



Governors State
UNIVERSITY

Department of Nursing

**Student Nursing
Handbook**

**Doctorate of Nursing
Practice (DNP) Program**

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INTRODUCTION

Congratulations! You have taken the first step toward earning your doctorate of nursing practice degree. Learning is lifelong and we are pleased that you have chosen the nursing program at Governors State University (GSU) as the place to continue your education. GSU has been a leader in quality affordable nursing education for over 40 years. GSU graduates are found in a variety of health care settings, making significant contributions throughout the state of Illinois and beyond .

Please consult the most recent [Governors State University Catalog](#) for additional information regarding the university, its programs, courses, and faculty. Also, you should obtain a copy of the [GSU Community Standards Student Handbook](#) . It is available from the Admissions or Student Development Offices, as well as viewing it online.

The right is reserved to change tuition and fees, to add or delete courses, to revise instructional assignments, or to change regulations, requirements, or procedures where such changes are thought to be in the best interests of the university.

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GOVERNORS STATE UNIVERSITY

History

Governors State (GSU) was chartered by the General Assembly in 1969. It is designed to serve traditional undergraduate students, transfer students, and those seeking master's and doctoral degrees.

The university's main campus is located in University Park, thirty-five miles south of Chicago and easily accessible by car or commuter train. The campus is located on 750 acres of wooded landscape with several lakes and nature trails and includes the nationally renowned Nathan Manilow Sculpture Park.

The curricula of the university are offered through four colleges: the College of Arts and Sciences, the College of Business and Public Administration, the College of Education, and the College of Health and Human Services.

Role and Mission

GSU's primary mission is to offer an exceptional and accessible education that imbues students with the knowledge, skills, and confidence to succeed in a global society. GSU is dedicated to creating an intellectually stimulating public square, serving as an economic catalyst for the region, and being a model of diversity and responsible citizenship. It provides an affordable and accessible undergraduate and graduate education to its culturally and economically diverse lifelong learners. The liberal arts and sciences are the foundation of the university's academic programs, which generally emphasize professional preparation.

GSU has a strong commitment to cultural diversity in every facet of university life. The university values its multicultural community of students, faculty, and staff as they learn together throughout their lives. It addresses the needs of the traditional and nontraditional learners through the breadth of its curriculum, through flexible teaching strategies, and through advanced instructional technologies.

GSU is an active partner in the economic and social development of the surrounding metropolitan regions, preparing informed and concerned citizens and providing them a global perspective in an interdependent world.

Accreditation

Governors State University is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. The university is also a member of the Illinois Council of Baccalaureate and Higher Degree Programs, and many programs are accredited by their respective professional accrediting agencies.

The baccalaureate and master's degree programs in nursing are accredited by the ACEN, formerly the National League for Nursing Accrediting Commission (NLNAC). The Doctorate of Nursing Practice program is in the process of applying for specialty accreditation.

Governance

A seven-member board appointed by the governor of Illinois governs this university. One student serves as a member of the Board of Trustees. The president of the university is responsible to the Board of Trustees for the operation and general welfare of the university. The provost/academic vice president has general responsibility in the areas of academic personnel and programs. Governors State University's four colleges are directly administered by their respective deans.

Faculty, civil service, and students participate in university affairs through membership on the Faculty Senate, Civil Service Senate, Student Senate, and academic and administrative committees. These groups consider and recommend policies and procedures to the president.

Refer to the university's current catalog and the Community Standards Student Handbook for further information.

SECTION I

Introduction to the Department of Nursing

THE DEPARTMENT OF NURSING

The mission statement, philosophy, conceptual framework, and goals provide the framework for the baccalaureate, master's and practice doctorate curricula.

Mission Statement

To provide an accessible, quality professional nursing education which will: Foster the acquisition of professional knowledge, values, and skills; facilitate the development of leadership, professional vision, and advocacy to promote quality in health care for diverse and underserved populations; and prepare nursing professionals to practice evidence-based nursing in a dynamic healthcare environment.

Philosophy

The faculty of the Department of Nursing, in accordance with the mission statement of Governors State University, accepts responsibility and accountability for the preparation of students for the professional degrees of baccalaureate, the master's, and the terminal professional degree, doctor of nursing practice (DNP). The faculty contributes to the profession, and to meeting the educational needs of the university's service region, the State of Illinois, and the nation through teaching, research, and service.

The nursing faculty supports values and beliefs about humankind, society, health, nursing, nursing education, nursing practice, and the teaching/learning process. The following statements present the beliefs, which have been the basis of the program's development.

Human beings are biological, psychological, social, cultural, and spiritual beings who exist in a dynamic relationship with an ever-changing environment and have the potential for continued personal development, behavioral change, and self-direction throughout the life span. Furthermore, people are open, living systems using innate and acquired adaptive mechanisms to attain and maintain stability of health and wellbeing.

Society is characterized by philosophical, cultural, economic, scientific, and political diversity. It encompasses all those dynamic forces that affect the quality of a person's life and health. Society also creates change and stress to which one must respond. The faculty believes that society exists for the benefit of individuals, families, groups, communities, and nations.

Health is a dynamic state of being, reflective of the individual, the family, and the community's level of functioning. It is influenced by hereditary and environmental factors, as well as by actions taken (or not taken) to achieve one's own maximum potential for wellness. Health exists on a continuum from wellness to illness, and is a response to the interrelationships of biological, psychological, social, economic, cultural, environmental, and spiritual factors. The levels of prevention of illness and disease are primary, secondary, and tertiary. In order to promote wellness and facilitate health, nursing care may become necessary at any point on the wellness-illness continuum. In the same regard, because the services needed to maintain health are the basic right of every person, entry into the health care system may occur at any point on the wellness-illness continuum.

Nursing is a practice discipline, having its own body of knowledge drawing from the humanities, social sciences, and the natural sciences. Nursing practice interfaces with human systems processes as they

interrelate in a complex hierarchy of individuals, families, groups, organizations, communities, and nations. The purpose of nursing is the health promotion, restoration, and maintenance at the maximum level of health. The faculty believes that health promotion involves the prevention of disease and injury, the promotion of positive adaptation in living, the care of the ill, the facilitation of optimal levels of health, and the ability to assist people during life transitions such as death.

Nursing is an independent and interdependent discipline, interacting with the total health care delivery system. Independence is fostered through the scientific framework of the nursing process. This process consists of assessment, diagnosis, planning, implementation, and evaluation. Competency in the use of this process is developed from a knowledge base that guides the nurse's judgment and decisions for the care of individuals and groups in a variety of settings. Interdependence is fostered through the process of collaboration and the use of evidence for best practice.

Society, the health care system, and the profession itself have influenced the professional nurse to assume greater responsibility, accountability, and autonomy of practice. Nurses have the responsibility to use research findings in the nursing care of clients, to conduct scientific investigations to improve quality of health care, and to further develop and refine nursing theories.

The nurse is a leader who facilitates individuals and groups to make informed health care decisions, and helps clients initiate their own entry into the health care delivery system. The nurse is responsible for defining and improvising standards and scope of nursing practice and its contribution to society.

Education is a dynamic lifelong process, which provides for the acquisition of knowledge and understanding, and the development of the powers of reasoning and discriminatory judgment. The aim of education is to prepare the person to fulfill personal and professional goals. Professional education is based upon liberal and specialized preparation that builds on previous experience and learning. Professional education is necessary for the practice of nursing, and therefore is committed to the values of collegiality and continued growth toward expert practice.

