

LIBERTY UNIVERSITY
DOCTOR OF NURSING PRACTICE
STUDENT HANDBOOK
2017-2018

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Letter from the DNP Chair

Dear DNP Student:

On behalf of the Liberty University Doctor of Nursing Practice program's faculty and staff, I would like to extend to you a warm welcome to the Doctor of Nursing Practice program. The Liberty University Doctoral Nursing program prepares nurses to work at the highest level of nursing practice, translating evidence into practice, and providing and/or designing expert patient care at the individual, family, and community level. Students apply theory, clinical and administrative knowledge, as well as best practices and policy, to design and implement inter-collaborative innovative solutions to improve health care. The School of Nursing is committed to excellence in nursing education and preparing nurses to serve others as the hands and feet of Jesus. We understand starting a DNP program requires a significant commitment of time and resources on your part. Faculty and staff are here to support your professional and educational experience and growth.

The DNP program supports the Essentials of Doctoral Education for Advanced Nursing Practice as set forth by the American Association of Colleges of Nursing (AACN) 2006, and the Family Nurse Practitioner content supports the Criteria for Nurse Practitioner Programs as set forth by the National Organization of Nurse Practitioner Faculties (2012). The program also offers a four-course nurse educator elective series designed for graduates seeking a position in clinical education. The curriculum is distinctly Christian and based on the Christian World View.

Please feel free to contact any member of the faculty or staff should you have questions or concerns. It is our privilege to foster your educational experience. Following, you will find a quick list of resources and contacts. I wish you the best as you pursue your doctoral nursing education.

Warm regards,



Sharon Kopis, Ed.D., MS, RN, FNP-C, CNE
Professor of Nursing
Chair of Doctoral Studies
School of Nursing

Introduction

The Doctoral Nursing Student Handbook is designed to provide students with specific information that will assist them as they matriculate in the DNP Program. Students should refer to Liberty University's DNP website and the Liberty University Graduate Catalog for additional information. The Doctor of Nursing Program Student Handbook is revised as needed annually. If necessary, students are notified via email about changes in program or procedure prior to the publication of the updated handbook.

THIS HANDBOOK SETS FORTH THE GENERAL GUIDELINES OF LIBERTY UNIVERSITY'S DOCTORAL NURSING PROGRAM. IT IS NOT AN EXHAUSTIVE, ALL INCLUSIVE SET OF LIBERTY UNIVERSITY'S POLICIES AND REQUIREMENTS FOR THE PROGRAM. OTHER DOCUMENTS AND POLICIES MAY APPLY TO STUDENTS IN THE PROGRAM AND SUCH POLICIES ARE SUBJECT TO CHANGE AT ANY TIME, WITHOUT NOTICE. THIS HANDBOOK DOES NOT CONVEY ANY CONTRACTUAL RIGHTS IN, TO OR UPON ANY STUDENT. THESE POLICIES APPLY TO ALL STUDENTS ENROLLED IN NURSING COURSES. IF YOU HAVE SPECIFIC QUESTIONS ABOUT THIS HANDBOOK OR ANY REQUIREMENT OF YOU, YOU ARE INSTRUCTED TO RESOLVE SUCH QUESTIONS BEFORE ENROLLING IN THE PROGRAM.

Liberty University
Doctor of Nursing Practice
General Information

If You Have Questions

Advising: sklee@liberty.edu

DNP Practicum: sklee@Liberty.edu

DNP Admissions: DNP@liberty.edu

Certified Background Castle Branch Background Check and document deposit questions: 888-914-7279 or servicedesk.cu@castlebranch.com

Technical Support: <http://www.liberty.edu/index.cfm?PID=20708>

DNP Director: Dr. Sharon Kopis skopis@liberty.edu or 434-582-2556

DNP Handbook: See link in Scholarly Portal

<https://publicsp.liberty.edu/sites/SNursingDissertationPortal/SitePages/Home.aspx>

DNP Practicum Contract questions email: DNPcontracts@liberty.edu

Graduate Affairs page with LUO Policies: <http://www.liberty.edu/index.cfm?PID=19155>

Graduate Writing Center, graduate writing tips, APA formatting tips, tutoring and more:

<http://www.liberty.edu/academics/graduate/writing/index.cfm?PID=18192>

IT Market Place: <http://www.liberty.edu/informationtechnology/it-purchasing/index.cfm?PID=18692> (This link provides access to software, IT items and computers for student purchase at reduced rates.)

Liberty University Library: <http://www.liberty.edu/index.cfm?PID=178>

Liberty University Institutional Review Board:

<http://www.liberty.edu/academics/graduate/irb/index.cfm?PID=12606>

Nursing Library Research Page: <http://libguides.liberty.edu/content.php?pid=548925&sid=4520188>

Nursing Student Accounts Representative: Luke Swanson laswanson@liberty.edu

Overview of the Doctor of Nursing Practice Program

The School of Nursing offers a generic Bachelor of Science in Nursing (BSN) degree, RN to BSN degree (RN-BSN), a Master of Science in Nursing (MSN) degree and a Doctor of Nursing (DNP) Practice Program including specialization as a Family Nurse Practitioner (FNP). Liberty University's undergraduate and MSN nursing programs are fully accredited by the Commission on Collegiate Nursing Education (CCNE), the Southern Association of Colleges and Schools, and approved by the Virginia State Board of Nursing and the State Council of Higher Education for Virginia. The Doctor of Nursing Practice Program is approved by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) and is seeking accreditation by the Commission of Collegiate Nursing Education (CCNE).

Liberty University's Doctor of Nursing Practice program is based on the curriculum guidelines set forth by the American Association of Colleges of Nursing Essentials for Doctoral Education for Advanced Nursing Practice and the Commission on Collegiate Nursing Education. The Family Nurse Practitioner specialization meets the criteria as set forth by the National Organization of Nurse Practitioner Faculties (NONPF) National Task Force for Nurse Practitioner Program, 2012. The program prepares graduates to function as doctorally prepared nurses at the highest level of clinical practice, to translate knowledge into practice, to apply policy, as well as design, implement and evaluate innovations to improve health care systems and patient centered outcomes. The Post-BSN DNP program takes into consideration the APRN Consensus Model for Advanced Practices Nurses and prepares students in the role of nurse practitioner and in the population foci of family. The Family Nurse Practitioner specialization prepares graduates to write a national certification examination as a Family Nurse Practitioner and obtain a license and national certification as a Family Nurse Practitioner/Advanced Practice Nurse. The program provides students with the opportunity to expand their professional practice and interests while meeting the criteria for the Doctor of Nursing Practice Practicum. With the guidance of faculty, students develop individualized goals and objectives for their DNP practicum experience. The content of the practicum is further supported by the completion of a Scholarly Project. *Family Nurse Practitioner students will also complete clinically focused population based practicum in areas such as family practice, women's health, pediatrics, mental health and other areas to support attainment of the Family Nurse Practitioner scope of practice competencies across the life span. Students enrolled in practicum courses must reside in the United States and hold an RN license from one of the fifty states. All practicum hours must be completed in an approved site located within the United States. The Post BSN –DNP program requires over 1200 practicum hours and the Post MSN –DNP program requires over 500 practicum hours. All students must complete at least 1000 practicum hours post BSN to meet accreditation standards for the Essentials of Doctoral Education for Advanced Nursing Practice.

**Note: The Post-BSN DNP practicum for family nurse practitioner students must be completed within the state of Virginia.*

Philosophy of the Doctor of Nursing Program

The DNP Program is consistent with the University's mission statement, "To produce Christ-centered men and women with values, knowledge, and skills required to impact tomorrow's world," as well as the aim of Liberty University, which is to provide students with "encouragement in choosing and following their vocation as a calling to do the will of God throughout all of life" (see University Mission Statement, Graduate Catalog). Students completing the DNP will develop their Christian worldview through scholarly work, will provide the highest level of advanced practice health care, and will professionally practice ethics and professionalism according to Christian principles.

In keeping with the philosophy of the School of Nursing, the doctoral faculty support the following propositions based on the Bible and theorist Patricia Benner (1985/1996).

- God, the infinite source of all things, has shown us truth through Christ in nature, history, and above all, in Scripture.
- Persons are spiritual, rational, moral, social, and physical, created in the image of God. Persons are self-interpreted beings who become defined as they experience life, having the capacity to be in a situation in meaningful ways because of embodied intelligence.
- Nursing is a multiform activity that provides a wide range of health care to society. It revolves around the need for assessment, goal development, selection of interactions, delivery of care, and evaluation of responses. Nursing is a science and a healing art communicated through the ministry of caring.

The practice of professional nursing is defined by the seven domains of nursing roles:

1. The helping role
2. The teaching-coaching function
3. The diagnostic and patient monitoring function
4. Effective management of rapidly changing situations
5. Administering and monitoring therapeutic interventions and regimens
6. Monitoring and ensuring the quality of health care practices
7. Organizational and work-role competencies

Stress is the individual's perception physically, emotionally or intellectually, that smooth function has been disrupted. Harm, loss, or challenge is experienced and sorrow, interpretation, or new skill acquisition is required. Coping is a person's response to stress.

Caring is primary because it sets up what matters to a person, what counts as stressful, and what options are available for coping. Involvement and caring may lead one to experience loss and pain, but they also make joy and fulfillment possible. Distance, control, and equanimity in the midst of suffering can trivialize distress.

Ministry is showing the love of Christ to others through service so that they may be drawn to Him.

Health is an individualized perception that can be interpreted differently by each individual. Since health is influenced by societal and cultural norms, it is important to consider both subjective and objective assessments of health.

Furthermore, the doctoral faculty members believe that doctoral education is designed to prepare nurses for advanced practice which builds upon the knowledge and skills acquired at the masters and undergraduate levels and clinical practice as a registered nurse. Advanced practice is defined by the American Nurses Association (1996/2004) as follows:

Advanced practice registered nurses manifest a high level of expertise in the assessment, diagnosis, and treatment of complex responses of individuals, families, or communities to actual or potential health problems, prevention of illness and injury, maintenance of wellness, and provision of comfort. The advanced practice registered nurse has a master's or doctoral education concentrating in a specific area of advanced nursing practice, has supervised practice during graduate education, and has ongoing clinical experiences. The advanced practice registered nurse continues to perform many of the same interventions used in basic nursing practice. The difference in this practice relates to a greater depth and breadth of knowledge, a greater degree of synthesis of data, and complexity of skills and interventions.

Doctor of Nursing Practice (DNP) core courses, such as Evidence-Based Care, Translational Research, Clinical Prevention and Biostatistics, and Health Care Operations and Financial Management provide an underpinning for the student's performance in DNP practicum courses through the completion of the practicum hours and the Scholarly Project. Students enrolled in the Post-BSN DNP /Family Nurse Practitioner specialization also complete advanced studies in health assessment, pathophysiology/physiology and pharmacology across the life span, in addition to core Family Nurse Practitioner courses and family nurse practitioner practicum courses, which additionally prepare the student to meet the qualifications to obtain national certification as a family nurse practitioner.

The nursing faculty believes that teaching and learning are interdependent lifelong processes. Learning is a progressive and cumulative experience producing beneficial changes in behavior. Learning takes place in three domains: cognitive, affective, and psychomotor or performance. Motivation and readiness are necessary in the learner if learning is to take place.

It is the faculty's responsibility to oversee and assess individual learning needs and adapt teaching methods as students' progress. As facilitators of students, learning faculty must demonstrate advanced clinical judgment, leadership, and scholarly practice experience to guide the DNP student.

Excerpts taken from:

- Benner, Patricia (1984). From Novice to Expert: Excellence and Power in Clinical Nursing Practice. Menlo Park, California: Addison-Wesley Publishing Company.
- Benner, Patricia (1989). The Primacy of Caring: Stress and Coping in Health and Illness. Menlo Park, California: Addison-Wesley Publishing Company.

Program Description

The Doctor of Nursing Practice (DNP) program is a practice doctorate program designed to prepare advanced practice nurses and nurse leaders as practice scholars to improve patient outcomes, systems change, and translate evidence into practice to improve safety and quality. The DNP graduate is prepared to apply evidenced-based practice, quality improvement, and systems thinking to transform health care systems and improve patient care. Graduates are also prepared to lead inter-professional collaborative teams to shape policy, health care systems, and clinical and patient care innovations. The Post-BSN DNP graduates are further prepared as family nurse practitioners to deliver and manage health care, health education, and health promotion to clients and families across the lifespan. The DNP program is based on the Essentials of Doctoral Education for Advanced Nursing Practice as set forth by the American Association of Colleges of Nursing. <http://www.aacn.nche.edu/publications/position/DNPEssentials.pdf>

The DNP program requires DNP practicum hours and successful completion of a Scholarly Project. Graduates must complete at least 1000 practicum hours post BSN to meet the Essentials for Doctoral Education for Advanced Nursing Practice. The Family Nurse Practitioner curriculum is designed to support criteria as set forth by the National Task Force on Quality Nurse Practitioner Education, American Association of Colleges of Nursing (AACN), and the National Organization of Nurse Practitioner Faculties. <http://c.ymcdn.com/sites/www.nonpf.org/resource/resmgr/docs/ntfevalcriteria2012final.pdf>

Vision

The Doctor of Nursing Practice (DNP) will prepare nurses for advanced practice roles through a Biblical worldview education, scholarship, and practice to lead innovation and change in healthcare and increase the provision of health care to vulnerable and diverse populations in the United States and around the globe from a Christian worldview.

