



UNC
SCHOOL OF NURSING

DOCTOR OF NURSING PRACTICE

STUDENT HANDBOOK

Academic Year
2015-2016

PREFACE

This section of the Student Handbook contains information exclusive to Doctor of Nursing Practice (DNP) program. The complete Student Handbook can be found at <http://nursing.unc.edu/current-students/student-handbook/> and contains other useful information such as:

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UNC-CH SCHOOL OF NURSING

THE DOCTOR OF NURSING PROGRAM (DNP) STUDENT HANDBOOK

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PURPOSE OF DOCTOR OF NURSING PRACTICE PROGRAM

The Doctor of Nursing Practice (DNP) program of study builds upon baccalaureate education and expands current MSN education to prepare nurses for clinical leadership and hands-on advanced practice. Graduates of the DNP program receive preparation in such key areas as: evidence-based practice, organization and systems leadership, finance, health policy, information technology, population health, patient safety, and translational research with the goal of improving patient and population health status and outcomes. The DNP does not create a new role; rather it provides advanced practice nurses and nurse executives with additional knowledge and skills that better prepares them to address evolving and increasingly complex societal needs. DNP-prepared nurses will provide nursing care across the lifespan; partner with families, physicians, and other health care providers to manage chronic illnesses; care collaboratively for acutely ill patients experiencing health threats; and enhance the availability of cost effective patient centered health care to populations whose access is limited due to location, income, or social inequities.

TERMINAL PROGRAM OBJECTIVES

The educational objectives of the Doctor of Nursing Practice program are guided by “The Essentials of Doctoral Education for Advanced Nursing Practice” (AACN, 2006). The Doctor of Nursing Practice (DNP) graduate will be prepared to function at the highest level of advanced nursing practice. The DNP graduate will be educated to:

1. Integrate nursing knowledge with knowledge from ethics and the biophysical, psychosocial, organizational, and information sciences as the bases for advanced nursing practice and innovative approaches to health care delivery.
2. Demonstrate organizational and systems leadership to promote quality, safety, and improved health of populations.
3. Demonstrate clinical scholarship and utilize analytical methods to identify best practices and translate evidence into practice.
4. Demonstrate leadership in the development and use of information systems and related technologies for health care delivery to optimize outcomes for individuals and populations.
5. Develop, evaluate, and advocate for health care policy at the institutional, local, state, national, and/or international levels.
6. Facilitate collaboration and teamwork to assure high quality patient or system outcomes.
7. Analyze and utilize strategies of risk reduction/illness prevention, health promotion, and health maintenance for individuals and populations.
8. Demonstrate practice expertise and specialized knowledge in a distinct focus or specialty area of advanced nursing practice.

THE DNP IS A DEGREE

The DNP is a degree awarded upon completion of an academic program of a study. The DNP itself is not a role, but rather an academic degree. Any graduate seeking certification or approval to practice as a nurse practitioner (NP) must provide evidence of graduation from an accredited NP program and current national certification status with an approved credentialing organization.

DNP CURRICULUM REQUIREMENTS

At UNC-Chapel Hill, the DNP program offers two entry pathways: BSN to DNP and MSN to DNP. The curriculum for the DNP program is based on national accreditation standards and has been modeled after DNP programs offered through peer schools (those housed in research intensive universities with an academic health system).

Total Credit Hours Required:

BSN to DNP students will complete 66 to 73 credit hours.

MSN to DNP students will complete 37 to 41 credit hours.

BSN to DNP Admission Pathway (See Appendix for Sample Plans of Study)

All students in the DNP program will be registered nurses with a baccalaureate or master's degree in nursing. Those admitted with baccalaureate preparation will take 3 years of full-time study consisting of 66 to 73 credit hours. Those hours will include approximately 1,000 practice hours (direct or systems care and DNP project implementation); required coursework for advanced practice, leadership, and practice-based inquiry; and completion of direct care experiences and DNP residency hours towards the DNP project.

