Millikin University School of Nursing or an affiliated clinical site. Always use first person when posting remarks. Use your personal e-mail as your primary identification rather than your Millikin e-mail.
4. Professional - “Nurses must observe ethically prescribed professional patient-nurse boundaries” (A.N.A. 2011). Be aware that professional habits affect how nurses are viewed by colleagues and patients. Be certain that the content of communication will not cause colleagues and/or patients to lose trust in you as a professional.
5. Social networking is prohibited while in the clinical facility and in class. This creates security risks, potential HIPAA violations, and displays unprofessional conduct.
6. Recognize that you are legally responsible for everything that you post online. “Nurses should bring content that could harm a patient’s privacy, rights, or welfare to the attention of appropriate authorities” (A.N.A., 2011).

Violation of this policy may lead to disciplinary action up to and including suspension or dismissal from the Millikin University School of Nursing.

Finally, exercise extreme caution when posting personal photos on social networking sites. There is no assurance the online postings are private; therefore, photos may land in the hands of those for whom they were not intended. Employers are now accessing Facebook to learn information about potential

employees. Although students may take for granted that their personal social networking is private, postings are public and may be interpreted differently than intended by the author.

Reference: American Nurses Association. (2011, September). *Principles for social networking and the nurse*. Silver Spring, MD: A.N.A.

Progression in the Graduate Program

Academic Standing in the DNP Program:

Students must earn a minimum of a B in all graduate courses for progression and successful completion of all coursework, residency/practice requirements, and the DNP Project to be eligible for graduation. Continuous enrollment must be maintained in the graduate programs until all graduation requirements are met. Students who fail to do so must apply for readmission.

1. A course grade of less than B can result in dismissal from the program regardless of GPA.
2. A student may repeat only one course in the DNP program, but must have the approval of the Student Admissions, Progression, & Retention (SAPR) Committee (See Appendix B); and,
3. DNP NAP students are also referred to the Grading Policy in the *RNAI Handbook*.

Repeating a Nursing Course:

A student may repeat only one course in the DNP program, but must have approval of the Student Admissions, Progression, & Retention (SAPR) Committee (See Appendix B)

Incomplete grades: See the University policy on incomplete grades. An incomplete grade may impede progression in the subsequent semester and consequently the sequential courses.

Time Limit to Complete Degree:

Students are referred to the MU Catalog under which they were admitted for specifics regarding the time limits for degree completion. DNP NAP students are also referred to the *RNAI handbook* for completion requirements.

DNP Project

The DNP Project is developed and implemented in collaboration with the DNP student's project chairperson. Students must maintain continuous enrollment in the SON and in Project IV until DNP Project completion.

Withdrawal from the Graduate Program

A student who withdraws from the program for any reason must complete the following in accordance with the official withdrawal process:

- Contact the Registrar's Office to complete official withdrawal form.
- Schedule an exit interview with the Director of Student Development.
- Schedule an exit interview with the Director of the School of Nursing.
- Graduate students must additionally schedule an exit interview with the Director of their academic program.
- Students wishing to re-enter the graduate program must reapply and should contact the Millikin University School of Nursing for instructions.

Readmission/Leave of Absence

Students who, for a valid and unanticipated reason, are forced to interrupt their coursework may reapply for readmission to the Graduate Programs. Depending upon the circumstances, readmitted students may be required to meet admission criteria again and/or repeat some coursework. Additional conditions may apply for readmission. All requests will be reviewed by the Graduate Studies Committee. NAP students should also see the "Intern Progression Policy" and "Leave of Absence Policy" in the *RNAI Handbook*.

Student Concerns/Student Grievance Procedure

It is the policy of the Millikin University School of Nursing that students are provided with a process whereby they may have their concerns considered as fairly and rapidly as possible without fear of reprisal.

Students should utilize the following format to address their concerns.

Step One:

The concern should be brought to the attention of the appropriate faculty member. A meeting between the student and appropriate faculty member should take place within **10 operating business days** of identification of concern.

Step Two:

If resolution is not achieved, the student should bring the concern before their School of Nursing Faculty Advisor within **10 operating business days** of the dissatisfaction resolution between the appropriate faculty member and student. The Faculty Advisor will give guidance regarding steps to proceeding to formal grievance procedures in the School of Nursing. The student's Nursing Faculty Advisor is available for the student throughout the process outlined.

Step Three:

Students not satisfied with the resolution of their concern as outlined in steps one and two should formulate a formal grievance addressed to the Associate Director for Graduate Programs or designee, as applicable, within **10 operating business days** of dissatisfaction resolution.

The formal grievance should be prepared, signed, and dated by the student and detail the following:

- A concise and specific description of the grounds for the concern
- A brief description of any attempt(s) to reach a resolution through informal discussion(s)
- A specification of the remedy the student is seeking

The student should prepare four identical copies of the written grievance and distribute as follows:

- Appropriate faculty member
- Student's School of Nursing Advisor or designee
- Associate Director for Graduate Programs or designee, as applicable
- Student copy

Following distribution of the student's written grievance, the Associate Director for Graduate Programs, or their designee, as applicable, will investigate the grievance. The student must make an appointment with the Associate Director for Graduate Programs or their designee, as applicable, within **10 operating business days** of the distribution of the written grievance. The Associate Director for Graduate Programs or their designee will formulate a written response to the student's concern within **10 operating business days** from the meeting between the student and the Associate Director for Graduate Programs or their designee.

Step Four:

If the concern remains unresolved after the meeting and correspondence of the Associate Director for Graduate Programs or designee, the student may appeal to the Director of the School of Nursing or their designee.

The student should forward a copy of the written grievance to the Director of the School of Nursing or their designee and schedule an appointment with the Director of the School of Nursing or their designee,

both within **10 operating business days** of the dissatisfaction resolution between Associate Director for Graduate Programs or designee and the student.

The Director of the School of Nursing or their designee will investigate the grievance and may request the appropriate faculty member additionally be present at the meeting between the student and the Director of the School of Nursing or their designee.

The Director of the School of Nursing or their designee will give a written response to the student regarding their concern within **10 operating business days** following the meeting between the student and the Director of the School of Nursing or their designee.

Step Five:

If the issue remains unresolved after the meeting and correspondence of the Director of the School of Nursing or their designee, the student may seek final appeal to the Dean of the College of Professional Studies or their designee.

The student should forward a copy of the written grievance to the Dean of the College of Professional Studies or their designee and schedule an appointment with the Dean of the College of Professional Studies or their designee, both within **10 operating business days** of the dissatisfaction resolution between the Director of the School of Nursing or their designee and the student.

The Dean of the College of Professional Studies or their designee will investigate the grievance and may request the appropriate faculty member additionally be present at the meeting between the student and the Dean of the College of Professional Studies or their designee.

The Dean of the College of Professional Studies or their designee will give written response to the student regarding their concern within **10 operating business days** following the meeting between the student and the Dean of the College of Professional Studies or their designee. The response of the Dean of the College of Professional Studies or their designee is final.

See step wise procedure on page 23 for further reference.



Graduate Student Responsibilities/Opportunities

Advising and Registration

Faculty advisors are assigned to each student in the School of Nursing. Students will enroll in graduate nursing courses in collaboration with their advisor. Course enrollment includes registration for the full semester. Students are responsible for meeting posted dates for registration deadlines and payment of fees.

The student must contact his/her advisor during the week of Scheduling Day to schedule an advising appointment for the following semester.

Registration is to be completed by the student after meeting with their academic advisor and receiving a time ticket for said process. The student's advisor and the Associate Director for Graduate Programs must be informed of any changes to the student's schedule made after the student completes online registration. Each student is responsible for checking their own schedule to ensure accuracy.

Graduate students wanting to add a course must do so by noon on the day prior to the first day of the course. The student must e-mail the advisor, Associate Director for Graduate Programs, and SON Administrative Assistant, who will notify the Registrar. A graduate student must withdraw from courses in accordance with the *MU Catalog* guidelines.

Program Expenses

Graduate students are responsible for graduate tuition costs for coursework and residency hours. Please see the University Catalog or contact the Student Service Center located in Room 118 of Shilling Hall (217-424-6317) for information on tuition costs and payment schedules. Books, supplies, and resource materials are not included in tuition costs. Holds are placed on student accounts with an outstanding balance and will prevent enrollment in subsequent semesters and progression in the DNP Program. If financial difficulties arise, students are encouraged to contact the Student Service Center to discuss payment arrangements.

Additional Expenses

Students should be aware of additional miscellaneous expenses associated with the nursing program. The following is a list of common graduate nursing student expenses but may not be exhaustive. Some examples include:

- Books and supplies
- CPR, Immunizations, Titers, Drug Screen, etc.
- Lab coat and uniforms (NAP students refer to RNAI handbook)
- Criminal history record information check (NAP students)
- Additional expenses to meet specific course and/or clinical practice setting requirements (NAP students see RNAI handbook)
- Health Care coverage costs and expenses
- Professional Liability Insurance (For all students with RN licensure)
- Costs associated with completing the Final Graduate Project
- Graduation fee
- Commencement expenses (invitations, etc.) (optional)
- School of Nursing pin (optional)
- Review course and National Certification Exam for NAP students (see RNAI Handbook)
- Professional review for final project formatting by English faculty consultant or statistical consultation

Financial Assistance

Students are encouraged to contact the Student Services Center to explore financial assistance opportunities. The Student Services Center and Financial Aid Office have the most current, accurate, and complete information about the types of financial assistance available to students. Student Service Center is located in Room 118 of Shilling Hall (217-424-6317).

Campus Resources

[School of Nursing Graduate Program Learning Lab](#): Room 123 in the Health Sciences Center is designated as a space where graduate students may gather to study.

[Staley Library](#): Librarians have specialized knowledge to assist students in accessing databases and print materials that can be helpful in preparing assignments. The librarian assisting nursing students can be reached by calling 424-3957. If you need extensive assistance, it may be advantageous to call and make an appointment to be sure the nursing librarian is available when you plan to do library research.

[Collaborative Learning Spaces](#): Several Collaborative Learning Spaces are located in the University Commons designed to enhance small group learning utilizing enhanced technology sharing.

[Writing Center](#): is available for assistance with written assignments. The Writing Center is staffed largely by students so it may be advantageous to call and make an appointment (424-6353) so that an appropriate person can be available to assist with graduate level writing assignment.

[Math Center](#): is available for assistance with math assignments at 420-6666.

[Information Technology \(IT\) Help Desk](#): is located in Shilling Hall. The information technology staff can help with questions about Millikin software, hardware, and e-mail, and can be reached at 424-6488

[Moodle](#): Course management assistance is available by calling 424-3692. The Educational Technology staff can provide assistance in accessing Moodle course material.

[Health and Counseling Center](#): is located on Fairview Avenue and can be reached at 424-6360.

Employment

The FNP track, APRN Completion track, and Completion in Leadership track were designed to accommodate full-time employment status for the students. Nurse Anesthesia Program (NAP) students in the DNP program should see the (RNAI) Handbook regarding employment.

It is important that graduate students be familiar with the degree requirements, especially the practice-hour requirements of the different tracks, so the impact of employment can be anticipated and accommodated.

Requesting Faculty Recommendations

It is a professional courtesy to request a faculty member's willingness to act as a personal reference prior to submitting his/her name as a reference on a résumé or application. Faculty may require the student's written permission prior to providing any type of reference. When letters of reference are required, the student should provide the faculty member with specific information to be included and allow adequate time (2-week minimum) for the letter to be composed.

Participation in University-Wide Activities

All graduate students are students of the University. As such, they have many of the same opportunities as the undergraduate students and are encouraged to participate in any campus-wide activities for which they are eligible. Because the graduate students do not pay the comprehensive fee per credit hour that undergraduate students do, there may be some activities in which they are not eligible to participate. In addition, they are ineligible to participate in collegiate athletics. Graduate students may purchase tickets to events at Kirkland Fine Arts Center at a reduced price by showing their student I.D. card. Graduate students may purchase "Flex dollars" on a card to get reduced costs for food on campus.

Sigma Theta Tau International Professional Society

Sigma Theta Tau International is available for Millikin School of Nursing graduate students. Membership is not automatic and has certain restrictions. If a student is interested in this organization, he or she should discuss this with the academic advisor or see members of the respective organizations for information, the application process, and/or qualifications. Application and induction is conducted each year. Millikin SON is a member of the Nu Pi-at-large chapter along with St. John's College of Nursing and Illinois College.

Student Representation on School of Nursing Committees

In accordance with the Nurse Faculty Organization Constitution & Bylaws (Section 3) "Students, representing all nursing program tracks are eligible to have non-voting membership on each of the following committees: Curriculum Committee (CC) and Student Involvement and Achievement Committees (SIAC). The students will be elected annually and as needed. The student presidents/designates of the National Student Nurses' Association (NSNA), Alpha Tau Delta (ATD), and Sigma Theta Tau (STT) organizations will be invited to serve on the Curriculum Committee."

Functions of Standing Committees include:

Curriculum Committee will:

1. Review all policies and procedures related to undergraduate and graduate programs;
2. Consider recommendations regarding programmatic and curricular matters affecting the undergraduate and graduate programs and advance curricular revisions to NFO for final vote by the full faculty;
3. Assure that relevant data are collected and analyzed for ongoing evaluation of program effectiveness as set forth in accreditation standards and other external evaluation indicators;
4. Use evaluation data for continuous curriculum improvement and report recommendations to NFO;
5. Update instructional, technology, and library resources;
6. Monitor graduate student projects;
7. Maintain undergraduate and graduate student handbooks;
8. Maintain graduate project handbooks; and
9. The DNP Project Oversight Committee will serve as a subcommittee of the CC. The function of the committee is to provide oversight and recommendations to DNP students seeking approval of project proposals and initial project plans.

The Student Involvement and Achievement Committee will:

1. Advise faculty on matters related to student life within the School of Nursing;
2. Coordinate and disseminate School of Nursing publications in consultation with the Director;
3. Collect and distribute annual student involvement and achievement data for all School of Nursing programs;

4. Coordinate School of Nursing-sponsored activities highlighting student achievement;
5. Collaborate with University personnel related to student involvement and achievement;
6. Promote interest in University-sponsored organizations, activities, and professional nursing organizations; and conduct annual selection of students to the School of Nursing committees in accordance with the selection procedure. NFO By Laws Approved: 11/6/2024

Student Policy Recommendations

The Nurse Faculty Organization of the School of Nursing approves policies for nursing majors. Any suggestions made in relation to policies which will help nursing majors, or the professional program are welcomed and may be initiated by contacting student representatives of the above committees, a faculty member, or the Director of the School of Nursing.

Course and Practice Setting Policies

Attendance

Students are expected to attend all classes, campus labs, clinical, and scheduled residency or practicum experiences. A student who will not be in the clinical area due to illness or any other reason must notify the faculty member, clinical agency, and/or preceptor as soon as possible prior to the experience in order to ensure that assigned patients receive proper care. The student may be expected to show proof of illness or other reason for their absence. Due to the careful planning required for valuable clinical experiences and the number of students assigned to each clinical area, it is difficult to make up missed clinical experiences. Therefore, missed clinical experiences may result in an inability to progress in the program. Students should consult course syllabi, and NAP students should review the RNAI handbook regarding specific attendance policies. FNP students should review the FNP Practicum Guidelines for specific attendance policies.