Adult learners participate in identification of their educational needs and goals, and evaluation of progress toward meeting those goals. Faculty serves as facilitators in identifying objectives, learning activities, and skills needed for personal and professional growth. The learning process is fostered in an environment that encourages student's self-direction, scientific inquiry, conceptualization, and decision-making, as well as a free exchange between the teacher and the learner. A diversity of motivating forces are utilized, especially with minority, female, and economically disadvantaged learners, is recognized, and provides the opportunity to explore new and challenging experiences. The nursing faculty believes that every individual has the potential for learning, and that the principles of learning are the same for both the teacher and the learner. The students experience a potential and/or actual change in behavior as a result of the active process of learning.

Doctorate in Nursing Practice (DNP) Program

The doctor in nursing practice (DNP) provides a professional practice doctorate in nursing that is designed for applicants to matriculate at two entry points: post baccalaureate or post master's degree with a major in nursing. The degree prepares the graduate for a career with a focus on one of the following advanced professional practice specialties: Direct practice, community behavior, leadership/administration and practitioner/educator.

Clinical Requirement

The completion and documentation of one thousand (1000) clinical hours are required for program completion. A maximum of five hundred (500) hours of documented MSN clinical may be counted toward the total.

Certificate Programs

Certificate in Substance Abuse Intervention in Healthcare

The Certificate in Substance Abuse Intervention in Healthcare (funded under a grant from the Department of Health and Human Services Administration [HRSA]) is offered in an electronic distance learning methodology that will be accessible to a diverse population of nurses across the nation. The curriculum includes a sequence of four three- credit hour courses. The focus of the curriculum is knowledge and skill building in the areas of assessment, brief intervention and referral of individuals suspected of substance abuse. Case studies and skill building exercises are also included in order for the practitioner or manager to recognize impaired professionals. Each course in the sequence builds on prior learning leading to the Certificate in Substance Abuse Intervention in Healthcare.

Family Nurse Practitioner Post Master's Certificate

The Family Nurse Practitioner certificate is a post master's certificate. It offers the nurse who has already attained a MSN degree an opportunity to meet the requirements for licensure as a Family Nurse Practitioner. The program of four courses is designed for nurses who have attained a master's or doctoral degree in a clinical specialty and who aspire to work as a Family Nurse Practitioner in an advanced practice setting. The certificate program requires at least 500 clinical practicum hours post masters in order to meet national standards for nurse practitioner practice and certification.

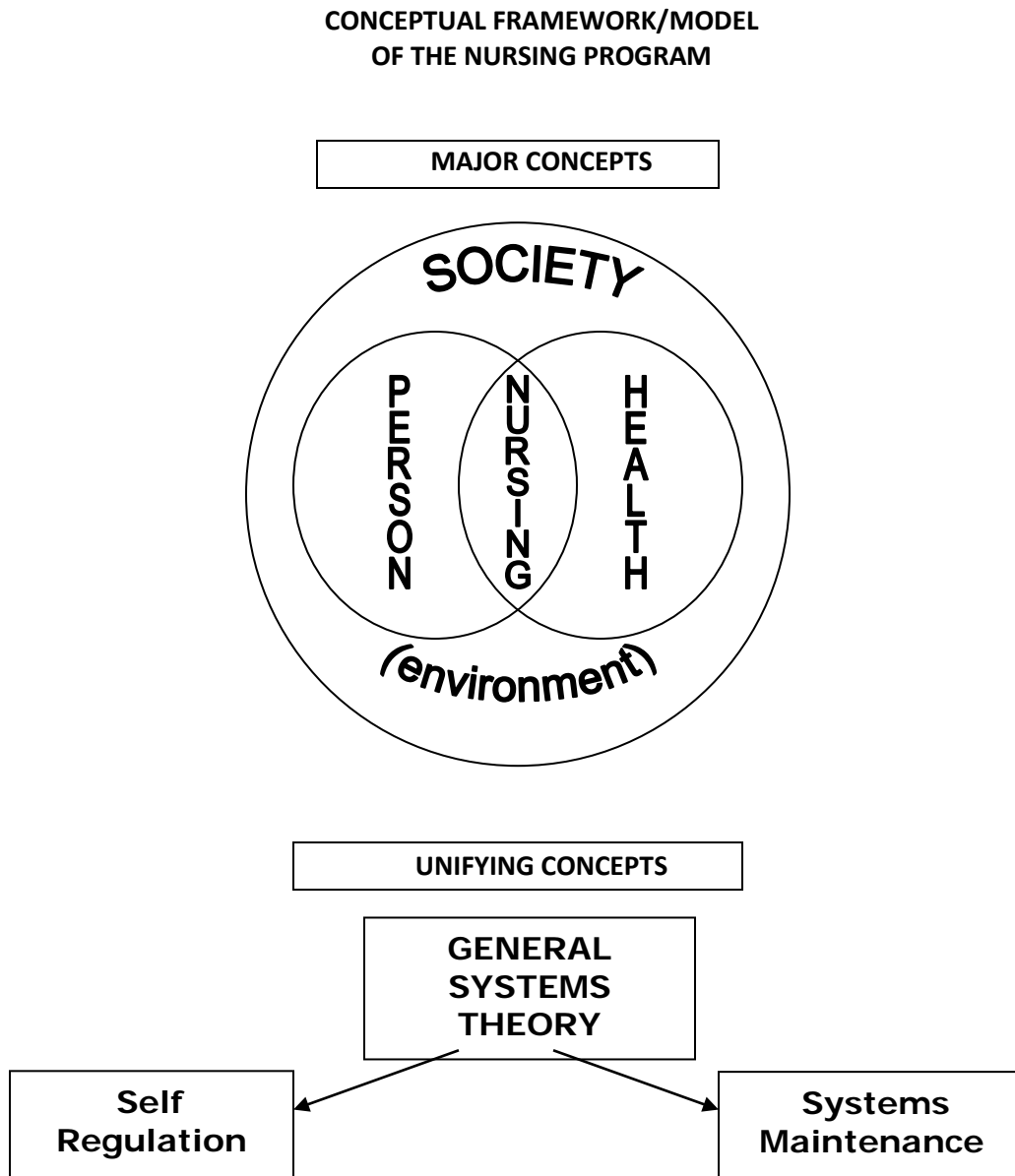
Nurse Educator Certificate

The Nurse Educator certificate prepares nurses for the role of educator in academic settings. The program focuses on standards and competencies needed by nurse educator for curriculum development and design; teaching strategies for classroom and clinical environments; measurements and evaluation of student learning and program outcomes; and faculty role development for teaching in collegiate nursing programs.

The program is intended for nurses who have attained a master's or doctoral degree in a clinical specialty and/or as a practitioner and who aspire to teach in academic nursing programs, as well as those who are currently in teaching positions and desire to update their knowledge and skills in educational theories, teaching methodologies, curricular trends and resources.

Conceptual Framework of the Nursing Program

The conceptual framework is used to organize, select, and sequence curriculum content. The four major concepts of person, society, health, and nursing, described in the philosophy, become the foundation of the conceptual framework of the baccalaureate, masters and doctoral programs. General systems theory is delineated as a unifying theme for the conceptual framework.