BSN to DNP Options: There are two options for BSN prepared nurses to obtain their DNP. The Healthcare Systems option prepares nurses for roles that support clinical practice such as administration, informatics and organizational leadership, and the direct care pathway will prepare graduates to be nurse practitioners in the following Advanced Practice Areas (APA):

Nurse Practitioner Options

Adult/Gerontology Nurse Practitioner – Primary Care

Adult/Gerontology Nurse Practitioner – Primary Care – Oncology

Family Nurse Practitioner

Psych Mental Health Nurse Practitioner (across the lifespan)

Pediatric Nurse Practitioner – Primary Care

Health Care Systems Options

Administration

Outcomes Management

Informatics

MSN to DNP Admission Pathway (See Appendix for Sample Plans of Study)

Those admitted with a master’s degree, and who are already nationally certified as an advanced practice nurse (e.g., NP, CNS, CNM, or CRNA), will only need the DNP content not included in their prior program of graduate study. Students will take five semesters of full-time study. They will require 37 to 41 credit hours, a maximum of 500 residency hours, and the completion of an evidence-based practice DNP Project. Those students admitted with master’s degrees and who are not prepared as APRNs (e.g., nurse administrators, managers) will work closely with the program director and advisor to develop a program of study that builds upon relevant prior graduate level work, enables them to meet DNP end of program objectives, and prepares them for roles as an NP or health systems nursing leaders.

TYPICAL BENCHMARKS FOR A FULL-TIME PROGRAM

	MSN to DNP	BSN to DNP
Plan of Study	Fall, Year 1	Fall, Year 1
Finalize DNP Project Topic	Fall, Year 1	Fall, Year 2
Confirm DNP Project Chair & Committee	Fall/Spring, Year 1	Fall/Spring, Year 2
Qualifying Examination	Fall, Year 1	Fall, Year 2
DNP Project Proposal Defense	Spring, Year 1	Spring, Year 2
IRB Approval	After proposal defense	After proposal defense
Final Defense of DNP Project	Spring, Year 2	Spring, Year 3

ACADEMIC POLICIES

Please visit “**ACADEMIC POLICIES ACROSS GRADUATE PROGRAMS**” for a comprehensive list of School of Nursing policies and procedures <http://nursing.unc.edu/current-students/student-handbook/>.

Topics include but are not limited to:

Academic Advising Faculty/Advisor
Developing a Plan of Study
Signing Up For Classes
Academic Eligibility
Doctoral Student Progress, Readmission and Reinstatement
Graduate Grading and Grade Appeals

DNP EXAMINATION GUIDELINES (These are not course examinations.)

The Graduate School at the UNC Chapel Hill requires that all doctoral students complete a series of three examinations: a doctoral written examination, a doctoral oral examination, and a final oral examination covering the DNP Project and other topics as required by the examining committee. These examinations determine if students have comprehensive knowledge relative to their field prior to degree completion. <http://handbook.unc.edu/preface.html>

Students in the DNP program will complete three examinations. The **first** written examination will be a qualifying examination. The **second** examination is the oral defense of the written proposal and the **third** examination is the final oral defenses of the DNP project.

Committee Procedures and Guidelines for the Administration of the Qualifying Examination (QE) for DNP Students

Statement of Purpose

The purpose of the qualifying exam is to ensure all students are progressing in their ability to think critically, analyze, and synthesize content from the core areas of practice based inquiry, theory, and leadership.

The QE will be administered at the conclusion of the first semester of full time study for the MSN to DNP students and conclusion of the third semester of study for BSN to DNP students. Successful completion of N941 Project Inquiry Seminar is required before taking the qualifying exam.

All DNP students will take a uniform QE. This content is covered in four required courses:

NURS 778 Interpreting Research Reports
NURS 874 Improving Quality, Safety, and Outcomes in Healthcare Systems
NURS 920 Theoretical Foundations
NURS 941 Primary Inquiry Seminar I

The exam process will be one in which students respond to a common set of exam questions that focus on broad concepts that can be applied to individual areas of interest. This approach will promote consistency in the process used to assess students' knowledge.

Qualifying Exam Committee (QEC) structure and responsibilities

The DNP-Executive Committee (DNP-EC) is responsible for writing QE questions, and the QEC will administer the exam at the scheduled time (to be determined annually by DNP-EC). The student responses on the QE will be graded using a grading rubric. A set of general instructions will also be developed for the QE and provided to the students.