Documentation Requirements

Graduate students are responsible for their actions and are held accountable by the School of Nursing, the practice settings, and the individual clients for whom they care. In addition, the School of Nursing requires that students meet all practice setting requirements and expectations. For the protection of students and patients, up-to-date and continuous documentation from admission through graduation of all the following is mandatory (see Appendixes C & D for program-specific information):

- Required immunizations/screenings (rubella, varicella, influenza, hepatitis, TB)
- Life support proficiencies
- RN Licensure in Illinois
- State of Illinois criminal history record information check
- Malpractice insurance
- Health insurance coverage
- Drug screening for specific courses and possible random screenings
- Additional requirements may be announced to meet specific course and/or clinical practice setting requirements

Course Expectations

Graduate school is a major personal commitment. The Graduate Program is intended to expand the student's comprehension and capacity for scholarship, independent thought, academic rigor, and both intellectual and professional integrity. Graduate students and faculty work together to create relationships that foster freedom of academic inquiry, honesty, and mutual respect.

The intensity and design of the graduate curricula make it necessary for students to purchase texts and consult Moodle™ for assigned readings that must be completed before the first class meets. Assignments outside of class are intended to help meet the learning outcomes within the time frame of each course offering.

Graduate Programs Grading Scale

The grading policy of the School of Nursing reflects a commitment on the part of the faculty to the relationship between theory and practice, and the need for the student to be able to apply theoretical learning to actual patient care. Regardless of the grade earned for the theoretical content of a course, the student must practice at an acceptable level in the clinical portion of each course to progress to the next course. A grade of 80% or better must be earned in both the theory component and clinical laboratory component of each clinical nursing course. A grade below 80% in either theory or clinical results in a course grade of C or below for the semester.

The Graduate Programs in the School of Nursing adopted the following standard for numerical assignment of letter grades:

90 -100	A	80 – 89	B	70 – 79	C	60 – 69	D	Below 60	F
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Written Assignments

All assigned written papers must be formatted according to the most current edition of the *Publication Manual of the American Psychological Association* (APA). Students are expected to submit written work on time. Criteria for submission and content of written assignments are established by faculty and described in each course syllabus. Questions that students may have regarding written assignments should be directed to course faculty for clarification prior to the due date.

Use of Student-created Materials

Faculty may utilize examples of student course work for academic purposes such as accreditation artifact or for program development and evaluation. Individual faculty members may also use these assignments as pedagogical examples when developing promotion, tenure, or other educational portfolios. However, student-created work produced for the Advanced Nursing Project, or the Doctor of Nursing Practice Project may not be used by faculty for their own personal or professional use without obtaining the student's written permission.

Distance Delivery: General Course Information

For graduate courses that include distance delivery, please see the MU IT site for technical system requirements and resources for assistance. Online course delivery will be through the MU Moodle™ site. Online search capabilities are also required as is home internet access.

Technical Support:

Technical support is available from a variety of sources including the Information Technology Help Desk – 217-362-6488 (available during business hours), the top of MyMillikin page – quick links drop-down menu, Moodle system support. The technology staff at MU are very helpful and are another resource. Support is available from Staley Library faculty (technical support and live chat resources). If there are issues with links or other problems, please inform the course faculty. Also, if there is a campus outage or system unavailability that is affecting your coursework (turn-in, discussions, etc.), please inform the course faculty.

Moodle:

As the platform used at MU, Moodle provides a password-protected framework for online coursework. Courses will use Moodle for course information/updates, discussion forums, assignment submission/return, faculty commentary, and posting of e-Reserves from the library (to comply with federal copyright laws). The Educational Technology webpage (<http://millikin.libguides.com/ed-tech>) may be a useful resource.

E-Reserves are listed for each course on Moodle separately and include required reading links which are available only through the end of the semester, consistent with current intellectual property guidelines.

MU Email:

Check Moodle **and your MU Email** daily for updates or important announcements.

Course Evaluation and Graduate Student Feedback

Graduate students are strongly encouraged to share feedback with members of the nursing faculty to facilitate ongoing quality improvement of the student learning experience and program outcomes. Formal online faculty course evaluations are also completed by students at the end of each term.

University Closure Policy

University closure due to dangerous weather conditions or other events will be posted on the website <http://www.millikin.edu> and/or Moodle™. Students should check these sites for weather-related information or call Safety and Security at 217-464-8888.

- NAP students should also see the RNAI handbook for weather policies.

Post-Admission/Pre-Enrollment Graduate Student Program Requirements:

- See Appendix C and Appendix D

Professional Values and Ethics

Graduate nursing students represent the University, the School of Nursing, and the profession of nursing while interacting with patients, health care providers, and other members of society. As such, graduate students are expected to demonstrate high standards and professional values. These can, in part, be seen in the student's compliance with Millikin University's Standards of Conduct found in the *Millikin University Student Handbook*.

Guidelines for Ethical Behavior

The Millikin graduate nursing student must practice nursing within the legal and ethical framework of the profession. The well-being of our patients is, in no small part, dependent upon the ethical delivery of care. Breaches of ethical behavior, whether they occur within the curriculum, during extracurricular activities, or external to the student's nursing curriculum may result in either failure of the course, dismissal from the program, or from the University.

Confidentiality

Strict confidentiality must be maintained for all clients encountered within the graduate nursing student's educational experience. Only information pertinent to a client's treatment and welfare is disclosed. It is disclosed only to those directly concerned with the client's care and those supervising or evaluating the student's performance. Students are not allowed to remove any portion of the client chart, photocopied or otherwise, from the clinical agency. Any graduate student who fails to comply with these guidelines will be subject to review by the Student Admissions, Progression, and Records Committee of the School of Nursing. Disciplinary action for any breach of confidentiality may include dismissal from the School of Nursing.

Academic and Professional Integrity

Honesty and integrity are vital to the purposes of the University and the nursing profession. The University policies regarding academic dishonesty are stated in the *Millikin University Graduate Catalog* and in the *Millikin University Student Handbook*. Due to the unique nature of the clinical experience in the nursing program and the responsibility for the welfare of the patient, it is necessary for the School of Nursing to expand upon the University's definition of academic dishonesty. While the University relates violations of academic dishonesty to traditional forms such as plagiarism or cheating on exams, the School of Nursing has a broader definition. Dishonesty in the School of Nursing also relates to acts of dishonesty or misrepresentation including, but not limited to, the failure to report errors made in giving care to patients, or reporting care has been given that, in fact, has not. Any act of dishonesty may result in failure of the course and/or dismissal from the program. NAP students should also refer to the *Code of Honor* policy in the *RNAI Handbook*.

Respect

- Act with etiquette and courtesy. To provide an environment in which individuals can learn from an instructor as well as from others, etiquette and courtesy are necessary. Conduct based on etiquette and courtesy allows all to participate and to examine what they are learning. Courtesy is based upon respect and mutual regard for one another. Behaving in a courteous manner and taking responsibility for ones' own learning are components of professional behavior.
- Be respectful of others' contributions. All discussion, questions, and statements of opinion must be shared in a way that is non-degrading. Discussion related to class topic that demeans the person who is expressing a thought will not be tolerated.
- Be respectful in all forms of communication.
- Ensure that electronic devices are on silent/vibrate and are not used during class time, unless directed by the faculty, so as to not disrupt the learning environment. Use of electronic devices must not be disruptive to others and be only for course appropriate use.

- Children may not be brought to class or clinical.
- Behavior will not negatively affect the mental, physical, or emotional well-being of others.
- Behavior will not disrupt the learning environment, resulting in a negative effect on interpersonal relationships and communication with peers or faculty.

Integrity

- Audio or video recording or photographs of classroom activities via the use of electronic devices, without prior approval from the course faculty or Center for Academic & Professional Performance is prohibited.
- Audio or video recording or photographs in patient care areas, via the use of electronic devices are prohibited.
- Inappropriate use of social media is prohibited.
- All acts of dishonesty are prohibited. Dishonesty includes but is not limited to falsification or misrepresentation of patient care given.
- Criminal behavior will not be tolerated.
- Unethical behavior(s) of others should be reported and not be ignored.

Impaired Nursing Student & Substance Use Policy

Section 50-10 of the *Illinois Nurse Practice Act*, identifies acts/practices which it deems as “unethical or unprofessional conduct” including:

”Impaired nurse’ means a nurse licensed under this Act who is unable to practice with reasonable skill and safety because of a physical or mental disability as evidenced by a written determination or written consent based on clinical evidence, including loss of motor skills, abuse of drugs or alcohol, or a psychiatric disorder, of sufficient degree to diminish his or her ability to deliver competent patient care.”(Illinois Nurse Practice Act, 2025)

As students of Millikin University, nursing students are subject to and expected to abide by the drug and alcohol policies of the University (see *Millikin University Student Handbook*.) This policy states that Millikin University is a Drug-Free Zone. Clinical agencies are also drug-free workplaces.

A student, whose behavior is judged by a supervising faculty member to be impaired, unsafe, and/or inappropriate, will be removed from the clinical care setting **immediately**.

The student consequences of the impaired, unsafe, and/or inappropriate behavior(s) and/ or a student who is found to test positive on the drug screen or to be engaged in substance(s) use will be subject to any or all of the following consequences (but are not limited to):

- Alcohol/drug/chemical screening;
- mandatory treatment, counseling, and/or remediation;
- mandatory reporting to the Illinois Department of Financial and Professional Regulation;
- referral to the Student Development Office for Student Conduct Action;
- failure for the clinical day;
- failure of the clinical course;
- and/or dismissal from the nursing program.

The refusal of the student to undergo either the initial drug screening or the subsequent drug screening when required by this policy will result in his/her dismissal from the School of Nursing and/or be subject to Student Conduct Action by the Student Development Office. The student may also be required to meet with the Director of the School of Nursing and/or the Dean of Campus Life.

Unless medically unable, the student **must** secure and accomplish an appointment with the clinical faculty member before the next scheduled clinical day to discuss the impaired, unsafe, and/or inappropriate clinical behavior(s). The student may also be required to meet with the Director of the School of Nursing and/or the Dean of Campus Life.

If a student's drug screen comes back positive, he/she must meet with the course faculty member or the Director of the School of Nursing. If the faculty member determines that the student's reported use of a medication may have affected the drug screening results, then the student must provide evidence of a valid prescription verified by the licensed healthcare provider treating the student. In the case where the use of a medication may affect drug screening results, the test outcome will be deemed "Positive with a prescription disclaimer." In the case of a test outcome of "Positive with a prescription disclaimer," no further drug testing will be required as a consequence of the initial drug screen results. If the student is unable to provide evidence (*) of a valid prescription verified by the licensed healthcare provider treating the student, then the student must repeat the testing within 24 hours at a testing site designated by the School of Nursing Director in consultation with the course faculty and submit to a random drug screening when directed by the faculty member at any time during the remainder of that semester.

Throughout this procedure, the faculty member will maintain the student's confidentiality. All drug screen records, whether positive or negative, are kept in a secured file in the School of Nursing Director's office. Subsequently, all records are confidentially destroyed in accordance with procedures within the University and the School of Nursing.

Professional Appearance and Nursing Uniform

General Guidelines

A Millikin graduate lab coat is required for FNP students. NAP students should refer to the RNAI handbook for scrub and lab coat requirements. Name badges are required to be worn on lab coats and/or uniforms when in courses that include practice hours or for any data collection in the practice area. Students in the graduate tracks will wear name badges as follows:

- NAP students will wear a Decatur Memorial Hospital Anesthesia Dept. name badge; and
- DNP FNP, APRN Completion, and Leadership Completion students will wear their MU ID.

The faculty member supervising the graduate student will determine what clothing is acceptable in any given practice area. Clean khaki pants, sweaters, polo shirts, button-down shirts, and leather or athletic shoes, clean and in good repair are all examples of acceptable “business casual” professional attire. Jeans and T-shirts are not acceptable. Other inappropriate attire includes shorts, short skirts, shirts that do not cover the midriff, open-toed shoes, flip-flop shoes, or frayed pants and are never acceptable when a student is representing the Millikin University School of Nursing and/or wearing the lab coat and name tag.

- **Classroom:** NAP students are required to dress in “business casual” style in the DMH classroom setting and will wear scrubs provided by DMH in clinical. NAP students are referred to the *RNAI Handbook* for additional requirements.
- **Hygiene:** Perfumes and colognes must not be worn in clinical areas.
- **Hair:** Hair should be clean and neatly groomed; this includes clean-shaven or neatly trimmed mustaches and/or beards. Hair should be of a natural hue and secured off the shoulder and away from the face.
- **Tattoos:** Visible tattoos must be covered while in the practice setting. Check with your instructor for direction.
- **Nails:** Nails must not have sharp edges that may cut or scratch clients. Nail polish, nail art, and artificial nails are not permitted. The length of the fingernails is not to extend beyond the length of the fingertip.
- **Eyelashes:** Artificial eyelashes (strip style) and eyelash jewels are not permitted.
- **Body Piercing:** Jewelry that hangs from the body may be at risk of contaminating a sterile field. Earrings must be limited to two stud-type earrings per ear. Other visible body piercing apparatus, including tongue piercing must be removed before entering the clinical area.
- **Jewelry:** Finger rings serve as a vehicle for microbial growth and may tear sterile gloves. Therefore, rings must be limited to a plain wedding band without a stone. Necklaces and bracelets are not to be worn.

Representing the School of Nursing

Graduate students are expected to conduct themselves in a professional manner when representing Millikin School of Nursing in clinical agencies or in the community. Attire should be professional,

including clean shoes, and clean, pressed clothing that is in good repair. Millikin School of Nursing name badge to identify the nursing student must be worn at all times that the student is in a clinical agency in a student capacity. Students are expected to use language and behaviors that are acceptable, appropriate, respectful, in good taste, and professional when representing Millikin School of Nursing.

NOTE: Failure to comply with any of the general program policies will result in an inability to meet the clinical requirement necessary for progression in the School of Nursing.

Graduation and Degree Requirements

Application for Degree

Graduation and commencement are major life events and a time for celebration. It requires advanced planning to ensure all forms have been properly filed with the Registrar by the deadline so you may receive your degree. Graduate students must have successfully completed all graduation requirements to be eligible to apply for graduation. DNP students who will meet graduation requirements early in the next term and who have no more than 1 course or project finalization to complete may petition their advisor, the Director of the School of Nursing, and the Registrar to participate in commencement ceremonies. Graduate students are required to complete (including obtaining all necessary signatures) and file an **Application for Degree with the University Registrar's Office the semester before** their intent to graduate. If graduation is delayed for another semester, a new *Application for Degree* must be completed to notify the Registrar's Office of the student's plans.

Prior to the semester in which the student plans to graduate, the student is responsible to do the following:

1. Complete the "Application for Degree" with their advisor and submit it to the Registrar. Ensure the correct mailing address to issue the degree and final transcript.
2. If the student does not graduate as planned, he or she must contact the Registrar's Office to re-apply for graduation and repeat steps 1 & 2

The DNP graduates may participate in either the May or December graduation following acceptance of the application for their degree. Although attendance at the Commencement is optional, students are strongly encouraged to attend this celebration to receive their degrees.

Graduate Project Presentation

All graduate students are required to do a formal presentation of their scholarly projects at Millikin University.

Graduate Celebration

A Graduate Celebration is generally held each December. Graduate students will be presented with university and DMH awards. Students may also choose to have a pinning ceremony at this time.

School of Nursing Online Exit Survey

Prior to graduation, all graduate students are required to complete a confidential, online survey related to their educational experience at Millikin University. Survey data are used for ongoing program evaluation and improvement.