Humans as biological, psychological, social, cultural, and spiritual beings are open, living systems who exist in a dynamic interrelationship with the environment. This environment encompasses all those dynamic forces that affect the quality of a human being's life and health. Humans and their environment are

constantly interacting and exchanging energy. Human personal, group, and environmental resources respond to life stresses, while maintaining integrity. Health, therefore, exists on a continuum from wellness to illness, a response to the interrelationships of biological, psychological, social, cultural, environmental, and spiritual factors. Nursing as a practice discipline interacts with human processes in a complex system of individuals, families, groups, organizations, communities, and societies.

The sub-concepts, which underlie the development of all curricula are 1) facilitation of self-regulation, and 2) systems maintenance. The concept of self-regulation encompasses 1) goal seeking; 2) organizing, coding, storing, and retrieving information; and 3) decision making. In concert with self-regulation is the concept of systems maintenance which encompasses 1) human/social organizations (hierarchy, rules, principles, customs, and norms); 2) change processes; and 3) health promotion, health restoration, and health maintenance.

Nursing Program Goals

The goals of all programs are to:

1. Prepare nursing students with knowledge, capacity for critical inquiry and thinking, and skills to function in a variety of practice settings.
2. Provide an environment in which students develop cultural competency in health care.
3. Promote the professional values, beliefs and behaviors necessary for providing leadership in the delivery of health care in the 21st century.
4. Foster in students a commitment for life-long learning.

Doctorate in Nursing Practice (DNP)

The DNP Program is a practice doctorate, offered through Governors State University that educates clinicians for leadership roles in a specialized area of advanced practice with an emphasis on:

- Philosophical, ethical, and scientific principles that provide the foundation for leadership in professional nursing care;
- Continued acquisition of knowledge and clinical skills in an area of advanced practice specialization; and
- Analysis and examination of practice as it related to care of vulnerable populations or nursing leadership.
- Leadership in the design of direct care, administration, community health or education that incorporates a systems' approach to innovation, problem solving and implementation of evidenced-based principles in diverse settings.

Objectives of the DNP Program

Upon completion of the Governors State University master's nursing program, the student will be able to:

1. Demonstrate advanced levels of clinical judgment/scholarship in nursing practice.
2. Critically analyze complex clinical situations and practice systems.
3. Evaluate and apply conceptual models, theories, and research in order to improve health care of diverse populations.
4. Systematically investigate a clinically focused area of nursing in order to order advanced health care.
5. Analyze the social, economic, political, and policy components of health care systems which affect care planning and delivery.
6. Assume leadership roles in the development of evidence based clinical practice models, education models, health policy, and standards of care.
7. Integrate professional values and ethical decision-making in advanced nursing practice.
8. Collaborate with other members of the health care team to promote health and prevent illness.
9. Engage in literature research for the avocation of practice and promotion of health across the lifespan.

SECTION II

Academic Information

ACADEMIC ADVISING

Each student is assigned to the Graduate Nursing Program Advisor upon admission to the graduate nursing program.

Roles and Responsibilities

Department of Nursing Advisor

- Meet with new advisees after admission to the nursing program to initiate the Student Study Plan (SSP)
- Develop deficiency resolution action plan and monitor compliance if necessary.
- Monitor advisees' academic progress, and discuss as needed.
- Assist with revisions of student study plan as needed.
- Assign a faculty member as mentor to explore career goals with advisee.
- Address any policy or procedure issue pertinent to the advisees' progress in the program.

Advisees

- Initiate contact with the advisor by email to schedule an appointment with the advisor upon acceptance into the nursing program, as a mandatory meeting either on-campus or via computer/telephone with the academic advisor to complete the Student Study Plan.
- Initiate a mandatory meeting with advisor at least once per year, more often if necessary.
- Obtain approval from the advisor for any deviation from the Student Study Plan. The Student Study Plans are used to plan course offerings. Failure to follow an approved study plan may result in courses being unavailable during the semester the student wishes to matriculate.
- Seek advisor's assistance, as needed, regarding progress in meeting program requirements.
- Consult advisor about any issues relative to your progression in the program.
- Use the Nursing Student Handbook, the GSU Student Handbook, the University Catalog and other current printed or online materials as reference solutions.

Students entering any nursing program are not released to register for classes until they have met with their Department of Nursing advisor and completed the Nursing Student Study Plan (SSP). Any identified admission deficits are to be resolved at this time. Students who need to deviate from their study plan must have approval from the Department of Nursing Chairperson and discuss changes with their advisor. Students may not sign up for classes in different sequence, or in any way deviate from the study plan without the prior approval of the advisor.

Students are responsible for adhering to their Student Study Plan (SSP). Students should be familiar with course pre-requisite and co-requisites. Because many courses have pre and co-requisites, deviation from the SSP, without prior discussion with the academic advisor, may lead to mandatory removal from a course or impede the graduation date. It is essential to clear all changes, prior to making them, with the academic advisor to ensure that students are in compliance with courses in which they desire to register. Faculty and the academic advisor cannot assume responsibility for consequences a student experiences as a result of deviating from the SSP.

Doctorate Of Nursing Practice (DNP)

Admission Requirements

Applicants are expected to meet the following admission requirements:

1. Graduation from an accredited baccalaureate program in nursing. International students must graduate from a nursing program that has undergone comparable review per AACN Baccalaureate Essentials criteria and must score a minimum of 213 on the computer-based TOEFL.
2. A minimum nursing cumulative Grade Point Average of 3.5, on a four-point scale, or equivalent "B" average. Note: Applicants not meeting this criterion may be considered for conditional admission status.
3. Evidence of current registered nurse licensure in the State of Illinois (for students planning to complete the program in Illinois) or from an appropriate jurisdiction (for out-of-state students intending to complete practice requirements outside the state of Illinois).
4. Evidence of successful completion with a grade of B or better of an upper division statistics course. Alternately, one may be taken concurrently with the first semester of graduate coursework.
5. Basic computer competency as follows: Students should be able to use e-mail with attachments, access online course materials and navigate Blackboard courses, demonstrate intermediate competency with Microsoft Word, Excel, PowerPoint, be able to effectively use clinical simulation modules, have beginning competency with a statistical package preferably SPSS, and be able to navigate the Web including access to online library materials, Nursing Blog, and similar sites. Students who are unfamiliar with web-supported instruction are encouraged to take ONTL 502 Introduction to Online Learning prior to or during the first term of enrollment.
6. Grades in all previous master's course work of "B" or better

Once accepted into the program, information regarding health and other program specific requirements will be sent to the student. These requirements must be met within the first trimester of enrollment.

Admission to Candidacy

After admission as a degree-seeking student, a student must apply for candidacy, at which time all candidacy requirements must be fulfilled. Application for candidacy should be made with the approval of one's academic advisor at the completion of all core courses; Admission to candidacy is required in order to enroll in the roll specific DNP courses. To qualify for candidacy, a student must:

- meet all conditions of admission
- complete all core courses: DNP 8171, DNP 8172, DNP 8173, DNP 9180, DNP 9181, HLAD 7105 or STAT 8260, HLSC 8300, HLSC 8350, HLSC, 8400, and HLSC 7500.

Transfer Credit for Nursing Courses

Transfer credit for nursing courses will be granted within the limits defined in the university catalog and only for courses that are equivalent to a Governors State University nursing course. In accordance with university policy, transfer credit should be reviewed before admission to the university to avoid duplication of course work. The review of transfer credit must be completed before the student would take a comparable nursing course to ensure prerequisites are met. It is the student's responsibility to obtain and present the syllabus to the academic advisor at the time the Student Study Plan is initiated. The Academic Advisor will seek approval from the Department Chair. If a syllabus is unavailable, a letter from the faculty teaching the course or the dean/director of the Nursing Program detailing the course content may be substituted. The academic advisor will notify the student whether the transfer credit was accepted or the study plan must be revised.