Constitution of the Committee. The QEC is appointed by the DNPEC and is comprised of at least three* School of Nursing faculty members who are designated by the Graduate School as Regular Graduate Faculty and who meet at least one of the following criteria:

- Actively mentor DNP students as an academic advisor
- Serve as a doctoral committee chair or member
- Actively engaged in the DNP Program (e.g., serving on DNPEC, DNPAC, etc.)
- Teach a DNP level course

QEC members will serve for a minimum of two years to promote consistency.

**The size of the QEC will be evaluated annually. As student enrollment increases, the size of the QEC may also need to increase to balance faculty workload.*

Committee Recruitment. Through a solicitation made by the DNPEC Chair at the beginning of the spring semester one year preceding the QE administration, faculty will be asked to volunteer to serve on the QEC. Those who volunteer will be considered during a DNPEC meeting and QEC members will be selected by the DNPEC from the pool of volunteers. Should the pool of volunteers be inadequate, the DNPEC will make personal appeals to DNP student advisors, committee chairs, and DNPEC members. The DNPEC will make the final decision on QEC members, and communicate that information to the DNP Program Director, who will communicate with the selected members.

- To facilitate consistency in the QEC and QE process, one member of QEC will be asked to serve on the QEC in the subsequent academic year. Thus in each academic year, there will be at least one consistent member.

- The QEC will identify a member who will serve as Chair of the QEC. The name of the person will be communicated to the DNPEC and the DNP Program Director.

Qualifying Exam Structure

The QE will be a written exam, offered fall semester for DNP students. **The qualifying exam will be posted for the last two days of final exam week. Students will have 48 hours to complete the qualifying exam.** All students must be registered during the semester in which the examination is taken, in accordance with the Graduate School Handbook.

- A grading rubric, developed by the QEC and approved by the DNPEC, is used to ensure consistent evaluation of exams for all students. This grading rubric will be made available to students at the time of the exam.
- The QEC Chair in consultation with the Program Director posts the Qualifying Exam and Grading Rubric.
- The Program director and QEC Chair are responsible for discussing the policies and procedures for the QE with the eligible students. The QE Policy, General Instructions, and Questions will be made available to the students on the Sakai site.
- An individualized plan will be developed by the QEC in collaboration with the DNP Program Director, for students who encounter extenuating circumstances that would prevent them from taking the exam as scheduled.

Administration and Grading of the Qualifying Exam

Students will have **two days (48 hours)** from the time the QE is distributed to complete the examination and submit their responses. The QE will be made available through a secure Sakai site, and/or in hard copy per student request through the Office of Academic Affairs (OAA). Grading is anonymous and students will submit their QE using their PID as identification.

- **The QEC will grade and submit their responses to the DNP Program Director through Sakai by the second Monday of January.**
- All QEC faculty members will read each student's response to questions and rate each as Pass/Fail. At least two-thirds of the QEC must rate a student's response to each question as Passing in order for the student to pass that question.
- Students who pass **all** QE questions will pass the QE. If one of the 3 questions is unsatisfactory (do not meet expectations), the writer will have the option to refine his/her paper and resubmit the question within 48 hours from time of notification.
- As soon as grading is complete, the QEC Chair will complete the QE form and submit to the DNP Program Director. The DNP Program Director will provide students and their primary advisor written assessment of the exam outcome.
- If a student fails the QE, a complete copy of the final exam and reviewer comments will be given to the student and placed in the student's file in OAA. A copy will also be given to the mentor/advisor for discussion with the student and to assist the student and advisor in preparing for the second QE attempt. The QEC will provide extensive comments that will serve as a

guide to students for self-remediation.

- If a student does not retake the QE at the 3-month period (March), the student is ineligible to retake the exam until the next formal exam period (December). Therefore, the student will not be able to progress to courses N943, N994, N986. Further, if the student is registered for N994 in that spring, the student will be required to drop N994 if they do not take or pass the QE when scheduled for the 3-month period.

Repeating the Qualifying Exam (Second QE)

Students who fail the QE are not eligible to re-take the exam for three months from the date of the first attempt.