Certification Examinations

Nurse Anesthesia Program

NAP graduates are eligible for and required to take the National Certification Examination (NCE) administered by the NBCRNA Council on Certification of Nurse Anesthetists (CCNA) within 2 years of graduation. It is strongly recommended that graduates take the exam within 2 months of graduation from the program.

Family Nurse Practitioner

Graduates of the Family Nurse Practitioner Program will be eligible to take the National Certification Examination offered by one or both of the following: the American Academy of Nurse Practitioners (AANP) Certification Board or the American Nursing Credentialing Center (ANCC).

Appendix A:
Millikin University
College of Professional Studies: School of Nursing All Programs

Student Identification of Accommodation Needs

Legally, a college may not make a preadmission inquiry as to the existence of a disability. Due to the nature of clinical health care programs, including nursing, ALL students admitted to the School of Nursing are required to acknowledge that they have read and understand the *Minimum Performance Standards for Admission and Guidelines for Accommodating Students with Disabilities* document of Millikin's School of Nursing, as attached. Your file will not be complete until this statement is received. Due to the confidential nature of this information, this form will not be a part of your record in Admissions but will be a part of your file within the School of Nursing.

By signing below, I hereby certify that I have read and understand the student requirements for nursing education, including the Minimum Performance Standards for Admission and Guidelines for Accommodating Students with Disabilities as attached.

Please indicate your accommodation needs below:

No Accommodations needed.

I certify that I have read and understand the enclosed *Millikin University, "School of Nursing Minimum Performance Standards for Admission and Guidelines for Accommodating Students with Disabilities,"* and I believe to the best of my knowledge that I meet each of these standards without accommodation. I understand that if I am unable to meet these standards I will not be admitted or retained in the program.

Signature of Applicant _____ Date _____

OR

Accommodations needed.

If a student states he/she can meet the minimum performance standards with accommodation, then Millikin University will determine whether it agrees that the student can meet the standards with reasonable accommodation. Determination of a reasonable accommodation will be considered on an individual basis and is an interactive collaboration with the disability services provider, the student, the program advisor, and the faculty member, when indicated. This process includes a review of whether the accommodations requested are reasonable, taking into account whether accommodation would jeopardize clinician/patient safety, or the educational process of the student or the institution, including all coursework, clinical experiences and internships deemed essential to graduation.

I certify that I have read and understand the enclosed Millikin University "School of Nursing Minimum Performance Standards for Admission Guidelines for Accommodating Students with Disabilities," and I believe to the best of my knowledge that I can meet each of these standards with certain accommodations. I will contact the Millikin University ADA 504 Coordinator to determine what accommodations may be available. I understand that if I am unable to meet these standards with or without accommodations, I will not be admitted or retained in the program.

Signature of Applicant _____ Date _____

If you have answered in the affirmative regarding a disability and the need for accommodations, it is important that you contact the Millikin University ADA Coordinator in the Center for Academic and Professional Performance Office immediately at 217-362-6424.

Millikin University School of Nursing
College of Professional Studies: School of Nursing All Programs

Minimum Performance Standards for Admission and Guidelines for Accommodating Students with Disabilities

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The Nursing Program at Millikin University is a rigorous and intense program that places specific requirements and demands on the students enrolled in the program. The minimum performance standards set forth by the School of Nursing establish the essential qualities considered necessary for students admitted to this program to achieve the knowledge, skills, and competencies of an entry-level professional nurse, as well as meet the expectations of the program's accrediting agency and state regulations. The following minimum functional abilities/characteristics and expectations must be met and maintained by all students admitted to the School of Nursing. In the event a student is unable to fulfill these standards, with or without reasonable accommodation, the student will not be admitted into the program and if already admitted will be dropped from the program. The standards established herein are designed not to be exclusionary, but to establish performance expectations that will enable students to provide safe patient care with or without accommodations.

Compliance with these minimum performance standards of the School of Nursing does not guarantee a student's eligibility for licensure. Please refer to the Nurse Practice Act in the state where you expect to work for licensure requirements. Also, completion of Millikin's nursing degree program does not automatically ensure licensure.

Functional Ability/Characteristic	Examples of Expectations
The mental capacity to observe, assimilate, analyze, synthesize, integrate information and concepts, and to problem solve.	<ul style="list-style-type: none">▪ Transfer knowledge from the classroom to clinical practice.▪ Accurately process data from client charts including orders.▪ Prioritize the client's needs based on information gained through the nursing process.▪ Use measuring tools and interpret data.▪ Read, record, add, subtract, multiply and divide numbers.▪ Formulate assessment and treatment plans based on accepted standards.▪ Seek assistance when clinical situation requires a higher level of expertise.
The ability to communicate effectively and sensitively.	<ul style="list-style-type: none">▪ Demonstrate respect for clients, families, and colleagues.▪ Collect a comprehensive history.▪ Respond to communication from verbal and non-verbal methods.▪ Establish and maintain effective working relations with clients and co-workers.▪ Accurately communicate numbers, calculations, and words in English in both written and verbal forms.

Millikin University School of Nursing
College of Professional Studies: School of Nursing All Programs

Minimum Performance Standards for Admission and Guidelines for Accommodating Students with Disabilities

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Functional Ability/Characteristic	Examples of Expectations
	<ul style="list-style-type: none"> ▪ Educate patients about the nature of their illness and treatment regime. ▪ Convey information to others through verbal, written, and electronic modes in an accurate, timely and comprehensible manner.
<p>Necessary postural and neuromuscular control, sensory function (auditory, visual, tactile, olfactory) and coordination to perform a full range of patient care functions required of the professional role.</p>	<ul style="list-style-type: none"> ▪ Use universal precautions as recommended by OSHA in the treatment of clients to prevent the spread of blood borne pathogens. ▪ Use accepted assessment techniques to distinguish deviations from normal and appropriately intervene ▪ Adequate sensory function: Auditory-ability to hear sufficiently for physical monitoring and assessment including verbal cues and calls for assistance, alarms, and auscultatory sounds; Visual-acuity for accurate observation, assessment, measurement, reading of graphs and computer screens as well as handwriting, recognition of emergency signals, recognition of colors, and proper preparation and administration of medications; Tactile-ability sufficient to detect heat and cold, perform physical assessment functions including palpation, and properly perform therapeutic interventions, e.g., insertion of catheters, IVs, administration of medications; Olfactory-ability to detect significant environmental and client odors. ▪ Give CPR, position, lift, and protect clients. ▪ Move independently to and from and be able to maneuver around in multiple treatment and practice sites.
<p>Emotional stability necessary for the practice of nursing.</p>	<ul style="list-style-type: none"> ▪ Provide emotional support to clients. ▪ Adapt to environmental and situational changes and multiple task demands. ▪ Maintain adequate concentration and attention in all work environments. ▪ Maintain professional behavior in stressful situations. ▪ Assume responsibility and accountability for actions.

Appendix B:
Millikin University
College of Professional Studies: School of Nursing

Student Admissions, Progression, and Retention (SAPR) Petition Guidelines

Petition Deadlines: The SAPR Committee meets at regular intervals to consider petitions related to progression in and reentry into the School of Nursing.

- Petition submission deadlines are announced via e-mail sent to all nursing students. Students should monitor Millikin e-mail or contact the SAPR Chair for deadlines.
- Petitions must be received in the SAPR Chair's mailbox in the School of Nursing office by the posted deadline to have the student's case considered.

Conditions Requiring Petition: Students need to petition SAPR if they were scheduled to be in a clinical nursing course but, for one reason or another, cannot automatically progress to that course. Some reasons for a petition may include:

- Failure to maintain the required CGPA (see "Progression in the School of Nursing")
- Failure to earn the required grade in a specific course
- Withdrawal from a required course

Students are responsible to recognize when they have a progression concern and should contact faculty academic advisors as soon as possible to discuss options.

SAPR Petition Format and Content: Petitions should be typed or word-processed, signed, dated, and submitted to the chair of the SAPR committee by the appropriate deadline. The petition should include the following:

- Student information: name, contact information, academic advisor, level in the program, current CGPA
- Purpose of the petition
- Analysis of the factors that are interfering with progression
- Description of any extenuating circumstances
- Student's detailed action plan to ensure success should the petition be approved.

Appendix C:
Millikin University
College of Professional Studies: School of Nursing

***POST-ADMISSION, PRE-ENROLLMENT REQUIREMENTS: CHECKLIST
 MSN, AND DNP (APPROVED BY NFO DEC. 12, 2018)***

Please use the checklist below to ensure you have completed the post-admission, pre-enrollment requirements. You **MUST** provide evidence of compliance with all of the requirements to the Millikin University School of Nursing by the date indicated below.

All evidence due to the School of Nursing (see mechanisms of submission found in the accompanying letter) by the first day of classes.

FAILURE TO SUBMIT THIS FORM AND THIS EVIDENCE to the School of Nursing by the due date may result in your being withdrawn from the nursing program/track and having a student on the wait list assigned to your spot.

The following post-admission, pre-enrollment requirements are REQUIRED. **Questions?** Please consult the *POST-ADMISSION, PRE-ENROLLMENT REQUIREMENTS: DETAILED INFORMATION -- DNP* document accompanying this checklist. If you have questions, please feel free to contact the School of Nursing at 217-424-6348.

Complete	Requirement:	DNP-NAP	DNP-FNP	APRN Completion	Leadership Completion
<input type="checkbox"/>	Evidence verifying successful completion of pre-requisite or co-requisite courses (if applicable). This evidence must be received in the Registrar's Office prior to the beginning of classes.	Required	Required	Required	Required
<input type="checkbox"/>	Measles, Mumps, Rubella: evidence of immunity. See accompanying <u>detailed information</u> .	Required	Required	Required	Required
<input type="checkbox"/>	Evidence of varicella immunity. See accompanying <u>detailed information memo</u> .	Required	Required	Required	Required
<input type="checkbox"/>	Evidence of either a seasonal flu immunization each academic year while enrolled in clinical nursing courses or an annual signature on a School of Nursing waiver.	Required	Required	Required	Required
<input type="checkbox"/>	Evidence of the Hepatitis B immunization series.	Required	Required	Required	Required
<input type="checkbox"/>	Evidence of a current negative TB screening. See accompanying <u>detailed information memo</u> .	Required	Required	Required	Required
<input type="checkbox"/>	Current Basic Life Support requirements: Adult, infant, and child CPR (including obstructed airway) certification	Required	Required	Required	Required
Complete	Requirement:	DNP-NAP	DNP-FNP	APRN Completion	Leadership Completion
<input type="checkbox"/>	Advanced Cardiac Life Support (ACLS) requirement	Required	NOT required	NOT required	NOT required
<input type="checkbox"/>	Pediatric Advanced Life Support (PALS) requirement	Required	NOT required	NOT required	NOT required
<input type="checkbox"/>	Licensure: Evidence of an unencumbered, active State of Illinois Registered Professional Nurse license	Required	Required	Required	Required
<input type="checkbox"/>	State of Illinois criminal history record information check	Required	NOT required	NOT required	NOT required
<input type="checkbox"/>	Malpractice insurance:	Required	Required	Required	Required
<input type="checkbox"/>	Health insurance:	Required	NOT required	NOT required	NOT required

**Appendix D:
Millikin University
College of Professional Studies: School of Nursing**

POST-ADMISSION, PRE-ENROLLMENT (10/21/15 VERSION)

The following post-admission, pre-enrollment requirements are discussed in detail in this document. If you have questions, please feel free to contact the School of Nursing at 217-424-6348.

- I. Course pre-requisites or co-requisites
- II. Required immunizations/screenings (rubella, varicella, influenza, hepatitis, TB)
- III. Life support proficiencies
- IV. Licensure
- V. State of Illinois criminal history record information check
- VI. Malpractice insurance
- VII. Health insurance coverage
- VIII. Equipment and supplies
- IX. Student uniform
- X. Assessment Technologies Institute, LLC (ATI) Content Mastery Series and NCLEX-RN Preparation Program materials

I. Course pre-requisites or co-requisites

Please note that you may have been allowed to register for nursing courses this semester contingent upon the successful completion of pre-requisite courses which were to have been taken prior to this semester or enrollment in co-requisite courses. Consequently, you must have an official transcript sent to and received by the Registrar's Office by the date outlined on the checklist for any course work taken outside of Millikin University to complete a pre-requisite. If your required pre-requisite work was not successful, you will be withdrawn from your nursing (NU) courses and the nursing program in which you are enrolled. In that circumstance, a student on the wait list will be assigned your slot. Remember, in order to enter the nursing program this semester, you must have:

- Successfully completed all pre-requisites required; and
- Co-enrolled in any co-requisites required (if applicable).

II. Required Immunizations/Screening (Rubella, Varicella, Influenza, Hepatitis, TB)*

The required immunizations/screening exist to protect both you and your patients. In addition, our contractual relationships with our clinical agencies require that our students meet certain requirements to ensure patient safety and compliance with our cooperative agencies.

Please note that the evidence of your MMR immunity, your varicella immunity, your tuberculin (TB) screening test as well as the status of your Hepatitis B vaccination series and your influenza vaccination (or any other immunizations found to be required as a result of a nonimmune finding) must be documented by your health care provider. A report that you have had rubella disease or have received the rubella vaccine is NOT sufficient. Self or family report that you

have had varicella disease or have received the varicella vaccine is NOT sufficient. In addition, results demonstrating compliance must be on file in the School of Nursing office by the date outlined in the POST-ADMISSION, PRE-ENROLLMENT REQUIREMENTS' CHECKLIST to allow you entry into any clinical practice nursing courses.

MMR (evidence of immunity)

Rubella (German Measles) can cause encephalitis in adults and birth defects in infants born to women who are infected with rubella during pregnancy. Proof of immunity is vital to protect both you and your patients. You must submit evidence of your MMR demonstrating immunity to rubella. Proof of immunity: (*Centers for Disease Control and Prevention, Epidemiology of Vaccine-Preventable Disease, 13th Edition.*)

The student born in 1957 or later must submit documentation of

- Lab confirmation of disease immunity (rubella titer*) **OR**
- Appropriate vaccination against measles, mumps, and rubella (i.e., 2 doses of live measles and mumps vaccines, given on or after the first birthday and separated by 28 days or more, and at least 1 dose of live vaccine.

*(Rubella titer is a blood test that gives a known status of your immunity to the rubella virus).

Varicella (evidence of immunity)

Varicella is the causative agent for both chicken pox and herpes zoster. The disease possesses a serious threat for adults, especially pregnant woman, and those individuals with chronic or immunosuppressive illnesses. Proof of immunity is vital to protect both you and your patients.

Self or family report that you have had varicella disease or have received the varicella vaccine is NOT sufficient. Proof of immunity: (*Centers for Disease Control and Prevention, Epidemiology and Prevention of Vaccine-Preventable Diseases, 13th Edition.*)

- Documentation of 2 doses of varicella vaccine given at least 28 days apart **OR**
- Documentation of a history of varicella or herpes zoster based on physician diagnosis. **OR**
- Lab evidence of immunity or laboratory confirmation of disease (varicella titer*).