Degree Requirements

Students must meet all university requirements for a doctoral degree. In addition, students must:

- pass, during the last trimester of the student's program, the capstone project which will be reviewed by a panel of three nursing faculty members
- complete degree requirements within five (5) years of application for candidacy
- may repeat only one nursing course in which a grade of "C" or below is received.

Progression Requirements

Continuing Student Status

According to university policy, a continuing student at Governors State University is defined as any degree-seeking student whose continuous enrollment at GSU is not interrupted for more than 5 years (15 consecutive semesters). Students whose enrollment is interrupted for three or more consecutive semesters must contact their advisor and complete the Continuing Student Reactivation Form to be reactivated prior to re-enrollment. If enrollment is interrupted for more than three semesters, the student will be subject to the curriculum in place at the time of reactivation.

Academic Grading Scale

A uniform grading scale, in collaboration with university policy, is determined by faculty and published on all course syllabi within the Nursing Program. The grading scale is as follows:

- A = 100 – 93
- B = 92 – 85
- C = 84 – 75
- D = 74 – 65
- F = 64 – below

Grading Policy

No grade of incomplete is given in a nursing course except in extreme circumstances. Please refer to the university catalog for the policy governing a grade of incomplete.

A student may repeat only one nursing course in which a grade of 'C' or below is received. A second grade of 'C' or below in any nursing course will result in dismissal from the nursing program.

Independent Study

Independent study enables the graduate student in nursing to engage in individual reading and research in a specific area of interest, under faculty supervision. In accordance with university policy, a written proposal for an independent study, planned and developed by the student, must be approved by the program director in consultation with the Department Chair. Independent study may be used to meet elective credit only. A student may enroll for a maximum of three credit hours of independent study in any one semester.

Students planning to perform clinical course work as part of the independent study are subject to the program requirements for clinical study.

- The student develops a proposal and negotiates this with a selected faculty member. Revisions are made, and the proposal is forwarded to the program director for review and approval.
- Three or more meetings between the student and faculty are required throughout the semester.
- If no clinical work is involved, one credit hour = 15 contact hours.
- If clinical work is involved, one credit hour = 45 clinical hours.

Evaluation methods may include, but not be limited to:

- formal paper
- oral presentation
- program development
- article for publication
- clinical experiences/clinical log book
- literature review
- self-evaluation
- poster presentation

Graduation

Graduation is not automatic upon completion of all degree requirements . Students must apply for graduation at the beginning of the term in which they anticipate completion of their degree. This procedure is detailed in the University Catalog. Please check the academic calendar in the current university catalog and university e-mail for specific deadlines. Submit the completed graduation application to the Registrar's Office by the due date specified in the Academic Calendar. No late graduation applications will be accepted. This applies to those completing a certificate as well, please complete the "Award of Certificate" form and submit it to the Registrar's Office by the graduation application deadline specified on the Academic Calendar.

Student Feedback And Exit Surveys

Student feedback is important and can impact the future direction of the nursing program. In addition to course evaluations at the end of each semester, students are encouraged to provide feedback, comments, and suggestions regarding the program. Students are encouraged to provide feedback to the two non-

During the last semester before graduation, students may be asked to complete a graduate exit survey. The survey provides an opportunity to give feedback on various aspects of the program. Alumni and employer surveys will be e- mailed to students after graduation. The results of these surveys are used in the evaluation of the program and may lead to program changes.

SECTION III

General Information

Scholarship Availability

A number of scholarships are available to students. The scholarships range from one-time awards of set amounts to full tuition. Dates for awards vary therefore see the Nursing and CHHS website and the nursing Facebook page for application information. In addition, contact the University's Financial Aid Department for information on scholarships.

Tuition Waivers

Tuition waivers may be available during some semesters. The availability, requirements, and deadline for tuition waivers are available on the Nursing and CHHS website and the nursing Facebook page. Graduate students must be enrolled in no less than nine (9) credit hours during the semester that they are applying for a tuition waiver.

Student Responsibilities

It is the responsibility of students to know and observe all policies and procedures related to the graduate nursing program, as well as those of Governors State University. In no case will a policy be waived or an exception granted because students plead ignorance of, or contend that they were not informed of, the policies or procedures. Questions on policies and their interpretation pertaining to studies at the graduate level should be addressed to the academic advisor or appropriate university office or the DNP Coordinator.

Academic Honesty

University policy on academic honesty states that students are expected to fulfill academic requirements in an ethical and honest manner. This expectation pertains to the following: use and acknowledgement of the ideas and work of others, submission of work to fulfill course requirements, sharing of work with other students, and appropriate behavior during examinations. These ethical considerations are not intended to discourage people from studying together or from engaging in group projects. Full text of the policy on academic honesty appears in the appendix of the [University Catalog](#) and website.

Incomplete Grades

Incomplete grades are given only when the student has experienced an extreme situation which interferes with the timely completion of course work. It is up to the instructor to decide if an incomplete grade can be given. Students must request an incomplete grade in writing no less than two weeks prior to the last day of class. See University Catalog for official policy statement on Incomplete Course Work under Academic Regulations.

Timely Submittal Of Work

All student assignments are to be submitted in the appropriate format on the date and time stated by the professor of a given course. If a student has a problem, they are to notify the course instructor prior to the due date. It is **solely** the instructor's decision whether or not an extension will be granted. Points may be deducted from the late assignment at the instructor's discretion.

Student Issues/Grievances/Complaints

Student issues that are not grievable under university policy are referred to the Curriculum Committee of the Department of Nursing for resolution. The Governors State University policy regarding the grievance procedure may be found in the Student Handbook, in the section entitled *Student Code of Conduct and Grievance Procedures*.

Department Of Nursing Communications

In an effort to remain informed of changes and requirements in the nursing program, students are encouraged to access the Nursing website and Facebook page on a regular basis for announcements.

University Services

University Library

The University Library provides reference and information services at the circulation and reference desks. For more information about library services, check out the current university catalog or visit the website: www.govst.edu/library.

The Writing Center

The Writing Center is located in the Learning Commons/Academic Resource Center, B125. Visit the office or call 708-235-7337 to make an appointment for a one on one consultation. Writing consultants are also located in the library for help on research papers. The consultants answer questions, but do not review papers. The online Writing Center offers help with papers at www.govst.edu/owl.

SECTION IV

Policies

Core Performance Standards

As a practice discipline, nursing requires cognitive, sensory, affective, and psychomotor performance. Students must meet both academic and performance requirements to remain in the nursing program. Academic requirements can be found in this handbook, the university catalog, and the university student handbook. In accordance with the practice of nursing, a student must additionally, with or without reasonable accommodations, satisfy these performance standards. The examples noted demonstrate some necessary activities but are not all-inclusive.

