Massachusetts College of Pharmacy and Health Sciences | School of Nursing

Doctor of Nursing Practice

Student Handbook

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This Handbook is not intended and cannot be construed as a contract or guaranty of any kind, express or implied, and Massachusetts College of Pharmacy and Health Sciences may change, delete, or add to it unilaterally in its sole discretion and without notice. This Handbook supersedes any previous School of Nursing DNP Student Handbook or Manual. Students are expected to know the contents of this Handbook. Students will be notified of changes in this Handbook as they occur. Additional guidelines and policies are contained in the individual course syllabi. Students are expected to know the contents of the course syllabi.

This handbook is designed to be a ready resource for Doctor of Nursing Practice students and is specific for the SON DNP Program. For general university-wide policies and information, please refer to the Massachusetts College of Pharmacy and Health Sciences Student Handbook which can be found on the university website, https://www.mcphs.edu/student-life/student-handbook.

Welcome from the Dean of Nursing

Dear Doctor of Nursing Practice (DNP) Student:

Welcome to the School of Nursing at Massachusetts College of Pharmacy and Health Sciences (MCPHS)! Founded in 1823 as the oldest University in Boston, MCPHS is a private co-educational institution with a record of academic excellence and a distinguished tradition of innovation in teaching and learning. Our university is unique in the number of professional healthcare programs and the opportunity for interprofessional collaborative education across programs and campuses.

The Doctor of Nursing Practice (DNP) program is designed to build on graduate level studies of the APRN and prepare nurses with the highest level of practice expertise focused on systems leadership. Graduates of the DNP program will serve the needs of their community, be change-agents within their respective clinical settings, enhance quality of care delivered using scholarly evaluation and the integration of evidence-based knowledge that support patient outcomes. Each DNP student will demonstrate competency in AACN Essentials through coursework, clinical immersion and scholarly integration.

Our vision of academic excellence is achieved through an intellectually energetic environment that challenges yet supports student learning. On behalf of the entire School of Nursing Faculty and Staff, we wish you the best on your educational journey in the Doctor of Nursing Practice program.

Tammy L. Gravel

Tammy L. Gravel

Tammy L. Gravel, EdD, MS, RN
Dean and Chief Nurse Administrator
Associate Professor

Leadership, Faculty and Staff Directory

DNP Leadership Team

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Library and Learning Resources Liaison for Graduate Nursing Students

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Reference and Instruction Librarian, Associate Professor
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School of Nursing Approval and Accreditation

Massachusetts College of Pharmacy and Health Sciences is accredited by the New England Commission of Higher Education (NECHE) through its Commission on Institutions of Higher Education. Accreditation of an institution of higher Education indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one that has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

The Bachelor of Science in Nursing degree program at Massachusetts College of Pharmacy and Health Sciences is accredited by the Commission on Collegiate Nursing Education http://www.ccneaccreditation.org.

The Master of Science in Nursing degree program at Massachusetts College of Pharmacy and Health Sciences is accredited by the Commission on Collegiate Nursing Education http://www.ccneaccreditation.org.

The Doctor of Nursing Practice degree at Massachusetts College of Pharmacy and Health Sciences is accredited by the Commission on Collegiate Nursing Education https://www.aacnnursing.org/ccne-accreditation

School of Nursing Guiding Statements

The School of Nursing (SON) at Massachusetts College of Pharmacy and Health Sciences (MCPHS) offers the Bachelor of Science degree in Nursing (BSN), Master of Science degree in Nursing (MSN) degree, Post-Graduate Certificate of Advanced Graduate Study (CAGS), and Doctor of Nursing Practice (DNP) degree programs that prepare competent, caring, and ethical nursing professionals and leaders to meet the ever-changing needs of the healthcare environment.

School of Nursing Philosophy

Congruent with the philosophy and core values of Massachusetts College of Pharmacy and Health Sciences (hereafter MCPHS or University), the School of Nursing philosophy reflects our beliefs in a set of core values that are fundamental to nursing education and shared and upheld by the nursing students, faculty, staff, and our clinical partners.

Education is a self-actualizing, creative, and lifetime endeavor involving systematic inquiry and progression from novice to expert. The educational process must be learner-centered to foster intellectual vitality, critical thinking, and responsibility of ongoing professional development. Nursing education must be academically rigorous and socially relevant, embracing multiple ways of knowing and integrating the liberal arts and sciences with professional nursing study. Organized around a clear appreciation of the domain of nursing, the

curriculum's foundation embraces the nursing metaparadigm: person/people; health/illness; society/environment; and nursing. Weaving scholarly, professional, and practice-related activities throughout the education process creates a cohesive tapestry of caring and patient-centered care.

Nursing is deeply rooted in the science of caring and connection to others. Individuals have unique qualities and basic needs for respect and recognition of personal dignity. The universality of human rights and needs transcend the boundaries of age, gender, race, ethnicity, class, culture, language, spirituality, and religion. Human diversity and psychosocial-cultural factors influence and are influenced by the experience of individuals, communities, and society. Incorporation of humanity and respect is vital to the process of healing and the quality of nursing care.

The primary goals of nursing are to promote, restore, and maintain health, prevent disease, and provide care and comfort throughout life, during illness, and at the end of life. The patient is the center of nursing care and may be an individual, family, group, or community in varying states of health. The patient is recognized as having distinct and unique needs that continuously change and are redefined as the patient interacts with the nurse, healthcare providers, and the environment. It is critical that a nurse anticipates and adapts to the changing needs of the patient. Identification of patient needs, provision of nursing care, the healthcare experience, and environment are fundamentally connected. The nurse helps create a healing environment for each patient by collaborating with the patient to establish mutual goals that enable the patient to attain optimal health.

The core competencies necessary to meet the primary goals of nursing are communication, assessment, critical thinking, and technical skill. The core competencies allow the nurse to assess, plan, design, provide, and manage culturally competent, cost-effective, high quality, and direct and indirect nursing care across the lifespan to diverse populations across an ever-changing healthcare delivery system. We strive to achieve competence in nursing practice through a thoughtful and intentional blending of theory, knowledge, and experience.

Our clinical affiliations allow for sharing of resources, knowledge, and experiences between nursing practice and academic nursing. Students, faculty and staff, along with our clinical affiliates form a dynamic triad whereby nursing practice informs nursing education and nursing education influences the practice of nursing and the delivery of healthcare. The goal of our clinical partnerships is to provide a solid, functional, and rigorous foundation for evidence-based nursing practice.

The future of nursing rests with those in the profession. Throughout the various levels of nursing education, faculty and students refine and enhance the beliefs and values that sustain nursing education. We are dedicated to the advancement of all engaged in this endeavor. We believe that the most effective, inspiring, and celebrated professionals are individuals who continue to make their personal development primary and see it as essential to professional excellence. Nurses must be willing to grow and explore outside their comfort zone both personally and professionally as it enhances their ability to innovate, increases their efficacy and enriches their lives.

School of Nursing Mission

To provide students with a high-quality and innovative nursing education that fosters scientific inquiry, professional service, and leadership in a diverse and evolving healthcare environment.

School of Nursing Vision

To be recognized as a center of excellence in nursing education, where practice, education, scholarship, and community engagement connect to advance nursing and healthcare outcomes.

School of Nursing Core Values

Community Engagement, Belonging, Respect, Innovation, Accountability, and Excellence in Practice

American Nurses Association (ANA) Code of Ethics for Nurses

The ANA Code of Ethics and the ANA Scope and Standards of Practice serve as guiding influences in our professional culture and expectations, supporting the development of ethical and competent nurse practitioners. The Code provides a standard of practice to guide nursing professionals toward thoughtful, ethical, and high-quality nursing care. The Nursing Code of Ethics underscores all activities within the profession of nursing and adherence to the principles is a prerequisite to participation in the SON.
It is an expectation that all students read and refer to the American Nurses Association (ANA) Code of Ethics (2025) located on the ANA website: https://codeofethics.ana.org/home

Provision 1: Dignity and Respect

- The nurse practices with compassion and respect for the inherent dignity, worth, and unique attributes of every person.

Provision 2: Primary Commitment

- A nurse's primary commitment is to the recipient(s) of nursing care, whether an individual, family, group, community, or population.

Provision 3: Trust and Advocacy

- The nurse establishes a trusting relationship and advocates for the rights, health, and safety of recipient(s) of nursing care.

Provision 4: Responsibility and Accountability for Practice

- Nurses have authority over nursing practice and are responsible and accountable for their practice consistent with their obligations to promote health, prevent illness, and provide optimal care.

Provision 5: Duties to Self

- The nurse has moral duties to self as a person of inherent dignity and worth including an expectation of a safe place to work that fosters flourishing, authenticity of self at work, and self-respect through integrity and professional competence.

Provision 6: Ethical Work Environments

- Nurses, through individual and collective e ort, establish, maintain, and improve the ethical environment of the work setting that affects nursing care and the well-being of nurses.

Provision 7: Knowledge Development and Social Policy

- Nurses advance the profession through multiple approaches to knowledge development, professional standards, and the generation of policies for nursing, health, and social concerns.

Provision 8: Collaborative Relationships

- Nurses build collaborative relationships and networks with nurses, other healthcare and nonhealthcare disciplines, and the public to achieve greater ends.

Provision 9: Commitment to Society and Social Justice

- Nurses and their professional organizations work to enact resource practices, policies, and legislation to promote social justice, eliminate health inequities, and facilitate human flourishing.

Provision 10: A Global Nursing Community

- Nursing, through organizations and associations, participates in the global nursing and health community to promote human and environmental health, well-being, and flourishing

Professional Comportment

Professional comportment (*the manner in which one behaves or conducts oneself*) is expected of all nursing students in the School of Nursing. Professional comportment embodies the core values of MCPHS and is defined as behaving in a way that exemplifies respect for individuals including those in the academic setting, health care setting and community of practice. Communication is an important element of professional comportment and as such should be practiced throughout the nursing program. Policies set forth in this handbook provide a framework to socialize students to behave in an ethical, responsible, and professional manner.

Students are expected to display professional demeanor, interactions and boundaries with patients and their families, clinical staff, peers, faculty and the public at all times in consideration of their representation of the profession of nursing and MCPHS (See the ANA Code of Ethics for Nurses). Essential expected behaviors include, but are not limited to:

- Consistent display of professional demeanor and appropriate interpersonal interactions and boundaries with patients, staff, and peers; including emails to faculty and staff. Specifically, the code provides the following guidance:
    - Respect for human dignity – A fundamental principle that underlies all nursing practice is respect for the inherent worth, dignity, and human rights of every individual. Nurses take into account the needs and values of all persons in all professional relationships.
    - Relationships with colleagues and others – The principle of respect for other persons extends to all individuals with whom the nurse interacts. The nurse maintains compassionate and caring relationships with colleagues and others with a commitment to the fair treatment of individuals, to integrity preserving compromise, and to resolving conflict. Nurses function in many roles including direct care provider, administrator, educator, researcher, and consultant. In each of these roles, the nurse treats colleagues, employees, assistants, and students with respect and compassion. This standard of conduct precludes any, and all, prejudicial actions, any forms of harassment or threatening behavior, or disregard for the effect on one's actions on others. The nurse values the distinctive contribution of individuals or groups and collaborates to meet the shared goal of providing quality health services.
- Adherence to the profession's Code of Ethics;
- Timeliness and adherence to preparation, attendance, policies, and deadlines;
- Prompt notification of absence or tardiness according to the established absence policies;
- Adherence to School of Nursing professional dress guidelines;
- Exhibiting professional and responsible behavior when representing MCPHS in any manner or venue while wearing the white coat, clinical uniform, lanyard, or any MCPHS logo; and
- Displaying professional conduct in cyberspace (examples include, but are not limited to Blackboard, Email, Twitter, Pinterest, Tumblr, Facebook, YouTube, etc.).

Individuals whose behavior, in the opinion of the preceptor, faculty member, or staff are disruptive to the

learning environment may be given a corrective warning(s) and/or coaching for minor infractions. Repeated or egregious unprofessional behavior may lead to suspension, indefinite suspension or expulsion from the master's program at the sole discretion of the Dean of Nursing/Chief Nursing Officer or their designee. Students who have been suspended indefinitely must apply for readmission in writing to the Office of the Dean of Students. Such applications should include a detailed account of the corrective measures taken to ensure the required change(s) in behavior.

School Activities and Resources

Student Representation on the Graduate Program Committees

Students are asked to represent their cohort on various committees in the graduate program. The student representative is an integral member of the shared governance of the School of Nursing and is invited to present student feedback and recommendations to the committees. As per the SON bylaws, students have voting privileges. Students will be notified via email and the Graduate Virtual Village of the available opportunities to serve on and participate in these committees.

Matriculated DNP students are invited to serve on the DNP Committee as voting members. One DNP student representative will hold voting privileges.

DNP Committee

1. Purpose: To review all aspects of the DNP program

2. Membership of the DNP Committee.
   a. MCPHS Associate Dean of Graduate Programs will chair the committee.
   b. The committee shall include full-time faculty vetted to teach in the DNP Program. Faculty may teach at other levels in addition to the DNP courses (BSN, MSN).
   c. Student representatives (voting) from the DNP program.
   d. Adjunct/online faculty for DNP courses (non-voting) members

3. The role of the DNP Committee shall be to:
   a. Review and recommend DNP student applicants for admission as needed
   b. Review and recommend DNP program adjunct faculty, as needed
   c. Formulate policies related to the DNP program and DNP students.
   d. To review and analyze relevant data from a variety of sources (student and clinical partner evaluation, student formative and summative feedback, DNP Project Team members and/or community of interest feedback) to evaluate program effectiveness. All data is reported to the SON Graduate and Undergraduate Evaluation Committee.
   e. Record and maintain meeting minutes.
   f. Recommend actions based on evaluation data to the Dean and/or to other standing committees within the School of Nursing as indicated.
   g. Develop and make revision recommendations of the SON *DNP Student Handbook* to the Dean and the Nursing Faculty Organization. The review will take place annually and as needed.
   h. Advise the Dean of issues, concerns, and recommended changes related to student learning which may require the input and/or support of the larger MCPHS community.