*Varicella titer is a blood test that gives the status of your immunity to the varicella virus. Hambrosky J., Kroger, A., Wolfe, S. (2015). *Centers for Disease Control and Prevention*

(Epidemiology and Prevention of Vaccine-Preventable Diseases, 13th Edition)

*Approved by Nurse Faculty Organization October 21, 2015

Hepatitis B:

- Hepatitis B virus is spread through unprotected contact with a variety of body fluids and can cause serious disease, including liver cancer.
- The Hepatitis B vaccines available in the USA "have been licensed and have been shown to be safe and highly protective against all subtypes of (Hepatitis B virus) HBV" (*Heymann, Control of Communicable Diseases Manual, 19th edition*, American Public Health Association, 2008, page 284).
- Receipt of the Hepatitis B virus immunization series is vital to protect your health and the health of your patients.
- You **MUST** submit evidence that you have completed your Hepatitis B immunization series. If you have not completed the series, we must have evidence that you have started

the Hepatitis B immunization series by the deadline outlined in the ***POST-ADMISSION, PRE-ENROLLMENT REQUIREMENTS' CHECKLIST***. Failure to complete the complete Hepatitis B before the next clinical course will prevent academic progression in the School of Nursing

Tuberculosis screening:

- Tuberculosis is primarily a lung disease that can be spread through the air. Less than 10% of people who are exposed to TB become ill and have symptoms. Because of this, it is important to be screened annually.
- The TB test does not prevent someone from becoming infected with TB. It simply monitors whether you have had an exposure to tuberculosis.
- Evidence that you had had a current TB screening :
 - Tuberculin Skin Testing (2-step initially prior to first clinical nursing course); OR
 - QuantiFERON-TB Gold testing (initially)
- If you are a positive reactor to the PPD skin test, you must have a chest x-ray initially and then complete an annual interview with the School of Nursing Director in order to assess for signs and symptoms of tuberculosis infection or disease. In addition, we will ask you to visit the Macon County Health Department initially for further consultation.
- NAP/DNP See NAP student handbook for TB testing.

Most of these tests/immunizations are available on campus through the Health and Counseling Center; however, the rubella and varicella immunizations are not. You may also obtain them from your health care provider or through local health departments. The Millikin Health and Counseling Center is located at 150 S. Fairview Avenue (on the corner of Fairview Avenue and Wood Street across from the DISC). Please contact the Health and Counseling Center Coordinator at 424-6360 for further information.

All evidence of immunizations and/or results of screenings must be submitted on letterhead from the testing facility or signed by your health care provider.

(Please note that if you are immunocompromised, pregnant, or become pregnant soon after receiving live virus vaccines, you may be at an increased risk for illness, or your unborn child may be at risk for birth defects or illness. You should consult with your physician or advanced practice nurse prior to receiving immunizations using live viruses.**

Seasonal Flu Vaccine:

- Influenza is a very serious threat to the vulnerable populations with whom our students work. Every year in this nation, health care workers infect thousands of patients. It is very important for the safety of all patients that their health care providers be inoculated each year against the seasonal influenza vaccine. It is also a requirement of our clinical agencies.
- Therefore, students in the School of Nursing must receive the most current seasonal flu immunization each academic year while enrolled in clinical nursing courses. Every student in clinical must have the seasonal influenza vaccine. The seasonal influenza vaccine is a "dead" virus formulation and does not cause influenza. It is, in rare instances, possible to receive a waiver. A waiver may be signed for medical or religious reasons but must be accompanied by signed documentation from doctor or clergy. The waiver form is available in the Dean of Student Development Office.
- **Please note that some clinical agencies may require that you to wear a mask during influenza season if you have not been immunized. In some cases, you may not be allowed into an agency (e.g., in the case of a flu outbreak) if you are not immune.**

- This requirement is fulfilled in the fall semester when seasonal flu vaccines become available.

III. Life support proficiencies

Basic Life Support (CPR) requirements

Our clinical agencies require that all undergraduate and graduate students complete an approved Cardiopulmonary Resuscitation course. Either the American Heart Association or the Red Cross course is acceptable as long as you complete the adult, infant, and child CPR components (including obstructed airway).

- A copy of your CPR card must be on file in the School of Nursing office by the deadline outlined on the first page of this communication.
- It must remain current through *the entire upcoming semester*. Subsequent CPR must be good through the next (entire) semester.
- You may wish to check hospitals in your hometown about offerings for CPR classes but remember this evidence must be on file in the School of Nursing office by the deadline outlined on the initial communication of this packet.

Advanced Cardiac Life Support (ACLS) requirements

All Nurse Anesthesia Program students must have an approved and current Advanced Cardiac Life Support course.

Pediatric Advanced Life Support (PALS) requirements

All Nurse Anesthesia Program students must have an approved and current Pediatric Advanced Life Support course.

IV. Licensure

Registered professional nurses (RNs) enrolled in the Nurse Educator curriculum, and registered nurses enrolled in the DNP program must provide evidence of an unencumbered, active State of Illinois Registered Professional Nurse License. R.N.'s enrolled in the APRN completion program must provide evidence of an unencumbered, active State of Illinois Advanced Practice Nursing License.

V. State of Illinois criminal history record information check

The State of Illinois requires that any individual delivering care to vulnerable patients has a criminal history record information check completed. Students in the following programs are required to have a State of Illinois criminal history record information check:

Graduate Program:

- DNP Nurse Anesthesia Program: (required. Refer to RNAI Handbook for this requirement)
- DNP FNP & APRN Completion (licensed RNs and APRNs): (NOT required)
- DNP Completion Tracks (licensed RNs): (NOT required)

VI. Malpractice insurance

Licensed Professional Registered Nurses:

All students who have a Registered Professional Nurse license are required to purchase malpractice insurance. There are a number of insurance underwriters who provide this coverage. In some cases, you may add a rider to your home owner's insurance.

- DNP Nurse Anesthesia Program [NAP] (licensed RNs) (required, but obtained through Decatur Memorial Hospital) the semester prior to clinical starts
- DNP FNP & APRN Completion (licensed RNs and APRNs) (required)
- Leadership Completion, (licensed RNs) (required)

VII. Health insurance

Licensed Professional Registered Nurses:

Individual health insurance is strongly suggested for each student who is a licensed professional registered nurse. These students in the School of Nursing are fully responsible for their own health care costs. Please note, however: Proof of health insurance is required for the DNP, Track 1: Nurse Anesthesia Program (NAP).

- DNP Nurse Anesthesia Program [NAP], (REQUIRED, but may be obtained through Decatur Memorial Hospital).
- DNP APRN completion for MSN Prepared Advanced Practice Nurses, (NOT required; strongly suggested)
- DNP FNP & Leadership Completion, (NOT required; strongly suggested)

VIII. Student uniform

The Millikin University School of Nursing has a specified uniform, dependent upon the program and track. With the exception of the Nurse Anesthesia Track (NAP) uniform, all student uniforms will be available for purchase prior to each semester. You will have an opportunity to try on different sizes of lab coats and uniforms before ordering.

- The cost for one uniform and one lab coat complete with the Millikin University logo on them is approximately \$105 for female and \$110 for male.
- To complete your nursing uniform, you will need to supply your own watch with a second hand as well as socks/hose and shoes in accordance with the policies and procedures outlined in the School of Nursing Student Handbooks.

**Appendix E:
Millikin University
College of Professional Studies: School of Nursing**

Criminal History Record Information Check and Drug Testing

DISCLOSURE

Your file will not be complete until this statement is received. Due to the confidential nature of this information, this form will not be a part of your record in Admissions but will be a part of your file within the School of Nursing.

By signing below, I hereby certify that I have read and understand the student requirements for nursing education.

1. I understand I must complete this School of Nursing (SON) disclosure form to progress in the SON.
2. I understand that I may be denied approval to sit for the NCLEX-RN or to be licensed as an RN in certain states if I have been convicted of a felony.
3. I understand that some of the clinical learning settings used by the School of Nursing may conduct additional criminal background check of students to ensure safety of their vulnerable populations.
4. I understand some of the clinical learning settings may also require drug screening before permitting students to be in the clinical setting.

Name (Printed)

Name (Signature)

Date

If you have any questions concerning any of this information, please contact the Director of Millikin University's School of Nursing at 217-424-6348.

PLEASE RETURN THIS FORM to: Director, School of Nursing, Millikin University, 1184 W. Main St., Decatur, IL 62522

12/01, 4/13, 5/14, 6/15, 6/16

Appendix F:
MILLIKIN UNIVERSITY
College of Professional Studies: School of Nursing

Graduate Nursing Program
Internal Policy: Non-degree Seeking Student

Qualified external students with a bachelor's degree from an accredited institution may enroll in a maximum of nine (9) credit hours of graduate study as non-degree seeking, or "visiting" students. Currently enrolled undergraduate BSN students may be eligible to concurrently enroll in a graduate course with permission (see undergraduate handbook). The core graduate courses that non-degree seeking students or current undergraduate students may take on a space-available basis are:

- NU 510: Diverse Populations
- NU 512: Graduate Statistics
- NU 515: Application of Theory to Practice
- NU 530: Healthcare Policy & Economics
- NU 535: Principles of Teaching & Learning in Nursing
- NU 545: Advanced Pharmacology Across the Lifespan
- NU 569: Nursing Leadership

I. The process for non-degree-seeking external students is as follows:

1. The student should complete an online application as a Visiting (Non-Degree-Seeking) Student
2. The Application Specialist in the Office of the Registrar will process the application and forward it to the Associate Director for Graduate Programs in the School of Nursing and the Office of the Registrar.
3. The Office of the Registrar to request Official Transcripts of all college degrees/ courses taken by the applicant and create an informal file
4. Once received, the Office of the Registrar will forward the transcripts to the Associate Director for Graduate Programs of the SON, along with the class the student requested.
5. Original transcripts and the application are kept in the Office of the Registrar.
6. The Associate Director for Graduate Programs will be the academic advisor for non-degree seeking students.
7. The Associate Director for Graduate Programs will approve or deny the student's request and notify the Office of the Registrar and the admissions team to process the paperwork.
8. When approved by the Associate Director for Graduate Programs, admissions will notify the student that they may register for the class(es) and send them information about:
 - a. User ID
 - b. Email
 - c. How to get a student ID and parking pass

Approved October 31, 2024

Appendix G:
Millikin University
College of Professional Studies: School of Nursing

Family Nurse Practitioner Practicum Guidelines

IMPORTANT CONTACT INFORMATION

FNP Faculty

Audra Trump, DNP, APRN-FPA, FNP-C

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FNP Program Coordinator
Assistant Professor
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kslade@millikin.edu

The purpose of the Family Nurse Practitioner Practicum Guidelines is to provide direction to the student regarding the practicum experiences. Students are held to these guidelines in addition to the School of Nursing Graduate Student Handbook and DNP Project & Residency Handbook.

Thank you to Lee University School of Nursing, Cleveland, TN, for sharing the template for this document. Your spirit of collegiality is greatly admired and appreciated.

FNP Student Practicum Experience

Overview of Practicum Experience

All FNP students will complete four clinical practicum courses over four consecutive semesters (including two summers). In addition, BSN-DNP FNP students will complete a fifth semester with a cumulative NP Capstone course. BSN-DNP FNP students will be required to complete 800 supervised clinical practicum hours of direct patient care. MSN-DNP FNP students will be required to complete 800 supervised clinical practicum hours of direct patient care. Clinical experiences will be distributed and defined by the lifespan population-focused nature of the family nurse practitioner experience. Students will transition from the close supervision of the novice in the first clinical practicum experience to the expectation of the competent and more autonomous client care of a soon-to-be graduate practitioner by the end of the last clinical practicum.

State Requirements for Practicum Experience

Millikin University School of Nursing will only authorize practicum experiences within the State of Illinois.

Health and Safety Compliance Requirements

See the SON Graduate Student Handbook for policies related to impaired nursing students, immunizations, and other health and safety requirements.

It is the responsibility of the student to enter the required documents into the Castlebranch compliance system.

Practicum Courses

Overview of Didactic and Practicum Courses

Each practicum experience aligns with a didactic course (See table below). Opportunities to engage in practicum specialty areas will be developed individually with guidance from the course faculty and the FNP Coordinator.

Didactic Course (Credit Hours)	Practicum Course	Practicum Hours
NU723 FNP Adult/Older Adult Management (3)	NU730 FNP Clinical Practicum I (1)	100 hours
NU724 FNP Pediatric Management (3)	NU731 FNP Clinical Practicum II (2)	200 hours
NU725 FNP Women's Health Management (3)	NU732 FNP Clinical Practicum III (2)	200 hours
NU726 FNP Complex Care Management (3)	NU733 FNP Clinical Practicum IV (1)	100 hours
	NU734 FNP Clinical Practicum V (2)	200 hours
	NU790 BSN-DNP NP Capstone	200 hours

Student Behavioral Objectives for Practicum Experiences

NU730 FNP Clinical Practicum I

Clinical practicum introduces novice NP student to primary care practice settings with focus on wellness promotion, disease prevention and treatment, risk reduction, and disease detection through advancement of skills in patient history acquisition, advanced physical assessment skills, identification of differential diagnoses. NP students will participate in discussions of diagnosis, treatment options, health care management plan, and teaching/treatment implementation. Perform comprehensive history and advanced

health assessment skills with pediatric, adult, and geriatric patients noting normal, variations of normal, and abnormal findings.

By the end of the course, the novice student will be able to:

1. Plan and implement focused history and physical assessments in patients based on presenting chief complaint(s)
2. Demonstrate competency in developing and evaluating plans for wellness promotion, disease prevention and treatment across the lifespan, taking into consideration SDOH
3. Demonstrate beginning skills in the analysis of relevant laboratory and diagnostic tests
4. Demonstrate the ability to recognize differential diagnoses for common illnesses
5. Demonstrate the ability to manage patient records

NU731 FNP Clinical Practicum II

Clinical practicum provides further advancement of the NP student's learning within the primary care practice settings with a focus on increasing expertise in the application of history and physical assessment skills and interpretation of available data to reach reasonable differential diagnoses and develop a care management plan for common acute and chronic conditions across the life span. Students will demonstrate beginning proficiency in rational prescribing practices.

By the end of the course, the advanced beginner student will be able to:

1. Demonstrate competency in performing advanced history and physical assessments across the lifespan
2. Develop and evaluate plans for wellness promotion, disease prevention and treatment across the lifespan, taking into consideration SDOH
3. Interpret and apply relevant laboratory and diagnostic data to develop accurate diagnoses
4. Demonstrate beginning skills in prescribing practices for common acute and chronic conditions across the lifespan

NU732 FNP Clinical Practicum III

Clinical practicum builds on Practicum I and II to advance NP skills toward attainment of competent management for an increasingly diverse group of common acute and chronic conditions across the life span. Student will achieve proficiency in health history and physical assessment skills, development of differential diagnoses, interpretation of a wide variety of diagnostic tests, competence in common office procedures, development of care management plan, and rational prescribing practices.

By the end of the course, the competent student will be able to:

1. Demonstrate competency in performing advanced history and physical assessments across the lifespan
2. Analyze relevant laboratory and diagnostic tests and incorporate these with history and physical assessment data to engage in comprehensive diagnostic reasoning
3. Integrates appropriate developmental and theoretical perspectives in wellness promotion, disease prevention and designs and implements comprehensive treatment plans for common acute and chronic conditions across the lifespan, taking into consideration SDOH
4. Demonstrate enhanced proficiency in prescribing practices for common acute and chronic conditions across the lifespan
5. Demonstrates proficiency and safety in performing common office procedures

NU733 FNP Clinical Practicum IV

Clinical practicum provides further advancement of the NP student's learning within the primary care practice settings with a focus on applying high levels of critical thinking with use of evidence-based practice guidelines to assess, diagnose, treat, and evaluate outcomes while engaging in interdisciplinary collaboration, and developing a care management plan for common acute and chronic

conditions across the life span.