1. Critical/Analytical Thinking – Critical thinking ability sufficient for clinical judgment. Examples – Identify cause-effect relationships in clinical situations, develop nursing care plans, prioritize tasks, process information, and problem solve.
2. Interpersonal Skills – Interpersonal abilities sufficient to interact professionally with individuals, families, and groups from a variety of social, psychological, cultural, and intellectual backgrounds. Examples – Establish rapport with clients and colleagues.
3. Communication Skills – Communication abilities sufficient for interaction with others in both verbal and written English. Examples – Explain treatment procedures, initiate health teaching, document and interpret nursing actions and client responses.
4. Mobility, Physical Strength, and Endurance – Physical abilities sufficient to move from room to room and maneuver in small spaces. Physical stamina to perform client care activities for entire length of work role. Physical strength to perform full range of client care activities. Examples – move about in patient rooms, workspaces and treatment areas, administer CPR, and stand for periods of time.
5. Motor Skills – Gross and fine motor abilities sufficient to provide safe and effective nursing care. Examples – calibrate and use equipment, position clients, and reach above shoulders.
6. Hearing – Auditory ability sufficient for observation and assessment necessary in nursing care. Examples – Auscultatory sounds, faint body sounds (B/P), cries for help, and able to hear without seeing lips (masked).
7. Smell – Olfactory ability sufficient to detect environmental and client odors. Examples – detect odors from clients, smoke, gases, or noxious smells.
8. Visual – Visual ability sufficient for observation and assessment necessary in nursing care. Examples – observe client responses, see markings on IV bottles, and distinguish color.
9. Tactile – Tactile ability sufficient for physical assessment. Examples – perform palpation, functions of physical examination and/or those related to therapeutic intervention (insertion of a catheter, administration of medication).
10. Emotional Stability – Emotional stability sufficient to assume responsibility and accountability for actions. Examples – provide client with emotional support, adapt to changing environment (stress), deal with unexpected (crisis), and monitor own emotions.

11. Reading and Arithmetic – Reading ability sufficient to comprehend the written word adequately for appropriate nursing practice. Arithmetic ability sufficient to do computations. Examples – read and understand documents, read graphic printouts and digital displays, count rates, compute fractions (medication doses), and use a calculator.

Students who perceive they will have difficulty with any of the above performance standards are encouraged to consult with their advisor and the Office of Disability Services, regarding possible accommodations that may be available to assist the student. Reasonable accommodations can be made for an individual, providing they do not compromise the essential functions required by the nursing program or necessitate a modification of an academic standard.

Students With Disabilities

Governors State University and the Department of Nursing comply with the Americans with Disabilities Act of 1992 and with Section 504 of the Rehabilitation Act of 1973 and other federal and state legislation. Inquiries about assistance to meet special needs should be directed to the Division of Student Affairs and Support Services, Director of Disability Services through which appropriate academic and service areas will be notified. Provision of such assistance will be based upon the individual student's need to have equal access to the learning environment. Contact Disability Services by telephone (708-235-3968) or in person (B1215). The Department of Nursing maintains core performance standards and has a functional abilities worksheet to assist the student and advisor in determining if accommodations are appropriate. If requests for auxiliary aids, academic adjustments, or other special services necessitate a modification of academic standards or create undue hardship on the university or the Department of Nursing, the requests may be denied.

Student Requirements

In order to be enrolled in the nursing program, students must fulfill the requirements of the university, the nursing program and the agencies used for DNP Residency within the nursing program. Appendix A is a timetable for submitting documentation of nursing program requirements.

All students must have current requirements on file in order to register for any course in the nursing program. Documentation of requirements should be submitted in a packet to the nursing office. Students should submit only copies and keep originals in a file for their own reference. Students may be asked to submit copies for faculty and preceptors while in a clinical course. Students are required to keep CPR-BLS Certification, Tuberculosis Skin Testing, Personal Professional Liability Insurance, Health Insurance and RN License coverage active. Students **MUST** submit a photocopy of renewed coverage on the anniversary of the date that coverage expires, showing inclusive dates. Failure to have all requirements on file may impact the student's ability to continue in the program. Students are responsible for all costs related to these requirements.

Immunizations/Health Form Policy

An integral part of nursing education is practice in clinical areas. Visits to clinical sites may increase exposure to communicable disease, therefore up-to-date immunization is required to protect both students and clients. Prior to the onset of any nursing program course work, students must complete all clinical immunization and health requirements with concomitant paperwork on file in the nursing office. A Student Health form along with all other required forms are available in the file unit outside the Department of Nursing. Students may not be allowed to continue in the program without satisfying clinical health requirements. Students are also to provide documentation of yearly follow-up on TB requirements.

The following information must be provided:

Immunity to Rubeola, Rubella, Mumps, and Varicella

Immunity may be demonstrated by:

Measles (Rubeola)	Positive antibody titer (copy of lab report) or evidence of vaccine.
Rubella	Positive antibody titer (copy of lab report) or evidence of vaccine.
Varicella (Chicken Pox)	Positive antibody titer (copy of lab report) or evidence of vaccine.
Mumps	Positive antibody titer (copy of lab report) or evidence of vaccine.
Tetanus	Record of administration within last 10 years

Hepatitis B Vaccination

There must be a complete series of three injections over a six-month period. Dates of each injection and identification of the agency or health care professional administering the vaccination must be noted. Documentation of a positive antibody titer (copy of lab report) will also be accepted. If the student declines to receive the HBV vaccine, a Statement of Refusal of Hepatitis B Vaccine form must be signed.

Tuberculosis Screening

A Non-Reactive Two-Step Tuberculin Skin Test must be dated and contain identifying information on the agency administering the test. This test requires that the student receive two separate Mantoux skin tests. The first test must be read within 72 hours and, if negative, the second test is done from 1-3 weeks later and also must be read within 72 hours. Newly positive skin test reactors must submit documentation of a positive skin test and results of a chest film done within the past year, which shows no evidence of disease. Chronic positive TB skin test reactors must provide medical verification of no evidence of disease.

Annual Follow-up

Following an initial negative 2-step tuberculin skin test, a single tuberculin skin test (PPD) must be obtained, and documentation must be provided in order to remain enrolled. After a positive skin test, a chest x-ray is not required after an initial chest x-ray if no symptoms are present. A yearly symptom assessment from a private health care provider must be provided that indicates that a student has been assessed for symptoms of tuberculosis and that a chest x-ray is not currently warranted.

Insurance Coverage

Student Health Insurance Coverage

The Department of Nursing supports health promotion and as such, believes that all students must have personal access to health care. All students enrolled in the nursing program must carry health insurance, either through employment, spouse, or personal purchase throughout enrollment in the nursing program. Evidence of current health insurance (copy of insurance card), must be presented to the Department of Nursing Office prior to the beginning of each fall semester and upon request for less than full year contracts. Failure to have health insurance on file in the Department of Nursing Office may impact the student's ability to continue in the program

Personal Professional Liability Insurance

All nursing students must acquire and maintain personal professional liability insurance in the amount of at least **\$1,000,000**. Coverage obtained through a place of employment will not satisfy this requirement. Evidence of personal professional liability insurance (copy of policy) showing **dates of coverage** must be presented to the Department of Nursing Office upon admission and at renewal and kept current. Failure to have personal professional liability insurance on file in the Department of Nursing Office may impact a student's ability to continue in the program.

Universal Precautions Training

To eliminate or minimize occupational exposure to all blood borne pathogens, all nursing students are required to follow universal precautions by Federal Law: Occupational Safety and Health Administration (OSHA) Part 1910:1030. All students enrolled in the nursing program are required to complete an educational program on blood borne pathogens and universal precautions yearly. Documentation on completion of this requirement must be on file in the nursing office, on **admission and annually**.