4. Meeting and reporting structure

a. Report to the Dean and the Graduate Committee and the Nursing Faculty Organization regarding all issues related to the DNP committee.
b. Meeting frequency: twice per semester or more as needed

Additional MCPHS School of Nursing shared governance opportunities are available for DNP students to include the Graduate Curriculum Committee, and the Scholarship Committee. Current information about each committee is available on the DNP Virtual Village.

Computer Laboratories

All MCPHS students have access to the computer laboratories on all campuses with a valid student ID:

- **Worcester Campus: Desktop computers are on the third (3rd) floor of 25 Foster Street and in the library.** Printing is available at both locations.
- **Manchester Campus: Desktop computers are in the computer laboratory on the second (2nd) floor of 1260 Elm Street.** Printing is available at this location.
- **Boston Campus**: Desktop computers are located on the third (3rd) floor of the Matricaria Building (179 Longwood Avenue) and first (1st) floor of the Griffin Building (670 Huntington Avenue). Printing is available at both locations.

Library and Learning Resources

The MCPHS library system is available to all students and fosters research and learning. The MCPHS library provides access to electronic resources. There are over 11,655 volumes of books, journals, and multi-media; 700 serial subscriptions; around 41,500 electronic books; and 145 databases.

Online portal: https://www.mcphs.edu/library

Online students are encouraged to utilize services through the Library and Learning Resources. Karen Alcorn, Reference and Instruction Librarian; Associate Professor, is available for research consultations, where students can:

- Discuss and narrow the topic;
- Refine searching techniques; and
- Choose the highest-quality information to use.

Contact: Karen Alcorn, MLS, (karen.alcorn@mcphs.edu)

The Center for Academic Success and Enrichment (CASE)

The Center for Academic Success and Enrichment (CASE) supports students through providing a number of academic support services introducing them to the strategies that will enhance performance in their academic programs and ultimately contribute to their professional lives.

Academic Coaching

Academic Coaches work collaboratively with students by program cohort assignment and can assist students with a variety of topics ranging from time management and prioritization, study skill development, connecting with campus resources and more. The CASE staff are available to meet with students on an appointment basis

Monday – Friday 9:00am-4:00pm ET. To schedule an appointment with your assigned coach visit Student Success Hub.

Questions related to CASE services can be directed to the CASE department email: case.wm@mcphs.edu.

University Learning Network (ULN)

The ULN is intended to support students in meeting the challenges of our health- science based programs with our resources consisting of: Subject Tutoring (Peer/Professional), English Language Resource Center (ELRC), and the Writing Center.

Students can utilize the ULN's appointment-based services (Subject Tutoring, English Language Resource Center, & Writing Center) by visiting Student Success Hub.

Questions related to University Learning Network services can be directed to ULN@mcphs.edu.

Accessing CASE Support

Student Success Hub: To schedule an appointment with an Academic Coach or an appointment-based ULN service, including Subject Tutoring, the English Language Resource Center (ELRC), and the Writing Center, visit Student Success Hub at the following link and navigate to the "Offices & Services" section: www.mcphs.edu/studentsuccesshub.

Counseling Services for Online Students

Online students are eligible to visit MCPHS Counseling Services for a free case management consultation. During this visit, our staff will go over how to find an off-campus provider along with tips on navigating the insurance process. Other referral provider service for all students can also be found here: Welltrack Connect. The main link to the online student Counseling Services: Resources for Online Students | MCPHS

To meet with Counseling Services for one session contact:
counseling.worc@mcphs.edu
508.373.571

After-hours/ urgent care telephone counseling services support is also available, please call 508.373.5718 and press 9 to be connected directly to the after-hours counselor. For emergencies, call 911, or go to your local emergency room.

Additional urgent care support for online students can be found here:

- 988 Suicide and Crisis Lifeline | MCPHS
- Mindwise Suicide Prevention Training | MCPHS

Additionally, we offer online tools including:

- Virtual Sleep Lab. The Virtual Sleep Lab has a collection of apps and books that can help improve your sleep.
- Sleep 101. Free sleep training course found in Blackboard under course catalog.
- Virtual Relaxation Space. The Virtual Relaxation Space has tips, links, videos, podcasts, and articles for students to utilize for stress management and relaxation.

- Online Screening Tool. The free and anonymous Online Screening Tool for MCPHS students who are deciding whether consultation with a counselor may be helpful.

Online students are strongly encouraged to check with their own Health Insurance provider about mental health benefits/ coverage and telehealth options/coverage.

General Policies

Health Insurance Portability and Accountability Act of 1996 (HIPAA)

In 1996, Congress passed federal regulations to provide portability of health insurance when an employee leaves a job as a way to be able to change insurance carriers without a break in coverage. The act contains other provisions that have a major impact on the practice of healthcare providers.

The Administrative Simplification Clause of HIPAA Title II addresses Electronic Transaction Standards, Unique Identifiers, Privacy Standards and Security Standards concerning all data pertaining to the care of each individual patient in any healthcare facility. The provisions under the privacy and security standards impose strict compliance with confidentiality on the part of all who have access to patient records. All healthcare providers are required to have documented training regarding these patient privacy regulations. All SON students must attend a formalized training session on HIPAA regulations provided by MCPHS and/or by the clinical agency. Students are expected to adhere to all HIPAA provisions and standards related to patient privacy. Failure to do so may subject the student to disciplinary action under the MCPHS Student Code of Conduct.

Immunization Requirements

Please refer to the section of the MCPHS Course Catalog titled "MCPHS University Immunization Policy." Immunization information and clearances are provided through CastleBranch, the University's contracted vendor.

In accordance with state law, MCPHS policy, and clinical agency requirements, students must show proof of required immunizations, unless they qualify for one of the exemptions allowed by law. Noncompliance with MCPHS immunization requirements will result in administrative withdrawal from the MCPHS or might negatively impact progression in the academic program.

Some healthcare agencies and clinical education sites may have additional immunization requirements. To be eligible for clinical placements, students must meet ALL MCPHS immunization requirements, and any additional requirements imposed by the clinical agency to which the student is assigned. In cases where the clinical site does not pay for the completion of any additional immunization requirements, the student is responsible for paying any associated fees. Without full clearance of immunization requirements, students will not be eligible to begin clinical learning experiences, and consequently, will be unable to meet program requirements. Immunization information and clearances are provided through the University's contracted vendor.

Drug Testing Requirements for Clinical Sites

Some healthcare agencies and clinical sites may have additional drug testing requirements. To be eligible for clinical placements, students must meet any additional requirements imposed by the clinical rotations site to

which the student is assigned. The student is responsible for paying any associated fees and completing drug testing at sites per clinical partner. Clinical site drug testing policies can preclude the student from attending clinical, thus unable to satisfy course and program requirements. Please refer to the Drug Abuse Policy set forth in the MCPHS Student Handbook regarding marijuana use.

CPR Certification

All students must show evidence of CPR training during the first semester in the graduate nursing programs. Students must be certified in **Basic Life Support (BLS) Healthcare Provider by the American Heart Association (AHA)**.

Acceptable AHA courses include BLS (instructor lead) or Heart Code BLS (blended online/skill sign off). American Red Cross, First Aid, and online courses will not be accepted. Students must provide a copy of the card/e-card, indicating active certification (AHA requires recertification every two years) to the Clinical Operations Coordinator for the Graduate Programs. We recommend the student verify the course in advance to ensure it is appropriate.

NOTE: The student is responsible for submitting evidence of all required annual updates of immunizations and certification renewals. Students will not be permitted to participate in clinical learning experiences until all information is received, and consequently, may be unable to meet program requirements or experience a delay in graduation.

Physical, Technical and Professional Standards

All graduate students must have abilities and skills in the following areas: *cognitive, communication; observation; motor function and endurance; and behavioral*. Reasonable accommodation may be made for some disabilities. However, students must perform independently, with or without accommodation.

Cognitive: Intellectual, Conceptual and Quantitative Abilities

- Follow policies and procedures of MCPHS and the cognitive requirements of the clinical sites hosting the faculty and students for learning.
- Comprehend and follow assignment directions, rubrics, and course syllabi developed by faculty
- Demonstrate ability to achieve course and program outcomes.
- Demonstrate ability to comprehend, integrate, and apply knowledge.
- Develop and refine problem-solving skills crucial to practice as a nurse.
- Access, analyze, and synthesize subjective and objective data to develop nursing diagnoses and comprehensive plans of care.
- Engage effective problem solving and accurately prioritize patient needs in a prompt and timely fashion.
- Utilize current evidence, clinical judgment, and patient preferences to systematically assess, analyze, implement, and evaluate healthcare interventions.
- Promote safe, culturally competent, quality care across the lifespan.

Communication

- Must be able to communicate effectively with patients, families, and members of the healthcare team through oral, written, and interpersonal means.

- Must be able to obtain information, describe patient situations, and perceive both oral and non-verbal communication (including ability to understand normal speech without seeing the speaker's face).
- Must be able to speak, comprehend, read, and write in English at a level that meets the need for accurate, clear, and effective communication. Examples include but are not limited to giving clear oral reports; reading watches or clocks with second hands; reading graphs; reading and understanding documents printed in English; writing legibly in English; discriminating subtle differences in medical terminology.

Observation

- Must be able to observe a patient accurately. Examples include but are not limited to listening to heart and breath sounds; visualizing the appearance of a surgical wound; detecting bleeding, unresponsiveness or other changes in patient status; detecting the presence of foul odor; and palpating an abdomen.
- Must be able to detect and respond to emergency situations, including audible alarms (e.g., monitors, call bells, fire alarms).

Motor Function and Endurance

- Must have sufficient strength and mobility to work effectively and safely with patients and carry out related nursing care.
- Must be able to complete assigned periods of clinical practice, including up to 12-hour shifts, including days, evenings, nights, and weekends.
- Must be able to respond at a speed sufficient to carry out patient assignments within the allotted time.
- Must be able to tolerate physically taxing workloads.

Behavioral

- Must possess mental and emotional health required for total utilization of intellectual abilities.
- Must be able to respond and function effectively during stressful situations.
- Must be capable of adapting to rapidly changing environments and respond with flexibility in uncertain situations.
- Must be able to interact appropriately with others (patients, families, members of healthcare team) in various healthcare contexts.

Physical Requirements in Clinical Setting

Students must meet all physical, technical and professional standards to attend classes/lab/clinical. Clinical agencies may have additional, or agency-specific technical standards, which take precedence over MCPHS standards. In such instances, the program will attempt to provide a comparable alternative learning experience but if that is not possible, students may not be able to progress in the program, or complete program requirements.

Technology Requirements

To enhance the virtual classroom, the SON uses the collaborative features offered by the Learning Management System (Blackboard). MCPHS has access to two platforms, Zoom and Collaborate Ultra. Please view the Technology Requirements at https://is.mcphs.edu/services/computing-printing/technology-

requirements to ensure that your computer or laptop meets the requirements. Review and install updates to your computer periodically to meet the technology needs. Please know that Blackboard works best with Google Chrome. A headset, microphone, and camera are required to maximize the virtual classroom.

Criminal Offender Record Information (CORI) and Level 1 Background Check

Certain laws and accreditation standards require health care agencies to request Criminal Offender Record Information (CORI) about candidates for employment, volunteer, or training positions to determine if the candidate is eligible to be hired or on rotation in the agency. The majority of the clinical training sites at which MCPHS places students for educational experiences must comply with these laws. To be eligible for clinical placements, students must be cleared through a Level 1/National background check and CORI check. Additional Level 1/National background checks and CORI's may be required prior to returning from a Leave of Absence or Out of Sequence Status. In addition, clinical sites may require their own background check and/or CORI checks, and students may be asked to complete several release forms. In cases where the facility does not pay the charge for the background and/or CORI check, **the student is responsible for paying the fee**. If a site requires but does not provide for obtaining background check and/or CORI checks, the student can obtain them through the Clinical Operations Coordinator for the Graduate Programs and will be responsible for any associated fees. The Level 1/National background check/CORI must be performed by the University's designated vendor due to clinical site/agency contractual requirements. **Students may be required to complete annual CORI checks.**

Inclement Weather

In the case of inclement weather on a clinical day when MCPHS does not close, students are expected to report to clinical as scheduled. However, at the discretion of the course coordinator/designee, scheduled clinical experiences may be delayed, cancelled, or dismissed early if travel conditions or weather forecasts pose significant concern for student safety. We encourage students to use their best judgement when deciding whether to attend clinical preceptorships in inclement weather. The student is responsible for reaching out to their clinical faculty if they are unable to attend clinical due to inclement weather.

Email Policy

All MCPHS students are required to open, utilize, and maintain (i.e., keep storage within the maximum set by the Department of Information Services) an MCPHS email account. Official University communications and notices are sent via MCPHS email accounts. All students are responsible for regularly checking their MCPHS email and for the information contained therein. Only MCPHS accounts will be used in all matters related to academics, student life, and University notifications. The University does not forward MCPHS email to personal email accounts. We encourage students to check their MCPHS email regularly (minimum of 3 times per week). Lack of response to email outreach for a length of ten business days would be considered disappearing (see Disappearing Policy).