Mission

The nursing program is designed to provide individuals with a broad educational background, which builds upon Biblical knowledge, liberal arts, behavioral and social sciences, as well as nursing. The curriculum is directly derived from the stated purpose, philosophy, objectives, and organizing framework of the School of Nursing, based on Patricia Benner's nursing theory and the nursing process. It provides a framework for practice and a conceptual approach to the nursing curriculum.

To produce Christ-centered men and women with values, knowledge, and skills required to transform health care and provide specialty care to diverse populations and improve outcomes through leadership, quality improvement and translational research.

Purpose

The purpose of the Liberty University School of Nursing's Doctor of Nursing Practice program is to prepare nurses for advance practice roles with a commitment to Christian ethical standards to transform healthcare through leadership and clinical practice.

The DNP program supports the following elements of the University's Mission and Purpose Statement:

- Emphasize excellence in teaching and learning.
- Ensure competency in scholarship, research and professional communication in all graduate programs.

- Promote the synthesis of academic knowledge and Christian worldview in order that there might be a maturing of spiritual, intellectual, social, and physical value-driven behavior.
- Promote an understanding of the Western tradition and the diverse elements of American cultural history, especially the importance of the individual in maintaining democratic and free market processes.
- Contribute to a knowledge and understanding of other cultures and of international events.
- Encourage a commitment to the Christian life, one of personal integrity, sensitivity to the needs of others, social responsibility and active communication of the Christian faith, and, as it is lived out, a life that leads people to Jesus Christ as Lord of the universe and their own personal Savior.

Learning Outcomes

1. Integrate nursing science, research, theory, and scholarship into advanced practice nursing
2. Design effective health care environments to improve quality, cost-effectiveness and outcomes.
3. Apply evidence and clinical scholarship to support clinical/systems decision making, policy and advocacy.
4. Utilize information systems and technology to support decision making and improve outcomes.
5. Extend knowledge of clinical prevention, population health and policy through application of evidence and collaboration with stakeholders and professionals.
6. Apply evidence-based advanced clinical decision making and culturally competent care to individuals, families and populations.
7. Integrate the Christian world view into the delivery of care of diverse populations.

Program Accreditation

The Doctor of Nursing Practice program is approved by the Southern Association of Colleges and Schools Commission on Colleges. The program is also accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle NW Suite 530, Washington, D.C. 20036; Phone 202-887-6791.

Program of Study

Major Curricular Concepts

All students enrolled in the DNP program: Post-MSN and Post-BSN /Family Nurse Practitioner will complete 27 credits of DNP core courses in three areas underpinned by the Christian Worldview:

FOUNDATIONS OF ADVANCED PRACTICE CORE

- Theoretical Application for Advanced Practice Nursing (NURS 715)
- Leadership, Policy and Ethics (NURS 721)
- Clinical Prevention and Biostatistics (NURS 832)

RESEARCH CORE

- Advanced Nursing Research (NURS 700)
- Applications of Evidence-Based Care (NURS 716)
- Translational Research in Healthcare (NURS 836)

SYSTEMS LEADERSHIP CORE

- Informatics, Technology and Trends for Transforming Healthcare (NURS 718)
- Interprofessional Collaboration and Outcomes Management for Quality (NURS 732)
- Health Care Operations and Financial Management (NURS 834)

UNDERPINNING

- Nursing as a ministry of demonstrating Christ's love for hurting people
- Servants Heart
- Patient Centered Care

CHRISTIAN WORLDVIEW is threaded throughout the curriculum and is demonstrated through assignments and a servant's heart providing or designing patient-centered care.

All students will complete 14 credit hours of DNP Proposal Development and Practicum Courses, which include at least *560 hours of DNP practicum hours and the completion of a scholarly project. Courses include: Proposal Development (NURS 839), DNP Practicum I, II, III, IV, and V (NURS 840-844). *Award of a DNP requires students to complete 1000 academically supervised practicum hours post baccalaureate as defined by the American Association of Colleges of Nursing (AACN). Student's graduate transcripts will be evaluated and additional practicum hours may be required.

The Post-MSN DNP students have already completed specialty education, thus the Post-MSN DNP program of study focuses around the DNP core courses and project/practicum courses. Courses required by the Post-MSN DNP are online with three residential intensive and synchronous distant DNP practicum courses.

The Post-BSN DNP with specialization as a Family Nurse Practitioner pathway also includes course work in two additional areas:

Family Nurse Practitioner Concentration Courses

ADVANCED PRACTICE CORE

All Family Nurse Practitioner students will complete 9 credit hours of content:

- Advanced Physiology and Pathophysiology (NURS 711)
- Advanced Health Assessment for Nurse Practitioners (NURS 712)
- Advanced Pharmacology for Nurse Practitioners (NURS 713)

FAMILY NURSE PRACTITIONER CONCENTRATION

All Family Nurse Practitioner students will complete 25 credit hours of content which includes Family Nurse Practitioner practicum courses:

- Family Nurse Practitioner Practicum (NURS 730)
- Women's Health (NURS 733)
- Family Nursing I: Acute Health (NURS 734)
- Infants & Children's Health (NURS 735)
- Family Nurse Practitioner Practicum II (NURS 736)
- Family Nursing II: Chronic Health (NURS 737)
- Nursing Seminar: Issues in Global Health (NURS 742)
- *Comprehensive Exam (NURS 820)
- Family Nurse Practitioner Practicum III (NURS 838)

* All Post-BSN DNP students must successfully complete a comprehensive exam prior to enrollment in NURS 839. The exam is pass/fail and is not worth any course credits.

The Family Nurse Practitioner concentration and advanced practice core courses are taught in the residential format. Post-BSN DNP students are also required to take a doctoral level elective course. Spiritual Care (NURS 750) is one doctoral level course option.

Nurse Educator Elective Series

NURSE EDUCATOR ELECTIVE SERIES

DNP students interested in teaching are strongly encouraged to enroll in the four course series. This four course series is developed to meet the National League of Nursing's Core Competencies for Nurse Educators and includes practicum hours.

- Learning Theories & Teaching Methods (NURS 764)
- Curriculum Development and Program Evaluation (NURS 765)
- Advanced Evaluation Strategies for Nurse Educators (NURS 766)
- Transition to Nurse Educator Role (NURS 767)

Plans of Study

All students are enrolled into an annual cohort. Students are enrolled following a specific Degree Completion Plan (DCP) for an academic year, such as 2014-15. It is VERY IMPORTANT that students follow their suggested course sequence as outlined in the DCP. This plan provides a guide to ensure progression, course availability and considers pre-requisites. Courses are scheduled to meet the DCP plan of study, and many courses are only offered once a year. It is very important to stay on plan each semester/sub-

term. If students cannot continue with the prescribed course sequence, they will need to contact the DNP Academic Advisor immediately at sklee@liberty.edu. Students may apply for a leave of absence if needed.

- **Post MSN-DNP:** <http://www.liberty.edu/media/1270/DRNP-DNP-D.pdf>
- **Post BSN –DNP:** <http://www.liberty.edu/media/1270/DFNP-DNP-R.pdf>

Course Descriptions and Pre-Requisites

All course descriptions including pre-requisites are included in the graduate catalog.

[Academic Course Catalog](#)

Program Evaluation

Overview

The Doctor of Nursing Practice program will be evaluated as outlined below following University processes and structures.

Facets of the program evaluation will include:

1. societal trends in nursing and health care
2. accreditation standards and curricula elements
3. faculty performance
4. student progression and outcomes
5. program processes and structures

Evaluation and Assessment

The Doctor of Nursing Practice program will be assessed on a regular basis by applying the University Program and Learning Assessment Cycle for Excellence (PLACE). PLACE requires that programs establish outcomes and targets, collect and analyze data, report findings, and create and implement improvement action plans when targets are not met. PLACE will be used to guide the assessment and evaluation of all aspects of the Doctor of Nursing Practice program. The Doctor of Nursing Practice program learning outcome clusters will be assessed over a three-year cycle. A complete review of the Doctor of Nursing Practice course syllabi will be conducted during the University's three-year cycle for syllabi review. A full program review will be conducted at a designated time during the University's five-year cycle for program reviews. The full review will assess and evaluate quality of faculty and staff, enrollment trends, facilities and equipment, comparison of the program to comparable programs at carefully selected benchmark institutions, the structure and content of the curriculum, and other important aspects of the program. Faculty members within the Doctor of Nursing Practice program will also conform to the standard University faculty evaluation process. This includes an annual evaluation process including evaluating the electronic faculty portfolio, and student and course evaluations.

Monitoring and Ensuring Quality of Program

The quality of the Doctor of Nursing Practice program, as well as services and operations, will be monitored by the program faculty using the University's assessment management system. It has been structured to store assessment data collected using the PLACE assessment process. Outcomes, measures, targets, and findings pertaining to the Doctor of Nursing Practice program will be placed into the University's assessment management system, monitored, and updated on an annual basis by the program faculty in conjunction with a program Assessment Coordinator and an Office of Institutional Effectiveness Assessment Facilitator. In addition, the academic department assesses its service and operation activities using such measures as satisfaction surveys, efficiency reviews, and technological support reviews. The findings of these measures and subsequent action plans for improvement are monitored through the University's assessment management system on an annual basis.

Systematic Evaluation of Instructional Results

The Doctor of Nursing Practice program instructional results will be monitored in two ways. First, data collected from the assessment of the three clusters of program learning outcomes will be used as diagnostic information to evaluate the strengths and weaknesses of the instruction taking place throughout the program.

Second, student evaluations for all courses in the program will be collected on a regular basis (currently each semester or online term) and the information will be used to evaluate the quality of instruction in each course as well as quality of the course structure.

For online courses in the program, an Instructional Mentor will conduct an ongoing assessment of instructor compliance with established course instruction guidelines whenever the course is being offered. For each online course in the program, a Subject Matter Expert (SME) evaluates the structure and content of the course when it comes up for review in the three-year cycle for reviewing all university online programs as well as maintaining the currency of the course and minor edits. The Program Chair reviews the evaluations completed by Instructional Mentors and course updates by SMEs.

Course/Faculty/Preceptor /Practicum/Clinical Site Evaluation

Students evaluate each course and clinical, course/practicum faculty members, preceptors and practicum/clinical sites. In addition, preceptors' evaluate students in the practicum/clinical setting. Data is reviewed, evaluated and changes made if appropriate and when the change will strengthen the program/course. The program evaluation process is ongoing.

Typhon Group Health Care Solutions

To support systematic evaluation of the program, courses, clinical performance of students, and instructional results features of the NPST Student Tracking System by Typhon Group Health Care Solutions is utilized. The software product documents and tracks evaluations of students' clinical progression, and provides a structure for student portfolios and a preceptor/contract/clinical database. Typhon Group Health Care Solutions charges a fee for enrollment in this tracking system. The Typhon Group NPST System can be accessed through the internet. To login to the Typhon Group NPST System Tracking System, go to:
<https://www3.typhongroup.net/np/data/login.asp?facility=3007>

Liberty University

The University was founded in 1971 by Dr. Jerry Falwell. Liberty University provides a Christian, comprehensive, coeducational environment committed to serious scholarship at the undergraduate and graduate levels. The University is situated on a 7000-acre campus complete with classroom, dormitory, study, leisure, and recreational facilities. Over 400 full-time and about the same number of adjunct faculty members provide a Christ-centered education to residential and distance learning [online] students throughout the United States and beyond. Liberty University is approved by the State Council of Higher Education for Virginia and is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, bachelor, master, and doctoral degrees. There are more than 100,000 undergraduate and graduate students enrolled in the online and residential programs. The university offers over 350 programs of study.

In January, 2014 Liberty's Online Program was ranked 3rd in the nation based on evaluative criteria such as admission and retention rates, student-faculty ratios, financial aid support, scholarly citation, and number of years accredited (<http://www.luonline.com/index.cfm?PID=16335>). The student body represents all 50 states and more than 74 countries.

Liberty University's aim and mission is to produce Christ-centered men and women with values, knowledge, and skills required to impact tomorrow's world. The mission is carried out through a rigorous academic program and online structure social environment.

In support of its philosophy and mission, Liberty University seeks to provide its students with the values, knowledge, and skills essential to impact the world.