By the end of the course, the competent-proficient student will be able to:

1. Synthesizes assessment findings with critical thinking to guide diagnostic reasoning, planning of care, and evaluation of outcomes
2. Demonstrates competence in diagnosis and treatment planning with consideration of co-morbid conditions, genetic/genomic factors, cultural diversity, and family dynamics
3. Designs comprehensive treatment plans, including office procedures, for complex, unstable, or chronic health conditions
4. Demonstrates the ability to manage the assigned daily caseload of patients with an increasing degree of independence

NU734 FNP Clinical Practicum V

Clinical practicum focuses on management of care of individuals/families with complex, unstable or chronic health conditions needing a high level of oversight and interventions with attention to medical home model principles: patient centered, comprehensive care, coordination across providers, accessibility, and commitment to quality and safety. Students will apply high levels of critical thinking with use of evidence-based practice guidelines to assess, diagnose, treat, and evaluate outcomes while engaging in interdisciplinary collaboration, making specialty referrals, and managing transitions between home, acute care, and extended care facilities. Students will continue to see patients with common acute and chronic conditions across the life span as appropriate to the primary care or specialty care setting.

By the end of the course, the competent-proficient student will be able to:

1. Demonstrates mastery of diagnosis and treatment planning with consideration of co-morbid conditions, genetic/genomic factors, cultural diversity, and family dynamics
2. Designs and implements comprehensive treatment plans, including office procedures, for complex, unstable or chronic health conditions
3. Safely and effectively prescribes, monitors and modifies pharmacological treatment plans
4. Demonstrates strong leadership and advocacy for patients/clients through work with interdisciplinary team within the community & complex health care systems.
5. Demonstrates the ability to manage assigned daily caseload of patients with increasing degree of independence

NU790 BSN-DNP NP Capstone

This clinical residency supports the BSN-DNP student in demonstrating final synthesis of theoretical and clinical foundational knowledge needed for independent entry level practice. Emphasis is on further refining ability to develop comprehensive differential diagnoses, procedural skills, development and implementation of care management plans, teaching, and evaluation of outcomes. The clinical residency also will provide opportunities that include, but are not limited to, health policy and community advocacy, population improvement projects, and professional development related to NP scope of practice.

By the end of the course, the student as a novice practitioner will be able to:

1. Demonstrate a high level of critical thinking and synthesis in the NP role in a variety of settings that involve integration of principles of chronic disease management, self-management, health literacy, and patient advocacy across health care environments
2. Demonstrate progressive professional role development and maturity in communication strategies
3. Demonstrates mastery of assessment, diagnosis, treatment planning, interventions, and review of outcomes to further quality patient outcomes, taking into consideration SDOH
4. Consistent, safe and effective prescribing practices for both pharmacologic and non-pharmacologic treatment options
5. Demonstrates the ability to manage assigned daily caseload of patients with the support and supervision needed

Student Roles and Responsibilities Related to Practicum Experiences

Attendance

Students are expected to attend all clinical practicum and capstone experiences. A student who will not be in the clinical area due to illness or any other reason must notify the preceptor and the clinical faculty as soon as possible before the experience. The student may be expected to show proof of illness or other reason for their absence. Missed clinical practicum experiences may result in an inability to progress in the program. Students should consult course syllabi for course-specific requirements.

Given the nature of graduate education for the DNP-FNP program, students may find it difficult to maintain full-time employment. If the student decides to maintain employment during graduate education, it is expected that employment will not interfere with the student's academic responsibilities. This includes, but is not limited to, attendance at clinical management courses, assignment completion, on-campus simulation experiences, and clinical practicum experiences.

The nurse practitioner student will:

- Adhere to the clinical practicum schedule.
- Communicate requested changes/revisions of the schedule to the FNP preceptor and Family Nurse Practitioner Coordinator.
- Arrive at the practicum site on time and remain on site for the full duration of the practicum experience except for a 30-minute meal break.
- If an issue occurs with a preceptor or practicum site, the student should speak with the FNP course faculty. If that is not possible, the Family Nurse Practitioner Coordinator should be notified. If a resolution cannot be achieved, the Family Nurse Practitioner will discuss the situation with the Associate Director for Graduate Programs or the Director of the SON.
- Follow the same break times as the FNP preceptor.
- Notify the FNP preceptor and Family Nurse Practitioner Coordinator if there is a late arrival or absence from practicum.
- If the preceptor is absent on a scheduled day, the student should notify the FNP course faculty and reschedule the experience.

Professional Attire & Appearance

FNP students are required to wear a white lab coat. Name badges are also required to be worn on lab coats. FNP students will wear their MU ID.

The preceptor supervising the graduate student will determine what clothing is acceptable in any given practice area. Clean khaki pants, sweaters, polo shirts, button-down shirts, and leather or athletic shoes that are clean and in good repair are all examples of acceptable “business casual” professional attire. Jeans and t-shirts are not acceptable. Closed-toed shoes must be worn in the practice setting.

- **Hygiene:** Perfumes and colognes must not be worn in clinical areas.
- **Hair:** Hair should be clean and neatly groomed; this includes clean-shaven or neatly trimmed mustaches and/or beards. Hair should be of a natural hue and secured off the shoulders and away from the face.
- **Tattoos:** Visible tattoos must be covered while in the practice setting. Check with your instructor for direction.
- **Nails:** Nails must not have sharp edges that may cut or scratch clients. Nail polish, nail art, and artificial nails are not permitted. The length of the fingernails is not to extend beyond the length of the fingertip.
- **Eyelashes:** Artificial eyelashes (strip style) and eyelash jewels are not permitted.
- **Body Piercing:** Jewelry that hangs from the body may be at risk of contaminating a sterile field.

- Earrings must be limited to two stud-type earrings per ear. Other visible body piercing apparatus, including tongue piercing, must be removed before entering the clinical area.
- **Jewelry:** Finger rings serve as a vehicle for microbial growth and may tear sterile gloves. Therefore, rings must be limited to a plain wedding band without a stone. Necklaces and bracelets are not to be worn.

Equipment

Students will need the following equipment for Practicum experiences: a stethoscope, a smart device (iPhone, Android, tablet, etc.), and a pen light.

Engagement

Students are expected to be actively engaged in practicum experiences.

Students are expected to:

- Abide by all practicum agency policies and procedures.
- Exchange direct contact information with the preceptor (if applicable).
- Maintain appropriate practicum logs.
- Communicate regularly with the FNP Course Faculty.
- Send preceptor a formal thank-you note.
- Collaborate with FNP preceptor to identify and follow evidence-based treatment guidelines.
- Report to the FNP preceptor, the chief complaint, complete HPI, ROS, and physical exam with an assessment/differential diagnosis(es) and a potential plan after each patient encounter.
- Review examination techniques, lab protocols, diagnoses, and practicum management approaches, including pharmacologic agents.
- Request feedback from the FNP preceptor regarding practicum performance after each practicum day.
- Accept responsibility for individual actions.
- Notify the course faculty member at any time that consultation is needed.

Cell Phone

Cell phone usage during the practicum day is limited to access of FNP consultation and management applications. During practicum hours, cell phones may not be used for personal calls, texts or picture taking.

Practicum Hours

This program prepares students to work as Family Nurse Practitioners with lifespan population management; a majority of practicum hours are to be completed in primary care settings. Family practice, pediatric, and women's healthcare settings will provide opportunities for the majority of experiences.

DNP FNP students are required to complete 800 direct-care clinical practicum hours. Students must log a minimum of 50 hours in Women's Health management, a minimum of 150 hours in Pediatric management (newborn through late adolescent), and a minimum of 450 hours in adult/older adult management (young adult through frail older adult). Students may log up to 90 hours in specialty experiences. These may include, but are not limited to, dermatology, cardiology, orthopedics, and ED. 1 credit hour equals 100 practicum hours.

Role and Responsibilities of the Student

- Students may spend no more than 12 hours in one practicum day. Travel time to and from the practicum site cannot be counted toward practicum hours. A student's FNP preceptor must be physically present at the site in order for the student to experience direct patient interaction.

- Students who do not complete all of the practicum hours required for the course or fail to log practicum hours/patients in the clinical log will receive a grade of less than B and may have to repeat the course.
- Students must log practicum hours and patient encounters, including the type of patient, ages and management plans for patients seen.
- Students must log all patients correctly and failure to do so will result in an incomplete grade until information is correctly entered.
- Complete all evaluations of the practicum site and preceptor.

Role and Responsibilities of the Practicum Course Faculty

- FNP course faculty will supervise NP students. Supervision may be direct or indirect. Direct supervision is when the faculty mentor is functioning as the preceptor. Indirect has three objectives: supplement preceptor teaching, liaison to agency and evaluate student's progress.
- Family nurse practitioner students must have practicum experiences in settings with individuals/families across the lifespan. Patient volume in the practicum site must be enough to allow the student an opportunity to see patients to meet specific student behavioral competencies.
- To work closely with preceptors (if applicable) to ensure appropriate practicum experiences for students.
- Conduct review of student clinical logs to ensure accuracy and completion of required hours and cases.
- Provide instruction and feedback on practicum case studies and other assignments.
- Evaluate SOAP note submissions for competency.
- Complete performance evaluation of student at mid-term and course conclusion.
- Conduct site visits in person, via telephone or virtual technology if a preceptor is being utilized.
- Evaluate student competencies at the practicum site to ensure optimal care and adherence to agency expectations, guidelines, and standards.
- Address concerns with the student as early as possible and identify solutions.
- Collaborate with the FNP Coordinator to develop the remediation plan.

Role and Responsibilities of the Preceptor

- Review the preceptor packet.
- Orient the student to the office and clinic facilities.
- Demonstrate professional role-modeling.
- Provide the student with access to patient records, documentation, and electronic health records systems if available.
- Be available to collaborate with the FNP course faculty member.
- Encourage and expect the student to become increasingly more responsible, pro-active, and self-reliant during the semester.
- Notify the FNP course faculty member with any issues of concern.
- Provide input to FNP course faculty member regarding student performance.

Role and Responsibilities of the Family Nurse Practitioner Coordinator

- Assist FNP course faculty with identifying potential preceptor(s)
- Serve as a liaison between students, FNP course faculty and preceptors
- Complete site visits as indicated.
- In collaboration with FNP course faculty, establish a defined plan for remediation.
- Ensures recognition of preceptors at the end of each semester.

Preparation for Practicum

Guidelines for Arranging Practicum Experiences

Practicum Sites

The FNP course faculty will identify potential practicum sites for all students. Students may indicate potential sites, but final decisions will be the responsibility of the FNP course faculty. All sites will be in Decatur or the surrounding Central Illinois region. FNP course faculty will work with the FNP Coordinator, the Associate Director for Graduate programs, and/or the SON Director to ensure that signed agency affiliation agreements are in place prior to the start of each semester.

Students may not use their workplace (e.g., office, unit, department of employment) as a practicum site. However, if employed at a health system, the FNP course faculty may obtain a practicum placement at another setting within the system.

Preceptor Criteria

Preceptors are qualified based on a combination of knowledge, clinical expertise, experience, and certifications. The preceptor is employed in a healthcare institution/agency or in an institution of higher learning, who has the desire and commitment to support the formation of professional nurse role development for the Family Nurse Practitioner.

Minimum Requirements of a Preceptor Includes:

- Holds an unencumbered license as a registered nurse and an unencumbered license as an Advanced Practice Registered Nurse, Physician Assistant, or licensed M.D./D.O. in the State of Illinois
- Master's of Science in Nursing or terminal degree (preferred) or M.D.
- Minimum of two years of full-time (or equivalent part-time) experience
- Commit to sufficient time to effectively fulfill the preceptor role

Clinical Site Supervision and Evaluation

Direct supervision, whether by the FNP course faculty or agency preceptors, will be 1:2 if FNP course faculty/preceptors (if applicable) are not seeing their own patients and 1:1 if FNP course faculty/preceptors (if applicable) are seeing their own patients. In those situations where an agency preceptor is utilized, FNP course faculty will provide indirect supervision (coordination of experience, interacting with preceptor, evaluation of student), which will follow the recommended ratio of 1:6.

Agency Affiliation Agreements

Agency affiliation agreements must be in place before a student can attend practicum experience.

Agency affiliation agreements are managed through the Office of the Dean of the College of Professional Studies and are initiated upon requests from the Director of the SON and/or Graduate Chair.

EHR Documentation of Practicum Experiences

Documentation

Students may be required to obtain access to the EHR system used at the practicum site. Students may not count hours for any required EHR training toward the total practicum hours.

Students should follow the policies and procedures outlined by the practicum site regarding medical record documentation. Students are expected to sign medical records with legal name, FNP-Student.

Misrepresentation of credentials is prohibited.

Student Scope of Practice

Nurse practitioner (NP) students function in a learning role under the direct supervision of the licensed FNP preceptor. Specific guidelines are as follows:

- Patient safety dictates that competency is validated prior to actual performance.
- The practicum FNP preceptor must always provide direct supervision of the NP student during any invasive procedures.
- If a student has questions about whether or not a procedure is allowable in the practicum site, the student is required to contact the FNP course faculty member.
- Students are encouraged to observe procedures as the opportunity arises.
- NP students are not allowed to sign prescriptions, dispense medications, or e-prescribe medications. This is the responsibility of the licensed preceptor and is beyond the student's scope of practice. The student is encouraged to collaborate with the FNP preceptor and make recommendations regarding the need for prescriptions.

Orientation

The student should prepare for the Practicum as directed by the FNP preceptor and follow the orientation plan of the practicum site. The process by which orientation occurs should be determined before the student starts the Practicum. Formal orientation hours cannot be used toward the total required number of Practicum hours.

Practicum Evaluation

Assessment and evaluation are essential to the teaching-learning experience. Nurse practitioner student evaluation is an essential part of ensuring minimum achievement of The National Organization of Nurse Practitioner Faculties Core (2022) and Population-Focused NP (2013) Competencies. Both formative and summative evaluation processes are used in education.

The mid-term and final evaluation of a student's practicum experience is the responsibility of the course faculty member with input from the preceptor/s.

Site evaluation and preceptor evaluation

Students are required to complete a site evaluation for every clinical agency site. In addition, students are required to complete a preceptor evaluation form for any preceptor experience of 24 hours or greater.

Faculty Evaluation of Student

Students should expect an on-site visit from the FNP course faculty member if an agency preceptor is being utilized. Practicum sites visits are mandatory and will occur at least once per semester for each practicum course. Depending on the individual situation, site visits may be conducted in one of three ways: face to face on site, video conferencing or schedule phone call with the preceptor. Additional site visits, phone call and/or video conferencing sessions may be necessary. Site visits may be announced or unannounced. If during the site visit, the student's professional behavior or performance is found to be unsatisfactory, the student will be required to meet with the FNP course faculty regarding an improvement plan. Failure to meet the specifications outlined in the improvement plan may result in an overall failure of the practicum.

For those clinical practicums where the FNP course faculty is the on-site practicum preceptor, faculty evaluation and feedback to the student will be ongoing with attention to professional behaviors and performance.