When a student needs to contact the faculty by email, the faculty will respond to email messages in a timely manner, within 48 hours during the Monday-Friday university work week. Note that weekends and other MCPHS holidays may impact the timing of email responses from faculty.

Financial Aid

Students can arrange financial assistance through Student Financial Services at MCPHS at the following website: https://www.mcphs.edu/admission-and-aid/financial-services

Use of Social Media

MCPHS SON has adopted the National Council of State Boards of Nursing (NCSBN)'s policy for social media. It is the student's responsibility to review and comply with the content contained in the NCSBN White Paper on social media that can be found at: https://www.ncsbn.org/public-files/NCSBN_SocialMedia.pdf.

Students must also comply with the MCPHS Electronic Communications Policy, which is set forth in the MCPHS Student Handbook. If there is a conflict between the terms of the NCSBN White Paper on social media and the MCPHS Electronic Communications Policy, the terms of the MCPHS policy shall apply. Students are also encouraged to review The Core Rules of Netiquette, from the book *Netiquette* by Virginia Shea. http://www.albion.com/netiquette/corerules.html

Academic Integrity

The MCPHS SON's primary purpose is the pursuit of academic excellence. Teaching and learning must occur in an atmosphere of mutual trust and respect. Such trust and respect can be developed and maintained only if honesty prevails in the academic community. Moreover, it is the shared responsibility of all members of the MCPHS community to maintain this climate of honesty. Administrators, faculty, staff, and students all benefit from the pursuit of academic excellence in an environment characterized by integrity, honesty, and mutual respect. Such integrity is fundamental to, and represents, an integral component of professional nursing education.

In keeping with academic integrity, students are expected to be honest in their academic work, such as submission of coursework and materials that are their own. Examples of dishonest are included in the Academic Honesty Policy below.

Academic Honesty and Student Discipline Procedures

Academic violations or offenses include the following:

- 1.01 Receiving assistance, or attempting to receive assistance, not authorized by an instructor in the preparation of any assignment, laboratory exercise, report, or examination submitted as a requirement for an academic course or rotation. **Unauthorized assistance includes the use of artificial intelligence resources for such coursework not approved by the course instructor.**
- 1.02 Knowingly giving unauthorized assistance, or attempting to give unauthorized assistance, to another student in the preparation of any assignment, laboratory exercise, report, or examination submitted as a requirement for an academic course or rotation.
- 1.03 Plagiarism: Submitting another person's work (including words, images, and ideas) as one's own without the proper acknowledgment of source, or use of the words or ideas of another without crediting the source of those words or ideas. **Plagiarism also includes submitting the same work for assignments in more than one class (copying from oneself) without prior permission from the instructor and/or appropriate citation, in the same semester or subsequent semesters.**
- 1.04 Engaging or attempting to engage another person (student or non-student) to take one's own examination or taking or offering to or taking another students' exam.

- 1.05 Selling, giving, lending, or otherwise furnishing any material that can be shown to contain the questions or answers to any examination scheduled to be given at any subsequent date in any course of study offered by the University.
- 1.06 Taking, or attempting to take, steal, or otherwise procure in any unauthorized manner any material pertaining to the conduct of a class, including examinations.
- **1.07 Falsifying or presenting fictional patient information as real to fulfill requirements for work assigned by individual faculty members or clinical preceptors.**
- 1.08 Signing in another student or requesting to be signed in by another student on a course attendance sheet or falsely recording another student's attendance (as with the use of "clicker"). Signing into an assessment for another student or providing your username and password to another individual for the purpose of signing you in to an assessment is also prohibited.
- 1.09 Altering or attempting to alter grades or content on any assignment, laboratory exercise, report, exam, or previously completed examination as a requirement for an academic course or rotation.
- 1.10 Violating the Website Posting Policy regarding faculty course lectures and other course materials set forth in the MCPHS Student Handbook.

Implementation of the Academic Honesty Policy

1. The Dean of Students or designee will review the Academic Honesty Policy, issues of dishonesty, and consequences of violating the Academic Honesty Policy during new student orientation.
2. The Academic Honesty Policy will be provided by the Office of Student Affairs to all members of the University community online through the University student handbook. All entering University students are expected to acknowledge they have read the Academic Honesty Policy via an online process coordinated by the Office of Student Affairs. Refusal to do so may result in more severe sanctions should a student be found responsible for an academic honesty violation.
3. In specific testing and/or evaluation situations, students may be required to present their University ID cards to verify identity, including situations where remote proctoring tools are used during examinations
4. Each instructor is responsible for informing students of the standards of behavior expected of students in the classroom, laboratory, clinical site, and remotely, and for consistently enforcing such standards.
5. Faculty may, at their discretion, require that students sign an academic honesty statement for exam and written graded assignments. *This statement may be defined by each School or Program for specific requirements for in-person or remote assessment methods. The statement will read as follows:*

Academic Honesty Statement

I pledge that I have neither given nor received unauthorized aid and will not give or receive unauthorized aid on any examination, paper and/or assignment.

Student Name (printed)_____

Student Signature: _____ ID Number: _____

Student Discipline Procedures for Academic Honesty Policy Violations

Preliminary procedure: The University maintains a policy of open communication among all

members of the University community so that any misunderstanding can be minimized and any conflicts can be expeditiously resolved between the parties involved. Hence, the first step in attempting to resolve an alleged student violation shall ordinarily be a meeting between the faculty member and the student.

The faculty member will schedule a meeting with the student to attempt to come to a resolution. The meeting should be scheduled within seven (7) business days of the faculty member's knowledge of the alleged academic dishonesty incident.

The faculty member will give the student a copy of the MCPHS Academic Honesty Policy and Student Discipline Procedures and offer the Office of Student Affairs as a resource to discuss student rights and responsibilities.

The faculty member will provide the student with the information the faculty member has regarding the alleged incident and will provide the accused student the opportunity to respond to the presented information.

After listening to the student's response, the faculty member may do one of the following:

- Determine academic dishonesty did not occur and not pursue the incident further.
  OR
- Determine academic dishonesty did occur and discuss the academic sanction the faculty member will assign (e.g., repeat of the assignment, grade reduction, failure for the assignment or exam, failure for the course). If consequences regarding academic dishonesty are listed in the course syllabus, faculty sanctions must follow information as indicated in the syllabus.

The decision of the academic dean or program director will be provided to the student within five (5) business days following the final meeting. These appellate decisions are final.

Faculty and academic deans/program directors (or their designees) report, consult, and work collaboratively with the Office of Student Affairs regarding each alleged academic dishonesty incident.

Students should be advised that, regardless of the academic resolution, all violations of the Academic Honesty Policy will be reported to and recorded with the Office of Student Affairs. When a student has accepted responsibility for the Academic Honest Policy violation after discussion with the course faculty member or academic dean or program director (or their designee), the Dean of Students (or their designee) will send a letter to the student, faculty member, and academic dean or program director, with a copy to the Office of Student Affairs, outlining the academic sanction agreed upon among the involved parties (e.g., loss of points, change of grade, failure of exam, etc.), along with a notification of a student conduct sanction, the minimum being a disciplinary warning, to be determined by the
Dean of Students or their designee in their sole discretion.

Should the Dean of Students (or their designee) determine that further action is required, based upon the disciplinary history of the student or the severity of the violation, then the matter will be processed as outlined in the Community Standards System in a hearing, as appropriate.

Complex incidents of alleged academic dishonesty that require extensive fact finding or involve a conflict of interest (e.g., the academic dean is the instructor for the course in which academic dishonesty is alleged) may

be referred by the faculty member or academic dean or program director (or their designee) immediately to the Office of Student Affairs for review and disciplinary procedures as provided in the Community Standards System.

NOTE: A student may continue attending class during the resolution process for an academic dishonesty incident. If a final decision is made that a student has failed a course due to academic dishonesty, and no option for further appeal exists, the student must immediately cease attending the class in which the academic dishonesty incident occurred.

Additional policies for Academic Honesty and Integrity in a remote learning environment may be further defined by each the School of Nursing or Program.

Plagiarism Prevention Service

Students are expected to abide by the University's Academic Honesty Policy as explained in the MCPHS Student Handbook. Plagiarism is considered a violation of this policy. Plagiarism is defined as submitting another person's work as one's own without proper acknowledgment or using the words or ideas of others without crediting the source of those words or ideas. To deter plagiarism and ensure appropriate use of resources in student research and learning, the University subscribes to plagiarism prevention services. Faculty may request students submit their written work electronically to these plagiarism prevention services to verify that when ideas of others are used, they are cited appropriately.

The graduate program at MCPHS has determined a maximum acceptable similarity index of 15% for all assignments.

Original Work

Student assignments must be original work produced during the semester calendar**. Resubmitting work from prior semesters or from other classes is considered plagiarism and will receive a "0" grade for the assignment.**

AI policy for Graduate School of Nursing

This policy outlines the appropriate use of artificial intelligence (AI) tools by students enrolled in the MCPHS graduate nursing program. It aims to support innovation while maintaining academic integrity, ethical standards, and professional accountability. This policy applies to all coursework, clinical documentation, research, and communication within the graduate nursing program.

The MCPHS Graduate Nursing Program supports the ethical and responsible use of artificial intelligence (AI) tools to enhance academic learning and professional development. Students may use AI platforms to support brainstorming, writing, and peer-tutoring, provided their use is transparent and aligns with program expectations.

Students will receive education on appropriate AI use, with an emphasis on using these tools to assist—not replace—their own critical thinking and academic integrity. Any AI-assisted content must be clearly identified and properly acknowledged per APA 7th edition guidelines. Submitting AI-generated work as original without disclosure is considered academic misconduct.

AI tools may not be used for clinical documentation unless explicitly authorized by faculty. Clinical decision-making must always reflect the student's own knowledge, judgment, and adherence to evidence-based practices. Students are strictly prohibited from entering patient information or any protected health information into AI platforms.

Students are required to follow faculty instructions and the MCPHS School of Nursing's AI policy. Upon request, students must present evidence or copies of AI-assisted work within 24 hours for faculty review.

Faculty reserve the right to limit or prohibit AI use in specific courses or assignments.

Violations of this policy will be addressed in accordance with institutional academic integrity guidelines.

Remediation Opportunities

On the occasion that a written assignment grade is significantly below the accepted 83%, an opportunity to rewrite may be offered at the faculty's discretion. This is not considered an extra credit assignment but an opportunity to address issues identified in the first submission. The revised submission will be graded per the original assignment rubric with the maximum grade attainable 83%.

Students are strongly encouraged to utilize the MCPHS Writing Center for support with all written assignments. The course coordinator/faculty member may refer the student to collaborate with the MCPHS Writing Center, as appropriate, to best support the student in their graduate writing responsibilities.

Academic and Progression Policies and Procedures

Grading Policy

A	4.0	100-94
A-	3.7	93-90
B+	3.3	89-87
B	**3.0**	**86-83 (minimum passing grade)**
B-	2.7	82-80
C	2.0	70-79
F	0	<69

The overall professional GPA for the MSN program is 3.0. The SON grading practice is to eliminate decimal points and to assign whole numbers as to final course graded. The "rounding up" of a final grade is based on 0.50 or above; not 0.49, 0.48, etcetera. For example, if the student grade is 82.49 or less, the student's final grade of record is 82. Conversely, if the student grade is 82.50 or above, the student's grade of record is 83.

For the MSN program, the minimum passing grade in any course is 83, and the overall required professional GPA remains 3.0.

Students who wish to appeal a final grade must follow the University's grade appeal process as detailed on page 71 in the MCPHS catalog.

Coursework

Assignments are due on the date specified in the course syllabus. Work submitted after the due date will be considered late and will be graded accordingly. The maximum achievable grade will be based upon a loss of 5 points per day for each calendar day including holidays and weekends that an assignment is late. For example, an assignment that is 4 days late can receive a maximum achievable grade of 80%. Any issues/concerns regarding the completion and/or submission of an assignment must be discussed with faculty before the assignment is due. Grades will not be reconsidered after they are posted.

PLEASE NOTE - Faculty, at their discretion, may allow for an individual student to have a time extension *as an approved late assignment,* with a maximum extension of 1 to 7 days. Students must submit their request for assignment extensions prior to the assignment's due date for it to be considered. In the event an extension is granted, the student will not be penalized according to the "late assignment" policy above.

Graduate Portfolio

A portfolio is a purposeful collection of student work that reflects or provides evidence of student efforts, progress, and achievement toward attainment of learning outcomes based on articulated competence (Miller, 2009) and it is a requirement of graduate nursing programs. Students should consider the development of their portfolio as a springboard for future advanced practice and further education. Information regarding competencies, work history and licensure/certification, examples of scholarly work, etc., should be contained within the portfolio and can be used in preparing for the certification examination, seeking employment, or as a requirement for future educational preparation. Students are encouraged to develop a comprehensive portfolio to showcase their achievements.

APA Writing Style

All formal papers must conform to guidelines of the *Publication Manual of the American Psychological Association*, 7th edition (2020). In addition to the *Manual*, students may find additional resources in the APA Style section of the APA website.

Progression

Graduate students must achieve a final grade of B (GPA of 3.0) in each nursing course to progress. All courses must be taken into consideration of pre or co requisites. A change in progression may result in a change in graduation date expected for the student. Each student must also achieve a grade point average of "B" or better to graduate.