Liberty University will:

1. Emphasize excellence in teaching and learning.
2. Foster university-level competencies in communication, critical thinking, information literacy, and mathematics in all undergraduate programs.
3. Ensure competency in scholarship, research, and professional communication in all graduate programs.
4. Promote the synthesis of academic knowledge and Christian worldview in order that there might be a maturing of spiritual, intellectual, social, and physical value-driven behavior.
5. Enable student to engage in a major field of study in career-focused disciplines built on a solid foundation in the liberal arts.
6. Promote an understanding of the Western tradition and the diverse elements of American cultural history, especially the importance of the individual in maintaining democratic and free market processes.
7. Encourage a commitment to the Christian life, one of personal integrity, sensitivity to the needs of others, social responsibility and active communication of the Christian faith, and, as it is lived out, a life that leads people to Jesus Christ as the Lord of the universe and their own personal Savior.

Jerry Falwell Library

The Liberty University Jerry Falwell Library provides a wide range of materials and services, and employs a group of well-qualified personnel consisting of professional librarians and trained support staff. The library collection has holdings exceeding 500,000 volumes, 70,000 unique print and electronic periodical titles, and over 400 electronic indexes/databases. Access to electronic material is available worldwide to the Liberty University community via the Internet.

The University's main library and academic computing facilities are located in close proximity in the University's central academic building. These facilities offer a combined 114 hours of service per week during the academic term and support instruction, research, productivity, community-building, and other activities relevant to the University's mission. Computing resources consist of more than 450 computers in 15 classroom labs and over 350 computers in various open computing spaces. In addition, the campus network infrastructure and a remote-patron authentication server extend library resource access to dormitory rooms and the homes of non-residential students at all times. In addition, online library resources are available for students to use in their Residential Halls and off campus where high-speed network access is available.

The Jerry Falwell Library provides students with some of the latest electronic resources for searching and acquiring scholarly materials. With the exception of machines reserved for library catalog searching, all computers are pre-loaded with a variety of software titles available for student use, including Microsoft® Office, Adobe® Creative® Suite, Mathematica, and SPSS. Computer labs are available that are equipped with specialized software, including Avid Media Composer, Final Cut Studio, Pro Tools, Adobe Audition, Cinema 4D, Finale, and Sibelius. These resources are all available for online students when visiting the campus.

Students should utilize the numerous holdings of the Jerry Falwell Library. There are books, media resources, databases and unlimited access to literature from around the world, including research articles, evidence-based practice guidelines and other resources. Here is a link to the Jerry Falwell Library home page: <http://www.liberty.edu/newlibrary/> The Nursing Librarian is Ms. JoHanna Lowder. She is available to assist students and faculty with research and library services. It is strongly suggested that students make an appointment with Ms. Lowder to discuss how best to search the literature for the topic of interest. There is also a specific JFL *Nursing Page* which contained databases and other resources of interest to nurses located on the library website. It is located as follows: Click on the *JFL home page* as listed above- click on **Research**- click on **Research Guides**-then scroll down and click **Nursing**.

The library also offers additional tutorials on topics such as copyright, research, and writing. The library's website is located under research on the main web page: <http://www.liberty.edu/library/>

Academic and Simulation Facilities

The School of Nursing (SON) is housed on the second floor of the DeMoss building. The SON facility offers the latest in classrooms equipped with the newest technology including SMART classrooms, with audio/visual capacity, and internet. Various sized classrooms support learning including a state-of-the-art interactive pod classroom for small group learning and community interaction. Each learning pod is equipped with two 48" flat screen monitors for student interaction and presentation. The school's physical plant additionally offers study areas, student-centered lounge and locker area, conference/debriefing and video rooms and faculty offices.

The LUSON Simulation Center includes a fully-equipped general obstetrical theatre, and critical care clinical learning laboratories, diagnostics labs, gynecology and physical assessment suites, and a community health learning lab. Many simulation /assessment rooms are equipped with Sim-Capture B-Line cameras. The Sim Capture system is designed to provide video and streaming capacity, education, demonstration, live/post /remote debriefing, and many other features to support simulation and the use of standardized patients. High fidelity mannequins and other state of the art equipment support an interactive learning environment. A dedicated DNP/FNP Simulation Director supports faculty and students' utilization of the center's simulation offerings.

Technology Requirements

Liberty has an extensive technological framework that allows students to reach both academic and non-academic support. Students need access to a laptop or computer with MS Office and SPSS to complete course work. All students must have access to internet services, preferably broadband. Other software may be needed to access videos and other support materials. Students may purchase computer software programs such as the latest version of Microsoft Office at a greatly reduced cost through the IT Marketplace:

<http://www.liberty.edu/informationtechnology/it-purchasing/index.cfm?PID=18692>

Information Technology and Computing Skills

The DNP program does not require students to pass a computer competency exam. However, students are expected to possess basic computer skills related to the use of Microsoft Office Products such as Word, PowerPoint, Excel, and SharePoint. In addition, students should be familiar with the use of the Internet, sending attachments, converting documents to PDF files, saving documents, scanning documents and use of e-mail communication. Students are responsible for learning software utilized for course work or practicum such as SPSS Statistical Package, Typhon NPST for Advanced Practice Nursing, and Blackboard (Bb) Blackboard tutorials are available online within Bb. Typhon NPST tutorials are also located within the Typhon System. Liberty University also offers Computer Technology Training, Testing services, and courses.

For more information see website: <http://www.liberty.edu/ittraining/>

Liberty University maintains a Computer Lab that offers assistance in the use of some of the computer programs. If students do not possess computer skills, it is highly recommended that they enroll in a computer course prior to admission. For a complete listing of IT services for students click on the IT link: <http://www.liberty.edu/informationtechnology/it-services/index.cfm?PID=21157>

Liberty University's IT Market Place

Software for computer programs, e.g., Microsoft Office, is available for student purchase, at a greatly reduced price, from Liberty University's IT Market Place:

<http://www.liberty.edu/information/services/customer-support/helpdesk/index.cfm?PID=18692>

Technical/Computer Support Services

Students needing technical or computer support can contact the IT Helpdesk through online chat or remote assistance, or by submitting a help ticket: <https://liberty.service-now.com/ess/> To speak with a technician call 888-447-2869 or 434-592-7800. Students may also search IT topics through the self-help L.U.K.E system: <http://www.liberty.edu/index.cfm?PID=22929>

Graduate Writing Expectations and Resources

Scholarly writing skills are expected at the doctoral level. All formal papers and written assignments are to be written in APA style and format according to the latest edition of the Publication Manual of the American Psychological Association (APA). All students are expected to purchase the latest edition of the APA writing manual as a program writing resource. APA manuals may be purchased through the Liberty University Bookstore and are also available from online resources.

The Center for Writing and Languages

The Center for Writing and Languages is home to the Graduate Writing Center (GWC) for residential students and the Graduate & Undergraduate Online Writing Center. The Graduate Writing Center, located in Green Hall, Room 2750, is open Monday-Friday, 9 a.m.-5 p.m. The center offers tutoring services to help students develop skills and competence in the technical aspects of writing. Tutors work with students for an hour, offer suggestions after reviewing writing samples, and teach skills rather than proofread or physically edit the text. Students can reach the GWC by email at graduatewriting@liberty.edu or by phone at (434) 592-4727.

The Graduate & Undergraduate Online Writing Center helps online students identify, understand, and improve their academic writing strengths and weaknesses. There are many tutorials and other resources available on the website for student use:

<http://www.liberty.edu/academics/graduate/writing/index.cfm?PID=11859>

Textbooks

Textbooks required for residential, practicum, and intensive courses can be purchased through Liberty University Barnes and Noble Bookstore. Some books can be rented for use, please check with the bookstore. Textbooks required for online courses can be purchased through MBS direct. Information for all resources can be found on this Graduate School resource link:

<http://www.liberty.edu/academics/graduate/index.cfm?PID=9428>

Scholarly Portal

The Scholarly Portal is a Liberty University DNP Program SharePoint website that provides a platform for students to access the DNP student handbook, resources listings of chair and potential committee members and guidelines for the Scholarly Project. Also each student also has a personal student page that can be used to post and share Scholarly Project documents /proposal to ensure all a platform to

share documents with the Scholarly Project committee members. This link can be shared with the students accessible through this link:

<https://publicsp.liberty.edu/sites/SNursingDissertationPortal/SitePages/Home.aspx>

Campus Security and Automobile Parking

Any vehicle owned or operated on campus must have a current Liberty University parking decal properly displayed on the vehicle. Students can obtain parking decals by registering their vehicles through the Liberty University Police Department.

Liberty University Police Department (LUPD) is located in the southwest corner of Green Hall. They provide 24/7 protection by police, security, and medical service personnel to properties owned or controlled by the university. Campus Security - (434) 592-7641 Non-emergencies - (434) 592-3911 Emergency

Campus Alert System

Liberty University has implemented the Campus Alert System. This system allows all university constituents to receive notification the moment an emergency situation occurs on campus. Messages can be transmitted to cell, home, work phones, or email addresses. Specific notifications for emergency road closures, fires, school closings, and severe weather are also features of this system. To receive emergency notifications, register through your ASIST account. The DNP program recommends all students sign up for the Campus Alert system. This is important for all students attending intensives or classes on campus.

Website: <http://www.liberty.edu/index.cfm?PID=24948>

Flames Pass

The Flames Pass is the official Liberty University ID card. The university has partnered with Higher One to provide the optional OneAccount, an FDIC-insured checking account. If the OneAccount is opened, the Liberty OneCard becomes a debit card and can be used to make purchases anywhere MasterCard is accepted. When the student receives their Liberty OneCard they must 'activate' it and select one of the refund preferences available. Visit the Flames Pass website for more information.

Students can use Flames Cash to print on campus. All resident student book vouchers will be converted into Flames Cash if they are not used by the deadline. Flames Cash is a declining balance account. Any funds deposited into this account can be spent with any participating merchant both on and off campus. Website:

<http://www.liberty.edu/onecard/index.cfm?PID=21386>

Liberty Transit Services

Buses operate more than 150 hours per week, and service is as frequent as every three minutes. Liberty's partnership with the Greater Lynchburg Transit Company (GLTC) to operate the campus transit system allows all current resident students and employees to ride the bus on campus and around Lynchburg free of charge. Liberty Transit also provides a carpool program and free park-and-ride options.

Disability Services

Office of Disability Academic Support (ODAS) <http://www.liberty.edu/index.cfm?PID=12863>

Under the umbrella of the Center for Academic Support and Advising Services (CASAS), the Office of Disability Academic Support was created to coordinate academic support services for Liberty University students with documented disabilities. ODAS offers accommodations such as extended time for test-taking and providing help with note-taking in class. ODAS also provides support for those who are deaf or hard of hearing.

Online ODAS, The Online Office of Disability Academic Support, coordinates support services for online students with documented disabilities. Under Section 504 of the Rehabilitation Act of 1973, the office provides “reasonable” accommodations and creates equal program access to all students. The office works in conjunction with students and faculty to ensure that reasonable accommodations are made for students with documented disabilities.

CPR Certification

All students must maintain American Heart Association (AHA) Basic Life Support for Health Care Providers with AED certification at all times while enrolled in the program. A current AHA CPR card must be on file with CastleBranch at all times. Students who do not hold current CPR certification will not be able to attend practicum and courses. This may result in failure or dismissal from the program.

BLOODBORNE PATHOGENS EXPOSURE CONTROL PLAN

Scope and Application

This Bloodborne Pathogens Exposure Control Plan (ECP) is designed to minimize the potential for occupational exposure to bloodborne pathogens and other potentially infectious materials (referred to as BBP and OPIM), and to provide direction for correctly responding to incidents that may occur in the workplace or in the clinical environment.

Occupational Exposure means reasonably anticipated skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials that may result from the performance of an employee's or nursing student's clinical duties.

Other Potentially Infectious Materials include:

- Semen, vaginal secretions, cerebrospinal fluid, synovial fluid, pleural fluid, pericardial fluid, peritoneal fluid, amniotic fluid, saliva in dental procedures, any body fluid that is visibly contaminated with blood;
- All body fluids in situations where it is difficult or impossible to differentiate between body fluids;
- Any unfixed tissue or organ (other than intact skin) from a human (living or dead);
- HIV-containing cell or tissue cultures, organ cultures, and HIV- or HBV-containing culture medium or other solutions; and
- Blood, organs, or other tissues from experimental animals infected with HIV or HBV.

Liberty University is committed to providing a safe and healthful work/clinical environment for our entire staff and all nursing students. Unprotected exposure to body fluids and OPIM presents the risk of infection from several bloodborne pathogens. Through proper employee/student training, recordkeeping, and engineering controls with adherence to clinical site policy/procedures, we minimize the possibility of infection.

Implementation

The Safety Director is responsible for the implementation and annual review of this Exposure Control Plan (ECP).