Appendix H:
Millikin University
College of Professional Studies: School of Nursing

DNP PROJECT & RESIDENCY HANDBOOK

OVERVIEW DNP PROJECT

The hallmark of the practice doctorate is a commitment to advancing nursing practice and evidence-based care in complex healthcare systems at the highest level of specialized expertise. The DNP Project demonstrates the student's ability to identify and resolve a practice problem through change and the scholarship of application or integration, rather than the scholarship of discovery associated with research doctorates (PhD). The DNP Project incorporates skills attained in the DNP program of study to examine and improve health systems, implement advanced nursing practice, and evaluate health care outcomes. The guiding principle in selecting a project is that the final change will benefit groups, populations, or communities through advanced nursing practice.

DNP students are assigned a Millikin University DNP faculty advisor. DNP-NAP students may be assigned a Millikin University DNP faculty advisor and a full affiliate faculty advisor. The faculty advisors are qualified to assist the student with project questions or concerns and may serve as the chair or practice mentor on the DNP Project Team. Students are encouraged to begin discussing their projects with the advisors during the first semester of study. This allows the student time to consider project topics with faculty guidance and to integrate coursework throughout the program with project development.

DNP students plan, implement, and evaluate a practice change in a project related to their specialty practice during four Project courses (NU 796, NU 797, NU 798, and NU 779). The DNP Project courses provide structure for progressive action toward project development and implementation and the partial fulfillment of graduation requirements. Consistent with the *American Association of Colleges of Nursing The Essentials: Core Competencies for Professional Nursing Education* (AACN, 2021) and the *Council on Accreditation of Nurse Anesthesia Standards for Accreditation of Nurse Anesthesia Programs: Practice Doctorate* (COA 2014), this series of courses guide students through the process of successful project completion and reflection on the DNP degree requirements. The culmination of these courses is a completed DNP Project, finalized as an electronic manuscript suitable for dissemination and a project presentation (podium or poster).

The Student's Reflective Analysis of the achievement of program outcomes demonstrates that all DNP competencies were completed at the end of the program.

Types of DNP Projects

Evidence-based nursing projects design and implement change to improve healthcare outcomes either through direct or indirect care in specific practice settings, systems, or with specific populations. The DNP Project is not intended to test new models, develop new theories, test hypotheses, or produce generalizable knowledge. The DNP Project must include purpose, planning, implementation, and evaluation (formative or summative) components and must include a practical plan for sustainability (e.g. to address financial, systems, or political realities). The project must be clinically significant and provide a foundation for future practice scholarship. Examples of DNP practice-focused implementation projects include:

- Quality Improvement Projects
- Translation of Evidence
- Innovation of Practice Change Projects

DNP Project examples from the AACN (2022) can be found in Appendix F. Key elements that should be considered as the student progresses in the program include:

- DNP Projects are designed to be completed by the end of NU779 DNP Project IV.
- DNP Projects are evidence-based and generally have a complex systems analytical element, which may include the economic factors affecting change.
- DNP Projects require synthesis of current evidence and the application of key leadership strategies to build collaboration and buy-in to improve patient-centered outcomes.
- DNP Projects demonstrate theory integration based on organizational change models.
- DNP graduates use science-based theories and concepts to analyze new practice approaches that advance leadership for advanced practice initiatives that facilitate intra-professional and inter-professional collaboration, apply information systems/technology to support and improve patient care and healthcare systems, and disseminate research findings (COA, 2015).
- DNP Projects are practice-based, and “rather than a knowledge-generating research effort, the student in a practice-focused program generally carries out a practice application-oriented ‘final DNP Project,’ which is an integral part of the integrative practice experience” (AACN, 2006, p.3).

The DNP Project Team

Composition of the DNP Project Team

The DNP Project Team consists of:

1. The DNP Student
2. The DNP Project Chair*
3. The DNP Project Team Second Reader#
4. The Content Expert^
5. Optional Team member/Consultant~

* The DNP Project Chair is doctoral-prepared and holds a faculty or affiliate faculty appointment in the School of Nursing.

A DNP Project Team Second Reader is doctoral-prepared and holds a faculty or affiliate faculty appointment in the School of Nursing.

^ The Content Expert can be from the full-time School of Nursing faculty, affiliate faculty, or an advanced practice provider (e.g., CRNA, FNP) with a minimum of a master's degree in nursing, holding a current advanced practice nursing license, and appropriate specialty certification.

~ An optional Team member/consultant may be from outside the School of Nursing but must hold a minimum of a nursing master's degree, for example, a clinical expert in the field of the student's interest.

DNP NAP students must have an anesthesia provider as a Content Expert or an optional Team member/Consultant.

A DNP Project chair, who is generally the academic advisor, is assigned to DNP students during the first semester. Coursework during the first year of the DNP program provides opportunities to explore and focus on ideas and develop skills that will assist the student with the DNP Project. If full-time, students will refine an area of interest and determine the project's focus no later than the end of year one.

A DNP Project Team Second Reader, Content expert, and/or optional Team member/Consultant is assigned or selected by the student in collaboration with the DNP Project Chair.

The DNP students are responsible for ensuring clear, ongoing communication regarding the project with the DNP Project Chair, the Team member(s), and any consultant as appropriate.

Project Chair Responsibilities

1. Leads the DNP Project team
2. Coordinates the team's activities
3. Evaluates student outcomes
4. Provides oversight and approval of the project, including topic selection, proposal approval from the DNP Project Oversight Committee, and ongoing review and refinement.
5. Develops a project timeline (Appendix K) with the student
6. Final project completion approval (Appendix L)
7. Submit a final DNP Project grade in consultation with the Team member(s)
8. Assist the student with project presentation and/or other dissemination arrangements

9. DNP Project Chairs are responsible for ongoing communication with the DNP student and other Team member(s) and will meet with students (onsite or virtually) at least 2-3 times per semester as part of course requirements for DNP Project courses I-IV.

The DNP Project Chair will:

1. Assist the DNP student in preparation of the project proposal submission for the DNP Project Oversight Committee in the semester During DNP I (Appendix J).
2. Assist the DNP student in defining realistic and specific goals and a timeline (Appendix K) that support the DNP Project guidelines and provide oversight to project work completed in DNP Project courses I, II, III, and IV.
3. Guide the DNP student in the development and growth of key leadership and scholarly skills necessary to result in a strong DNP project.
4. Meet with the student and Team members regularly for project progress.
5. Assist the student in developing a plan for project-relevant practice hours prior to implementation and review the student's log of hours, activities, and evidence of accomplishment of the DNP Essentials during DNP Project courses I, II, III, and IV.
6. Maintain credentials related to ethically conducted research from CITI or another provider.
7. Serve as the IRB Faculty Advisor and co-investigator in projects requiring IRB approval.
8. Assign grades for the DNP Project courses (NU 796, 797, 798, 779).
9. Document completion of DNP project Completion Approval (Appendix L).

DNP Project Team Second Reader Responsibilities

1. Facilitate student access to resources
2. Assist the student to fulfill the DNP Project requirements
3. Provide input to ensure rigor, applicability, and meaningful impact of the work in the practice environment.
4. Review and provide comments during the writing of the project

The DNP Project Team Second Reader will:

1. Assist the DNP student in selecting realistic and specific goals that support the DNP Project guidelines.
2. Guide the DNP student in the development and growth of key leadership and scholarly skills in collaboration with the DNP Project Chairs
3. Meet with the DNP Project Chair and student on a regular basis and provide feedback when requested
4. Review the final DNP Project to ensure rigor, applicability, and impact of the work to the practice setting
5. Facilitate dissemination of DNP Project outcomes in practice settings

DNP Project Content Expert Responsibilities

1. Provide an expert opinion to the student, DNP Chair, and other DNP Project Team members regarding some aspect of the project (e.g., statistical analysis). The consultant has no role in the final grading of the project.
2. Assist the student to fulfill the DNP Project requirements
3. Provide input to ensure rigor, applicability, and meaningful impact of the work in the practice environment.
4. Assist with IRB approval, as needed, if a project involves an outside organization

DNP Project Content Expert Will:

1. Maintain credentials related to ethically conducted research from CITI or another provider.
2. Assist the DNP student in selecting realistic and specific goals that support the DNP Project guidelines.
3. Read and give feedback to the written portion of the project during DNP IV.

DNP Student Responsibilities

1. Project's progression, from selection of the project topic to completion of the final project and presentation.
2. Meet with the Project DNP Project Chair and determine progression expectations, scheduled meetings, and the project completion timeline.
3. Keep the Project DNP Project Chair apprised of progress and remain on task to complete the project within the expected timeframe. Failure to complete the project as agreed upon or within the project timeline may result in a revision of the timeline.
4. ***Students must initiate contact with the faculty member assigned as DNP Project Chair and obtain agreement and signatures according to the guidelines.*** Once an agreement has been reached, the student is responsible for scholarly work and meeting the deadlines outlined above.

The DNP student will:

1. Ensure that all written work adheres to the most current *Publication Manual of the American Psychological Association* (APA) standards
2. Initiate contact with the faculty member assigned as DNP Project Chair
3. Work with the DNP Project Chair to initiate contact with additional faculty second reader, content experts, and/or option team member/consultant.
4. Maintain and submit to the Project Chair a log of practice hours, activities, and evidence of accomplishment of the DNP Essentials.
5. Complete and submit all required forms to the DNP Project Chair via the Administrative Assistant, including Curriculum Vitae for project Team members who are from outside the School of Nursing faculty.
6. Establish regular meetings with the DNP Project DNP Project Chair to set goals, ensure progress, and complete required documentation to move the project forward according to the established timelines
7. Schedule all meetings or electronic communication with the DNP Project Team Faculty and Practice Mentors
8. Read and comply with all relevant policies and procedures established by the School of Nursing & IRB's
9. Maintain credentials related to ethically conducted research from CITI or another provider
10. Meet deadlines to ensure the final project is approved in time for graduation
11. Maintain continuous enrollment in Project III until the completed project is approved.
12. Work with the DNP Project Chair and Administrative Assistant to schedule the final public presentation of the completed project
13. Submit the DNP Project Completion Approval form (Appendix L) to the Graduate Chair after obtaining the appropriate signatures.
14. Meet all MU Registrar deadlines to comply with graduation requirements

Project Team Meetings

Meetings between the student and the DNP Project Chair or the full DNP Project Team may be requested by any team member to discuss the project. Students are encouraged to begin the process early and adhere

to the timeline once it is established. Students should verify with the Project Chair the expected turnaround time for project review comments to be returned to the student.

Once the DNP Project Chair and other team members agree with the student on the proposed project topic, the student and DNP Project Chair will collaborate to complete a detailed DNP Project Timeline (Appendix K), a copy of which will be provided to the student and advisor.

Changes to the DNP Project Team

In rare circumstances, changes to the membership of the DNP Project Team may be required prior to the completion of the project. To request a change in team membership, the DNP student will work with the DNP Project Chair to contact the School of Nursing Associate Director for Graduate Programs to request the change and explain the rationale for the request. The DNP Project Chair and the Associate Director for Graduate Programs will review the request and make a decision regarding the request.

DNP Project Timeline

The suggested DNP Project Timeline (Appendix K) provides a general template for DNP students and DNP Project Chairs to use to plan for timely project completion and dissemination. The DNP Project Chair and the student mutually agree upon the timeline. Revisions to the projected timeline may occur for a variety of reasons. Any deviation from the established project timeline that results in an extension may potentially delay graduation.

Project Oversight Committee

During the first year of the DNP program, students will develop a preliminary project focus area in conjunction with the Project Chair. This project area idea will be developed during the first-year core DNP courses. During DNP I, the DNP Candidate Project Proposal (Appendix K) will be developed with the Project Chair, who will submit the proposal to the Associate Director for Graduate Programs. The Associate Director for Graduate Programs will compile the proposals in the appropriate location. The proposals will be reviewed by the DNP Project chairs. The DNP Projects chairs will meet to review and approve the projects. An email will notify students regarding the date, format, and process for the proposal review. Students will be notified within 2-3 weeks of either proposal approval or request for further information.

If a student project topic or approach is changed substantively after initial committee approval, the student must resubmit the second project proposal and obtain committee approval.

Institutional Review Board (IRB) Approval

The need for IRB approval is determined in conjunction with the student's project chair and the IRB liaison. Based on the nature of the project, the timeline should be adjusted to include this process when necessary.

The student **MAY NOT** collect any data or perform any study-related activities without formal permission granted by Millikin's IRB and also any other organizational IRBs involved in the project. To obtain formal permission, a Millikin IRB Exempt Application (or in rare instances, an IRB Review Request form) must be completed. Refer to Millikin's IRB Website at <https://www.millikin.edu/IRB>. When a project involves outside organizations, the student must contact the respective institution to identify their IRB application process. When more than one organization is involved, first submit to the outside organization, and when approval is granted, apply to Millikin's IRB and attach the approval letter with the application.

Only after receiving formal IRB approval from all involved organizations, Millikin's IRB, any required institutional committees, and the Project Chair may the student proceed with the project.
The IRB approval letter(s) will be listed as an Appendix in the final project paper.

Responsibilities of Principle Investigators and Research Staff in Projects Involving Human Subjects or Human-Related Data

Principle Investigators and research staff have specific responsibilities as governed by federal regulation. They are required to:

- Protect the rights and welfare of human research subjects.
- Maintain credentials related to ethically conducted research from CITI or another provider
- Understand the ethical standards and regulatory requirements governing research.
- Ensure all research activities have IRB approval and other approvals required by the institution.
- Implement the research activity as approved by the IRB.
- Obtain informed consent of subjects before enrolling in the study.
- Maintain written records of IRB reviews and decisions.
- Obtain IRB approval for any proposed change to the research protocol prior to implementation.
- Comply with the IRB requirements for timely reporting of adverse events or unanticipated problems.
- Obtain continuation approval from the IRB for any study extending beyond 1 year.
- Make provisions to secure and retain completed research records for a minimum of 3 years.
- Ensure the confidentiality of all research information.
- Obtain IRB approval from all participating organizations.
- Report project close-out to the IRB.

Completing an Institutional Review Board Application

1. Complete all items of the project that are necessary for Institutional Review Board (IRB) approval (educational materials or extensive teaching plan for subjects, surveys, videos, etc.). The completion of the methodology section of the DNP Project manuscript will describe these items.
2. Visit Millikin's IRB site. Become familiar with the documents available to students and Project Chairs.
3. Determine the appropriate IRB application to complete. If a project involves an outside organization, the student is responsible for getting information on their approval process.

- a. The Millikin IRB Application is located on Millikin's IRB Website at www.millikin.edu/IRB.
 - i. Millikin Exempt Form (most commonly used for our projects).
 - ii. Review Request for Research Involving Human Participants Form.
4. If the project is to take place at any of the Memorial Health Affiliates (Decatur Memorial Hospital, Springfield Memorial Hospital, Taylorville Memorial Hospital, Lincoln Memorial Hospital or Jacksonville Memorial Hospital) IRB Approval must be obtained from Decatur Memorial Hospital's IRB.
 - a. Process: The student will use the Millikin IRB form and submit it to the DMH IRB first. After the DMH IRB approves the student, the student will submit it to Millikin's IRB for approval.
 - i. All items described in the methodology should be submitted with the IRB application.
 - ii. CITI Certifications for student(s) and Project Chair will be submitted with the IRB application.
5. For projects to take place at a site other than a Memorial Health Affiliate, please discuss with the chair the steps to comply with the site(s) plan for IRB approval and oversight.
 - a. For projects at SIU Healthcare
 - i. IRB must be obtained through SIU. The SIU IRB form must be completed via their website, siumed.edu/scrihs.
 - ii. All items described in the methodology should be submitted with the IRB application.
 - iii. CITI Certifications for student(s) and supervising faculty will be submitted with the IRB application.
6. The project is ready for implementation.
 - a. Any changes in methodology must be communicated, and a change request form must be submitted to the IRB.
 - i. Millikin has a Research Amendment Form available on the IRB website.
7. Once the project is complete, submit a Research Closure Form to the appropriate IRB. A research closure form is available on Millikin's IRB website.