Students must complete the requirements for the DNP degree within four (4) years of starting the program. If this time limit from the date of admission to completion has lapsed and the student has not completed all degree requirements, the student must request an extension in writing and meet with the Associate Dean of Graduate Programs/Dean of Nursing, who may approve or deny the extension request. The Dean's decision is final and not subject to further appeal.

Incomplete Grades

According to the MCPHS Catalog, courses with a grade of Incomplete must be completed within three weeks of the new semester following the academic term (including summer sessions) in which the Incomplete grade was assigned, or the grade automatically becomes an F.

No student may progress to courses for which the course with an Incomplete is a prerequisite until the work is completed and the I grade is changed. No student can graduate with an Incomplete grade in any course necessary for graduation.

Out of Sequence Status

If a student fails any nursing course, or has any approved adjustments made to their program of study they will be designated as "out of sequence." The student must meet with the Associate Dean of Graduate Programs or their designee to obtain an updated program of study.

Leave of Absence

MCPHS recognizes that there are situations when a student may require a leave of absence (LOA). Such leaves are granted for a maximum of one academic year except those granted for military service. The student must meet with the Associate Dean of Graduate Programs or designee, regarding the reason(s) for requesting the LOA, and the ramifications of taking a leave of absence. Leave of absence approval or denial is determined by the Associate Dean of Graduate Programs. After the initial meeting, the student must return the completed Leave of Absence form within 1 week (or 5 business days) with the required signatures: a) the student, b) Academic Dean or designee, c) Student Financial Services, and d) Immigration Services representative (for international students). The Associate Dean of Graduate Programs or designee will notify the student within 1 week (or 5 business days) upon receipt of the completed form with the finalized LOA requirements via the student's MCPHS email account. **Students who take a leave after the designated add/drop period will receive course grade(s) of W.** **For information on a Health/Medical Leave of Absence, please see the Health/Medical Leave of Absence section in the MCPHS Catalog.*

Students considering taking a LOA must be aware that they are subject to any curricular changes that have occurred in the Graduate Program during the LOA. An updated Program Plan will be provided to the student upon return to the program.

Return from Leave of Absence

Students returning from a leave of absence must confirm they are returning to MCPHS with their Online Program Director or designee prior to the following dates:

- *March 1-for a summer or fall semester return*
- *October 1-for a spring semester return*
- *Online students-30 days prior to the beginning of the semester*

Students on a Leave of Absence are *not* eligible for MCPHS Services. Students who intend to return from a LOA must also review and adhere to applicable school/program specific policies in addition to the general policy outlined herein. Students who fail to return within the designated time must reapply for admission.

A student who fails to return during the granted Leave of Absence period will be administratively withdrawn from the program. The student is responsible for contacting the Graduate Program designee at least 30 days prior to the expected return. Approval of Leave of Absence is on a case-by-case basis. See the MCPHS Catalog for additional information.

Students who wish to return to the SON must complete the Intent to Return from Leave of Absence form and notify the Associate Dean of Graduate Programs no later than thirty (30) days from the start of the desired

semester return date. An Intent to Return Form will be sent to the student and must be completed and submitted to the graduate program designee. A review of the program of study will take place and be updated if needed.

Probation/Dismissal

For successful completion of a graduate level course, the student must achieve a minimum passing grade of "B" (GPA of 3.0).

1. Graduate students who receive a grade below a "B" (3.0) in any course will be placed on academic probation.
2. The student must repeat the course in which they received a grade below a "B" and receive a grade of "B" or higher.
3. Students will be recommended for dismissal from the graduate nursing program for:
    a. Failure of the same course twice (with a grade below "B")
    b. Failure of a total of three courses throughout the student's tenure (with a grade below "B")
4. DNP clinical courses or clinical components of a combined didactic/clinical course are graded as Satisfactory/Unsatisfactory. An unsatisfactory grade in clinical will result in course failure, regardless of the didactic grade.
5. Failure of the didactic portion of a DNP program course will result in failure of the entire course regardless of the clinical grade. All elements of a course must be repeated when the course is repeated.

Academic and Clinical Warning

Academic Warning

Students who are identified as failing to maintain a minimum mid-point grade of at least a 'B' will receive a mid-semester warning per MCPHS policy. Each student is encouraged to access and utilize available resources to support their success. Resources may include but are not limited to:

- The course faculty
- The Center for Academic Success and Enrichment (academic advising and services)
- The Writing Center

Clinical Warning

When a concern about clinical competency or a breach of professional conduct arises, faculty may place a student on clinical warning status and initiate a clinical learning contract. Examples of incidents which may lead to a clinical warning and a clinical learning contract include, but are not limited to:

- Failure to demonstrate competence consistent with the objectives of the course;
- Behavior deemed by the faculty member to be unsafe (behavior that places the student, the patient, or another staff member at risk of injury, or causes the student, the patient, or another staff member to be harmed);
- Failure to successfully complete experiential clinical assignment
- Absence or tardiness that precludes an effective learning experience
- The student does not seek appropriate consultation from the course faculty and/or Site Mentor
- Does not provide for delivery of safe patient care
- Does not abide by the ANA Scope and Standards of Advanced Practice Nursing in dealing with the patient and other health care providers

- Fails to be current with or complete experiential clinical hours or submission of clinical experience documentation. This documentation includes clinical logs, clinical notes and documentation of clinical hours and AACN Essentials narrative submitted weekly;
- Does not notify the site mentor and course faculty of absence or change in clinical schedule
- Does not communicate or fails to facilitate communication between course faculty, DNP Team, and Site Mentor as necessary;
- Other behavior which adversely affects patient care or does not demonstrate professionalism at all times.
- Does not meet the required hours in the clinical course

Clinical Failure

Students are expected to know both the legal and ethical parameters of professional nursing practice and to demonstrate accountability and responsibility for professional practice standards throughout their course of study.

If a student's performance in a clinical setting is at any time determined to be unsafe or unprofessional in the judgment of the faculty, or if the clinical partner does not allow the student to return to the clinical site, the student will receive a failing grade for the course. Immediate action will be taken by the clinical course faculty and clinical course coordinator. The student may be immediately dismissed (sent home) from the clinical site; a grade of F will be recorded for the clinical portion of the course grade. If the student chooses to appeal the clinical failure, the student may not attend any subsequent clinical experience during the appeal process. Please note that the student who chooses to appeal the clinical failure must do so within 48 hours of being notified by the course coordinator. Students should follow the appeal procedure in the Grade Appeals section of the Grading Policies in the University Course Catalog.

Graduate Program Documentation of Clinical Warning/Remediation

The clinical learning contract will clearly specify the objectives and means to achieve them, evaluation criteria, and a timeframe by which the student must meet the contract's objectives. The evaluating faculty member will provide progress reports to the student during the contract period.

Outcomes of the clinical warning and/or contract can be successful or unsuccessful. Should the outcome be favorable for the student, documentation of the improvement will be placed in the student's record and the contract may be discontinued. Patterns of inappropriate behavior and/or weak performance may result in clinical failure.

Should the student fail to meet the prescribed objectives and timeframes noted in the clinical learning contract or if the identified behaviors persist, the result will be a clinical failure, and therefore, failure of the course and an inability to progress in the graduate program.

The clinical warning and/or clinical learning contract will be documented in the student's record. The information will indicate the date, time, place, and circumstances of the relevant incident(s). The information will be signed by the initiating course coordinator and the student and forwarded to the Associate Dean of Graduate Programs. A copy of the clinical warning/clinical contract will be given to the student. All information will be retained in the student's file for subsequent access by authorized faculty.

Graduation

MCPHS awards degrees in May, September, and December of each year. University-wide commencement ceremonies are held only in May and December. For more information, please visit the MCPHS Catalog for additional information and procedures.

Students with incomplete course, clinical, or program requirements inclusive of residencies as of the date of the University semester grading deadline, will be ineligible for graduation. The student's anticipated graduation date will be adjusted to reflect the next scheduled University conferral date, or conferral date in alignment with the completion plan established between the student and the program.

Communication

Chain of Command

In the event a student in the SON needs to communicate a concern, need, or issue relating to courses/clinical expectations/experiences, the student needs to follow the designated chain of command as follows:

- **Step 1: The** student needs to discuss their concern/need/issue with the faculty member of the course/clinical that she/he/they are having an issue with.
- **Step 2**: If the concern/need/issue is not resolved, the student may bring the concern to the course coordinator for the course/clinical the student is in.
- **Step 3**: If the concern/need/issue is not resolved, the student may bring the concern/need/issue to the Associate Dean of Graduate Programs.
- **Step 4**: If the concern/need/issue still is not resolved, the student may bring the concern to the Dean/Chief Nurse Administrator. To meet all students' needs timely and appropriately, the student is asked to follow the appropriate chain of command as outlined. The decision of the Dean/Chief Nurse Administrator is final.

Grade Appeals

Students who wish to appeal a final course grade must follow the University's grade appeal process as detailed in the MCPHS Course Catalog.

Individual assignment grades are not subject to appeal.

MCPHS Online Complaint Resolution

MCPHS makes every effort to resolve student complaints internally, using the policies and procedures outlined in the current MCPHS Student Handbook. Students will fully utilize all administrative procedures to address concerns and/or complaints as timely as possible.

Disappearing

Communication from the student with faculty is essential and is expected. It is not acceptable for a student to "disappear" by lack of communication for a period of ten business (10) days. Neither absence nor notification of absence relieves the student of their responsibilities to meet class/course objectives or check their MCPHS email regularly. The SON Academic Standing Committee may consider this as grounds to recommend administrative withdrawal from MCPHS.

Program Withdrawal

A graduate student wishing to **withdraw** from the DNP program must:

- Contact the Online Graduate Student Services Specialist to initiate the withdrawal process.
- The Online Graduate Student Services Specialist will send the student the withdrawal form.
- The student will complete and return the form to the Online Graduate Student Services Specialist.
- The student must meet with the Associate Dean of Graduate Programs or designee regarding the reason(s) for requesting the withdrawal, and the ramifications of program withdrawal.

See MCPHS handbook for policy on refunds or reach out to Student Financial Services with questions.

Attendance Policies

Class Attendance

MCPHS supports a learner-centered environment and attendance at all classes, seminars, clinical experiences, simulations, and residencies directly correlates with successful course completion and represents a basic professional behavior. Students in the SON are responsible to engage in their own learning and professional comportment.

In the case of illness or prolonged absence, it is the student's responsibility to notify their course faculty within five (5) days from the first date of absence. With acceptable documentation from a student, the Office of the Dean of Students may issue an official memorandum notifying faculty of an excused absence. In the case of an approved, excused absence, the course faculty will make reasonable attempts to help the student satisfy the course's requirements (e.g., make-up classes and exams).

Students are expected to abide by instructions in each course syllabus regarding student responsibilities related to class absences. Students who fail to do so may be ineligible to receive an excused absence – regardless of the reason for the absence. With respect to completion of work missed, if an acceptable agreement between the student and professor(s) cannot be reached, the Associate Dean of Graduate Programs and/or Dean of Nursing will serve as arbitrator.

Students are responsible for all class materials, content, and assignments. Students may only make up missed class assignments, quizzes, and exams if a valid excuse has been granted. Graded work missed due to an unexcused or unapproved absence will be assigned a grade of zero (0). All course work and exams must be completed before a student can sit for a final exam in a course.

Attendance Policy for Online Courses – General Statement

Regular online class attendance is mandatory as evident by active participation in online discussion, meeting course requirements, and timely submission of online postings, responses, case studies, assignments, and tests. Logging into the Blackboard course site is essential to student learning and success in the course. Students are expected to attend online for as many hours as listed in the course's credit hours. A minimum of 3 hours of preparation time per credit per week is recommended to assist in the student's success.

Punctuality

Punctuality is expected of students for all classes, seminars, clinical experiences, simulations, and residencies. Neither tardiness nor leaving early will be tolerated, as it impacts adversely upon the student's learning experience and is disruptive to fellow students and faculty. Students will be held accountable for all missed material.

Absence in Online Program

Online coursework is asynchronous. Assignment due dates are published in advance via the course syllabus, to allow students to plan around their personal schedules and obligations. Social absences and travel are not approved reasons for excused absences.

Interprofessional Educational Experiences

The School of Nursing (SON) prioritizes the development of Interprofessional collaboration through coursework, clinical activities, and experiential educational activities in accordance with the guiding documents for MSN Education. The University has an active Interprofessional Education (IPE) initiative, and many opportunities are available for members of the MCPHS community to attend. The SON prioritizes certain Interprofessional Educational (IPE) experiences. For these prioritized IPE activities, SON students are notified via email and/or blackboard announcement of the need to attend the activity.
The requirement to attend IPE events is at the discretion of the SON faculty and is determined on a semester-by-semester basis. These details are communicated on email and/or blackboard announcements.

Course Descriptions

Please refer to the MCPHS Course Catalog for a detailed description of all courses.

Doctor of Nursing Practice Program (DNP) Overview

The Doctor of Nursing Practice (DNP) program at MCPHS offers the opportunity for licensed and certified advanced practice nurses to gain the knowledge, skills, and aptitude to directly impact healthcare. The practice-focused DNP terminal degree in nursing builds on evidence-based knowledge obtained in previous nursing degrees and utilizes a focus on organization and systems leadership to prepare nurses to deliver innovative direct care, explore opportunities for quality improvement, improve diverse population patient outcomes, and advocate for policy change.

The Doctor of Nursing Practice (DNP) degree is designed for advanced practice registered nurses (APRN's) looking to reach the highest level of the nursing profession.