Procedure

1.0 Exposure Control Plan (ECP) and Training

A. Employee/student exposure determination:

1. The following employees (including their job type and title) have potential occupational bloodborne pathogen exposure and are hence, included in the ECP:

School of Nursing Work Area	Job Title	Job Description

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- B. The Safety Director is responsible for the implementation and annual review of:
1. Exposure Control Plan (ECP). This will reflect changes in regulations and safety technology.
 2. This will include the selection and review of the use of Personal Protective Equipment (PPE).
 3. Review of engineering controls, e.g., sharps containers, labels, and disposal bags and procedures.
 4. Ensuring that required medical actions are to be performed and documented as needed.
 5. Maintaining employee health and medical records is a vital part of the ECP. All records will be housed at the Human Resource Office (HR).
- C. The Safety Director is responsible for training employees.
1. Training will be provided to all potentially exposed employees and is free and available during work hours.
 2. Employees are encouraged to give feedback on training as well as any issues, risks, and controls and their effectiveness. All feedback will be documented by the Safety Director and reported to HR leadership.
 3. Annual training: Employees and nursing students enrolled in clinical courses that have potential occupational exposure to bloodborne pathogens will receive training on the epidemiology, symptoms, and transmission of bloodborne pathogen diseases. The training program covers, at a minimum, the following elements:
 - a) OSHA bloodborne pathogen standard;
 - b) The Organization ECP and how to obtain a copy;
 - c) Methods for recognizing tasks that may involve exposure to blood and other body fluids and what constitutes an exposure incident;
 - d) Use and limitations of engineering controls, work practices, and PPE;
 - e) Proper PPE types, uses, locations, removal, handling, decontamination, and disposal;
 - f) The basis for PPE selection;
 - g) Bloodborne pathogens, such as, Malaria, Syphilis, Brucellosis, Hepatitis B and C, HIV, Severe Acute Respiratory Syndrome (SARS), and Staph (MRSA) will be communicated;
 - h) Hepatitis B vaccine, including information on its efficacy, safety, method of administration, benefits, and stating that the vaccine will be offered free of charge to applicable staff;
 - i) Appropriate actions to take and persons to contact in an emergency involving blood or other body fluid will be conveyed;
 - j) Procedure to follow if a near miss of an exposure incident occurs, including the method of reporting the incident and the medical follow-up that will be made available;
 - k) Post-exposure evaluation and follow-up that the employer is required to provide for the employee following an exposure incident;
 - l) Signs and labels and/or color coding used at this facility, and
 - m) Interactive question and answer session with the Safety Director

2.0 Post Exposure Follow Up

- A. Ensure initial first aid treatment and response is fully executed by first:

1. Protect yourself or anyone else involved in an exposure response.
 2. Clean the wound by washing injuries with soap.
 3. Flush and irrigate with water any splashes to the nose, mouth, skin or other mucous membranes. Caustics and bleach are not recommended.
 4. Irrigate eyes with clean water, sterile irrigants, or saline solution. Note- There is no scientific evidence that indicates antiseptics or wound squeezing reduces risk of bloodborne pathogen transmission.
 5. Secure necessary medical attention appropriate to the incident immediately.
 6. Make a prompt report of the incident to your manager.
 7. All near misses as well as incidents are to be reported in writing to the Safety Director.
- B. Post exposure follow up will be conducted by the Safety Director immediately following an incident to determine:
1. Engineering controls in use at the time and their effectiveness: type and brand of device being used.
 2. Work practices being followed at the time and their effectiveness.
 3. Protective equipment and clothing being used at the time and their effectiveness.
 4. Location of the incident.
 5. Procedure(s) being performed.
 6. Level of the exposed-employee's training.
 7. Effectiveness of Safety Observations conducted through the Behavior Based Safety applications.
- C. The Medical Review Officer will conduct a medical evaluation immediately following initial first aid:
1. Document the routes of exposure and how the exposure occurred.
 2. Identify and document the source-individual (unless identification is infeasible or prohibited by law).
 3. After obtaining consent, arrange to have the source-individual tested to determine HIV, HCV, SARS, and HBV infectivity. Document that the source-individual's test results were conveyed to the employee's health care provider.
 4. If the source-individual is already known to be HIV, HCV, SARS, or HBV positive, new testing need not be performed.
 5. Assure that the exposed-employee is provided with the source-individual's test results and with information about applicable disclosure laws regarding the identity and infectious status of the source-individual.
 6. After obtaining consent, immediately send exposed-employee for blood collection and test blood for HBV and HIV serological status.
 7. If the exposed-employee does not give consent for HIV serological testing during collection of blood for baseline testing, preserve the baseline blood sample for at least 90 days. If the exposed-employee elects to have the baseline sample tested during this waiting period, perform testing as soon as feasible.
- D. The Safety Director will provide to the testing facility the needed information relating to the incident and the individuals involved.

3.0 Record keeping requires both training and medical records are maintained

- A. Training records are maintained by the Human Resources Office for each employee:
 - 1. Training documentation requirements:
 - a) Training session dates.
 - b) Training subject.
 - c) Training instructor name and qualifications.
 - d) Names of all employee attendees.
 - e) All records of training and in-services are to be retained in the Training Track application of the Risk Management Center.
- B. Training records will be available to employees, from the Safety Manager, upon request and within 15 working days. Nursing student clinical training records will become part of the student file, available upon request and within 15 working days.
- C. Medical records are maintained by the Human Resources Office for each employee:
 - 1. Records are kept confidential.
 - 2. Records are maintained for at least the duration of employment plus 30 years.
 - 3. Training records are available to employees, from the Safety Manger, upon request and within 15 working days.
- D. Sharp's injury log requirements:
 - 1. All exposure incidents will be evaluated to determine if they trigger OSHA's recordkeeping requirements and if so the incident and recordable is to be loaded to the Incident Track application of the Risk Management Center.
 - 2. All percutaneous injuries from contaminated sharps will be recorded in the Sharps Injury Log. Records will include at least:
 - a) Date of the injury.
 - b) Type and brand of the device involved (syringe, suture needle).
 - c) School of Nursing or work area where the incident occurred.
 - d) Explanation of how the incident occurred.
 - 3. This log is reviewed as part of the annual program evaluation and maintained for at least five years following the end of the calendar year covered:
 - a) If a copy of the report is requested, it will have all personal identifiers removed.

4.0 Universal Precautions

- A. This is an approach to infection control.
- B. According to the concept of Universal Precautions, all human blood and certain human body fluids are treated as if known to be infectious for HIV, HBV, and other bloodborne pathogens.
 - 1. All staff are to observe Universal Precautions to prevent contact with blood or other potentially infectious materials (OPIM).
 - a) Under circumstances in which differentiation between body fluid types is difficult or impossible, all body fluids shall be considered potentially infectious materials.

- b) Treat all blood and other potentially infectious materials with appropriate precautions such as use of impermeable gloves, masks, and gowns if blood or OPIM exposure is anticipated.
 - c) Use specified engineering and work practice controls to limit exposure.
- C. The Center for Disease Control (CDC) recommends Standard Precautions for the care of all patients, regardless of their diagnosis or presumed infection status.
- 1. Standard Precautions apply to:
 - a) Blood
 - b) All body fluids, secretions, and excretions, *except sweat*, regardless of whether or not they contain visible blood
 - c) Non-intact skin
 - d) Mucous membranes
 - 2. Standard precautions are designed to reduce the risk of transmission of microorganisms from both recognized and unrecognized sources of infection in hospitals.
 - 3. Standard precautions include the use of:
 - a) Hand washing
 - b) Appropriate personal protective equipment whenever touching or exposure to patients' body fluids is anticipated, such as:
 - gloves
 - gowns
 - masks
- D. Transmission-Based Precautions (i.e., Airborne Precautions, Droplet Precautions, and Contact Precautions), are recommended to provide additional precautions beyond Standard Precautions to interrupt transmission of pathogens in hospitals.
- 1. Transmission-based precautions can be used for patients with known or suspected to be infected or colonized with epidemiologically important pathogens that can be transmitted by airborne or droplet transmission or by contact with dry skin or contaminated surfaces.
 - 2. These precautions should be used in addition to standard precautions:
 - a) Airborne Precautions used for infections spread in small particles in the air such as chicken pox.
 - b) Droplet Precautions used for infections spread in large droplets by coughing, talking, or sneezing such as influenza.
 - c) Contact Precautions used for infections spread by skin to skin contact or contact with other surfaces such as herpes simplex virus.
 - d) Airborne Precautions, Droplet Precautions, and Contact Precautions may be combined for diseases that have multiple routes of transmission. When used either singularly or in combination, they are to be used in addition to Standard Precautions.
- E. Needle sticks and Other Sharps Injuries:
- 1. Incidents involving sharps occur most often in medical facilities and with medical provider personnel, (e.g., nurses and CNA's).
 - 2. Injuries are due to unsafe needles, sharps, sharps containers that allow hands or fingers to

- enter the container, and their unsafe handling.
3. Potential health hazards include exposure to blood borne pathogens.
 4. Work practice controls for reducing exposure potential are in place based on the following exposures and include:
 - a) Exposure: Contact with fluids during first aid treatment
 - Control: Latex gloves, safety glasses with side shields, or goggles, CPR mask
 - b) Exposure: Handling sharps, blades, needles, etc.
 - Control:
 - Only dispose of sharps in mailbox style (or other design that prevents hands or fingers from entering receptacle) **immediately** after use.
 - Never use your fingers to push into a container.
 - Never push on bags or other non-sharps designated container.
 - Use only self-capping needles.
 - Don't break contaminated sharps.
 - **NEVER** Recap, remove or bend needles and sharps unless this is specifically required procedurally!
 - c) Exposure: CPR and stomach contents
 - Control: CPR mask
 - d) Exposure: Body fluid spills
 - Control: Cleanup using latex gloves and approved disinfectant.
 - Control: Engineering controls for reducing exposure potential are in place based on the following exposures and include:
 - e) Exposure: Contaminated sharps, blades, needles
 - Control: Provide approved sharps disposal containers as noted above.
 - Control: Keep containers close and accessible to areas where needles or sharps are found and used.

F. Container requirements for regulated waste:

1. Will be leak proof, closeable, and puncture resistant.
2. Will not contain loose sharps!
3. Disposable items such as gauze, towels, cotton products, gloves, and masks will be placed in appropriate waste containers.
4. Will not be overfilled and will be stored upright.
5. Will be handled only by ECP trained and authorized staff.
6. Labeling and signage:
 - a) Bio-hazardous waste container will be red in color.
 - b) Are labeled with the biohazard symbol:



- c) Will have fluorescent orange label lettering.
- d) Individual containers do not have to be labeled if they are in a larger, properly labeled, container for shipping.

- G. Housekeeping to ensure prevention of exposure to bloodborne pathogens;
 - 1. Use spray/wipe/spray technique on all touch and splash surfaces. An EPA registered surface disinfectant will be provided to apply to the surfaces to be cleaned.
 - 2. A second coat will be applied to these same surfaces and allowed to remain in a moist state for the recommended time as per product instructions.
 - 3. Although the areas should remain moist, they should not be dripping wet.

5.0 Personal Protective Equipment (PPE)

A. Availability to employees:

- 1. All equipment is provided at no cost to employees.
- 2. PPE supplies are provided by the applicable School of Nursing work area.
- 3. PPE training is provided by the applicable School of Nursing work area.
- 4. All PPE to be worn shall be based on a Hazard Assessment done for the tasks and exposures present. The Job Hazard Analysis application in the Risk Management Center can be used for creating these documents. The following information is to be captured, used in training staff and clinical nursing students and its use evaluated using the Safety Observation application in the Risk Management Center.

School of Nursing Work Area	Job Title/Type	Exposure	PPE Equipment

B. Types PPE available to employees:

- 1. Masks in combination with eye protection devices, such as goggles or glasses with solid side shields, or chin-length face shields, shall be worn whenever splashes, spray, spatter, or droplets of blood or other potentially infectious materials may be generated and eye, nose, or mouth contamination can be reasonably anticipated.
- 2. Appropriate protective clothing such as, but not limited to, gowns, aprons, lab coats, clinic jackets, or similar outer garments shall be worn in occupational exposure situations.
 - a) The type and characteristics will depend upon the task and degree of exposure anticipated.
 - b) Surgical caps or hoods and/or shoe covers or boots shall be worn in instances when gross contamination can reasonably be anticipated (e.g., autopsies, orthopedic surgery).