DNP Project Course Sequence

The Project Chair will coordinate the DNP Project courses. While the responsibility for the project culmination and final completion of the residency resides with the student, faculty guidance is essential to success. Students should plan to meet in person or virtually with DNP Project Chairs at least 2-3 times during each semester of enrollment in the project and residency courses. Electronic drafts of project work are expected to be submitted to the Project Chair regularly during each semester.

NU 796: DNP Project I

This is the first in a sequence of four DNP project courses designed to move students through the process of conducting a translational or change clinical project of sufficient rigor to be disseminated to a professional audience in advanced practice nursing. In project I, students will develop and refine the clinical question under study, begin planning phases for the project, including selecting a committee chair and committee member(s), and complete the review of literature or critical analysis underpinning the selected clinical question. Students will create, submit, and obtain approval of their scholarly project proposal. Students will complete 150 practice hours associated with this project course.

NU 797: DNP Project II

This is the second in a sequence of four DNP project courses designed to move students through the process of conducting a translational or change clinical project of sufficient rigor to be disseminated to a professional audience in advanced practice nursing. In project II, students will develop the methodology and create project deliverables (presentations, cognitive aids, simulations, pre- and post-test instruments) required for Institutional Review Board submission. Students will complete 75 practice hours in association with this course.

NU798: DNP Project III

This is the third in a sequence of four DNP project courses designed to move students through the process of conducting a translational or change clinical project of sufficient rigor to be disseminated to a professional audience in advanced practice nursing. In DNP Project III, students will finalize the methodology, submit for approval to the Institutional Review Board(s) as necessary, develop an implementation plan, and begin implementation. Students will complete 150 practice hours in association with this course.

NU779: DNP IV

This is the final course in a sequence of four DNP project courses designed to move students through the process of conducting a translational or clinical change project of sufficient rigor to be disseminated to a professional audience in advanced practice nursing. In DNP Project IV, students will complete the project implementation and evaluation phases according to the timeline developed in DNP Project III, plan and deliver a formal presentation of the project findings, and submit a manuscript suitable for publication to a peer-reviewed journal. Planning for project dissemination should also include feedback to advanced practice providers at the institution where the project is conducted. This course is associated with 150 practice hours for project work and completion. *Continuous enrollment in DNP Project IV is required if outcomes are not met by the end of the semester in which students are enrolled for Project IV.*

Guidelines for DNP Project Practice Hours

All DNP students will complete 500 clinical practice hours associated with DNP Project Courses I, II, III, and IV. The purpose of the practice hours is for students to develop, implement, and evaluate the DNP Project and participate in activities designed to facilitate the accomplishment of the *DNP Essentials*.

Students will work collaboratively with the DNP Project Chair to design practice experiences in each DNP Project course. At the beginning of each semester of practice hours, the student will propose specific learning objectives and activities related to the DNP Project and achievement of the *DNP Essentials*. All practice hours must be approved by the DNP Project Chair prior to implementation of the activities. Faculty will provide orientation to practice mentor/preceptors to facilitate the accomplishment of the learning objectives. Each project course semester, the student will maintain a log of activities and practice hours with an analysis of how the experience related to individual accomplishment of competencies in the *DNP Essentials*. The log will be submitted to and reviewed with the DNP Project Chair at the end of each project course. Successful progression to further practice hours is based on satisfactory completion of prior semester goals/activities. Additional hours may be required on an individual basis to accomplish completion of the project and achievement of all *DNP Essentials*. A record of all Practice/Residency hours will be maintained in the student's academic file.

The following is a list of the types of activities and experiences that can be proposed by the student for DNP Project Practice Hours. This list is not intended to be exhaustive.

- Meetings with agency/organizational/community leaders to identify potential DNP Project focus
- Meeting with agency/organizational/community leaders to plan and implement the DNP Project
- Attendance at agency/organizational/community Team meetings related to the DNP Project
- Site visits to solicit background or deeper understanding of the project topic
- Meeting with consultants or content experts related to the project
- Presentations to groups related to the project
- Hours conducting the project and analyzing results
- Professional presentations of project at local, regional, or national conferences
- Attendance at conferences directly related to the project
- Manuscript preparation and submission
- Policy development or involvement
- Tool development related to the project
- Other activities that are directly related to the development, implementation, and evaluation of the project, as negotiated and approved by the Project DNP Project Chairs

To ensure that progress is being made on the final project, practice hours will be focused in part on the final stages of the project dissemination and will also facilitate mastery and reflection of the DNP competencies advanced by the *American Association of Colleges of Nursing, The Essentials: Core Competencies for Professional Nursing Education* (2021).

DNP Project Completion

Final DNP Project Review

The student is responsible for coordinating and scheduling a final DNP Project review in consultation with all DNP Project Team members. All members of the DNP Team must participate in the **final** review (in person or by phone).

Project Manuscript Review

The student is required to schedule and meet with the graduate writing center for review and editing of the manuscript. The edited, final manuscript should be returned to the Project Chair for final review and approval. Manuscripts must be submitted to the writing center prior to the completion of Project IV.

Public Presentation of the DNP Project

In collaboration with the DNP Project Team, the student will arrange for a public presentation of the completed DNP Project at Millikin University. The date and time for the public presentation will follow the final DNP Project review with the Team. The student will develop a professional presentation with the approval of the DNP Project Chair. DNP students are expected to participate in Millikin's Celebration of Scholarship, which occurs annually each spring. Presentations at the Celebration of Scholarship may be in either a podium or poster format. Additional presentations may be scheduled in consultation with the Team members or affiliate agencies.

DNP Project Steps

The following steps are outlined to serve as a general guide for developing the student's DNP Project and are not intended to be prescriptive. The student will work with the DNP Project Chair and Team to:

- Establish why the project topic is relevant, important, and within the scope of the advanced practice nursing role for which the student is being prepared.
- Form an appropriate project Team
- Revise and refine the purpose of the proposed project.
- Submit the project proposal to the DNP Project Oversight Committee for approval (Appendix I).
- Complete a proposed DNP Project Timeline (Appendix K).
- Establish the frequency and content of DNP Project review with the DNP Project Team. Both the DNP Project Chairs and Team will review and critique the project.
- Continue with critical review and appraisal of the literature and best evidence supporting the project (this may require working closely with library support staff).
- Identify the optimal approach (type of project/methodology) to address the project purpose.
- Establish relationships with key representatives from potential facilities that may provide a data source to further examine the project question.
- Recognize and engage key representatives who may shed new insight on the subject matter and offer new information or facilitate the project implementation.
- Provide evidence of stakeholder support for the project (if applicable)
- Establish a budget for the project and identify funding support (if applicable).
- Work with the Project Chair to determine if the project involves research with human subjects intended to produce generalizable knowledge, which will require IRB review.
- Submit the finalized project proposal to the facility IRB, if appropriate, and when approved, submit the proposal to the Millikin IRB. See the IRB website for process and forms. (Note some

- organizations require special institution/Team review following IRB approval before a project can proceed.)
- After approval is documented by the appropriate IRBs, the student may proceed with implementation and evaluation in consultation with the project Team.
 - Once final revisions are made to the project manuscript, the DNP Project Team will meet with the student to discuss the project and implications for nursing. At this meeting, the public presentation will be planned along with other forms of dissemination. The DNP Project Chairs will review the presentation details with the student prior to presentation. At the completion of the public presentation, the student will complete the DNP Project Completion Approval form (Appendix L) and submit it to the Graduate Chair.
 - Once the project paper is approved by the DNP Project Team, the student will work with the Millikin University Graduate Writing Tutor for final edits.
 - The student will make revisions as recommended by the graduate tutor and provide the Project DNP Project Chairs with a copy of the recommended changes.
 - Starting in 2019, SON Graduate Projects will be maintained in a digital collection set up through CARLI at http://collections.carli.illinois.edu/cdm/landingpage/collection/mil_nursing . Students will need to sign for permission to include their project by completing the Permission to Digitize Graduate Scholarly Project form (Appendix M). This is at no cost to the student. If a student refuses to sign permission for digitizing, they will be required to pay for one bound copy for Staley Library. The student is also required to send an electronic copy of the final manuscript to the DNP Project Chair and the Administrative Assistant in the School of Nursing.

Appendices and DNP Project Forms

All DNP Project forms will be retained in the student's academic file in the School of Nursing. They consist of:

- DNP Scholarly Project Committee Form (Appendix I)
- DNP Candidate Project Proposal (Appendix J)
- DNP Project Timeline (Appendix K)
- DNP Project Completion Approval (Appendix L)
- Permission to Digitize Graduate Scholarly Project (Appendix M)
- Selected Examples of DNP Projects, AACN (Appendix N)
- Guidance for DNP Project Development (Appendix O)

DNP Project Manuscript Guidelines

APA Style

The DNP Project manuscript style and format adheres to the most current version of the *Publication Manual of the American Psychological Association* (APA) with variation as indicated in italics.

Typeface

Times New Roman, 12-point font, this should be consistent throughout the paper.

Line Spacing

Double space throughout the entire paper including headings and references.

Line Length

All lines in the paper are to be flush-left style. This style leaves the right edge of the paper uneven. Do not hyphenate words at the end of a line.

Paragraphs and indentations

Paragraphs should be started with an indent of five to seven spaces, or approximately $\frac{1}{2}$ inch.

Section Titles

APA provides for five potential levels of headings for the sections of the paper. Please see the most current APA manual for formatting rules. All line spacing stays at double space.

Margins

Margins will be set differently for papers that are submitted for the digital repository compared to those who want to do a bound copy instead or in addition to the digital repository.

- 1) For digital repository - paper margins should be 1 inch on all sides.
- 2) For bound copies - paper margins should be 1 $\frac{1}{2}$ inches on the left side, and 1 inch for the top, bottom, and right side.

Pagination

Pages should be numbered consecutively using Arabic numerals starting with the Title page which is page 1. Page numbers should be in the page header, flush right.

Running Head

This is an abbreviated title that will be at the top of each page in the header section formatted to the left margin. Headers should be no more than 50 characters total. Headers should be all capital letters.

Sections for Body of the Paper

The sections used to organize the paper will be individualized based on the organizational change framework or model guiding the system change. For example, a project based on the IOWA model would have different sections than one using Kotter. As a generalization, the body of the paper should address the project purpose, evidence, organizational change framework, planning, implementation, sustainability, project outcomes, conclusion & recommendations.

Section	Examples of topics to be included
Introductory Material	Acknowledgements, Table of Contents, List of Tables, List of Figures, List of Abbreviations
Abstract or Executive Summary	A succinct summary of the project including problem statement, purpose, key elements of project and key findings. Usually 150 to 250 words. On separate page.
Purpose	Introduction including brief discussion of background, problem statement, and purpose of proposed organizational change
Evidence	Background and review of the evidence (this is the literature review): substantiate the problem, relationship to advanced practice specialty role, sphere of nursing practice, patient/system outcomes
Nursing Theoretical Framework/Conceptual Model	Identify and describe the nursing theory used to substantiate the project or intervention.
Organizational Change Framework	Identify and describe the conceptual and/or theoretical change framework selected to guide the change process.
Planning and Methodology	System to be changed, financial & resource needs, policy implications, project timeline, identification of outcomes, key stakeholders in the project, project team development, and as appropriate – SWOT or workflow analysis, IRB processes, agency contracts...
Implementation	Engagement of stakeholders, securing resources, description of actual implementation of project
Sustainability	Plans for project monitoring and sustainability, embedding the change into the system, resource implications, political realities
Project Outcome Analysis	Analysis & discussion of processes and outcomes, formative and/or summative, significance of outcomes
Conclusion, Recommendations	Importance and limitations of project
References	Start on new page. Include all references cited in paper. See APA guide for formatting.
Appendices	Include any supplemental material for the paper. Note: tables and figures may either be placed in the appendices or embedded within the text.

The following must each begin on a new page:

- Title page
- Acknowledgements
- List of Tables
- List of Figures
- List of Abbreviations
- Abstract (see APA 2.9)
- Body of paper
- References

The body of the paper/text begins with the full title and flows as one continuous, unbroken document. APA 2.11 "Format" states: "Do not start a new page or add extra line breaks when a new heading occurs; each section of the text should follow the next without a break."

The Title Page

The title page includes six elements: title, running head, page number, author byline, institutional affiliation, and author note – a statement regarding partial fulfillment of degree requirements and year

- Project Title should be in Title Case, bold, centered and positioned in the upper half of the title page.
 - Capitalize the following words in the title:
 - First word
 - First word in subtitle
 - First word after a colon, em dash, or end punctuation
 - All Major words
 - Words with four letters or more
- Student's Name and Program Information
 - Student's name should be first name, middle initials(s), and last name
 - Student's name should be below the title with one extra double blank space
 - Student's name should include no professional or academic degrees or licenses
 - The institution name "Millikin University" should appear below the student's name.
- At the bottom of the title page include the following:
"In Partial Fulfillment of Degree Requirements for Doctor of Nursing Practice"

20XX [appropriate year]

Table of Contents

Each section of the manuscript should each begin on a new page.

The Table of Contents should be laid out according to the following criteria. The words “Table of Contents” are centered at the top of the page. No ellipse needed between section and page number.

Sample format for sequence and pagination on table of contents following Title Page:

Acknowledgements	2
Table of Contents	3
List of Tables	4
List of Figures	5
List of Abbreviations	6
Abstract or Executive Summary	7
Introduction	8
Problem Statement	9
Purpose	9
Review of Literature	18
Nursing Theoretical Framework/Conceptual Model	48
Organizational Change Framework	51
Methodology Plan	52
Interdisciplinary Planning Team	52
Human Subject Considerations	53
Setting	55
Tools for Evaluation	56
Data Collection or Process Improvement	59
Method of Evaluation	61
Implementation	63
Sustainability	70
Project Outcome Analysis	72
Conclusions & Recommendations	82
References	86
Appendices	96

Nursing Graduate Student Scholarly Project Checklist

Please review prior to submission for final publication.

Formatting:

- All pages and images readable?
- APA style (general formatting, in text citations, references list) used?

Privacy:

- Personal contact information (addresses, phone, email, etc.) removed or redacted?
- HIPAA violations removed? (especially look at any reported data, for screenshots of patient portals, charts, etc.)

Copyright:

- Permission obtained from any copyright holders (usually authors/creators, but sometimes publishers) to reproduce and make freely accessible online figures, images, survey instruments, etc. in the project?

If you need help determining whether something is copyrighted, ask a librarian.

Ask yourself whether you really need to reproduce the copyrighted item in your project. Could you discuss what you need to and cite the original source (for example, the “Iowa Model Revised”) without reproducing it, thus bypassing the need for a permission?