- Students who take a second QE will be allowed to enroll in courses during the spring semester only. Students will not be able to enroll in courses in the summer semester following a failed QE until they pass the QE. The second attempt at QE will be graded by the QEC, using the procedures outlined above. The QEC will complete grading two weeks after the receipt of students' exam response, and students' final grade will be submitted to the DNP Program Director. The DNP Program Director will immediately notify students and their advisors regarding their performance on the second QE.
- Students who fail the second QE will be academically ineligible to continue in the DNP program. Those students who seek reinstatement into the DNP program must follow the procedures in accordance with the Graduate School Handbook.

GUIDELINES FOR DNP PROJECT

DNP Project Committee

A supervisory committee for the DNP Project will consist of a minimum of three members. The committee will be comprised of the chair and two other members. The majority of the members, including the chair, must be School of Nursing faculty and have regular graduate faculty appointments with permission to serve on and chair doctoral committees. Fixed term faculty in research or clinical track appointments may be considered for special appointments to the regular graduate faculty for the purposes of sitting on and chairing student committees. The one additional committee member may be a fixed term graduate faculty appointment, whether internal to UNC-CH or from an outside university. The DNP program was granted permission by the Graduate School to have a smaller committee (3 vs 5) than PhD Dissertation committees.

Steps to compose the DNP Committee

1. Meet with your chair to discuss the composition of your DNP project committee

- The minimum committee size is 3 people. A majority of the committed must be comprised of Regular Graduate Faculty from the School of Nursing (SON).

- You may have fixed-term faculty from or outside the SON on your committee; but, the majority committee members still *need* to be Regular Graduate Faculty. Your chair and the Program Director can help you with this process, if needed.
- It is advised that you have someone on the committee from the organization or site where you are conducting your project. This person does **NOT** have to be doctorally prepared; but, he/she must be *pre-authorized* to sit on your committee (See item below).

2. Obtain and complete Part I of the “Doctoral Committee Composition Form”

- This form is located in the Graduate Suite (Room 1300) in Carrington Hall.
- You can also locate the form on Grad Place: <http://nursing.unc.edu/grad-place/> and, at: <http://gradschool.unc.edu/pdf/wdcomm.pdf>

3. Submit the completed doctoral committee composition form to Alecia Matthews, DNP Graduate Program Specialist. Matthews is located in the Doctoral Suite, Room 1300. You can also send this form to her electronically at: alecia2@email.unc.edu . Please seek confirmation that your documents have been received, particularly, if you submitted electronically. Remember: sometimes electronic transmissions fail.

4. Please submit a CV OR Résumé for the “outside” person AND, a brief statement of what their contribution to your project will be with a copy to the Alecia Matthews at: alecia2@email.unc.edu

- Each authorization is processed on a student-by-student basis. So, even if someone from outside the SON has been approved to sit on a master’s committee in the past; this does not mean he/she is approved to sit on your doctoral committee. Similarly, even if he/she was approved to sit on a specific doctoral committee in the past, this does not mean he/she is approved to sit on doctoral committees.

5. The Program Director will review your committee composition after all the documentation has been received. Approval will be sought from the Graduate School for the “organization/agency” person.

6. You and your chair will be notified of the status of the approval. You should still continue working with your chair on the proposal while these approvals are in process.

7. Please contact the Program Director if you have questions about the process.

DNP Project Proposal (Examination 2)

The student must prepare and defend a proposal for the DNP project before the approved project committee members. The student will develop drafts of the proposal for review by the committee chair. As the student prepares to circulate drafts to the chair and committee members, turnaround times for review and comment must be negotiated between the student and the faculty. When the committee chair agrees that a draft is ready for committee review, the student

will circulate the draft to other committee members for review and input. When all committee members agree the proposal is ready to defend, the student will arrange for a meeting for the oral defense of the proposal. At the proposal meeting, the student will present a synopsis of the issue and scope of the project proposed. The committee will have an opportunity to clarify any questions as well as to offer recommendations. If revisions to the proposal are required, those will be detailed at the time of the meeting and a plan and timeline for addressing those will be developed by the committee and presented to the student at that time (with follow up in writing).

The student may not proceed with project implementation until the committee has approved the final proposal and the student has obtained IRB approval.

The student must be registered for **N994** during the semester that the proposal is defended. After the proposal is approved, the student will proceed to consult with the UNC Institutional Review Board (IRB) to determine whether IRB approval is required. In addition, any approvals that may be required from the clinical agency where the project will be implemented must also be obtained. The project cannot be implemented until all necessary approvals have been received. The DNP project committee chairperson will monitor these approvals with the student.