DNP Admission Policies and Procedures

Admission Requirements

- Earned master's in nursing in an advanced nursing practice specialty from a nationally accredited program
- Completed application
- Current National Certification as an advanced practice nurse (FNP, AGPCNP, AGACNP, ANP, PNP, GNP, ACNP, PMHNP, Nurse Midwife, Nurse Anesthetist, or CNS)
- Current unencumbered licensure as an advanced practice registered nurse (APRN) in the state in which practice will occur

- GPA 3.0 or above on a 4.0 scale
- Resume or CV
- Successful completion of Prerequisite Graduate research methods/statistics course minimum grade of 3.0
- Transcripts from all post-secondary institutions
- Two letters of reference: One pertaining to academic ability and professional competence and a second letter referring to leadership potential
- DNP Personal Statement Essay (prompts provided during application process)
- Zoom interview will be a part of the admission process
- Students are required to complete 1,000 clinical hours as part of DNP degree completion. A maximum of 500 hours of preceptor-supervised direct care clinical hours earned from previous Master in Nursing (MSN) degree may be applied to this requirement with Associate Dean of Graduate Programs or dean approval.

Geographic Eligibility

Admission into the DNP Program is dependent on program availability in the state where the student is physically located at the time of matriculation. If a student moves to a different state after matriculation, continuation within the program will depend on the availability of the program within the new state where the student is physically present. It is the student's responsibility to notify the University of a change in physical presence. Program availability is subject to change.

MCPHS accepts nursing students into its programs from the following states: *Colorado, Connecticut, Florida, Hawaii, Illinois, Indiana, Iowa, Kansas, Maine, Massachusetts, Michigan, Mississippi, Montana, New Hampshire, New Jersey, New Mexico, North Carolina, Pennsylvania, Rhode Island, Texas, Vermont, Virginia, Washington D.C.*

Application of Accrued Clinical Hours

Up to 500 direct care clinical hours accrued during the completion of the MSN degree or post-master's certificate program may be applied toward the 1000-hour required DNP clinical hours upon review, verification, and written approval by the DNP Program Administrator and/or School of Nursing Dean. "Verification of hours can be completed in various ways, including forms sent to the student's master's degree program, transcript review, and documentation of national certification requiring academically supervised practicum hours." (AACN DNP Task Force, 2015, p. 9).

DNP Program Goals and Outcomes

DNP Program Goals

Program goals of the DNP Program align with the SON Mission and Vision and the AACN Essentials (2021). The DNP graduate will:

1. Acquire the knowledge, skill, and aptitude in organizational/systems leadership
2. Function at the most advanced level of nursing practice as leaders in the dynamic healthcare arena serving diverse populations to improve healthcare quality and patient outcomes
3. Disseminate the outcomes of an evidence-based practice-focused DNP Final Project which translates a body of evidence to the practice setting for organizational/systems quality improvement and drives recommendations for further research
4. Serve as leaders in the healthcare arena to advocate for diversity, equity and inclusion in health

policies and access to healthcare

DNP Expected Program Outcomes

The MCPHS Doctor of Nursing Practice (DNP) program prepares practice-scholars to demonstrate professional leadership integrating evidenced-based knowledge to improve health outcomes in a complex health care system.

1. Apply advanced clinical expertise and knowledge to identify systems and organizational issues and opportunities to improve healthcare outcomes for diverse populations.
   Domains 1, 7
2. Develop quality and safety initiatives through coordination of resources and interprofessional collaboration in complex care environments based on synthesis, translation and utilization of evidence from a variety of disciplines to transform healthcare.
   Domains 1, 4, 5, 6
3. Model professional nursing behaviors to establish an identity that encompasses accountability and respect through ethical and compassionate person-centered care delivery, cultural humility, reflection, and lifelong learning.
   Domains 1, 2, 9
4. Function as influential policy advocates and change agents by critically analyzing population health data, engaging in stakeholder dialogue, and contributing to policy formulation or application.
   Domains 3, 5
5. Translate evidence-based interventions into innovative practice models, utilizing quality improvement methodologies and health informatics to address complex challenges to decrease health disparities, enhance population and community health, and support the sustainability of healthcare systems.
   Domains 5, 7

The DNP program prepares practice-scholars to demonstrate professional leadership integrating evidenced-based knowledge to improve health outcomes in a complex health care system and to demonstrate professional leadership roles in practice and is consistent with the standards of the *American Association of Colleges of Nursing Essentials: Core Competencies for Nursing Education (2021).*

DNP Curriculum

The DNP program's innovative curriculum builds the foundation of graduate-level nursing knowledge, and expands the abilities and skills focused on in master's-level work.

DNP Curriculum for Students with Enrollment Date of Fall 2025 and beyond		
Semester	**Course Name**	**Credits**
1	**NUR 901**: **Intro to Doctoral Studies, and DNP Degree Competencies** Includes 5 experiential clinical hours	**2**
	NUR 906: Evidence Based Practice Methods to Drive Quality Improvement Includes 20 experiential clinical hours	**4**
		Subtotal 6 + 25 cl. hrs.
Semester	**Course Name**	**Credits**

2	**NUR 940: DNP Project I: Project identification** Includes 50 experiential clinical hours	**2**
	NUR 911: Epidemiology and Biostatistics in Evidence Based Practice	**3**
		Subtotal 8
Semester	**Course Name**	**Credits**
3	**NUR 941: DNP Project II: Planning** Includes 100 experiential clinical hours	**4**
	NUR 912: Financial and Economic Principles in Healthcare Includes 10 experientials clinical hours	**2**
		Subtotal 7
Semester	**Course Name**	**Credits**
4	**NUR 942: DNP Project III: Implementation** Includes 110 experiential clinical hours	**4**
	NUR 913: Advanced Concepts in Population Health Includes 20 experiential clinical hours	**2**
		Subtotal 7
Semester	**Course Name**	**Credits**
5	**NUR 943: DNP IV: Data Analysis and Results** Includes 80 experiential clinical hours	**3**
	NUR 916: Health Policy, Ethics, and Advocacy Includes 20 experiential clinical hours	**2**
		Subtotal 5
Semester	**Course Name**	**Credits**
6	**NUR 944: DNP Project V: Project Completion** Includes 65 experiential clinical hours	**3**
	NUR 917: Health Systems Leadership and Interprofessional Collaboration for the DNP Prepared Nurse Includes 20 experiential clinical hours	**2**
		Subtotal 5
		Total Credits 33

DNP Curriculum for Students with Enrollment Date Prior to Fall 2025		
Semester	**Course**	**Credits**
Semester 1	NUR 900: Clinical DNP Practice Foundations	3
	NUR 910: Methods for Evidence-based Practice	3
	Total Credits/Semester	6
Semester 2	Elective 1	3
	NUR 915: Health Care Policy and Advocacy from Local to Global Issues (10 clinical experiential hours)	3
	NUR 920: Concepts in Population Health	3

	(20 clinical experiential hours)	
	Total Credits/Semester	9
Semester 3	Elective 2	3
	NUR 905: Organizational and Systems Leadership for Quality Improvement	3
	HCM 820: Informatics and Data Analysis	3
	Total Credits/Semester	9
Semester 4	Elective 3	3
	NUR 930: Research Translation I, Assessment and Design (120 clinical experiential hours)	3
	Total Credits/Semester	6
Semester 5	NUR 931: Research Translation II, Planning and Implementation (180 clinical experiential hours)	3
	Total Credits/Semester	3
Semester 6	NUR 933: Research Translation III, Evaluation and Dissemination (170 clinical experiential hours)	3
	Total Credits/Semester	3
	Total Program Credits	36

Reduced Course Load

Students may opt to reduce the course load to one course per semester. The Associate Dean of Graduate Programs will meet with students with interest in the one course per semester option to develop an individualized curriculum sequence plan.

Non-matriculated Entry

The SON supports non-matriculated students to take one DNP course with approval of the DNP Program Administrator. If later admitted to the program, course credits do not automatically apply towards degree requirements-they must have DNP Program Administrator or SON Dean approval to transfer the coursework.

DNP Experiential Clinical Policies and Procedures

The DNP Project requires a minimum of 1000 post-baccalaureate clinical hours. The Experiential Clinical immersion is "…designed to help students achieve specific learning objectives related to the DNP Essentials and specialty competencies" (AACN DNP Essentials, 2006, p. 19). A maximum of 500 hours accrued during the completion of the student's MSN/APRN program may be applied toward the 1000 hour required accrual upon review and approval by the DNP Program Administrator and/or School of Nursing Dean.

Five hundred (500) experiential clinical hours are threaded throughout the DNP Curriculum. Experiential Clinical Hours will be completed during several courses under the supervision and mentorship of a DNP Project Site Mentor in the student's geographic area of residence and with oversight of MCPHS course faculty.

DNP students identify their chosen practice site for completion of their DNP Project. The chosen practice site will vary based on the focus of the DNP Project and may include community or public health organizations, clinical practice agencies, private practice settings, school systems, prison systems, or government healthcare related organizations in local, statewide, regional, or national levels. The DNP student must complete the DNP Project Site and Site Mentor Request form through eValue for consideration of the Associate Dean of Graduate Programs and the School of Nursing Dean. Students may not complete any experiential clinical hours without an approved DNP Project Site and Site Mentor Request form

All required clinical documents must be completed prior to participating in any Experiential Clinical Hours. Documents may include one or more of the following; DNP Project Site Mentor Agreement, Letter of Cooperation, and Affiliation agreements. The signed DNP Project Site Mentor agreement will be housed in the student's eValue software account and the full executed Affiliation Agreement and Letter of Cooperation Agreement will be filed with the Graduate Clinical Coordinator.

Experiential Clinical Hours may include both direct hours (hours spent at the practice site with the project site mentor) and indirect hours (hours spent working on the DNP Project, but not necessarily in the practice site). The student must log completed DNP Essential Competencies (AACN, 2021) and Experiential Clinical Hours in eValue **within 72 hours of completion**. The required minimum of 500 hours must demonstrate competency among AACN Essential Competencies (AACN, 2021). **All Experiential Clinical Hours must be approved electronically via eValue by course faculty.**

Students may choose to complete their DNP Project at their place of employment. When Experiential Clinical Hours are completed at a student's place of employment, the hours must be clearly delineated from time spent as an employee. All clinical experiential hours must relate to completion of the DNP project and must include activities that meet the AACN Essentials (AACN, 2021).

> "Practice experiences should have well defined learning objectives and provide experiences over and above the individual's job responsibilities or activities. Also, the DNP student must have the opportunity to gain knowledge and skills beyond employment expectations and incorporate these into their nursing practice." (AACN DNP Task Force, 2015, p. 9).

Clinical Experiential hours and the DNP Project cannot focus on nursing academia. "Practice as a nurse educator should not be included in the DNP practice hours. The focus of the DNP program, including practicum and the DNP project, should not be on the educational process, the academic curriculum or on educating nursing students." (AACN DNP Task Force, 2015, p.10)

Literature systematic or integrative reviews, portfolios and group projects are not acceptable for DNP Project consideration.

The clinical environment is where didactic course content is applied. Students may be restricted from attending clinical experiential hours if it is determined that the quality of didactic course work, frequency of attendance, or frequency of communication does not support the student's preparation and ability to perform activities related to their DNP project.

Clinical experiential hours are to be scheduled within the confines of the semester calendar. Clinical attendance outside the semester calendar requires prior approval from the DNP Program Administrator and is determined on a case-by-case basis.

Students will be asked to share their clinical experiential schedule and Site Mentor contact information with their course faculty prior to attending any clinical experience. Any deviation or revision of the proposed monthly schedule requires advance confirmation and approval from the course faculty member.

Students may not attend any clinical experience without prior faculty approval. Students will submit an Experiential Clinical Site Approval Request through eValue. Students must receive acknowledgement and

approval of their request in eValue by course faculty. Students who attend clinical experiences without having prior faculty approval will be subject to clinical warning and/or dismissal.

Clinical Experiential Evaluations

Performance during clinical experiential hours will be evaluated on a satisfactory/unsatisfactory basis. The stated course objectives aligned with the AACN Essentials (2021) and NONPF established performance standards determine the criteria for clinical experiential evaluation. Evaluation is an ongoing process throughout the completion of clinical experiential hours. DNP Project Site Mentor provides evaluative data to the course faculty. The course faculty are responsible for the final clinical experiential evaluation grade.

Clinical Uniform/Dress Code

Students are expected to maintain a clean, neat, and well-groomed appearance appropriate to the affiliating organization. White coats and nametags, distributed by the SON, must be worn in the clinical experiential setting or per facility guidelines. Replacement coats and nametags can be ordered by contacting the Graduate Administrative and Clinical Assistant.

Clinical Onboarding Requirements

The following requirements must be completed and on file prior to the end of the first semester. The Clinical Operations Coordinator will prompt the collection of the onboarding requirements throughout the program tenure.