C. Handling precautions:

- 1. Wash hands with antiseptic soap immediately after removing gloves or other PPE.
- 2. Wear gloves specified on your hazard assessment when there is any potential for hand contact with body fluids or OPIM and when handling or touching contaminated items. Replace gloves

- if torn, punctured, or contaminated.
3. Wear appropriate face and eye protection, gowns, aprons, lab coats, clinic jackets, or similar outer garments specified on your hazard assessment when splashes, sprays, spatters, or droplets of body fluids pose a hazard to the eyes, nose, or mouth.
 4. Remove PPE after it becomes contaminated and before leaving the work area and dispose of ONLY in properly labeled and designated containers.
 5. Remove any garment contaminated by body fluids in such a way as to avoid contact with the outer surfaces.
- D. Maintenance and care of equipment;
1. Used PPE will be disposed of ONLY in properly labeled and designated containers.
 2. PPE will be disposed of in designated containers for cleaning or disposition.
 3. Never clean and reuse contaminated disposable gloves.
 4. PPE to be reused will be cleaned after every use.
 5. Cleaning will be recorded on the organization's preventive maintenance schedule.
- E. Latex allergies can result from sensitivity to latex gloves. Alternate materials are available and must be worn by clinical nursing students both in the nursing labs and in acute and community settings. The applicable School of Nursing work area will provide appropriate gloves for the given risk specified on your hazard assessment.

6.0 Release and Waiver for Bloodborne Pathogens Exposure Control Plan

A. Contact by Liberty University

By enrolling in the nursing program, students provide their consent to be contacted by Liberty University by telephone and email regarding the nursing program and other programs and services offered by Liberty University.

B. Release of Confidential Information

Student hereby authorizes Liberty University to release information about him or her to his or her clinical study site, and student waives any right of confidentiality afforded him or her by the Family Education Rights and Privacy Act regarding such information.

C. Indemnity

Student hereby releases, waives his or her right to recover against, and agrees to indemnify, defend, and hold harmless Liberty University, and all of its operators, and parent, subsidiary and related entities, and its and their respective officers, directors, employees, agents, servants and insurers from and for any and all claims or causes of action for any losses, damages, property damage, property loss or theft, costs, expenses (including attorney's fees and opinion witness fees), complaints, personal injury, death or other loss arising from or relating in any way to student's participation in practicum study, including, without limitation, his or her travel to, from and during the practicum study, and wrongful acts of others that are harmful to student.

D. Waiver

Student hereby waives any and all claims that may arise against Liberty University, and all of its operators, and parent, subsidiary and related entities, and its and their respective officers, directors, employees, agents, servants and insurers as a result of or in any way related to student's participation in the nursing program, including, without limitation, students travel to, from and during the clinical study, and wrongful acts of others that are harmful to student, including but not limited to claims alleging negligence, gross negligence, and/or willful and wanton bad acts.

E. Covenant Not To Sue

Student promises and agrees that he or she will not sue Liberty University, or any of its operators, or parent, subsidiary and related entities, or its or their respective officers, directors, employees, agents, servants, and insurers for any damages, losses, claims, causes of action, suits, demands, costs, complaints, including those resulting from my illness, injury, and /or death, released and waived in the two preceding paragraphs. The undersigned student further agrees that Liberty University may plead this agreement as a full and complete defense to any suit brought in violation of this promise.

F. Agreements Not Limited by Actions of Liberty University

The agreements and obligations under the three preceding paragraphs shall not be limited or reduced in any way because any of the losses, damages, property damage, property loss or theft, costs, complaints, personal injury, death or other loss, including those resulting from the undersigned's illness, injury, and/or death, arise or result, in whole or in part, from the negligence of, or breach of any express or implied warranty or duty by Liberty University, or any of its operators, or parent, subsidiary and related entities, or its or their respective officers, directors, employees, agents, servants, and insurers.

Name: _____

Signed: _____ Date: _____

Illnesses

1.0 Hepatitis B Virus

- A. Defined: Inflammation of the liver that can lead to liver damage and death.
 - 1. It is more transmissible than HIV.
 - 2. Infection risk is 6% to 30% for a needle-stick.
 - 3. 50% of infected people don't know they have it.
 - 4. The virus can survive for 1 week in dried blood.

- B. Our organization will provide the vaccination for employees that are exposed to blood.
 - 1. The Safety Director/ School of Nursing Supervisor will provide training to employees on hepatitis B vaccinations that addresses:
 - a) Methods of administration and availability.
 - b) Safety: Hepatitis B vaccine and HBIG are considered safe.
 - c) Benefits: Hepatitis B vaccine and HBIG can prevent bloodborne virus infection following occupational exposure.
 - d) Efficacy: Hepatitis B vaccine and HBIG are approved by the FDA.
 - e) Timing following exposure - Preferably within 24 hours, but not later than 7 days.
 - 2. The hepatitis B vaccination series is available to all exposed employees at no cost to them after initial employee training and within ten days of initial assignment. Vaccination is encouraged unless:
 - a) Documentation exists showing the employee has previously received the series.
 - b) Antibody testing reveals that the employee is immune.
 - c) Medical evaluation shows that vaccination is contra-indicated.
 - 3. Employees may decline the vaccination.
 - a) The declining employee will sign a copy of the Declination form (attached).
 - b) Completed Declination forms are kept by the Human Resource Department.
 - 4. Written report will be provided to the employee.
 - a) Within fifteen days following the completion of the medical evaluation a copy of the health care professional's written report will be provided.
 - b) The report will be limited to two situations.
 - If the employee requires the hepatitis vaccine.
 - If the vaccine was administered.
 - 5. Post vaccination:
 - a) Workers should be tested 1 to 2 months following the vaccine series to ensure that sufficient immunity to HBV is provided.

2.0 Hepatitis C Virus (HCV)

- A. Hepatitis C is the most chronic bloodborne infection in the U.S.
 - 1. Needle sticks are the most common cause of infection.
 - 2. Infection rate is 1.8% from needle-stick occurrences.
 - 3. Typically there are no symptoms.
 - 4. Chronic infection can develop, which could lead to liver disease.
 - 5. There is no vaccination for HCV.

- B. The organization will offer employees a medical evaluation if they are involved in an incident where there was an exposure. A confidential medical evaluation is required after an exposure.

3.0 Human Immunodeficiency Virus (HIV)

- A. HIV has been reported to occur from skin contact and splashes in the mucous membranes. But the most common cause is from needle sticks and cuts.
 - 1. Infection rate is 0.3%, or 1 in 3000 cases.
- B. Check with the organization about providing post-exposure prophylaxis for HIV to employees who were involved in an exposure incident.
 - 1. Be aware that prescription drugs may reduce side effects but still have side effects.
 - 2. A confidential medical evaluation is required after an exposure.
 - 3. Treatment should begin as soon as possible, preferable within hours.
 - 4. The worker should discuss treatment risks and side effects with their physician.
 - 5. These drugs are FDA approved for treatment of existing infection only.

4.0 Severe Acute Respiratory Syndrome (SARS)

- A. SARS defined:
 - 1. Viral respiratory illness that begins with a high fever and leads to other symptoms, e.g. headache, feeling of discomfort, body aches, chills, diarrhea.
 - 2. SARS patients may develop a dry unproductive cough at about 2-7 days later.
 - 3. Most patients develop pneumonia.
 - 4. Incubation periods can vary. In some cases it could take up to 10 days to feel sick. In rare cases it has been reported to take as long as 14 days.
- B. Spread of SARS:
 - 1. Person to person contact
 - a) Droplet spread from infected persons who cough or sneeze in a 3 feet vicinity.
 - b) Touching a contaminated surface and then touching your nose, mouth, or eyes.
 - c) Close contact with respiratory secretions or body fluids from infected people through kissing, sharing food, utensils, close conversation within 3 feet, physical examination etc.
- C. Protecting against the spread of SARS:
 - 1. Frequent hand washing with soap and water.
 - 2. Avoid touching your mouth, nose and eyes with unclean hands.
 - 3. Cover the nose and mouth when coughing or sneezing.
 - 4. SARS patients are generally most contagious when they are feeling symptoms. And this is usually in the 2nd week.
 - 5. The Center for Disease Control recommends persons with SARS limit their interactions outside the home until 10 days after their fever has gone away and respiratory symptoms have normalized.
- D. Medical treatment for SARS:
 - 1. Treatment is the same as that used for any serious atypical pneumonia.

NURSING HONOR CODE AND HONOR COUNCIL

This document is not intended and shall not be used to limit the authority of Liberty University or any disciplinary body therein.

Section 1: Background

Section 1.1: Statement of Purpose

The Honor Code is based upon the premise that a Christ centered University must be dedicated to the formation of Champions of Christ. Such champions are, at least in part, individuals dedicated to conducting their lives in a way that honors the Lord. In partnership with Liberty University, the Mission of the School of Nursing is to prepare professional nurses to be the hands and feet of Christ to a lost and hurting world. In order to achieve this mission, the School of Nursing has instituted an Honor Council that will hold students accountable to their faculty, peers and colleagues. The Honor Council consists of those nursing students and faculty members authorized by the School of Nursing to determine whether a student has violated the Honor Code and to recommend sanctions that may be imposed if they determine a violation has occurred.

Under the Honor Code of the School of Nursing, it is expected that the students will conduct themselves in such a manner as to bring honor to the Lord, to Liberty University, to the School of Nursing and to themselves. Acts of cheating, stealing, furnishing false information, unprofessional conduct and compromise to patient safety are violations of the Honor Code and will not be tolerated.

Section 1.2: Scope of Application

The Honor Code applies to all nursing students in the residential BSN and DNP/FNP programs. It applies to conduct in the classroom and in clinical settings, as well as to personal conduct on and off the Liberty University campus.

Each member of the nursing student body, faculty and staff is responsible for upholding and enforcing the Honor Code. Knowledge of an offense and failure to timely and appropriately report it constitutes an Honor Code violation.

Section 2: Honor Code

Liberty University has always sought to impact the world by producing Champions for Christ. Honor, integrity, positive testimony and professionalism are viewed by the School of Nursing as essential elements to successful completion of nursing programs. Liberty University graduates, who practice in the profession of nursing, are widely recognized as demonstrating excellence in clinical skills, work ethic and leadership. In recognition of this rich heritage and in order to assure that current students will continue to benefit from this legacy, the Honor Code has been formed and the Honor Council has been established.

Section 3: Standards of Conduct

The following constitute the standards of conduct expected by the School of Nursing and its faculty together with references to foundational value statements for such standards:

1. Truthfulness will permeate each written and spoken word (Proverbs 3:3). Honesty and trustworthiness in all transactions and acts will be a hallmark of the student and will contribute to a community characterized by mutual trust (Hebrews 13:8). By doing so, the student will not

knowingly become a stumbling block to fellow believers or squelch the work of the holy Spirit with nonbelievers (Luke 17:2).

2. Encourage fellow students to achieve excellence without compromising integrity or assisting another student in compromising their integrity to achieve a higher grade. Plagiarism, in any form, will not be tolerated. Plagiarism occurs when one uses the words of another, rephrasing of another's work, or inappropriately citing work so that the implication is that the words are the student's original work. Knowledge of appropriate APA formatting is the responsibility of the each student. Work will be conducted independently, unless otherwise specified by the faculty.
3. Respect all persons and honor their ownership of work and possessions so as to protect personal integrity (1 Peter 3:1-2). To take anything without permission is a violation of trust and an affront to the owner.
4. Guard all words and deeds and uphold professional conduct. Professionalism is an aspect of the education process and should be exhibited at increasing levels consistent with the student's present educational level throughout the educational experience. The student will take instruction and correction in a respectful, Christian spirit.
5. Protect the safety of all patients, peers and colleagues. This includes paying careful attention to the accepted medical standards and the protocols of each hospital or other clinical setting. Illegal actions, impaired performance or any other serious infraction of corporate compliance and institutional policies and procedures in the clinical setting is prohibited.

Section 4: Infractions

Infractions of the Honor Code include 1) furnishing false information, 2) cheating, 3) stealing, 4) unprofessional behavior, and 5) compromise of safety of others. Each of these is described as below. Nursing students are responsible for learning the Honor Code and ignorance of its provisions is not an excuse for violations.

1. Furnishing false information is the intentional mis-statement of facts with the purpose of misleading others. Furnishing false information is a violation of the Honor Code whether it is in verbal, electronic or written form. Some areas of furnishing false information that violate the Honor Code include, but are not limited to: a) furnishing false information to fellow students, b) furnishing false information in the classroom in regard to ownership of work, circumstances for extensions, completion of clinical preparation in or out of the learning laboratory, c) furnishing false information in a clinical setting in regard to documentation, completion of work or taking ownership of errors of omission or commission, and d) furnishing false information on campus in regard to student status.
2. Cheating is the act of taking the work or ideas of another, sharing content of evaluation materials, or the preparation of work in a compromising fashion In order to gain an unfair advantage. It includes, but is not limited to the following: a) the act of plagiarism, b) the giving or receiving unauthorized assistance on a paper, project, quiz or test, c) collaboration with another student on any graded work that is not designated by the professor as a group project, d) the use of unauthorized materials, tools, or devices to complete an assignment or a test, e) disclosing test content, either in the form of specific test questions or areas of information to study in preparation for a test, or f) the act of manipulation of the timetable for a test, project, or assignment in order to obtain additional time for completion.