DNP Project and Final Oral Defense (Examination 3)

DNP students will be required to design, implement and evaluate a practice-focused DNP project that addresses an identified clinical or systems need. The project will be related to advanced nursing practice and benefit a group, population or community rather than an individual patient. These projects often arise from clinical practice and may be done in partnership with another entity: clinical agency, school, health department, church, government, voluntary organization or community group. The DNP project reflects a collaborative effort carried out with colleagues and consumers, and depending on the resources and scope of the project, with scientists.

The literature review should suggest an evidence base for the project or support the need for the project. The description of the innovation or change should address essential components for translational success such as cost savings or quality improvement. The DNP project will be developed, implemented and evaluated with a systematic approach using methods and tools that meet accepted Graduate School and clinical practice standards. The expected outcomes will be clearly defined and measured. All graduates will submit a written DNP project worthy of dissemination.

Students in the DNP program must follow the Graduate School's Thesis and Dissertation Guide <http://gradschool.unc.edu/academics/thesis-diss/guide> . The SON recognizes that a DNP project is not a dissertation, nevertheless, the UNC-Graduate Schools currently requires all doctoral students to register for N994 dissertation credit and follow the same procedures <http://handbook.unc.edu/phd.html>

GUIDELINES FOR DNP PROJECT

The DNP Proposal

The purpose of the DNP Project is to provide an opportunity for the student to further knowledge and scholarship to improve health outcomes and should demonstrate outcomes identified in the Essentials. This project may be conducted at the individual, population, systems, or policy level. There are many types of projects that will meet this purpose including: quality improvement projects; translation of evidence to practice; clinical or practice-based inquiry; healthcare delivery; program evaluation; and healthcare policy. This work will be done under the guidance of the DNP Project Committee consisting of three members, at least two from the School of Nursing and one from the agency.

The following template is provided as an example of the organization of the DNP Project Proposal. **The specifics of the DNP project proposal will be negotiated with the chair and committee.**

1. COVER PAGE

2. INTRODUCTION

- Tell the reader why this topic is important
- Sets the stage for what is to come.

Problem Statement: concise but clearly articulate of the problem, and why it warrants attention

Purpose of the Project: one or two key areas are clearly presented and describe what the project will do and achieve

Clinical/Practice Question: describe the phenomenon of interest relative to practice

3. Review of the Literature

- Present data that support the need for the project,
- Identify gap or flaws in the current literature.
- Must be a comprehensive literature review
- Is logical and supports the need for and value of the proposed project

4. Conceptual and Theoretical Framework

- Serves as a roadmap and used to guide the project
- Connects important aspects of the project

5. Project Design

- Describes the type of project such as quality improvement, practice improvement, systems improvement and uses appropriate methods for the project described

6. Methodology: describes in detail how the project will be conducted

Subjects: Who will be involved, how, why, human subjects protection

Settings: describes the environment, clear picture of the setting

Tools: describes tools that will be used, validity

Interventions and Data Collection:

- describe step by step processes and procedures from beginning to end
- Provides rationale

Analysis plan: describes how results will be evaluated and data will be analyzed

7. Reference List

8. Appendices

For more detail see:

Moran, K., Burson, R. & Conrad, D. (2014). *The doctor of nursing practice scholarly project: A framework for success*. Burlington, MA, Jones & Bartlett.

“PAPER TRAIL” OF DOCUMENTATION: DNP REQUIREMENTS FOR GRADUATION

NOTE: Copies of the forms below must be obtained from and turned in to the Office of Academic Affairs unless otherwise noted. Copies posted on the Web and linked from the forms below are samples only. Academic advisors and students are encouraged to print this schedule to track each student’s “paper trail” through the program.