- Immunizations according to MCPHS policy and agency-specific requirements
- Unencumbered Registered Nurse (RN) and Advanced Practice Registered Nurse (APRN) licenses in the state in which the student intends to complete the DNP project.
- Current national certification as an advanced practice nurse (FNP, AGPCNP, AGACNP, ANP, PNP, GNP, ACNP, PMHNP, Nurse Midwife, Nurse Anesthetist, or CNS. Certification must be maintained for the duration of the student's tenure
- Updated Resume with active DNP program enrollment noted
- Completed CORI and Level 1 background check
- Site Mentor documents
- Successful completion of HIPAA training
- Verification of Health Insurance
- CPR Certification
  All students must show evidence of CPR training during the first semester in the graduate nursing programs. Students must be certified in Basic Life Support (BLS) Healthcare Provider by the American Heart Association (AHA). Acceptable AHA courses include BLS (instructor lead) or Heart Code BLS (blended online/skill sign off). American Red Cross, First Aid, and online courses will not be accepted. Students must upload a copy of the card/e-card to eValue, indicating active certification (AHA requires recertification every two years). We recommend that the student verify the course in advance to ensure that the course is appropriate.
- The School of Nursing does not require DNP students to purchase malpractice insurance unless their approved DNP project includes direct patient care. Should a student be required to obtain individual malpractice coverage, the following criteria must be satisfied for the entire duration of the DNP project:
  - Proof of current malpractice insurance as an APRN with DNP student designation at the level of a minimum of $1 million per occurrence and $6 million aggregate coverage.

- *Along with the student's APRN malpractice insurance policy, the University's group liability insurance policy provides coverage for liability while practicing as a student in MCPHS SON clinical activities.*

NOTE*:* It is the responsibility of the student to submit evidence of all required annual updates of licensure, immunizations and certification renewals. Students will not be permitted to participate in clinical experiences until all information is received which may result in a delay in graduation.

Immunization Requirements

Please refer to the section of the MCPHS Course Catalog titled "MCPHS University Immunization Requirements" Immunization information and clearances are provided through CastleBranch, the University's contracted vendor.

In accordance with state law, MCPHS policy, and clinical agency requirements, students must show proof of required immunizations, unless they qualify for one of the exemptions allowed by law. Noncompliance with MCPHS immunization requirements will result in administrative withdrawal from the MCPHS or might negatively impact progression in the academic program.

Some healthcare agencies and clinical education sites may have additional immunization requirements. In order to be eligible for clinical placements, students must meet ALL MCPHS immunization requirements, and any additional requirements imposed by the clinical agency to which the student is assigned. In cases where the clinical site does not pay for the completion of any additional immunization requirements, the student is responsible for paying any associated fees. Without full clearance of immunization requirements, students will not be eligible to begin clinical learning experiences, and consequently, will be unable to meet program requirements. Immunization information and clearances are provided through the University's contracted vendor.

Drug Testing

Some healthcare agencies and clinical sites may have additional drug testing requirements. In order to be eligible for clinical placements, students must meet any additional requirements imposed by the clinical rotations site to which the student is assigned. The student is responsible for paying any associated fees. Clinical site drug testing policies can preclude the student from attending clinical, thus unable to satisfy course and program requirements. Please refer to the Drug Abuse Policy set forth in the MCPHS Student Handbook regarding marijuana use.

Criminal Offender Record Information (CORI), Level 1 Background Check

Certain laws and accreditation standards require health care agencies to request Criminal Offender Record Information (CORI) about candidates for employment, volunteer, or training positions to determine if the candidate is eligible to be hired or on rotation in the agency. The majority of the clinical training sites at which the MCPHS places students for educational experiences must comply with these laws. In order to be eligible for clinical placements, students must be cleared through a Level 1/National background check and CORI check. Additional Level 1/National background check and CORIs may be required prior to returning from a Leave of Absence or Out of Sequence status. In addition, clinical sites may require their own background check and/or CORI checks, and students may be asked to complete several release forms. In cases where the facility does not pay the charge for the background check and/or CORI check, the student is responsible for paying the fee. If a site requires, but does not provide for obtaining background check and/or CORI checks, the student can obtain them through the School of Nursing's Clinical Placement

Coordinator and will be responsible for any associated fees. The Level 1/National background check/CORI must be performed by the University's designated vendor due to clinical site/agency contractual requirements.

DNP Project

Project Description and Overview

As part of the DNP program, students engage in rigorous scholarly work to synthesize knowledge from the program's core and specialty courses, along with the immersion clinical experience, to create a meaningful project that is reviewed by an academic team. The DNP Project is based on an advanced nursing practice experiential clinical experience, which is designed to address a nursing or healthcare problem with the goal of improving practice or healthcare outcomes. The DNP project includes proposal, implementation, and evaluation of evidence-based practice on a variety of initiatives, including practice change, quality improvement, health promotion/disease prevention, community outreach, or policy analysis. The AACN Essentials (2021) and the AACN DNP Task Force, Doctor of Nursing Practice: Current Issues and Clarifying Recommendations (2015) provide the basis for the DNP Project requirements.

DNP Project Team

The DNP Project Team will be assigned by week two of the first DNP Project Course. The DNP Project Team Members include the DNP Project Team Chair, the DNP Project Team Member, the DNP Project Site Mentor, and the DNP Student. The DNP Project Team works closely with the DNP Course Faculty. The course faculty are responsible for all grading of assignments and approval and sign-off of clinical evaluations, AACN Essential activities (2021), and Experiential Clinical Hours.

The DNP Project Team Chair is assigned by the Associate Dean of Graduate Programs. The DNP Project Team Member may be requested by the DNP student or assigned and must be approved by the Associate Dean of Graduate Programs. The DNP Site Mentor is chosen by the DNP student and approved by both the Associate Dean of Graduate Programs and School of Nursing Dean.

The DNP Project Team Chair will be a doctoral prepared MCPHS SON faculty member. A second doctoral prepared MCPHS faculty member will serve as a DNP Project Team Member, and a content expert will serve as the DNP Project Site Mentor (Appendix A-3).

MCPHS DNP Project Course Faculty Responsibilities:

- Evaluates clinical experiential sites and site mentors for appropriateness of learning experiences.
- Communicates with clinical site representatives and the Graduate Clinical Coordinator to ensure all required clinical documents are complete before the student participates in Experiential Clinical Hours.
- Reviews and approves all student documented Experiential Clinical Hours and AACN Essential activities during DNP project courses.
- Oversees the DNP Project site experience. Collaborates, communicates, and supports the DNP Project Site Mentor. Provides Site Mentor orientation prior to the start of each Research Translation course to include AACN Essentials (2021) Overview, DNP Program Outcomes, Course Description, Didactic Course Objectives, Experiential Clinical hour objectives and Site Mentor Role and Responsibilities and the expectations for students.

- Communicates with DNP Project Site Mentor during each DNP Project Course a minimum of the first week of the course, mid-semester, and end of course via text, phone, email or Zoom and documents DNP Site Mentor feedback.
- Reviews all mid-term and final DNP Site Mentor Evaluation of Student Performance evaluations (Appendix A-3). Discusses evaluation with DNP Site Mentor, approves and signs all evaluations, delivers evaluations to the DNP student.
- Oversees IRB application process and application preparation
- Assesses student project readiness for project proposal presentation. Synthesizes proposal presentation feedback, supports student completion of needed project revisions
- Leads final oral project presentation proceedings and ensures that all written paper revisions are completed (Appendices A-4, A-5, & A-6); provides final sign off following completion of the DNP Project and verifies satisfactory completion of graduation requirements in collaboration with the Associate Dean of Graduate Programs and SON Dean.

DNP Project Team Chair

DNP Students will be assigned a Project Team Chair by week three of the second DNP Project course. The DNP Project Team Chair might also be the course faculty or course coordinator for the DNP Project courses. The chair will be assigned by the Associate Dean of Graduate Programs. The DNP Project Team Chair does not need to be an expert in the student's area of research interest.

DNP Project Chair Responsibilities:

- Serves as DNP Project advisor to support the student throughout the DNP Project process: project development, preparation of the DNP proposal, project implementation and evaluation, data analysis, development of final written DNP Project Paper and dissemination plans.
- Communicates with DNP Project Site Mentor and Course Faculty during each DNP Project course a minimum of the first week of the course, mid-semester, and end of course via text, phone, email or Zoom and documents DNP Site Mentor feedback.
- Collaborates with the DNP student and Course faculty to schedule ongoing DNP Project Team meetings to facilitate project development, project proposal presentation date, project completion, and final project presentation date.
- Communicates effectively with the Course Faculty, DNP Project Team members, the DNP Project Site Mentor and the DNP student.
- Provides ongoing feedback to the DNP student on written drafts of scholarly paper in a timely manner.
- Guides student with IRB application process and application preparation as needed
- Assesses student project readiness for project proposal presentation. Supports student completion of needed project revisions; participates in final project presentation proceedings and ensures that all revisions are completed; provides final sign off following completion of the DNP Project.
- Serves as a mentor to the DNP student in the DNP Project findings dissemination.

DNP Project Team Member

The DNP Project Team Member contributes to the development and refinement of the DNP Project and DNP Project written Paper. The DNP Project Team Member will be chosen and invited to serve in the role by the DNP student during the second DNP project course. The DNP Project Team Member must be approved by the course faculty and DNP Project Chair, and the Associate Dean of Graduate Programs must be notified. The DNP Project Team Member should share experience in the student's area of research interest.

DNP Project Team Member Role and Responsibilities:

- Serves as DNP Project Team Member to support the student throughout the DNP Project process: project development, preparation of the DNP proposal, project implementation and evaluation, data analysis, development of final written DNP Project Paper and dissemination plans.
- Serves as a second reader of DNP Project paper(s) and provides feedback to the DNP student in a timely manner.
- Collaborates with the DNP student and DNP Project Team Chair to participate in ongoing DNP Project Team meetings to facilitate project development, project proposal and project completion.
- Communicates effectively with the DNP Project Team members.
- Assesses the DNP student's project readiness for the final project presentation, attends the DNP student's final presentation, provides timely written feedback of the presentation, and supports student completion of needed project revisions.
- Serves as a mentor to the DNP student in the DNP Project findings dissemination.

DNP Project Team Site Mentor

DNP Project Site mentors are advanced clinical practice or administration professionals who are experts in the student's research focus area. The DNP Project Site Mentor will be chosen and invited to serve in the role by the DNP student during the second DNP project course. The DNP Project Site Mentor must be approved by the course faculty and the Associate Dean of Graduate Programs. The DNP Project Site Mentor may be selected from among a variety of disciplines, thereby building upon the DNP program objective to enhance the student's interdisciplinary experience. The DNP Project Site Mentor must be academically and experientially qualified, having an earned master's degree and a minimum of five years in the area of expertise.

DNP Project Site Mentor Role and Responsibilities

- Participates in the DNP Project Site Mentor orientation prior to the start of each Research Translation course to include AACN Essentials (2021) Overview, DNP Program Outcomes Course Description, Didactic Course Objectives, Experiential Clinical Hour Objectives and Site Mentor Role and Responsibilities.
- Maintains an ongoing relationship with the DNP student throughout the completion of the DNP Project, contributing to the student's development of interdisciplinary collaborative practice and leadership skills in the student's area of evidence-based practice interest.
- Supports the DNP student to facilitate opportunities for the DNP student to meet the DNP Project objectives.
- Directly oversees the DNP Project site experience. Supports project development and implementation at practice site
- Works Collaboratively with the DNP Project Team Chair. Communicates with the DNP Project Team Chair on a minimum of the first week of the course, mid-semester, and end of course via text, phone, email or Zoom.
- Communicates any concerns regarding the student's performance to the student and DNP Project Chair within 48 hours; provides verbal and written documentation of concerns and works with the DNP student and DNP Project Chair to develop strategies for improvement.
- Completes DNP Site Mentor Evaluation of Student Performance evaluations and reviews them with the course faculty in a timely manner.
- Validates student Experiential Clinical Hours spent on site.

- Provides ongoing feedback to the DNP student on drafts of DNP Project written paper in a timely manner
- Participates in the DNP student final DNP Project presentation and provides timely written feedback of the presentation to the DNP course faculty.

DNP Student Role and Responsibilities as a Member of the DNP Project Team

- Submits via eValue the DNP Project Site and Site Mentor Request form in a timely manner, adhering to due date provided in DNP project course. The request form is subject to approval by the Associate Dean of Graduate Programs and School of Nursing Dean.
- Responds to emails and requests for completion of clinical documents by the Clinical Operations Coordinator for the Graduate Program **within 24 hours.**
- Ensures all clinical documents are complete and faculty approval has been granted prior to participation in any Experiential Clinical Hours.
- Documents Experiential Clinical Hours and AACN Essential Activities in eValue **within 72 hours** of the completed hours and activities.
- Is receptive to course faculty and DNP Site Mentor feedback and uses recommendations as opportunities to strengthen any areas in need of improvement or for continued growth.
- Responds to DNP Project Team and Course Faculty emails **within 24 hours**. Uses MCPHS email for all email communications.
- Maintains an ongoing relationship with the DNP Project Team and Course Faculty throughout the completion of the DNP Project, contributing to development of interdisciplinary collaborative practice and leadership skills in area of evidence-based practice interest.
- Communicates any concerns regarding the ability to meet course objectives, DNP Project site or DNP Project Site Mentor **within 48 hours**.
- Exhibits professional behavior at all times.