3. Stealing is the attempted or actual theft and/or damage to property of a member of the Liberty University community, of Liberty University, or of another person, government or entity on or off campus. Theft is the act of taking or appropriating the property of another without consent or permission of the rightful owner or possessor. Theft includes, but is not limited to the following:
 - a) the unauthorized removal of materials, supplies, or equipment from the lab, nursing offices, faculty offices, or classrooms, or
 - b) the unauthorized taking of material possessions, ideas, or works of another.
4. Unprofessional behavior is oral or written communication, whether personally delivered, posted or sent, including through email and social media, that would demean the faculty, student(s), the University, the School of Nursing, or the profession of nursing, whether in or out of the clinical setting. Such behavior includes, but is not limited to the following:
 - a) addressing one in a position of authority, a patient, or a family member, without using the appropriate title (i.e., Dr., Mrs., Ms., Mr.),
 - b) participating in a conversation or activity that would bring one's integrity into question or compromise one's good reputation, or failing to promptly remove oneself from the area of such conversation or activity
 - c) failing to dress according to the Liberty Way while on campus or according to the Student handbook/Course Syllabus in the clinical setting,
 - d) insubordination,
 - e) failing to document accurately in an effort to minimize or to cover up an error or omission of professional duty in the clinical area,
 - f) publishing information that leads to identification of patient information on cellular devices, social media or other sources of media,
 - g) making threatening, harassing, profane, obscene, sexually explicit, racially derogatory, comments condemning homosexuals or other seriously offensive comments directed at another person or persons,
 - h) failure to consistently demonstrate any of the Essential Attributes for nursing as defined by the School of Nursing, or failure to timely report a known violation of the Honor Code appropriately.
5. Not following email/netiquette guidelines.
6. Compromise of safety to others is a disregard for medical protocol, an illegal action, impaired performance or any other serious infraction of corporate compliance and/or institutional policies and procedures that may tend to compromise patient, peer and colleague safety. Such behaviors include but are not limited to a) medication errors, b) practicing while under the influence of alcohol, tobacco or any other drug that could compromise individual cognition or patient care, and c) being unprepared for clinical experiences.

Section 5: Rights and Duties

Section 5.1: Rights of the accused

1. A right to be sufficiently apprised in writing of the charges to be able to prepare a defense.
2. A right to ask for, and have appointed, a member of the Council as a procedural advisor prior to the hearing, which member shall not participate in Council deliberations regarding the accused.
3. A right to have all aspects of the process remain confidential, except where disclosures are required by law or University procedure.

4. A right to a fair and impartial hearing.
5. A right to have at least 48 hours to prepare a defense.
6. A right to a separate hearing if more than one individual is accused.
7. A right to continue to attend classes until the hearing and proceedings are completed.
8. A right to a private reading of the results without the complainant or witnesses present.
9. A right to summon character witnesses on one's behalf.
10. A right to confront and question witnesses.
11. A right to present evidence on one's behalf.
12. A right to make opening and closing remarks before and after presentation of evidence.
13. A right to be presumed innocent until factual evidence proves otherwise.
14. A right to a closed hearing.
15. A right to an appeal through the University process as outlined in the Student Handbook.

Section 5.2: Duties of the accused

1. To cooperate fully in all aspects of the hearing.
2. To answer fully and honestly all relevant questions. (There is no right of the accused to remain silent.)

Section 5.3 Rights and duties of the complainant

1. A right and duty to keep all aspects of the charge(s) and hearing in confidence, except where disclosures are required by law or University procedure.
2. A right and duty to attend the hearing.
3. A right and duty to testify fully and honestly.

Section 5.4: Rights and duties of witnesses

1. A duty to keep all aspects of the charge(s) and hearing in confidence, except where disclosures are required by law or University procedure.
2. A duty to attend the hearing.
3. A duty to testify fully and honestly.
4. A right to not receive repercussions from the accused or his or her representatives for bearing witness.

Section 5.5: Rights and duties of the Honor Council

1. A duty to treat each participant in the hearing fairly.
2. A duty to maintain confidentiality, except where disclosures are required by law or University procedure.

Section 6: Operational procedures and protocols for code enforcement

Psalm 119:66 Teach me good judgment and knowledge...

The Honor Council will operate upon the ethical principles of veracity (truth), fidelity (loyalty to the duty of nursing), confidentiality and autonomy. The Honor Council may develop operating procedures and protocols based on Biblical principles and professional standards of conduct in carrying out its function. Such operating procedures and protocols will apply in matters of reporting, investigating incidents, determining sanctions and deciding appeals.

Section 7: Reporting and investigating Honor Code violations

In recognition of the high standards of a Christ-centered University community, it is the responsibility of each member of the nursing student body, faculty and staff to report any offense or violation of the Honor Code as described below. Failure to timely report a known violation of the honor code to the appropriate party compromises the integrity of the nursing program and constitutes a violation of the Honor Code.

Section 7.1: Reporting a violation of the Honor Code

1. If a student believes a fellow student has violated the Honor Code, he/she has a duty to confront the student believed to be in violation personally in a Biblical and professional manner as described below. If a student files a self-report to the Honor Council, it will be viewed as an act of cooperation with the Honor Council and will be taken into account in determining whether or not to sanction the student and the level of severity of any sanction, if the Honor Council determines the reported conduct actually constitutes a violation.
 - a. The student shall report the incident immediately to the classroom/clinical professor. If the conduct is not connected to any particular class, the student shall report the incident immediately to Dr. Tonia Kennedy. The instructor or Dr. Deanna Britt and the complainant will speak with the accused regarding the alleged violation, providing evidence of the behaviors in question alleged to be a breach of the Honor Code.
 - b. They shall further request an explanation from the student regarding the alleged violation.
 - c. The accused student has the right to discuss the matter by providing an explanation or to decline to discuss the matter at that time.
 - d. If the explanation is sufficient to conclude no violation occurred, the faculty member may drop the matter. If the student declines to discuss the matter or provides insufficient explanation, a written report must be submitted by the faculty member or student to the Honor Council within 24 hours, or in the event that would involve a weekend or school break, on the next day classes are in session.
 - e. The accused student has the right to report himself or herself in writing to the Honor Council within 24 hours, or in the event that would involve a weekend or school break, on the next day classes are in session.

2. If a faculty member (whether instructor, professor or administrator) believes a student has violated the Honor Code, he/she has a duty to confront the student personally in a Biblical and professional manner as described below. The Honor Council recommends that the confrontation of the accused involve the faculty member, the accused and a non-biased faculty member.
 - a. The faculty member shall confront the student with the alleged violation, providing evidence of behaviors in question alleged to be a breach of the Honor Code.
 - b. The faculty member shall further request an explanation from the student regarding the alleged violation.
 - c. The accused student has the right to discuss the matter by providing an explanation or to decline to discuss the matter at that time.
 - d. If the explanation is sufficient to conclude no violation occurred, the faculty members may agree to drop the matter. If the student declines to discuss the matter or provides insufficient explanation, a written report must be submitted by the

accusing faulty member to the Honor Council within 24 hours, or in the event that would involve a weekend or school break, on the next day classes are in session.

- e. The accused student has the right to report himself or herself to the Honor Council within 24 hours, or in the event that would involve a weekend or school break, the next day classes are in session.
3. Investigating a report.
 - a. The written report (including any self-report) must contain the date, time of the alleged breach of the Honor Code, the names of the complainant(s) and the accused, the names of any witnesses, the location of the incident(s), and a description of the alleged Honor Code violation. The report must state the facts, not opinions or conclusions not supported by stated facts. The report may be supplemented with supporting documents or other tangible things.
 - b. After a written report is received, the Honor Council Chief Justice shall call the Honor Council together within 48 hours to review the report. If the evidence provided in the report indicates a need for an Honor Council meeting, the accused student will be notified of the meeting purpose, agenda, time and date.
 - c. The Honor Council will meet with the accused and present the report detailing information and facts on the assigned meeting day and time. The accused will be given an opportunity to admit to any Honor Code violations or to request a hearing to defend against any alleged violations or both. The Honor Council will then determine how to proceed and if a hearing is set for the presentation of additional evidence regarding whether a violation occurred, the appropriate sanction or both. If a hearing is set, the Chief Justice of the Honor Council shall ask the accused student if he or she desires to ask for a member of the Council to be appointed as a procedural advisor prior to the hearing. If the accused student so requests, the appointed Honor Council member shall not participate in Council deliberations regarding the accused. It is the duty of the Honor Council to determine if enough information has been presented to warrant proceeding to a hearing. If the report and any admissions by the accused do not support proceeding to a hearing, the Council may: 1.) drop the charges with no report being placed in the accused student's file but with the original report being maintained as a matter of record in the Honor Council's files together with a notation of the Council's determination on the matter; or 2.) accept an admission of violation by the accused student, determine there is no need for additional evidence to determine the appropriate sanction, and convert the meeting to a the sanctions hearing described in Section 8, below. The Honor Council shall maintain the report as a matter of record in the Honor Council's files.

Section 8: Conduct of a Hearing

If a hearing is set, the Honor Council will provide written notice via email of the date, time and location of the hearing to the complainant or reporting party, to the witnesses and to the accused student. The notices shall also reference the parties' rights and duties with regard to the hearing. The accused may desire witnesses who were not in the report to attend the hearing. If such witnesses are part of the School of Nursing, the accused may ask the Chief Justice to provide them a notice to appear. If such witnesses are not part of the School of Nursing, the accused may ask the Chief Justice to request their presence in writing but it is ultimately the responsibility of the accused to obtain the cooperation

and appearance of any such non-affiliated witnesses.

- a. The Chief justice will call together the Honor Council and conduct the hearing. The hearings will be conducted on Tuesday, Wednesday or Thursday afternoons as needed.
- b. Hearings shall be conducted by the Chief Justice (a member of the nursing faculty) and the Honor Council justices, which will consist of two faculty members and two nursing students.
- c. One Honor Council justice will be appointed by the Chief Justice to act as secretary and record all proceedings.
- d. The Honor Council hearings are closed to outside parties, unless the accused gives up their right to a private Honor Council hearing and agrees to an open forum.
- e. The accused student and the complainant (or reporting party) may challenge any member of the honor Council for bias if they believe he or she cannot be fair in the Honor Council hearing. The Chief Justice will rule on all such challenges.
- f. Honor Council hearings are confidential and all justices of the Honor Council must respect and abide by this ruling. Any breach of confidentiality will warrant expulsion from the Honor Council and may result in other sanctions.
- g. The Chief justice will ask the accused and all parties/ witnesses to truthfully and fully present the case. The order of presentation will be an opening statement either from the report or by the complainant (or reporting party), if present, then an opening statement by the accused, then presentation of evidence against the accused, then evidence presented by the accused, then rebuttal witnesses (if necessary but not for repetition or emphasis of previously presented evidence), a closing statement by the accused, then a closing statement by the complainant (or reporting party), if present. Formal rules of evidence do not apply to Honor Council hearings. Upon completion of these presentations, a decision will be made.
- h. To secure a decision which finds the accused responsible for an Honor Code violation, the accused must be found responsible beyond reasonable doubt by four of the five justices (or in case any justices have recused themselves or been removed for bias and not replaced, found responsible by three of four justices, or by two of three justices). The Chief justice will vote in case of a tie if the Honor Council has an odd number of justices but will vote on all matters if the Honor Council has an even number of justices.
- i. If responsibility for an Honor Code violation has been determined as required above, the Honor Council will proceed to a sanction hearing. After giving the complainant (or reporting party), if present, and the accused an opportunity to make recommendations to the Council on sanctions and present any additional evidence relating to sanctions, the Chief Justice will ask all parties other than the Honor Council to leave the Honor Council hearing room so that the members of the Honor Council may determine the sanction to be imposed in the case. The Honor Council may defer this private meeting to a later time, but must reconvene within 72 hours or the following day of classes if a weekend or school break is involved, to conclude the sanction hearing. The Honor Council sanction discussions will be private.
- j. If the accused is not determined to be responsible for an Honor Code violation, the Honor Council will render a decision for the accused without any report being placed

in the accused student's file but with the original report being maintained as a matter or record in the Honor Council's files together with a notation of the verdict.

- k. After a sanction hearing has concluded, the Honor Council Chief Justice will complete a written report which included the decision against the accused student, the sanction imposed, and the evidence for the decision and sanction. A copy of the report will be placed in the accused student's file and furnished to the Dean of the School of Nursing and the Dean of Student Conduct. The student will be formally informed of decision and the sanction through email from the Honor Council Chief Justice.