<u>Time period</u>	<u>Form</u>	<u>Description</u>
<i>Program Enrollment and Preregistration Periods</i>	Plan of Study (FNP Sample Only)	Official plans of study <i>for the student(s) specific specialty area</i> are available from the Office of Academic Affairs (OAA). These are used to monitor student progression and completion of graduation requirements. They are to be completed during orientation and re-evaluated during pre-registration periods and returned to the DNP Graduate Program Specialist in OAA.
<i>Qualifying examination</i>	Doctoral Exam Report Form: Part I	The four-part form is used to report results of the written Qualifying exam – Part I. The Oral Exam chair must sign the form. The form is returned to OAA and held in the student’s file until Part II (Proposal Defense) is successfully completed.
<i>Preparation for the DNP Project</i>	Report of Doctoral Committee Composition (Part I) and Report of Approved Project (Part II)	This form documents the committee members’ names and relevant faculty status. The committee must be approved prior to the proposal defense.
<i>Defense of DNP Project Proposal</i>	Doctoral Exam Report Form: Part II	This form, signed by the committee chair and committee member(s) present at the proposal defense presentation, documents satisfactory readiness to begin <i>the DNP Project</i> and submit proposal to the IRB in the School of Nursing if indicated. NOTES: Please obtain previously used form (already completed QE form) from the student file in OAA.

<i>Final defense of DNP Project</i>	<p>Report: Part III: Report of the Final Oral Examination (defense of DNP Project)</p> <p>Part IV is submitted when the Committee has approved the final written document.</p>	<p>The four-part form is used to report Pass/Fail status of a DNP Project defense– Part III. The chair and committee member(s) must sign the form.</p> <p>When Parts III and IV are successfully completed and graduation application has been approved, the paperwork is forwarded to the UNC Graduate School by OAA.</p> <p>NOTES: Please obtain previously used form already completed from the student file in OAA. Qualifying Exam Proposal, Oral defense and approval of final project are all approved on same form.</p>
<i>Submitted as needed</i>	<p>Request to Change Advanced Practice Area</p> <p>(BSN to DNP only)</p>	<p>Form to be completed by all students desiring a change in their advanced practice specialty area. Please see instructions.</p> <ul style="list-style-type: none"> • Signature of student, APA Coordinators, and DNP Program Director required. <p>Change of specialty area is dependent on faculty and clinical resources available to safeguard the quality of the DNP program. This form must be submitted to the DNP-Admissions Committee.</p>
<p>All forms can be located on the Graduate School Web Site</p>		
Transfer Credit Recommendation	<p>Used to request transfer of academic credit earned at a previous institution or at this institution. Transfer requests should be initiated in OSA with the School of Nursing registrar.</p>	
Request Leave of Absence	<p>Used to request a formal leave of absence. Student must write a brief paragraph summarizing reason for request. Academic advisor or Coordinator of the student’s specialty area (if applicable) must support the leave of absence. The form should be turned into the OAA for the signature of the DNP Program Director.</p>	

Application for
Readmission

Used to re-enter a graduate program after being away (not enrolled) during a regular semester (spring or fall). Academic advisor or Coordinator of the student's specialty area must support the application for readmission Graduate School deadlines:

- Fall – July 1
- Spring – December 1
- Summer Session I – April 1
- Summer Session II – June 1

Please check with the Office of Academic Affairs for internal deadlines for processing by the School of Nursing. In general, internal deadlines are one month before Graduate School deadlines.

• Request
Reinstatement

Used to request reinstatement to the Graduate School after having been declared academically ineligible to proceed.

• Request
Extension of
Time

Used to request an extension of time for (1) completion of degree OR (2) removal of IN/AB grade.

ADVANCE PRACTICE CLINICAL AND DNP RESIDENCY PLACEMENTS

The Graduate Clinical Site Coordinator (GCSC) leads the process of coordinating clinical and residency placements for graduate students with assistance from faculty and students.

Role of BSN to DNP Students in Advanced Practice Clinical Placements

BSN to DNP Students are admitted to a specific advanced practice area. Students will communicate to their APA Coordinator, by a specified deadline, the names and contact information for potential preceptors in their geographic area.

Students are advised on the following parameters and expectations for the clinical placement process:

- Providing the names and contact information for a potential preceptor does not guarantee they will be assigned to that site.
- Students should not contact sites/preceptors directly; this causes communication problems for both the School and clinical agency.
- When possible, placements will be secured in the student's geographic "home" region. However, the learning needs and travel times for all students must be considered during the assignment process.
- Student clinical placement locations will require travel.
 - Students can anticipate travel up to **1.5 hours one-way** to a clinical site placement location.
 - Situations may arise when travel one-way may be up to 2 hours.
 - Students are responsible for their own transportation to clinical sites and should consider this factor when calculating and planning for their educational expenses and scheduling demands.
 - A clinical site may be able to provide only a portion of the necessary clinical hours. In those cases, students will have clinical experiences at two different clinical sites during the same semester (up to 3 different clinical sites during a major capstone course).