A computer-assisted instruction program titled *Standard Precautions* is available to meet this requirement. The student must complete a fifteen-question test at the end of the instruction program. At the end of the quiz, if the student has achieved an acceptable score, the test score is printed and taken to the nursing office to update the requirements file. The form must be given to the Department of Nursing Academic Advisor, and the student must then sign the acknowledgement provided. Passing score on this quiz is 100%. Universal Precautions tests will not be accepted if left in mailboxes, on desks, or in door slots. The completed test and signed acknowledgement are stored in the student file. Failure to complete this requirement may impact the student's ability to continue in the program.

Communicable Disease Policy

The Department of Nursing seeks to minimize the risk of occupational exposure to communicable diseases, including Hepatitis (HBV) and the human immunodeficiency virus (HIV), for its students, faculty, and patients/clients. The Department of Nursing provides the following information regarding the possibility of occupational exposure to communicable diseases, including HBV and HIV, to students enrolled in the program.

The Department of Nursing will not request an individual's HIV status during the admissions process. If a student informs the program that he/she is HIV positive, reasonable academic adjustments will be made if needed. A student who knows that he/she is HIV positive or believes he/she is a "high risk" for HIV transmission is ethically responsible to consider the risk of transmitting HIV to the patient/client during invasive procedures.

Upon admission, the student will be required to sign a form acknowledging that he/she has been informed of, and understands, the risk of exposure to communicable diseases in the clinical setting. Any student who refuses to sign the acknowledgement form may be terminated from the nursing program. All students are expected to care for any patient/client regardless of HBV and/or HIV status. A student who refuses to care for a patient/client who is known to be HIV positive and/or HBV positive may be terminated from the nursing program.

Students who have a diagnosed immunosuppressed condition, open wounds, or who are pregnant, will be exempted from caring for patients who are known to be HIV positive and/or HBV positive. Some vaccinations are contraindicated or have decreased effectiveness in immunosuppressed conditions.

Student Exposure To Blood-Borne Pathogens

While needlestick is the most obvious incident, any specific eye, mouth, other mucous membrane, non-intact skin, or parenteral contact with blood or other potentially infectious materials is considered an exposure incident and should be reported. When an exposure incident occurs, students must follow specific Occupational Safety and Health Administration (OSHA) standards. In the clinical setting, all students will practice Universal Precautions in accordance with the current Centers for Disease Control and Prevention (CDC) guidelines and will adhere to the policies of the clinical site as well. If a student is exposed to blood or other body fluids of a patient/client, an incident report for both the clinical site and Governors State University Department of Nursing must be completed.

The student must immediately notify the faculty supervising the clinical experience and the clinical site. Faculty members shall notify the chair of the Department of Nursing and follow-up with the Infection Control nurse at the clinical site, in any incidents involving a student.

The policies of the institution where the exposure occurred and/or the CDC Guidelines and OSHA Standards shall be consulted and followed. The student is strongly encouraged to immediately obtain HIV and HBV testing to establish zero-negativity. Testing should be repeated at six weeks, three months, six months, and one-year post-exposure. The nursing program or the institution will suggest follow-up counseling referrals for students exposed to blood or body fluids of a patient/client.

Residency Policies

Agency Drug Testing

Some clinical agencies used by the Department of Nursing have policies regarding drug testing which allow these agencies to request drug testing of employees, volunteers, and students. In addition, the Department of Nursing fully supports the Governors State University Student Code of Conduct, which “prohibits the use, possession, and distribution of, or being under the influence of drugs or alcohol, except as permitted by law.” [[GSU Student Handbook](#)]

In an effort to protect patients/clients and other students, the nursing program will request drug testing to meet agency requirements. These drug screens will be at the student’s own expense. If a student has a positive drug test, there will be an immediate referral to the Dean of Student Services. The student will be unable to continue within the nursing program (clinical or course work) and criminal charges may be filed, as described in the [Student Handbook](#). If a student refuses to participate in required agency drug screening, the student may be dismissed from the nursing program. Forms to obtain drug screening are available in the Department of Nursing Office.

Agency Background Checks

All students are required to have criminal background checks prior to the start of their clinical practicum. Criminal background checks are done by a professional company. Information may be obtained from practicum faculty. Students are required to pay the charge for the background check.

Influenza Immunizations

Some clinical sites may also require proof of influenza immunization.

Transportation

The nursing program seeks to provide optimal clinical practicum experiences. In providing clinical practicum/residency experiences, it may be necessary to acquire residency sites that are outside of the GSU immediate geographic area. Every attempt will be made to ensure fairness in distribution of travel time and distance for all students. Each student is responsible for providing reliable, personal transportation to and from clinical practicum experiences.

Student Attire

Student attire will be governed by the residency setting. Faculty will inform students of any special requirements concerning attire, security badges, etc. In some situations students will wear a full-length white laboratory coat, bearing the GSU nursing patch on the left shoulder sleeve. The laboratory coat is worn over appropriate street clothes. No blue jeans, sweat pants, sweatshirts, scrub suits, sneakers, jogging shoes, or boots are allowed.

Nursing Patch

The Governors State University nursing patch is purchased by the student at the university bookstore. The patch is to be securely sewn to left shoulder sleeve of a full-length laboratory coat worn for clinical practicum.

Residency Site Safety Issues

The students may be required to visit clients or institutions in a variety of areas, and it is the responsibility of the student to review issues of street safety. All nursing students are required to follow the procedures and guidelines listed below when making community visits:

- Clinical hours are generally listed as 8:30 a.m. – 6:00 p.m.; however, some agencies may open later or may require clinical activities that extend into the early evening. Be aware of this need for flexibility in your clinical schedule and make adjustments as needed.
- Never take a client/patient anywhere in your personal car.
- Do not visit the client/patient on personal time.
- Visit during daylight hours whenever possible.
- Let your instructor or another person know where you are going and when you will return.
- Be sure you know where you are going before setting out; obtain a detailed map of the area and plan the route.
- Let the client know when to expect your visit, if appropriate.
- Put your purse in your trunk before leaving for your site and keep it locked in the trunk during your visit, take only keys and a small change purse.
- Do not wear expensive clothes or jewelry.
- Park near your destination, and be aware of your surroundings.
- If the situation appears unsafe, do not make the visit. Leave immediately, and call the instructor.
- Additional issues and/or guidelines may be provided by the instructor.

Residency Faculty

GSU Faculty Member/Professor

The GSU nursing faculty member carries the responsibility for overall leadership, coordination, and supervision, and evaluation of the designated practicum. The primary functions of the professor along with the Clinical Site Supervisor are as follows:

- Select or assist the student to select the sites for doctoral student residency.
- Select or assist the student to select the adjunct clinical/residency faculty who will cooperate with the university.
- Interpret the residency experience to the health care agency and/or the prospective preceptor/clinical faculty.
- Coordinate and communicate schedules, deadlines, and other information in fulfilling the residency goals.
- Supervise and evaluate the doctoral student's development, progress, and overall performance.
- Arrange for periodic conferences with the graduate student and the residency faculty (if applicable), as needed.
- Prepare evaluation criteria, and provide the criteria to the students in writing.

- Provide feedback after observation of the student's performance of an assignment.
- Serve as liaison during the residency experience that involve clinical faculty.
- Assist students to obtain affiliation agreements between agency and GSU.
- Obtain copy of adjunct faculty CV and nursing license.