Section 9: Sanctions

If an Honor Code violation has occurred, the Honor Council shall deliberate concerning sanctions. Sanctions may range from a verbal or written warning, grade penalty for an assignment or course failure to dismissal from the nursing program. Sanctions may also include obligations of the student for making apologies, making restitution, community service, and other measures tailored to the violation and/or making amends. The Office of Student Affairs may levy additional sanctions which may include reprimands, and other disciplinary actions including dismissal from Liberty University.

Section 10: Post decision review and appeals

A student may appeal the decision of the Honor Council to the Honor Council in writing within 5 working days and may request a new full hearing or a new sanctions hearing. Additional evidence or evidence of a breach of hearing proceedings must support any request for an appeal. The Honor Council will decide if a new hearing is warranted. If a new hearing is warranted, the Honor Council will establish a date for the new hearing and provide written notice of it within ten working days from the date of receipt of the student's appeal. The new hearing need not occur within that 10 day period, however.

Section 11: Appointment of the Honor Council

The Dean of the School of Nursing will appoint the Honor Council Faculty Justices. The Honor Council will consist of a total of 4 justices, with one faculty member serving as the Chief Justice for a total of 5 members present. In addition, the Chair of the School of Nursing will serve on the Council in a non-voting Ex Officio role except in cases of a violation report submitted by a faculty justice or case in which any justices have recused themselves or been removed for bias. In that event, the nursing School of Nursing Chair will vote.

Student justices will be representatives of the junior and senior levels of the Bachelor of Science nursing classes. Faculty selections will take place each August, and the representatives will hold their position throughout the school year ending in May. Summer school students will be selected by the faculty in May to serve for a term of one summer. In the event a nursing student cannot fulfill his or her obligations to the Honor Council, the faculty will select another student as soon as possible.

Faculty Justices will serve for terms of 2 years. Once a faculty member completes a two year term, she or he is eligible for election as Chief Justice by vote of the Faculty Justices. The Chief Justice term is one year and the same faculty member may not serve consecutive terms as Chief Justice. The first Chief Justice however will be elected by the Faculty Justices to serve a 2 year term. In the event a Faculty Justice cannot fulfill his or her obligations and duties for the designated time period, a new faculty justice will be appointed as soon as possible by the School of Nursing Dean to replace that Justice and fulfill the remainder of that Justice's term. The LUO Online Student Code of Honor and appeal process applies to

Liberty University School of Nursing Statement of Essential Attributes

Students of nursing have a responsibility to society in learning the academic theory and clinical skills needed to provide nursing care. The clinical setting presents unique challenges and responsibilities while caring for human beings in a variety of health care environments. This Statement of Essential Attributes is based on an understanding that practicing nursing as a student necessarily involves an agreement to uphold the trust which society has placed in us (ANA Code of Ethics for Nursing Students, 2001). The following statements are standard that comprise four core essential student nursing competencies. In addition to academic qualifications, the Liberty University School of Nursing considers the ability to consistently demonstrate these personal and professional attributes essential for entrance to, continuation in and graduation from its nursing degree programs.

Physical Attributes

Nursing students must possess sufficient motor and sensory skills to provide safe nursing care and participate in the classroom and clinical experiences deemed necessary to meet both professional nursing practice standards and academic nursing program standards. Students must be able to:

- (Motor) Move throughout the classroom/clinical site and stand for periods of time to carry out patient care activities; be physically capable of performing patient care duties for up to 12 hours at a time, day or night; and lift 50 pounds.
- (Vision) See and accurately read print, computer screens and hand writing, including patient care orders and other documents, and demonstrate the ability differentiate colors.
- (Hearing) Hear and differentiate tonal variances or do so with the assistance of technology such as an amplified stethoscope.
- (Smell) Differentiate smells, such as smoke, bodily fluids and other odors.
- (Tactile) Accurately distinguish texture, temperature, pulsations, and moisture, with or without gloves.
- (Gross/Fine Motor) Manipulate equipment and tools necessary for providing safe nursing care such as medical equipment/devices, syringes/needles, stethoscope and computers.

Cognitive Attributes

Nursing students must exhibit sufficient knowledge and clarity of thinking to process the information and apply it appropriately to situations in classroom and clinical experiences. Students must be able to:

- Learn effectively through a variety of modalities including, but not limited to, classroom instruction, small group discussion, group assignments, individual study of materials, preparation and presentation of written and oral reports and use of computer based technology.
- Assimilate knowledge acquired through the modalities above and effectively apply that knowledge in clinical settings for a variety of individual, family or community needs and problems.
- Write and comprehend both spoken and written English.
- Speak English well enough to understand content presented in the program, adequately complete all oral assignments and meet objectives of assigned clinical experiences.

- Accurately apply basic mathematical skills such as ratio/proportion concepts, use of conversion tables and calculations of drug doses and solutions.
- Organize thoughts to communicate effectively through written documents that are correct in style, grammar, spelling, mechanics and American Psychological Association (APA) referencing.
- Gather data, develop a plan of action, establish priorities and monitor treatment plans.
- Utilize appropriate judgment and critical thinking behaviors such as properly incorporating previous knowledge from a wide range of subject areas into current patient care situations.

Interpersonal Attributes

Nursing students must possess ability to identify behaviors and attitudes in themselves and others, as well as to self-regulate their own behaviors and attitudes, to ensure professional practice and delivery of care. Students must be able to:

- Establish rapport with individuals, families and groups.
- Respect individual differences such as cultural, ethnic, religious, gender, age and sexual orientation.
- Relate effectively to other students, faculty, university/hospital staff and patients/families to fulfill ethical obligations of the nursing profession including altruism, autonomy, human dignity, integrity and social justice.
- Negotiate interpersonal conflicts effectively.
- Maintain sufficient mental/emotional stability to tolerate stressful situations, adapt to changes, respond to the unexpected, maintain objectivity and recognize personal strengths and limitations consistent with safe clinical practice so as to ensure no direct threat to the health or safety of others.
- Sustain safe nursing practice without demonstrated behavior of addiction to, abuse of or dependence on alcohol or other drugs that may impair behavior or judgment.
- Preserve confidentiality in regards to collaboration and patient care.
- Maintain professional relationships and expectations in all areas of student life, including academic, work and personal.
- Critically examine and self-edit social media content posted and hosted with the understanding that they impact both educational and professional opportunities while refraining from posting distasteful, offensive, immoral, unethical or confidential content.
- Accept appropriate ownership of responsibility for their own actions and for the impact of these actions on others.
- Abide by the American Nurses Association Code of Ethics (located at <http://www.nursingworld.org/codeofethics>).

Performance Attributes

Nursing students must be able to maintain clinical agency, university and nursing program performance standards while upholding and enhancing the reputation of the nursing programs and the university at large. Students must be able to:

- Continuously exhibit a functional state of alert, self-aware, and respectful behavior during classroom and clinical experiences.
- Perform multiple assignments/tasks concurrently and in a timely manner.
- Provide patient safety in various stressful situations and settings which may be physically and emotionally demanding.

- Arrange travel to and from academic and clinical sites, both local and distant.
- Tolerate the mental demands of differing shifts, body rhythm changes, increasingly difficult patient workloads and fatigue.
- Timely submit required medical and certification documents to online database.
- Critically think and concentrate with ability to respond quickly to changes in patient and unit conditions.
- Maintain integrity of the Liberty University nursing uniform, which is to be worn only in its entirety in approved clinical and academic settings.
- Comply with all applicable Occupational Safety and Health Administration (OSHA) and Health Insurance Portability and Accountability Act (HIPAA) standards.

Expectations for Faculty, Staff, and Students

Virtues	Faculty/ Staff/ Students Expectation/Manifestation
<p>LOVE I sacrificially and unconditionally love and forgive others (John 15: 12-13)</p> <p>JOY I have inner contentment and purpose in spite of my circumstance (Psalm 100: 1-2, James 1:2-3)</p>	<ul style="list-style-type: none"> • Demonstrate the love of God by exhibiting compassion and a positive spirit in all interactions.
<p>PEACE I am free from anxiety because things are right between God, myself and others. (Hebrews 12:14, Romans 12:18, Romans 14:19)</p>	<ul style="list-style-type: none"> • Foster an environment of peace, walking with the Holy Spirit and upholding others in prayer.
<p>RESPECT I understand that each person I interact with is someone who is so precious in God's sight that he gave his only son to die for him/her. (1 Thess. 4:11-12)</p> <p>INTEGRITY I do the right thing, even when no one is watching. (Proverbs 4:23-27, 1 Chronicles 29:17a)</p>	<ul style="list-style-type: none"> • Demonstrate respect and a positive spirit when interacting with others in written and oral communication. • Support the mission and leadership of the university and the school by submitting to leadership decisions and following the chain of command. • Acting in an ethical and moral manner. • Respond to email communications within 24 hours. • Turn off cell phones and other electronic devices in classes and meetings except in emergency situations • Use computers in the classroom and meetings for note taking and other class activities only. • Demonstrate integrity by holding each other accountable in loving and Christ centered ways as evidenced by: <ul style="list-style-type: none"> - Maintaining confidentiality, professionalism, and discretion - Choosing honesty inside and outside the classroom - Displaying promptness and responsibility in attendance for class, clinical, and meetings - Showing the self-discipline and work ethic essential for being prepared and organized for successfully completing assigned responsibilities.
<p>CONTENTMENT I am confident that God has good plans for me regardless of how my circumstances may look at the present time. (Phil 4: 11-13 1 Timothy 6:6)</p>	<ul style="list-style-type: none"> • Effectively manage personal emotions and feelings and react reasonably to situations.

<p>PATIENCE I take a long time to overheat, and I endure patiently the unavoidable pressures of life. (Ephesians 4:2)</p> <p>COMPASSION I am filled with the love of Christ and want others to know his love like me.</p>	<ul style="list-style-type: none"> • Demonstrate the belief that everyone can learn. • Provide opportunities and motivation for everyone to learn. • Demonstrate empathy and sensitivity to human needs as evidenced by: <ul style="list-style-type: none"> - Discernment in clinical, classroom and office situations. - Supporting colleagues - Recognizing the value we have in Christ, realizing that others may be dealing with individual life circumstances that are difficult to handle.
<p>FAITHFULNESS I have established a good name with God and with others based on my long-term loyalty to that relationship. (Hebrew 11:6; 1 Corinthians 4:2; 2 Corinthians 5:7)</p>	<ul style="list-style-type: none"> • Demonstrate faithfulness to the Lord and the university and support the virtues of the school as evidenced by: <ul style="list-style-type: none"> - Taking responsibilities seriously - Completing assigned tasks on time - Following through on commitments - Attending convocation, meetings and assigned tasks.
<p>PERSEVERANCE I do not give up on people or projects. (Hebrew 12:1b – 2a)</p> <p>HOPE I can cope with the hardships of life and death because of the hope I have in Jesus Christ. (Romans 12:12)</p>	<ul style="list-style-type: none"> • Demonstrate a commitment to others success. • Encourages others. • Demonstrate a commitment to excellence.
<p>KINDNESS/GOODNESS/GENTLENESS I choose to do the right things in my relationships with others. (Col. 3:12; Ephesians 4:32)</p>	<ul style="list-style-type: none"> • Demonstrate a hospitable attitude in word and action. • Display positive tone and attitude in verbal and written communication.
<p>SELF-CONTROL I have power through Christ to control myself. (1 Cor. 6:12)</p> <p>HUMILITY I choose to esteem others above myself. (Proverbs 15:33)</p>	<ul style="list-style-type: none"> • Effectively manage personal emotions and feelings and react reasonably to situations. • Act confidently and maturely. • Accept constructive feedback in a respectful, appropriate manner. • Speak to others in an edifying way in an effort to lift them up.

Liberty University
Doctor of Nursing Practice
Admissions and Advising

Admission Requirements

Gate One

In accordance with University policy, the School of Nursing admits students of any race, color, nationality or ethnic origin.

Applicants are considered for candidacy to the Doctor of Nursing Practice Program annually. All completed applications must be submitted no later than May 1, 2015 for consideration for the following fall cohort. Acceptance by Liberty University does not guarantee acceptance into the Doctor of Nursing Practice Program. Admission to the DNP program is a competitive and seats are limited. It is possible not all qualified applicants will gain admission in any given cohort year. Admission decisions of the nursing faculty are final and the nursing faculty reserves the right to refuse admission to the Program. Interested candidates should review the application process on the website and contact DNP@liberty.edu for questions or personal assistance.

[DNP Admission Website](#)

Post MSN-DNP Pathway

1. [Graduate Admission Application Form](#)

2. Transcripts

Applicants must submit official copies of transcripts for all post-secondary schools and be a graduate of a CCNE (Commission on Collegiate Nursing Education) or ACEN (Accreditation Commission for Education in Nursing) approved institution for their nursing education.