DNP RESIDENCY

Role of All DNP Students in Residency Experiences

Incorporated into the DNP program are a maximum of 500 residency hours that are related to the student's unique area of interest and that support the DNP project. The learning objectives for the practice hours will be mutually developed between the student, the advisor and mentors from cooperating agencies.

Both MSN to DNP and BSN to DNP students will communicate with the DNP Program Director and the DNP seminar course coordinator by a specified deadline, the names and contact information for the potential site for the DNP Residency related to DNP project. The residencies are component of the three seminar courses (N941, N942, N943) for part-students matriculating in 2013 and all students matriculating as of fall 2014.

Elective DNP Residency Credits

Students who desire or need additional residency hours should register for N986 Elective DNP Residency **after** they have successfully passed the Qualifying Examination. The Elective DNP Residency is treated as an Independent Study between the faculty chair (or other member of the committee) and the student.

Role of the DNP Project Chair/Faculty Advisor

Students and Chair should notify the Program Director of the intent to complete an elective Residency experience so that necessary contracts and agreements and be verified by the GCSC.

Please notify the PD during the semester prior to when the student wants to do the residency. The student and faculty should complete the *Graduate Student Independent Study Or Doctoral-Level Research Practicum Learning Contract*. Students are required to submit the paperwork to the PD for approval **prior** to the residency experience.

Change in Advanced Practice Area or Substantive Focus within an Advanced Practice Area for Matriculated Students (BSN to DNP Students only)

Students who find their career goals have changed after entering the DNP program in the School of Nursing may submit a one-time request to change the Advanced Practice Area (APA) or substantive focus within an APA to which they were originally admitted. This policy includes students who desire to change the substantive focus of their program within an APA, or the Health Care Systems (HCS) foci of administration, outcome management, or informatics. The intent of this policy is to assist the matriculated student in making a well-reasoned decision as well as to foster timely admission decisions and allocation of faculty and clinical resources.

Any change of APA or focus within an APA, will be made on a space-available basis, dependent on site placement and faculty resources, and in accordance with applicable admission policies and procedures.

Steps for Requesting Change

Requirements for submitting a Request to Change Advanced Practice Area or focus area within an APA:

- Students must consult with both their advisor and their current APA Coordinator prior to submitting a request. They will advise the student and discuss the request to change his/her APA/ Focus within an APA, and review applicable process and policies. After this consultation, if the student elects to remain in his/her current APA, no further action is required.
- If the student chooses to proceed, the student will complete and sign the “Change of APA/APA-Focus Request Form.”
- The student will bring the completed form to their current APA Coordinator for signature.
- The student will submit the original signed copy of the form to the Graduate Admissions Counselor in the Office of Student Affairs (OSA). The Graduate Admissions Counselor will distribute electronic copies (PDF) of the completed form to the current APA coordinator, the coordinator of the requested APA, and the DNP Program Director.

By signing the form, the student is acknowledging his/her understanding of the following:

- That approval by the DNP Admission Committee (DNP-AC) for a student to change APAs and/or a focus area within an APA will be dependent, among other factors, on whether space is available in the requested APA/ focus area within an APA.

- That, if the requested change is approved, the student will accept the change of APA/focus with an APA and relinquish his/her place in the current APA or focus area within an APA.
 - That if the request to change APA/APA focus area is not approved, the student will make a decision as to whether to remain in the current APA/APA focus area or withdraw from the DNP program.

Focus Change within an APA Only

HCS (Foci: Administration, Informatics, Outcomes Management) and students who wish to add and/or change a specialty (e.g. Adult Oncology) should complete the first four “Steps for Requesting Change” listed above and thereby acknowledge the implications of their change request. Students requesting a Focus change within an APA only do not need to complete the steps listed in the following section.