DNP Scholarly Project Progress and Associated Academic Credit

Sixteen academic credits and 500 Experiential Clinical Hours are associated with the DNP Project completion. The sixteen academic credits are awarded through successful completion of the course objectives in five courses: NUR 940, DNP Project I: Project Identification; NUR 941, DNP Project II: Planning; NUR 942, DNP Project III: Implementation; NUR 943, DNP Project IV: Data Analysis and Results; NUR 944, DNP Project V: Project Completion. Five hundred (500) experiential clinical hours are completed during DNP Project courses under the supervision and mentorship of a DNP Project Site Mentor in the student's geographic area of residence and with oversight of MCPHS course faculty.*

*Students enrolled in the DNP program prior to fall 2025:
A total of nine academic credits and 500 Experiential Clinical Hours are associated with the DNP Project completion. The nine academic credits are awarded through successful completion of the course objectives in three courses: NUR 930: Research Translation I, Assessment and Design, NUR 931: Research Translation II, Planning and Implementation, and NUR 933: Research Translation III, Evaluation and Dissemination. Five hundred (500) experiential clinical hours are completed during the following courses under the supervision and mentorship of a DNP Project Site Mentor in the student's geographic area of residence and with oversight of MCPHS course faculty:

- *NUR 915, Healthcare Policy and Advocacy from Local to Global Issues*
- *NUR 920, Advanced Concepts in Population Health*

- *NUR 930: Research Translation I*
- *NUR 931: Research Translation II and*
- *NUR 933: Research Translation III*

earn 9 academic credits and 500 clinical hours associated with the DNP Project Completion in 3 courses: NUR 930, NUR 931 and NUR 933.

DNP Project Student Support and Resources

DNP Faculty Advisor

The DNP student will be assigned a faculty advisor upon admission to the program by the Associate Dean of Graduate Programs or SON Dean. The University and SON embrace a faculty-student advisory model. The faculty advisor advises students on academic and professional matters to assist students who have academic difficulties and/or serious personal problems by referring them to appropriate University personnel.

Library and Learning Resources

The MCPHS library system is available to all students and fosters research and learning. It provides access to electronic resources 24 hours a day. There are over 11,655 volumes of books, journals, and multi-media; 700 serial subscriptions; around 41,500 electronic books; and 145 databases. Nursing leadership and DNP project documents have been created for the DNP students to help them find resources available through the library resources on these integral topics. The School of Nursing program has a dedicated library liaison who is experienced in teaching evidence-based practice and searching appropriate nursing databases.

Online portal: https://my.mcphs.edu/library .

Online students are encouraged to utilize services through the Library and Learning Resources. Karen Alcorn is available for individual research consultations. Contact: Karen Alcorn, MLS, karen.alcorn@mcphs.edu

Writing Center

The Writing Center assists in giving feedback and advice about how writing can be improved. The Writing Center will coach you through the process of drafting and revising essays, reports, presentations, etc. Students should schedule an appointment with the Writing Center through Student Success Hub: https://mcphs.libguides.com/c.php?g=1070381&p=10962077

Students are strongly encouraged to utilize the MCPHS Writing Center with all written assignments. The course coordinator/faculty member may require the student to collaborate with the MCPHS Writing Center, as appropriate, to best support the student in their graduate writing responsibilities.

English Language Resource Center

The English Language Resource Center (ELRC) serves English Language Learner (ELL) or multilingual (ESL) students who wish to strengthen their English skills to study more effectively at MCPHS. ESL faculty members are available on all three campuses to work with students one-on-one or in groups. Students can get help with their grammar, pronunciation, vocabulary, reading, writing, speaking, or any English skill necessary for their classes. Students should make an appointment through the Student Success Hub: https://www.mcphs.edu/studentsuccesshub, select ULN - English Language Resource Center and complete the appointment form.

DNP Student Handbook Responsibility

Student Responsibility for Contents of Doctor of Nursing Practice Student Handbook

Upon admission to the DNP program and at the beginning of each semester, students are required to read the *MCPHS DNP Student Handbook.* Students are required to verify by electronic signature via the Blackboard platform that they have read and will abide by the policies, protocols, and guidelines described in this document.

The *MCPHS DNP Student Handbook* is reviewed and revised as needed. The student body will be informed of any major revisions via email.

Appendix A1

DNP Proposed Project Topic and Setting

MASSACHUSETTS COLLEGE of PHARMACY and HEALTH SCIENCES

NUR 940, DNP Project I: Project identification
DNP Proposed Project Topic and Setting

DNP students must complete form by week eight of the NUR 940: DNP Project I: Project identification course. Form must be submitted to course faculty. Course faculty will review for approval and sign. The Associate Dean of Graduate Programs and SON Dean will sign attesting to notification. This is a proposed setting and topic only; the student must submit the final topic, site and mentor, along with all paperwork by week three of the second DNP Project course. This form serves to notify DNP faculty and leadership that the student is progressing with site and mentor selection.

Student Name: _____

Date: _____

DNP Project Topic of Interest: _____

DNP Project Setting: _____

Student's rationale for choosing DNP Project topic and setting (why are they appropriate for DNP Project):
_____
_____
_____
_____

Course Faculty Response to Request

	Approved (Initials)	Denied (Initials)	Comments
Proposed DNP Project Topic			
Proposed DNP Project Setting			

If the proposed topic, setting, or both are denied, faculty may grant up to a maximum of a two-week extension to submit a request for a revised proposed topic and/or setting. A second unapproved request for a DNP Project topic or setting may delay progression.

Signatures
DNP Student: _____ Date: _____
MCPHS NUR 940 Course Faculty: _____ Date: _____
Associated Dean for Graduate Programs_____ Date: _____
SON Dean: _____ Date: _____

Appendix A2

DNP Project Site and Site Mentor Request

MASSACHUSETTS COLLEGE of PHARMACY and HEALTH SCIENCES

DNP Project Site and Site Mentor Approval Request

The DNP student must complete this form and receive notification of approval **BEFORE** starting Experiential Clinical Hours. The form must be submitted to NUR 941 course faculty and the Associate Dean for Clinical Education and Experiential Learning. Course faculty will review and approve or deny the proposed site and site mentor. The Associate Dean of Graduate Programs and the Associate Dean for Graduate Programs will review and sign attesting to notification.

Student Name: _____

Date: _____

DNP Project Topic of Interest: _____

DNP Project Setting: _____

Requested site: _____

Requested DNP Site Mentor (must attach copy of current curriculum vitae):

_____

Student's rationale for choosing DNP project site and DNP Project Site Mentor (why are they appropriate for DNP Project completion:

_____

_____

_____

_____

Course Faculty Response to Request

	Approved (Initials)	Denied (Initials)	Comments
Proposed DNP Project Site			
Proposed DNP Project Site Mentor			

If the request for site, site mentor, or both are denied, faculty may grant up to a maximum of a two-week extension to submit a request for a different mentor or site. A second unapproved request for a DNP site or site mentor may result in a mid-semester academic warning and may delay progression.

Signatures

DNP Student: _____ Date: _____

MCPHS NUR 941 Course Faculty: _____ Date: _____

Associate Dean for Clinical Education and Experiential Learning: _____Date: _____
Associate Dean for Graduate Programs: _____ Date: _____

Appendix A-3

DNP Project Approved Team Members

MASSACHUSETTS COLLEGE of PHARMACY and HEALTH SCIENCES

DNP Project Approved Team Members

The DNP Project Team will be assigned by week three of NUR 941, RDNP Project II: Planning. The DNP Project Team Members include the DNP Project Team Chair, the DNP Project Team Member, the DNP Project Site Mentor, and the DNP Student. The DNP Project Team works closely with the DNP Course Faculty. The course faculty are responsible for grading all assignments and approval and sign-off of clinical evaluations, DNP Essential activities, and Experiential Clinical Hours.

The DNP Project Team Chair is assigned by the Associate Dean for Graduate Programs. The DNP Project Team Member may be requested by the DNP student or assigned and must be approved by the Associate Dean of Graduate Programs. The DNP Site Mentor is chosen by the DNP student and approved by the course faculty. The DNP Student and DNP Project Team Members should refer to the current DNP Student Handbook for Roles and Responsibilities.

Student Name: _____ Date: _____

NUR 930 Course Faculty: _____Semester: _____

Title of DNP Project: _____

DNP Project Site: _____

DNP Project Team Chair Name: _____

Chair Email: _____

Chair Phone Number: _____

Chair Highest Academic Degree: _____Certifications: _____

Chair Practice Specialty: _____

DNP Project Team Member Name: _____

Team Member Email: _____

Team Member Phone Number_____

Team Member Highest Academic Degree: _____Certifications: _____

Team Member Practice Specialty: _____

MASSACHUSETTS COLLEGE *of* PHARMACY *and* HEALTH SCIENCES

DNP Project Approved Team Members

DNP Project Site Mentor Name: _____

Site Mentor Email: _____

Site Mentor Phone Number: _____

Site Member Highest Academic Degree: _____Certifications: _____

Site Member Practice Specialty: _____

Signatures:

DNP Student: _____ Date: _____

NUR 941 Course Faculty: _____ Date: _____

DNP Project Team Chair: _____ Date: _____

DNP Project Team Member: _____ Date: _____

DNP Project Site Mentor: _____ Date: _____

Associate Dean for Graduate Programs Signature of Attestation of Notification:

_____ Date: _____

SON Nursing Dean Signature of Attestation of Notification:

_____Date: _____

Appendix A-4

DNP Site Mentor Evaluation of Student Performance

MASSACHUSETTS COLLEGE of PHARMACY and HEALTH SCIENCES

DNP Site Mentor Evaluation of Student Performance Procedures:

- The DNP Site Mentor Evaluation of Student Performance form will be completed by the DNP Site Mentor at mid-semester and during the last week of the semester of DNP project courses.
- The DNP Site Mentor will evaluate the DNP student's progress toward meeting the DNP Essentials (AACN, 2021) listed in the form at mid-point and end of the semester.
- The DNP Site Mentor will review the evaluation with the DNP course faculty. The DNP course faculty will review the evaluation for final approval and will discuss the evaluation with the DNP student.
- The DNP Site Mentor will email the completed evaluation including signature to the DNP course faculty within 72 hours of completion at mid-term and the final evaluation during the final week of classes.
- The DNP student will upload the completed evaluation including signatures of course faculty, site mentor and student, to the designated dropbox in the course Blackboard as part of their mid-semester and end of semester clinical documentation.
- If the student receives a score of less than 3 in any evaluated area at mid-point clinical evaluation, the course faculty will develop a plan for success with the DNP student and DNP Site Mentor to include specific objectives and timeline (see p. 9).
- A final clinical evaluation with a score of less than 3 in any evaluated area will result in course failure.

Scoring Guidelines: The scoring rubric is provided below. If the student receives a score of less than 3 in any evaluated area at mid-point clinical evaluation, the course faculty will develop a plan for success with the DNP student and DNP Site Mentor to include specific objectives and timeline (see p. 9). A final clinical evaluation with a score of less than 3 in any evaluated area will result in course failure.

Scoring Rubric
Level 1=Not observed
Level 2=Needs constant guidance
Level 3=Needs frequent guidance
Level 4=Needs occasional guidance
Level 5=Functions independently and seeks guidance when appropriate

Appendix A-5

DNP Project Final Written Paper Instructions and Formatting Guide

MASSACHUSETTS COLLEGE of PHARMACY and HEALTH SCIENCES

NUR 944, DNP Project V: Project Completion
Final Written Paper Instructions and Guide

Note: Paper must adhere to APA 7th edition format including page numbers, headers, and sub headers, use New Times Roman 12 font throughout your paper. All papers need to be saved as: LastName.FirstName.Course#

Students should also refer to the DNP Project Final Written Paper rubric.

The methodology section should be written in the past tense.

Paper Template

Title Page: Title should be succinct and provide an overview of the project enabling the reader to understand the overall purpose of the proposal. The Title Page: Must adhere to APA 7th edition format. Title should describe the population, project, and setting.

Abstract: Less than 400 words. Should include topic, purpose, objectives, methods, sample, findings, implications

Acknowledgements: optional

Dedication: optional

Table of Contents: APA 7th ed. Format

Chapter I: Introduction

Introduction: Clearly states importance of the project topic with information leading to the development of the project, why it's relevant and the scope of the potential problem and why you selected the chosen area of interest for the DNP project.

Background and Significance: Thoroughly answers why the project is important and the implications of the identified problem(s). Provides a descriptive picture of the local problem with information about the organization where the problem is occurring.

Problem Statement: Concisely and clearly articulates the breadth and depth of the problem, why it is a concern and why it should be evaluated. Includes factual information and why the problem is significant for society, patients, the delivery and outcomes of care, nursing and healthcare systems.

Clinical Question: Using PICOTS format, precisely state the primary and secondary question(s) that the project will seek to answer**.** Thoroughly describes the phenomenon of interest, identifies the issue(s), clarifies previous research, and/or adds to the current available body of knowledge.

Feasibility/SWOT analysis: Describe results SWOT Analysis including both internal and external factors.

Chapter II: Review of the Literature

Literature Review (past tense): Thorough synthesis of a representative sample of available literature and how it applies to the phenomenon of interest and project. Literature comes from peer-reviewed journals or academic sources; clearly identifies the level of evidence. Includes all perspectives found in the literature. Include the methods used for the literature review, appraisal of the evidence and discussion of strengths, weaknesses and limitations and opportunities. Use the findings to support the DNP Project.

Organizational Assessment (if local problem): Comprehensively identifies the culture, physical, and sociocultural makeup of the organization. Identifies potential barriers and facilitators in the organization and organizational factors that were used to determine project feasibility.

Purpose: Provides 1-2 clearly articulated key areas. Thoroughly explains what the project will involve and what it will accomplish.

Conceptual and Theoretical Framework: Comprehensive and thorough explanation for selection of a conceptual and theoretical framework. Provides history and original information of the frameworks and how they apply to the project.