In addition to university faculty, two categories of clinical agency personnel may be involved in student clinical learning experiences. These roles are preceptor/residency supervisor and clinical resource person. Following are the requirements, roles, and responsibilities ascribed to these positions.

Preceptor/Residency Supervisor

Requirements:

- Registered Nurse – depending upon program/degree of the student, the preceptor/residency supervisor must have a Clinical Nursing Master's Degree, a Family Nurse Practitioner Master's Degree, a DNP, Ph.D., or related doctorate
- DNP students consult with the faculty for requirements for the residency supervisor
- Excellence in specialty area chosen by student

Roles/Responsibilities:

- Meet with the DNP student prior to the beginning of the practicum.
- Discuss the doctoral student's residency objectives for the practicum.
- Plan the activities needed to meet the clinical objectives with the student.
- Orient the nursing staff to the doctoral student's purpose and objectives for the residency experience.
- Provide the student with the opportunities to design his/her own teaching strategies and evaluation tools.
- Review appropriate materials with the student.
- Assist the student in developing and using self-evaluation techniques.
- Participate in three-way evaluative conference(s) attended by student, professor, and the residency faculty regarding the student's progress.
- Notify course professor immediately of any concerns.

Clinical Resource Persons

Requirements:

- Registered Nurse, preferably with a B.S. or M.S. in nursing
- Competency in specialty area or leadership role at clinical site.

Roles/Responsibilities:

- Meet with the student prior to the beginning of the residency
- Discuss the student's objectives for the residency experience.
- Orient the nursing staff to the student's purpose and objectives for the experience.

- Participate in conferences with the student and the course professor as needed regarding student progress.
- Facilitate contacts with other appropriate resource people.

Termination of Graduate Student Assignment

In a student residency, each student must comply in a professional manner with the policies, procedures, and standards of the health care facility or institution. Failure to do so may result in the termination of the student's assignment and an inability to complete the course.

The nursing program is not obligated to make alternative assignments in the event a student placement is terminated. A student who disagrees with the final decision may refer to the university grievance committee procedure found in the Governors State University Community Standards Student Handbook.

Student Reflective Statement

At the end of each course the student is expected to write a concise, but thorough, reflective self-evaluation that relates the student's learning in the course to the expected outcomes. The self-reflection should begin with an honest self-assessment and include those strategies, skill building activities, and other processes the student used to enhance his/her own learning in the class. This is graded on a "Pass-Fail" basis. A "Pass" is required to complete the course successfully.

Admission To Candidacy

Application for candidacy should be made with the approval of the academic advisor at the completion of all core nursing courses. As part of the candidacy process, the student's learning portfolio will also be evaluated. Admission to candidacy is required in order to enroll in 8000-level nursing courses.

DNP Capstone Proposal And Project Policies

Capstone Proposal/Project Policies

An expected outcome of the DNP program is a capstone project which is the culmination of a proposal developed specifically for the project.

Proposal

A requirement of the DNP synthesis process is a doctoral level proposal for the development, implementation and /or dissemination in the final capstone course DNP 9961. It is understood that students may progress at a different pace toward their capstone proposal. Therefore, progress will be evaluated in terms of Pass (P) or continuing on (CO) and students will continue to enroll in DNP9601, DNP 9602, Doctor of Nursing Practice (DNP) Capstone Proposal Development until the proposal is completed and accepted by the academic committee composed of three members of the DNP faculty.

DNP Proposal Committee

The student will work with the DNP Program Coordinator and the assigned DNP mentor to choose the required three members of the DNP faculty for guidance in the proposal development and the capstone project implementation. One of those committee members will assume the responsibility of chairperson of the committee. The chairperson should be someone who has expertise in the specialty area of the topic that the student has chosen. The committee chairperson and members and the GSU Institutional Review Board (IRB) must approve the project proposal prior to the project implementation. If there is a requirement for an external IRB review, approval must be obtained from that board also.

Doctorate of Nursing Practice Project

Although the nature of the projects will vary, depending upon student interest and focus, the expected outcome is the implementation of the doctoral level proposal generated in the DNP Capstone Proposal Development courses. It is understood that students may progress at a different pace toward this goal. Therefore, progress will be evaluated in terms of Pass/No Credit and students will continue to enroll in DNP 9999 (Directed Scholarship). Students will receive a grade of No Credit until the project is complete than the grade of "Pass" will be issued.

Committee Makeup:

1. The committee chair and members should be identified by the student (with faculty input) during DNP 9600.
2. The committee members will include two faculty, of which one will be the chairperson, the third person can either be a faculty member or an outside member. This is an option, however outside members should have expertise in the proposed topic area. Outside members should not be the student's direct supervisor. The outside member must hold a terminal degree (i.e. Ph.D., Ed.D, or DNP).

Topic Selection for Capstone Proposal/Project:

1. Objectives and a review of literature are required along with a timeline for completion of proposed project.
2. Project may include nursing administrative projects, clinical research, educational interventions, grant proposals, etc.

Capstone Project Format/Documentation

1. The policies and procedures for the graduate capstone experiences are contained in the GSU document: "Guidelines for Preparing and Submitting Documentation of Graduate Capstone Experiences"
2. DNP students will follow the "Department of Nursing DNP Capstone Project Guidelines" document for writing the DNP capstone proposal and project.

Proposal Review/Defense:

1. The DNP Proposal/Project Committee will review and approve the proposed topic. The student may then begin writing under the supervision of the DNP Committee. Once the proposal is defended successfully and the GSU IRB has approved the project, the project may be implemented.

Meetings with the Project Chairperson

The student will meet regularly with the proposal/project chairperson and two other proposal/ project committee members to determine strategies for implementing the project. The Project Committee will evaluate whether or not the project has been successfully implemented with a grade of pass or Continuing On.

Project Defense

The student will defend their project to the peers and nursing professionals within a timeframe agreed upon between the student, the project chairperson and the committee.

Log of Project Progress

The student will regularly document activities (in writing) that are done for project implementation

Dissemination Activities

The student will present evidence of:

- Work toward publication/scholarly paper
- Submission (query letters, submitted abstracts, etc.)

GRADING SCALE

Pass=Acceptable progress

CO=Continuing On

SECTION V

Appendices

**TIMETABLE FOR SUBMITTING
DOCUMENTATION REQUIRED FOR THE NURSING PROGRAMS**

DOCUMENTATION REQUIRED	BEFORE TAKING ANY NURSING CLASS	UPON ADMISSION TO THE PROGRAM	YEARLY	OTHER
RN LICENSE	X			AT RENEWAL
BACKGROUND CHECK				PRIOR TO CLINICAL
FINGERPRINTING				PRIOR TO CLINICAL
DRUG TESTING				PRIOR TO CLINICAL
CPR-BLS CERTIFICATION		X	X	AT RENEWAL
PERSONAL PROFESSIONAL LIABILITY INSURANCE*	X		X	AT RENEWAL
UNIVERSAL PRECAUTIONS EDUCATION		X	X	
HEALTH INSURANCE COVERAGE		X		WHEN EXPIRES OR CARRIER CHANGES
TB CLEARANCE		X	X	
HEPATITIS B IMMUNIZATION OR REFUSAL		X		
RUBELLA IMMUNITY		X		
RUBEOLA (MEASLES) IMMUNITY		X		
MUMPS IMMUNITY		X		
VARICELLA (CHICKEN POX) IMMUNITY		X		
TETANUS		X		BOOSTER EVERY 10 YEARS

Department of Nursing DNP Project Guidelines

Final Project Evaluation

During the final semester, students will evaluate the process and outcomes of their project and write a scholarly paper that reflects the culmination of all aspects of their project. Each student must also deliver an oral presentation in defense of their project. As with the proposal, this process requires close collaboration and frequent communication with committee members.