Following submission of the “Change of APA/APA-Focus Request Form” the student must submit additional required documents to the Graduate Admissions Counselor in OSA. Students requesting a change of APA/Focus within an APA shall be considered by the DNPAC in conjunction with other applicants for the desired APA. The required documents include:

- A current internal official UNC-CH transcript
- A Professional Statement that strictly **follows** posted guidelines (see DNP Application Instructions) to include, among other elements:
 - Evidence of the necessary credentials specific to the requested APA.
 - The rationale for the request to change APAs, including how study in that particular area will prepare them for their future practice goals.

Following the DNP-EC review and decision, the Office of Student Affairs will inform the student of the outcome in the same timeframe and format as all applicants are notified of admissions decisions. OSA will additionally return the ***“Change of APA/APA-Focus Request Form”*** with a copy of the letter from the DNPAC to the DNP Program Director who will notify the academic advisor and respective APA Coordinators, if applicable, of the student’s status.

Deadline for Submission of Materials

The ***“Change of APA or Focus within an APA Request Form”*** and support documents must be submitted to the DNPAC via the OSA by the fall application deadline (check for deadlines). The DNPAC must consider these requests as part of the DNP applicant pool for the following fall semester.

The goal is to facilitate an approved change of APA/ focus area within an APA by either the summer semester when graduate clinical courses diverge (e.g. Adult/Gerontology NPs from Family NPs) or prior to the beginning of fall semester when the clinical course sequence of the newly selected major generally begins (e.g., Pediatric NP, Psychiatric-Mental Health NP, or HCS course sequences).

POLICIES IN DNP COURSES

Class Attendance

Regular class attendance is a student obligation. A student is responsible for all the work, including tests, laboratory and clinical assignments and written work, of all class meetings. Each individual instructor of classes at the graduate level has the authority to prescribe attendance regulations for his or her class.

A faculty member wishing to require class attendance must have a systematic method of monitoring student attendance and a stated process for factoring excessive absences into the student's grade or any recommended remedial activity. The attendance requirement and any mechanism for calculating the grade must be given to students in writing at the beginning of the course.

Attendance does not apply to recognized religious holidays. Students do not have to attend class on any major religious holiday that is regularly observed. Faculty members make every effort to avoid scheduling papers or exams on religious holidays, but the student is required to make up any work that is missed.

In the School of Nursing, the Associate Dean for Academic Affairs has delegated the handling of absences to course coordinators. The Director of the DNP Program must be informed of all unusual situations.

Attendance at Regular Exams or Tests

Students are expected to take tests as scheduled unless an excused absence is obtained from an appropriate course faculty representative before the time of the test. A grade of F will be given to a student with an unexcused absence from a test.

All graduate faculty and students are expected to be familiar with the [Honor Code of The University of North Carolina at Chapel Hill](#) and conduct themselves according to the principles it contains.

Attendance at Clinical Experiences

Students are expected to uphold the clinical policies and procedures of the School of Nursing. Specifically, students are required to:

Attend all clinical experiences except when ill.

1. Complete all required clinical hours by the end of the semester in which they are enrolled.
2. Notify the course faculty and/or clinical preceptor of an absence due to illness or emergency prior to the scheduled clinical time if possible.
3. Assume responsibility for making up any specific experiences. Make-up laboratory time is at the discretion of the course faculty and/or clinical preceptor.

Course faculty and/or a clinical preceptor may deny a student access to a clinical experience if the student is:

1. unprepared for patient care, e.g. does not meet all the health and safety requirements and documentation as outlined in the Student Handbook (most current version) or does not meet the requirements as set forth by the clinical site.
2. Physically or mentally ill.
3. Under the influence of alcohol or drugs.
4. Unaware of his/her own limitations or fails to seek help when he/she recognizes his/her limitations.
5. Unprofessional in appearance or behavior.

Appropriate Classroom Behavior

Faculty and students are mutually responsible for enforcing optimal classroom behavior, and thus, help to create an appropriate learning environment for all. All students shall be given the opportunity to learn in an environment that is free from noise, intrusions and disruptions. Students should remain attentive to the activities of the classroom and behave in a manner that allows others to be attentive. Noise must be avoided and includes, but is not limited to: beepers, cell phones, children, and side conversations among students, monopolization of conversation, reading newspapers, and frequent getting up and down while class is in session.