If you do determine that you need to reproduce the copyrighted item in your project, contact the copyright holder (ask a librarian for help if you need assistance determining who that is) and ask for permission:

- Tell them who you are, the institution and program you are affiliated with, and the project you are working on.
- Ask them for permission to reproduce the copyrighted item (for example, the Lean Six Sigma diagram used found on the following website..., or the Iowa Model Revised as found in the following article...) in your project, which will be published online in the following digital collection:

http://collections.carli.illinois.edu/cdm/search/collection/mil_nursing

- Copy included of a) your request(s) for permission to reproduce copyrighted item(s) and b) the copyright holder’s affirmative response(s) to those request(s) in your appendices?
- Copyrighted item(s) properly cited and permission to reproduce them indicated in the text of your project? (For example: “permission to reprint granted, see Appendix B” plus the proper APA-style citation.)

DNP Leadership Residency Requirements

In addition to practice hours associated with the DNP Project courses, DNP Completion in Leadership students will complete a focused practice residency in NU 789: Leadership Residency. The DNP Program prepares students for the highest level of nursing practice, and the practice residency provides the individual DNP student with an opportunity to apply, integrate, and synthesize all of the *DNP Essentials* to demonstrate achievement of desired outcomes in an expanded area of advanced practice nursing. Practice experiences should include indirect care practices in healthcare settings or related environments as well as direct care experiences that broaden and expand the experience of the student.

Required residency hours for DNP students are determined upon admission review of verified practice hours in the student's master's program. Up to 500 of the required 1000 practice hours may be validated from the student's MSN curriculum. Depending on the type of MSN preparation, DNP Completion students will generally need to complete additional practice hours, which can be accomplished by a combination of the DNP Project hours (500) and the DNP Residency.

DNP program practice experiences are designed to provide (AACN White Paper, 2015):

- Systematic opportunities for feedback and reflection.
- In-depth work/mentorship with experts in nursing, as well as other disciplines.
- Opportunities for meaningful student engagement within practice environments.
- Opportunities for building and assimilating knowledge for advanced nursing practice at a high level of complexity.
- Opportunities for further application, synthesis, and expansion of learning.
- Experience in the context of advanced nursing practice within which the final DNP Project is completed.
- Opportunities for integrating and synthesizing all of the *DNP Essentials* and role requirements necessary to demonstrate achievement of defined outcomes in an area of advanced nursing practice.

NU 789: Leadership Residency

The leadership residency is designed to provide for practice experiences (direct or indirect patient) for the post-master's candidate in the DNP completion Leadership program to achieve learning goals related to the DNP Essentials within the framework of their specialty or subspecialty. This is an opportunity to work with experts from nursing and other disciplines. Under the guidance of the student's faculty advisor, an individualized residency plan will be developed that will promote the synthesis, integration, and translation of knowledge gained in the DNP program into the student's professional practice.

Individual Residency Plan

DNP Completion students will collaborate with course faculty to develop an individualized practice residency plan with specific learning objectives related to the *DNP Essentials*. The purpose of the plan is to promote synthesis, integration, and translation of knowledge to advanced practice through planning and execution of specific activities based on principles/outcomes for graduate competencies found in both the *DNP Essentials* and APRN specialty expectations including: system opportunities with feedback and reflection, in-depth engagement and work with practice experts, and a chance to build and assimilate additional complex knowledge related to the APRN specialty. Non-traditional settings should be considered to help the students acquire expanded skill sets.

Residency experiences that involve provision of direct care require a formal contract with the affiliating agency and Millikin University, as well as a preceptor agreement. The student is responsible to initiate obtaining these documents prior to the beginning of the residency experience.

The DNP student will propose an individual residency plan with specific learning objectives and activities related to achieving the *DNP Essentials* and specialty criteria. The plan and final document should incorporate:

- A statement of proposed individual hours and credits
- An individualized plan with earning outcomes for the hours and activities
- Connection of the learning outcomes to the *DNP Essentials* and identified APRN specialty criteria, as needed
- A detailed Residency Log that tracks residency activities
- Upon completion, a reflection of the learning outcomes related to the DNP Essentials and identified APRN specialty criteria, as needed

The completed document will be submitted to the course faculty at the conclusion of the residency. The student is responsible for uploading a final copy of the residency plan to Moodle.

All residency hours must be approved by the course faculty prior to completion of the activities. Each semester, the student will maintain a log of residency hours and activities completed and an analysis of the accomplishment of competencies in the *DNP Essentials*. The log will be submitted to and reviewed by the course faculty at the end of each semester. Successful progression to further residency hours is based on satisfactory completion of prior semester goals/activities. Additional hours may be required on an individual basis to accomplish achievement of all *DNP Essentials*.

Residency Hours in Employment Settings

While some DNP students may have the opportunity to engage in learning activities in a setting where they are employed, practice residency experiences should have well-defined learning objectives that must consist of activities extraneous to the employee's job responsibilities and activities. The DNP student must be able to gain knowledge and skills beyond employment expectations to apply to his or her nursing practice.

References

- AACN (2006). American Association of Colleges of Nursing, *The essentials of doctoral education for advanced nursing practice*. Washington, DC: Author.
- AACN (2015) White paper: American Association of Colleges of Nursing, Task force on the implementation of the DNP, *The doctor of nursing practice: Current issues and clarifying recommendations*. Retrieved from: <http://www.aacn.nche.edu/news/articles/2015/dnp-white-paper>
- AACN (2021). American Association of Colleges of Nursing, *The essentials: Core competencies for professional nursing education*. Washington, DC: Author
- American Psychological Association (2010). *Publication manual of the American Psychological Association*. Washington, DC: A.P.A.
- COA (2015) The Council on Accreditation of Nurse Anesthesia Education Programs, *Standards for accreditation of nurse anesthesia programs practice doctorate*.

Appendix I



DNP Scholarly Project Committee Form

Student (Name): _____ **Date:** _____

Expected Graduation Date: _____

DNP Track: _____

Proposed Project Topic: _____

The following have agreed to serve on the DNP Scholarly Project Committee for the above student (please print):

Project Chair (Name and Title): _____

Signature: _____ **Date:** _____

Project Team Second Reader (Name and Title): _____

Signature: _____ **Date:** _____

Content Expert (Name and Title): _____

Signature: _____ **Date:** _____

* DNP-NAP students must have an anesthesia provider on their committee

* If a committee member does not have a graduate faculty appointment, please attach a current Curriculum Vitae



DNP Candidate Project Proposal

Student Name _____ Date Submitted _____

DNP Project Chair _____ Content Expert _____

- 1. Title:**
- 2. Aims/Purposes:** What does this project hope to accomplish?
- 3. Focused Background Description and Rationale:** Provide a brief and focused rationale for the project. Cite focused reports and literature.
- 4. Significance:** How will the processes of this project improve practice? Does this project involve a standard of care?
- 5. Methods:** Evidence Review? Who are the subjects (if any)? How will they be obtained and grouped? Will any interventions be employed and what are they? What data will be used/collected? How?
- 6. Proposed Timetable (attach *Scholarly Project Timeline*):**
- 7. Role/Activities of the Student:** Describe and elaborate the role of the student
- 8. Use of Human Subjects:** Will this project require IRB approval? What settings?
- 9. Evidence Cited:** Focused reference list for items 3 and 4 above.

DNP Project Committee Representative Name: _____

Signature of Approval: _____ Date: _____

Appendix K



DNP Project Timeline

Student (Name): _____ Expected Graduation Date: _____

Project	Due Date	Required Submission	Submit to	Projected Date	Completed Date
Proposal Submit	DNP Project I	DNP Candidate Project Proposal Form – End of week 5	Chair/DNP Project Sub-committee		
Confirmation of DNP Project Team members	DNP Project I	Project Team Approval Form	Chair/Teams folder		
DNP Project Timeline	DNP Project I	DNP Project Timeline	Chair/Teams folder		
Initial Project Planning and Writing Activities	DNP Project I	Identification of Problem and Purpose- end of week 3	Project Team		
		Theoretical Model and Change Framework – end of week 8	Project Team		
		Review of Literature – end of week 15	Project Team		
	DNP Project II	Methodology plan – end of week 6	Project Team		
		Completed Methodology – 1 week before the end of the semester	Project Team		
Planning of Methodology, Tool Development, Team Activities, Human Subject Considerations, and Writing Activities	DNP Project III	Implement into the written paper any suggestions from DNP II – end of week 2	Project Team		
		Complete methodology section (including any needed tools, questionnaires, etc.) – end of week 4	Project Team		
		IRB Submission if required from project site(s) and Millikin University – end of week 8	IRB		
		Initiate project implementation – end of week 15	Project Team		
Implementation and Evaluation	DNP Project IV	Implement into the written paper any suggestions from DNP III – end of week 2	Project Team		

		Complete project implementation – end of week 8	Project Team		
		Submit draft of final paper including analysis, evaluation, and discussion – end of week 10	Project Team		
		Submit final paper with all edits, including professional editing recommendations – end of week 15	Project Team		
Graduate Writing Center	DNP I	Submit Problem and purpose, Theoretical Model, Change Framework, & Review of Literature – end of week 13			
	DNP II	Submit Methodology – end of week 9			
	DNP III	Submit paper with edits – end of week 10			
	DNP IV	Submit Draft of Final Paper – end of week 10			
Scheduled public project presentation	DNP IV	Submit draft of podium presentation or poster to chair for approval – end of week 11	Chair		
		Presentation at Celebration of Scholarship – Last Friday in April	University Audience		
DNP Project Completion	DNP IV	DNP Project Completion Approval Form & Permission to Digitize	Project Team		

DNP Project Chair: _____ Date: _____

DNP Project Committee Member: _____ Date: _____

Student: _____ Date: _____

Appendix L



DNP Project Completion Approval

Student Name:

Title of Project

Date of Presentation

DNP Project Chair (Name and Credentials)

Signature _____ **Date** _____

DNP Project Practice Mentor (Name and Credentials)

Signature _____ **Date** _____

DNP Project Team Consultant (Name and Credentials)

Signature **Date**

Appendix M

Permission to Digitize Graduate Scholarly Project

(please print)

Student Author Name: _____

Title of Project: _____

Date of Project: _____

I grant Millikin University the nonexclusive right to create a digital version of my scholarly project (“manuscript”), listed above, and to make it available online. I understand that the full text of my manuscript will be available to the public in digital form without restriction, and I give permission for the University to reproduce, distribute, display, and transmit my manuscript (including metadata and abstract) in order to make it available online. In addition, I waive any privacy rights granted by the Family Educational Rights and Privacy Act (FERPA) or any other law, policy, or regulation, with respect to my manuscript.

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Appendix N

Selected Examples of DNP Projects from the AACN (2022)

Organizational Systems Leadership: Work with the Director of the Red Cross exploring ways to improve disaster preparedness; Work with a director of system IT exploring the preparedness strategies to prevent an IT shutdown and strategies for communication and charting to continue during a shutdown, or focus on the nursing leadership role in leading IT design and implementation issues; Work with the System Safety Office evaluating the disaster plan incorporating national best practices and making recommendations for quality improvement of the system plan.

Population Health: Partner with community organizations that affect the health of high-risk populations to address screening or health education processes, financial challenges (including how to raise money and manage money), volunteerism, and interactions/ collaborative opportunities with the healthcare system. Examples of community agencies include: Habitat for Humanity, food pantries, Catholic Charities, homeless shelters, Salvation Army, and Hope Center. Other opportunities might include collaboration with private sector companies to design healthcare facilities, or design and implement wellness/health programs in conjunction with business such as the airline or auto industry

Policy Projects: Evaluate evidence to develop a policy to reduce major events that trigger an ED visit, e.g. by notifying a provider that a fall has occurred, document evidence of need for the policy change; Evaluate geriatric trauma screening for triage; make a recommendation for policy change to revise criteria.

Long-Term Care Facilities: Evaluate and implement a quality improvement program within a long-term care facility, e.g. Evercare or a Medicare Advantage plan, to improve antibiotic selection for symptomatic UTIs in older adults without indwelling catheters and to decrease the inappropriate use of nitrofurantoin. Implement a policy and care practice for antibiotic selection guided by the Infections Disease Society of America guidelines for treatment of UTIs.

Urgent Care: Focus on achieving the national benchmark of urgent care visit times lasting less than 60 minutes, identifying and mitigating impediments to efficient patient flow at a Family Medicine Center Walk-in Clinic. Implement a quality improvement project to identify measure and rectify bottlenecks impacting patient flow through the clinic while tracking total visit times.

School Systems: Evaluate *Tobacco Free Teens* program as a mobile device application, introduce the mobile application in a middle school classroom and evaluate the adolescents' satisfaction with the tool; other areas of focus may include evaluating immunizations, weight loss, and healthy eating.

Community-based Care Network: Implement a quality improvement project developed to address the gaps in APRN practice and evaluate the impact of a competency-based training program on the translation of evidence in the APRNs' practice.

Public Health Department: Collaborate with state government units to improve access to health care, negotiating tribal governance, gender issues, language, and culture in a population by training lay health promoters e.g. to improve the diet and access to fresh foods or providing zinc supplementation to the under age 5 population in Guatemala.

Non-governmental Organizations and Community Health Organizations: Collaborate with in country NGOs to decrease stigmatization and increase screening for breast cancer in Zambia; or collaborate with the American Heart Association or other organization to improve outcomes in the community.

Corporations: Focus on decreasing the percentage of employees in a manufacturing plant with a BMI in the obese or overweight category by changing cafeteria food options, educational initiatives and a voluntary employer-based 16-week wellness program.

Retrieved from <https://www.aacnnursing.org/DNP/Tool-Kit>

Appendix O
Guidance for DNP Project Development: Practice/Process Improvement is Desired, Avoid Research

COMPARING CHARACTERISTICS OF PRACTICE/PROCESS IMPROVEMENT & RESEARCH

	Practice/Process Improvement	Research
Intent/Purpose	Designed to implement already available knowledge/evidence to assess a practice or program within a particular institution	Designed to develop or contribute to generalizable knowledge (e.g., discover new information by answering a question or testing a hypothesis)
Deviation from Standard of Care	May be unlikely to involve significant deviation from standard of care; patient consent beyond what is already obtained in clinical practice is usually not necessary	May involve significant deviation from standard of care; informed consent is typically required unless waived by an IRB
Design	Adaptive, flexible design that generally does not involve randomization to different treatments or practices	Follows a rigid protocol that remains unchanged throughout the research; may involve randomization of individuals to different treatments, regimens, or processes
Effect on Program/Practice Evaluated	Findings of the project ARE expected to directly affect institutions' or individuals' practice	Findings of the study are NOT expected to directly affect institutional or programmatic practice
Population	Considered more of a responsibility to participate; information is collected on all or most of the target population to compare a practice or program to standards supported by current/new evidence	Usually involves a sample of the target population; universal participation is not an expectation; may involve statistical justification of sample size to achieve endpoints
Benefits	Directly benefits a process, program, or system; participants may or may not benefit	Participants may or may not benefit directly; intended to benefit future individuals
Risks	Does not increase risk to patients unless possible data privacy or confidentiality is a concern	May expose participants to risks greater than ordinarily encountered in daily life or during the performance of routine physical or psychological exams or tests
Dissemination of Results	Dissemination often does not occur beyond the institution evaluated; when published or presented to wider audience the intent is to suggest potentially effective models, strategies, assessment tools or provide benchmarks rather than to develop or contribute to generalizable knowledge; if published- must be referred to as a practice/process improvement project and not research	Intent to publish or present generally presumed at outset of project as part of professional expectations/obligations; Usually occurs in research/scientific publications; results are expected to develop or contribute to generalizable knowledge by filling a gap in scientific knowledge of supporting, refining, or refuting results from previous research