Chapter III: Methodology

Methodology:

- Comprehensive and thorough explanation of the project design
- Setting: organization/agency description, congruence of agency's mission/goals/strategic plan with project
- Stakeholders: description of who the stakeholders are
- Sample: target population, sample, participants, inclusion/exclusion criteria, recruitment

Ethical Consideration: IRB approval(s)

Intervention: Description of evidence-based intervention

Measures/Tools/Instruments: Describe tool/instruments used for data collection, include reliability and validity

Chapter IV: Results

Analysis: Description of data analysis and results

Results: Demographics and findings

Chapter V: Conclusion and Discussion

Discussion: Describe how the project findings relate to existing literature. How did the project impact the site/organization?

Implication: For practice, education, policy, and research

Sustainability: Plans for sustainability/next steps

Limitations: speak to any limitations; sample size, design, data collection

Conclusion/Recommendations: Summarize project and discuss value and recommendations

References: APA 7th edition format

Appendices: Tables, figures, site agreement, permissions, review of literature matrix, SWOT analysis completed template, IRB approval letter, demographic questionnaire, recruitment letter and consent form if appropriate to project, surveys/tools

Appendix A-6

DNP Project Final Written Paper Rubric

MASSACHUSETTS COLLEGE of PHARMACY and HEALTH SCIENCES

NUR 944, DNP Project V: Project Completion
Final DNP Project Written Paper

DNP Project Final Written Paper Rubric: The DNP student should refer to the DNP Final Written Paper Instructions and Formatting Guide when writing the final paper. The final written paper should be submitted to the NUR 944 course faculty, the DNP Team Chair, DNP Team Member and DNP Site Mentor by the due date listed in the course syllabus.

Grading Criteria Total 100 points	Score/Comments	Above Expectations 9-10 points	Meets Expectations 7-8 points	Below Expectations 0-6 points	Score and Faculty Comments
Title 10 Points		A succinct title that provides an overview of the project so that the reader understands the overall project.	A succinct title that provides some overview of the project, overall purpose is somewhat clear.	Title is lengthy, does not provide overview of the project; overall purpose of the project is not clear.	
Abstract/ Executive Summary 10 Points		Succinct summary of the project includes the statement of the problem, description of the purpose of the project, approach or methods used, data analytical procedures used, and the implications for practice.	Includes summary of the project, includes the statement of the problem, description of the purpose of the project, approach or methods used, data analytical procedures used, and the implications for practice. May be missing 1-2	Summary of the project is missing more than 3 components: statement of the problem, description of the purpose of the project, approach or methods used, data analytical procedures used, or the implications for practice.	

			components or may not be succinct.		
Introduction **10 Points**		Clearly states importance of the project topic with information leading to the development of the project, why it's relevant and the scope of the potential problem.	Somewhat explains importance of the project topic with information leading to the development of the project. Provides some explanation to why the project is relevant and the scope of the potential problem.	Does not clearly state importance of the project topic and/or lacks information leading to the development of the project. Does not clearly explain why the problem is relevant or the scope of the potential problem.	
Background and Significance **10 Points**		Thoroughly answers why the project is important and the implications of the identified problem(s). Provides a descriptive picture of the problem with information about the organization where the problem is occurring.	Somewhat answers why the project is important and the implications of the identified problem(s). Provides a somewhat descriptive picture of the local problem with information about the organization where the problem is occurring.	Is not clear why project is important and/or the implications of the identified problem(s). Lacks a descriptive picture of the local problem and/or details about the organization where the problem is occurring.	
Problem Statement		Concisely and clearly	Somewhat articulates the	Does not clearly	

10 Points		articulates the breadth and depth of the problem, why it is a concern and why it was evaluated. Includes factual information and why it is a problem for society, patients, the delivery and outcomes of care, nursing and healthcare systems.	breadth and depth of the problem, why it is a concern and why it was evaluated. Some factual information is included and why it is a problem for society, patients, the delivery and outcomes of care, nursing and healthcare systems.	articulate the breadth and depth of the problem, why it is a concern or why it was evaluated. Lacks factual information and does not explain why it is a problem for society, patients, the delivery and outcomes of care, nursing and healthcare systems.	
Clinical Question 10 Points		Thoroughly describes the phenomenon of interest, identifies the issue(s), clarifies previous research, and/or adds to the body of knowledge that is currently available.	Partially describes the phenomenon of interest, identifies the issue(s), outlines previous research, and/or adds to the body of knowledge that is currently available.	Limited description of the phenomenon of interest; does not identify the issue(s). Does not clarify previous research, or add to the body of knowledge that is currently available.	
Conceptual and Theoretical Framework 10 Points		Comprehensive and thorough explanation for selection of a conceptual and theoretical framework.	Somewhat thorough explanation for selection of a conceptual and	Lacks a thorough explanation for selection of a conceptual and	

		Provides history and origin information of the frameworks and how they applied to the project.	theoretical framework. Provides history and origin information of the frameworks and how they applied to the project.	theoretical framework. Lacks history and origin information of the frameworks and how they applied to the project.	
Literature review 10 Points		Thorough synthesis of a representative sample of available literature and how it applies to the phenomenon of interest and project. Literature comes from peer-reviewed journals or academic sources; clearly identifies the level of evidence. Identifies gaps in the current literature. Includes all perspectives found in the literature. Written in past tense.	Partial synthesis of a representative sample of available literature and how it applies to the phenomenon of interest and project. Literature is mostly from peer-reviewed journals or academic sources; clearly identifies the level of evidence for most articles. Notes gaps in evidence. Includes all perspectives found in the literature. Written in past tense.	Incomplete synthesis or sample is not representative of available literature and how it applies to the phenomenon of interest and project. Literature does not come from peer-reviewed journals or academic sources; lacks clear identification of the level of evidence. Does not include all perspectives found in the literature.	
Organizational assessment 10 Points		Comprehensively identifies the culture, physical,	Identifies the culture, physical, and	Incomplete description of the culture,	

		and sociocultural makeup of the organization. Identifies the barriers and facilitators in the organization and organizational factors that impacted project feasibility.	sociocultural makeup of the organization. Somewhat identifies barriers and facilitators in the organization and organizational factors that impacted project feasibility.	physical, and sociocultural makeup of the organization. Lacks identification of barriers and facilitators in the organization and organizational factors that impacted project feasibility.	
Purpose of project **10 Points**		Provides 1-2 clearly articulated key areas. Thoroughly explains what the project involved, including the methods, findings and implications for nursing practice.	Provides 1-2 clearly articulated key areas. Somewhat explains what the project involved and what it will accomplish.	Missing the key areas of the project and does not explain what the project involved or accomplished.	
Total Grade*					
Course Faculty Additional Comments					

**The course faculty is responsible for grading the presentation*

DNP Project Chair Comments	
DNP Project Team Member Comments	
DNP Project Site Mentor Comments	

Signatures:

Student _____ Date _____

DNP Course Faculty _____ Date _____

DNP Project Team Chair _____ Date _____

DNP Project Team Member_____ Date _____

DNP Project Site Mentor_____ Date _____

Appendix A-7

DNP Project Final Oral Presentation Rubric

NUR 944, Research Translation III, Evaluation and Dissemination
Final DNP Project Oral Presentation Rubric

Student Name: _____
DNP Project Title: _____
_____

The student will prepare and present a 30-minute presentation summarizing the DNP project. Additional time is allowed for questions from the DNP Project Team.

Grading Criteria Total 100 points	**Above Average 6-8 points**	**Meets Expectations 3-5 points**	**Below Expectations 0-2 points**	**Points Earned and Course Faculty Comments**
Title (8 points)	*A succinct title that provides an overview of the project so that the reader understands the overall purpose of the proposal.*	*A succinct title that provides some overview of the project, overall project purpose is somewhat clear.*	*Title is lengthy, does not provide overview of the project; overall purpose of the project is not clear.*	
Abstract/Executive Summary (8 points)	*Succinct summary of the project; includes the statement of the problem, description of the purpose of the project, approach or methods used, data analytical procedures used, and the implications for practice.*	*Presents summary of the project, includes the statement of the problem, description of the purpose of the project, approach or methods used, data analytical procedures used, and the implications for practice. May be missing 1-2 components or may not be succinct.*	*Summary of the project is missing more than 3 components: statement of the problem, description of the purpose of the project, approach or methods used, data analytical procedures used, or the implications for practice.*	
Introduction (8 points)	*Clearly states importance of the project topic with information leading*	*Somewhat explains importance of the project topic with information leading*	*Does not clearly state importance of the project topic and/or lacks*	

	to the development of the project, why it's relevant and the scope of the problem.	*to the development of the project. Provides some explanation to why the project is relevant and the scope of the problem.*	*information leading to the development of the project. Does not clearly explain why the problem is relevant or the scope of the problem.*	
Background and Significance (8 points)	*Thoroughly answers why the project is important and the implications of the identified problem(s). Provides a descriptive picture of the problem with information about the organization where the problem is occurring.*	*Somewhat answers why the project is important and the implications of the identified problem(s). Provides a somewhat descriptive picture of the local problem with information about the organization where the problem is occurring.*	*Does not clearly present why the project is important and/or the implications of the identified problem(s). Lacks a descriptive picture of the local problem and/or details about the organization where the problem is occurring.*	
Problem Statement (8 points)	*Concisely and clearly articulates the breadth and depth of the problem, why it is a concern and why it was evaluated. Includes factual information, why it is a problem for society, patients, the delivery and outcomes of care, nursing, and healthcare systems.*	*Somewhat articulates the breadth and depth of the problem, why it is a concern and why it should be evaluated. Some factual information is included and why it is a problem for society, patients, the delivery and outcomes of care, nursing and healthcare systems.*	*Does not clearly articulate the breadth and depth of the problem, why it is a concern or why it should be evaluated. Lacks factual information and does not explain why it is a problem for society, patients, the delivery and outcomes of care, nursing and healthcare systems.*	
Clinical Question (8 points)	*Thoroughly describes the phenomenon of interest, identifies the issue(s), clarifies previous research, and/or adds to the body of knowledge*	*Partially describes the phenomenon of interest, identifies the issue(s), clarifies previous research, and/or adds to the body of knowledge*	*Limited description of the phenomenon of interest; does not identify the issue(s). Does not clarify previous research, or add to the body*	

	that is currently available.	*that is currently available.*	*of knowledge that is currently available.*	
Conceptual and Theoretical Framework (8 points)	*Comprehensive and thorough explanation for selection of a conceptual and theoretical framework. Provides history and origin information of the frameworks and how they applied to the project.*	*Somewhat thorough explanation for selection of a conceptual and theoretical framework. Provides history and origin information of the frameworks and how they applied to the project.*	*Lacks a thorough explanation for selection of a conceptual and theoretical framework. Lacks history and origin information of the frameworks and how they applied to the project.*	
Literature review (8 points)	*Presents a thorough synthesis of a representative sample of available literature and how it applies to the phenomenon of interest and project. Literature comes from peer-reviewed journals or academic sources; clearly identifies the level of evidence. Identifies gaps in the current literature. Includes all perspectives found in the literature. Written in past tense.*	*Somewhat thorough synthesis of a representative sample of available literature and how it applies to the phenomenon of interest and project is presented. Literature is mostly from peer-reviewed journals or academic sources; clearly identifies the level of evidence for most articles. Notes gaps in evidence. Includes all perspectives found in the literature. Written in past tense.*	*Incomplete synthesis or sample is not representative of available literature is presented. No discussion of how the evidence applies to the phenomenon of interest and project. Literature does not come from peer-reviewed journals or academic sources; lacks clear identification of the level of evidence. Does not include all perspectives found in the literature.*	
Organizational assessment (8 points)	*Comprehensively identifies the culture, physical, and sociocultural makeup of the organization. Identifies potential barriers and facilitators in the organization and organizational factors*	*Identifies the culture, physical, and sociocultural makeup of the organization. Somewhat identifies potential barriers and facilitators in the organization and organizational factors that*	*Incomplete description of the culture, physical, and sociocultural makeup of the organization. Lacks identification of potential barriers and facilitators in the organization and organizational*	

	that impacted project feasibility.	*impacted project feasibility.*	*factors that impacted project feasibility.*	
Purpose of project (8 points)	*Provides 1-2 clearly articulated key areas. Thoroughly explains what the project involved and what it accomplished.*	*Provides 1-2 clearly articulated key areas. Somewhat explains what the project involved and what it accomplished.*	*Missing the key areas of the project and does not explain what the project involved or accomplished.*	
Grading Criteria	**Above Average 16-20 points**	**Meets Expectations 10-15 points**	**Below Expectations 0-10 points**	
Presentation style and mechanics (20 points)	*PowerPoint slides are clear and highlight on key focus areas; Presentation flows well with recognizable themes, readable text and points are well understood Free of error in spelling, grammar and APA formatting;* *Questions are answered in a professional manner and reflect a strong command of the content.*	*Good readable text; mostly free of errors in spelling, grammar and APA formatting* *Some areas could be improved* *Clarity present but occasional confusion with presentation* *Questions are answered in a professional manner; answers reflect a good understanding of the content*	*Presentation is not organized and does not flow; slides are not clear and content is not interpreted correctly* *Substantial errors in spelling, grammar and formatting in the slide presentation* *Questions are addressed by student yet lack specificity required; answers do not reflect a command of the content*	
Grade*				
Summary of Course Faculty Comments				

Course faculty is responsible for grading the presentation

DNP Project Team Feedback and Signatures:

DNP Project Chair Comments	
DNP Project Team Member Comments	
DNP Project Site Mentor Comments	

Signatures:

Student _____ Date _____

DNP Course Faculty _____ Date _____

DNP Project Team Chair _____ Date _____

DNP Project Team Member_____ Date _____

DNP Project Site Mentor_____ Date _____