Format for Written Project Scholarly Paper

The final paper should be written in APA format and in accordance with the format described under the guidelines for the written proposal. All final papers should be of sufficient length to fully reflect the essential components of the project. *(Most papers are a minimum of 40 pages in length)* The final paper should include all the following elements:

- Abstract
- Introduction
- Problem statement
- Needs assessment
- Background of the problem
- Literature review and evaluation of the evidence (evidence tables)
- Purpose of Project
- Conceptual Framework
- Measurable goals and objectives with clear rationale
- Methodology

Project design

Sample/target population/audience

Setting (site description and rationale for choice of setting)

Statistical methods

Tools/measures: with reliability and validity statistics if appropriate

- Resources (financial and human) with budget proposal
- Data Collection procedure
- Data analysis
 - Results
- Formative evaluation
- Summative evaluation
- Discussion of Findings/Outcomes
- Limitations
- Implications for Practice
- Conclusion
- References
- Appendices

Note: The order in which this content is presented and the details of what information should be included in each section is determined by the Committee Chair and committee.

Final Project Defense

Every student must successfully complete the Final Project Defense to be eligible for graduation. The student will prepare a formal power-point presentation that provides a description of the project. The presentation will take place on the GSU campus and will be open to the public. Arrangements for satellite site participation can be arranged. All committee members are expected to be in attendance

Final Defense Procedures

All presentations must be scheduled ahead of time (see section on scheduling Final Defense Presentation). Once the date and time are confirmed, the presentation will be posted on the Department of Nursing website. E-mail will be sent to Nursing Department Faculty and students; flyers will also be posted inviting interested members of the GSU community. The details for these procedures will be covered in DNP 9600 Introduction to

the Capstone Proposal and DNP 9961 Capstone Project Implementation. Each Defense will be facilitated by a member of the Graduate Nursing Faculty or a member of the DNP faculty. It is the responsibility of the DNP Project Committee Chair to arrange for facilitators for all presentations. The facilitator will introduce the candidate, and provide an overview of the expected course of events. The candidate will then make a thirty minute presentation of their project, usually without interruption. Following the presentation, the facilitator will open the floor to questions from the Project Committee Chair and members. After the candidate has addressed the questions from the committee, the facilitator will open the floor to questions from the general audience. After the time limit has expired or at which time all questions have been addressed, the facilitator will announce that the candidate will now meet privately with his/her committee. During this private meeting, the committee may ask the candidate additional questions, after which time the facilitator will ask the candidate to leave the room for committee deliberation.

During this time, the committee members will determine the outcome of the Final Defense and provide a written evaluation and recommendation to the student at the end of the defense. All members of the committee will sign Final Defense Evaluation Form. A copy must be submitted to the DNP Program Coordinator who will forward it to the Department Chair of Nursing. If a student fails to pass the Final Defense, a plan for remediation will be developed by the Committee, the DNP Project Chair, and the student. This plan will be submitted to the Department Chair for approval within two weeks of the date of the meeting. The repeat Final Defense must be successfully completed at least 2 weeks prior to semester end for the student to be able to qualify to apply for graduation.

Once the Committee has agreed that the student has met all the requirements for graduation, the student will submit an electronic version of the final written paper to the Department Chair as outlined in the GSU Nursing student handbook (<http://www>).

Expected Timetable for Written and Final Oral Evaluation

- The student must submit date and time requests to DNP Project Chair for Final Presentation (See Protocol for Scheduling Final Evaluation) no later than 4 weeks after the first day of the final Semester. All committee members must agree and be available on the evaluation date.
- The student is expected to submit a first draft of the full manuscript to the Project Committee Chair at least four weeks before the scheduled Final Defense.
- The student should submit a revised draft of the paper and slide presentation to Project Committee Members following Committee Chair's approval at least 2 weeks before scheduled Final Defense.
- The Project Committee Chair may request the student to schedule and hold at least one mock presentation with the Committee Chair and/or full committee 1 – 2 weeks before the scheduled Defense.

- The final copy of the proposal paper and slide presentation should be submitted to the Project Committee Chair and all members 1 week before scheduled Final Defense.

As with the Proposal Defense, adherence to this time table is dependent on timely review of drafts by the Project Committee Chair and committee members as well as timely resubmission of the revised document from the student. Expectations for these tasks should be specifically delineated in the contract the student develops with his/her committee.

Scheduling Final Presentation

Each student should meet with his/her Committee Chair and Committee members within the first month of the beginning of the student's final semester (DNP 961). At this meeting, the group should determine a time table for the semester and a projected date when the student can be expected to be ready to present their findings. In order to qualify for graduation, the student must successfully meet the requirements for the written and oral Project Evaluation no later than three weeks before expected date of graduation. Graduation dates can be found at <https://mygovst.govst.edu/students/Pages/default.aspx> During summer and fall semesters, students must schedule their presentations three weeks before the day after the last day of the semester. Each student should meet with his/her Committee Chair and Committee members within the first month of the beginning of the student's final semester (DNP 9961). At this meeting, the group should determine a time table for the semester and a projected date when the student can be expected to be ready to present their findings. In order to qualify for graduation, the student must successfully meet the requirements for the written and oral Project Evaluation no later than three weeks before expected date of graduation.

Because all members of the committee must be present for the student's Final Defense, it is the student's responsibility to coordinate with the committee to determine possible dates and times for scheduling the oral presentation. Because of limited availability of classroom space, each student should identify three different time periods with their first, second and third choice indicated. The student must send a list of these dates to the Committee members and receive e-mail confirmation of availability from each member. The student will then forward the requested dates and times WITH the e-mail confirmations attached to the DNP Project Chair. Due to issues with intercampus coordination and competition for classroom space, this request must be in the Coordinator's Office no later than four weeks into the semester in which the student plans to present.

The final presentation/defense dates are scheduled on a first-come, first serve basis. More details regarding deadlines, availability and requesting alternative site inclusion will be covered in the course content in DNP 9961 Capstone/Scholarly Project Implementation. Once the request and e-mail verification are submitted to the DNP Project Chair, a date and time will be selected based on availability, and a request will be submitted to classroom services for room reservation. If none of the three time slots chosen are available, the student will be notified and will need to identify alternatives.

Students will be notified when the request has been submitted as well as when the reservation has been verified.

DNP Program Portfolio

The DNP portfolio (electronic preferred) provides evidence of a student's development during the course of the program. It is designed as a way to demonstrate student progress towards mastery of the DNP Essentials as delineated by the American Association of Colleges of Nurses. Students' work from the core courses, reports of the student's practice, and project descriptions are examples of work that can be included in the portfolio. The arrangement should reflect the student's evolution in the program and show evidence of progressive mastery of the content. The student will continue to develop the portfolio throughout their tenure in the program. For the final evaluation the portfolio should reflect ample evidence of successful attainment of all goals, objectives and competencies. It is the student's responsibility to maintain the portfolio in hard copy or eportfolio format. While APA is the program's designated documentation format, another format may be acceptable, but must be approved by the Committee Chair.