- Transcripts must include a Master of Science Degree in Nursing, Specialty in Family Nurse Practitioner, Clinical Nurse Specialist, *or* Nurse Leader

3. Graduate GPA of 3.0

4. Graduate Research Methods course

5. Active, unencumbered RN license without sanctions actual, past, or pending

Applicant must hold RN license in the state that practicum will occur within one of the 50 United States.

Please submit a copy of your license to luoverify@liberty.edu

6. Advanced practice license and associated professional certification.

Advanced practice licenses must be without sanctions actual, past, or pending and be issued from one of the 50 United States in which practicum will occur. A copy of certification form must also be provided, in addition to the license.

Please submit a copy of your license and certification to luoverify@liberty.edu

NOTE: Currently, the DNP program is accepting applicants who are nurse practitioners, clinical nurse specialists, or nurse leaders.

- Nurse practitioners and clinical nurse specialists will need to submit active, unencumbered APRN license and professional certification.

- Nurse leaders are not required to provide license/certification. However, certification is preferred.

7. Clinical APRN Education

Nurse practitioners and clinical nurse specialists are required to have the advanced practice core. Graduate transcripts must reflect that the applicants have successfully passed a graduate level health assessment, graduate level pathophysiology, and a graduate level pharmacology.

8. [One Reference](#): We require one reference contact from a professional or academic reference. Your reference should be able to speak to your work ethic and academic abilities; this contact should also be able to be reached via phone or email. You will need to claim your Liberty network account in order for you to submit your recommender's email address and phone number. Please follow the [instructions](#) provided in order to claim your Liberty network account

9. [Curriculum Vitae](#)

10. [Writing Sample](#)

11. [Practicum Hour Verification Form](#)

12. American Heart Association BLS for Healthcare Providers with AED

Please submit a copy of your AHA BLS for Healthcare Providers with AED

13. TOEFL (if applicable)

14. Interview

An interview will be extended to selected applicants. Please note that not all applicants will be requested to interview with the School of Nursing. Interviews can be conducted remotely, as needed.

Post-Bachelor's DNP/FNP

1. [Graduate Admission Application Form](#)

2. Transcripts

Applicants must submit official copies of transcripts for all post-secondary schools and be a graduate of a CCNE (Commission on Collegiate Nursing Education) or ACEN (Accreditation Commission for Education in Nursing) approved institution for their nursing education.

- Transcripts must include either a Bachelor of Science in Nursing or Master of Science Degree in Nursing
- GPA of 3.0

3. GPA of 3.0 in most recent nursing degree

4. Undergraduate statistics course

5. Undergraduate research methods course

6. Undergraduate health assessment course

(A graduate level health assessment course can be accepted in lieu of an undergraduate course.)

7. Active, unencumbered RN license Applicant must hold RN license in the Commonwealth of Virginia.

Please submit a copy of your RN license to luoverify@liberty.edu

- (IF APPLICABLE) Advanced practice license and associated professional certification. Advanced practice licenses must be without sanctions actual, past, or pending and be issued from one of the 50 United States. A copy of certification form must also be provided, in addition to the license.

Please submit a copy of your APRN license and certification to luoverify@liberty.edu

- (IF APPLICABLE) Clinical APRN Education: Nursing practitioners and clinical nurse specialists are required to have the advanced practice core. Graduate transcripts must reflect that the applicants have successfully passed a graduate level health assessment, graduate level pathophysiology, and graduate level pharmacology.

NOTE: Applicants are not required to have an advance practice license or certification for the Post-BSN DNP/FNP pathway. However, if an applicant is currently licensed in another advanced practice nursing specialty (i.e., Clinical Nurse Specialist), applicants must submit APRN.

8. Two years professional nursing experience

Applicants will provide consent for Liberty University's DNP Program to contact most recent employers to verify two years of professional nursing experience. Consent form will be located on the CV template.

9. **Three Reference Contacts.** We require three reference contacts: one professional recommendation, one academic recommendation, and one personal recommendation. Please choose individuals who can be contacted via email and/or telephone. You will need to claim your Liberty network account in order for you to submit your recommender's email address. Please follow the **instructions** provided in order to claim your Liberty network account.

10. **Curriculum Vitae**

11. **Writing Sample**

12. American Heart Association BLS for Healthcare Providers with AED

Please submit a copy of your AHA BLS for Healthcare Providers with AED card to luoverify@liberty.edu

13. TOEFL (if applicable)

14. Interview

An interview will be extended to selected applicants. Please note that not all applicants will be requested to interview with the School of Nursing. Interviews can be conducted remotely, as needed.

Gate Two

After reviewing applications, the School of Nursing will contact selected applicants for an interview.

Gate Three

If an acceptance offer is extended to an applicant, there will be additional application steps needed before attending courses and final acceptance. Included in these steps are the following, all purchased by the student through Certified Background Check (CastleBranch)

- Standardized Background Check
- Drug Screen Test
- FBI Finger Printing
- Immunization and Physical Examination form (must use CastleBranch form)
- Ability to meet Essential Attributes Requirements

Information on securing the background check package and reporting the immunization /physical exam will be provided to selected applicants. Final acceptance is only given upon completion of the aforementioned items meeting the background check /drug screen policy/health policy (see policy section).

The decision of the admission committee is final and without appeal.

Program Advising, Student Accounts and Financial Aid

DNP Advising Process and Structure

Academic Advisor

The Academic Advisor is an important link for the entering DNP students and successful progression through the doctoral program. The advisor will orient the student to course enrollment processes and structures, including important dates such as **drop/add and withdrawal dates**, how to purchase textbooks, and orient the student to student support services such as student accounts and financial aid. The Academic Advisor will assist the student to follow course enrollment plan as outlined in the pathway specific Degree Completion Plan. The Academic Advisor will work closely with the faculty, student, and scholarly project chair as needed to ensure the student receives support through the practicum experiences and the completion of the scholarly project. To contact the Academic Advisor, Mrs. Shirley Lee, students should email: sklee@liberty.edu or call 1-855-LU NURSE or 434-582-2507.

Responsibilities of the Academic Advisor

- Provide guidance related to meeting pre-requisites, and provide enrollment assistance to ensure courses are taken as listed in the course sequencing section on the Degree Completion Plan.
- Provide students with important dates such as drop/add and withdrawal.
- Assist students with paper work for course/program related matters such as completing a “Leave of Absence” form.
- Assist students to follow policies in response to filing a grievance, filing a grade appeal, and responding to other matters such as a potential honor code violation.
- Provide assistance with Typhon Group (students should first review and complete Typhon Group tutorials).
- Work with the student and Practicum Coordinator as of fall (2015) regarding practicum requirements as needed.
- Reach out to students should a drop in performance or attendance be reported by faculty members.
- Monitor students’ enrollment and progress to ensure it is consistent with the plan of study and time frame for degree completion.
- Contact students as needed to ensure they are compliant with CastleBranch Tracking System / Certified Background updates such as need to update RN license, CPR card, or TB Test in the system.

Course Registration

Once the student has accepted into the DNP program, the Admissions Director will enroll them in their first semester courses. Students should contact the DNP Academic Advisor at least eight weeks prior to the start of the new term/semester to discuss course registration. Please contact: sklee@liberty.edu or call 434-582-2507. **NOTE: Financial check-in must be completed on-line via ASIST by deadline to avoid late fees. Students are required to notify the Registrar’s office if their personal information is listed incorrectly on ASIST.**

Course Withdrawal

Students finding they need to withdraw from a course should contact the DNP Academic Advisor for assistance as soon as possible. Please contact: sklee@liberty.edu or call 434-582-2507. Note: withdrawing from a course may impact financial aid or scholarships and students should also notify the Financial Aid office as soon as possible to discuss the implications of the course withdrawal.

Drop /Add

Students seeking to drop or add a course should contact the DNP Academic Advisor as soon as possible as restrictive dates may apply. Please contact: sklee@liberty.edu or call 434-582-2507.

Financial Aid

Students who have been accepted into the DNP program may qualify for scholarships or loans. Students who are considering applying for scholarships, grants, or student loans must complete a Free Application for Federal Student Aid (FAFSA) form by March 1 of each year in which financial aid is desired. The FAFSA form is available <http://www.fafsa.gov>. Liberty University school code is 010392.

Please contact the Financial Aid Department for further assistance check out the financial aid website: <http://www.liberty.edu/financeadmin/financialaid/index.cfm?PID=294>

Email: financialaid@liberty.edu or call 1-888-582-5704 or 434-582-2270.

Student Accounts

Students seeking assistance with Financial Check-In or to inquiry about their student account balance or other information should contact Luke Swanson Nursing Student Accounts Representative: email: laswanson@liberty.edu

Transcripts

Students must submit official transcripts from all previous Undergraduate or Graduate college work.

Verification of Previous Practicum Hours from MSN program

As part of the admissions process for the Post-MSN DNP program, students must have their MSN program director or chair complete the DNP Practicum Verification Form for admission to the Doctor of Nursing Practice Program. This document must be signed in ink by the Director/Chair and emailed to luoverify@liberty.edu Students may be required to complete additional hours pending approval of MSN hours to ensure all DNP graduates complete 1000 practicum hours post BSN. Any student required to complete additional DNP practicum hours will be notified of the required additional practicum hours during the admission process.

Grading Policies and Grading Scale

All policies and procedure as stated in the current Liberty University Graduate Catalog apply unless otherwise stated.

Grading

The doctoral nursing student's standing in each course will be indicated by the following letter grades: A (excellent); B (good); C (unsatisfactory); and D/F (failure).

Students must earn a minimum grade of "B" in all graduate-level courses.

A = 940–1010 A- = 920- 939

B+ = 900-919 B = 860-899 B- = 840–859

C+ = 820–839 C = 780-819 C- = 760-779

D+ = 740-759 D = 700-739 D- = 680-699

F = 679 and below

Course Repeat Policy

Course repeat policy allows students to repeat **only one** course if they earn a grade of “B minus, C plus, C, or C minus). To successfully complete the program, **students must earn a minimum grade of “B” for all graduate courses with an overall GPA of 3.0.**

Transfer of Credit Information

Students may transfer up to two graduate level courses (total of 6 credit hours) from an accredited institution. In order to transfer credit, students must have earned the minimum grade of B; courses must have been completed within 10 years of the start date of the program. Students may receive transfer credit for graduate courses that were required for another degree. No correspondence or life experience study will be accepted for credit in the DNP program. DNP Practicum, Advanced Practice Core, and FNP concentration courses must be completed through the Liberty University DNP program- NURS 711, 712, 713, 730, 733, 734, 736, 737, 742, 820, 838, 839, 840, 841, 842, 843, and 844.

No transfer credit is accepted for DNP practicum courses. Licensed and certified nurse practitioners graduating from a CCNE or ACEN accredited school may be permitted to transfer credits from population related courses. For example: A licensed, certified pediatric nurse practitioner who graduated from a CCNE or ACEN accredited Nurse Practitioner program seeking enrollment in the Family Nurse Practitioner specialization may transfer a pediatric course pending the course meets transfer and course standards. All transfer credits must be reviewed and approved by the DNP Program Chair and as needed admissions committee.

Gap Analysis for Practicing Nurse Practitioner Applicant to the Family Nurse Practitioner Pathway

Nurses practicing, licensed, and certified as a Nurse Practitioner in one population area (e.g., a Pediatric NP seeking an education leading to certification across the life span as a Family Nurse Practitioner) will undergo a Gap Analysis to conduct a thorough transcript analysis of all course work completed. Clinical experiences will be compared with the program requirements for consideration of partial credit or waiver of coursework, in addition to the national NP competences necessary for certification as a Family Nurse Practitioner. The decision of the School of Nursing is final.

Progression/Retention/Dismissal

The Doctor of Nursing Practice Academic Progression Policy applies to all coursework completed during enrollment in the DNP program. Policies of the Graduate School on academic performance, code of conduct/academic dishonesty and professional /personal integrity are incorporated into the DNP program requirement to maintain enrollment:

- Students must meet all pre-requisites for courses and take courses in the sequencing provided in the degree completion plan to ensure proper progression.

- Students must maintain an overall program GPA of 3.0.
- Students must achieve a grade of B or greater in all course work.
- Students must have satisfactory performance evaluations from faculty and preceptor in all FNP/DNP practicum courses.
- Students must maintain an active unencumbered RN and if applicable APRN license while enrolled in the program. Any sanctions occurring on the student's license during enrollment in the program must be immediately reported to the DNP Program Chair.
- Satisfactory and professional behavior must be exhibited at all times while enrolled in the program. The nursing faculty reserves the right to dismiss from the program students who exhibit unprofessional, immoral or unethical behavior.
- Students must make successful progress and complete a scholarly project
- Post-BSN DNP students must also pass a comprehensive exam prior to enrollment in NURS 839.
- Students must comply with additional practicum site requirements as directed by the practicum site if they choose placement at that locale, e.g., annual background check and drug screen.

NOTE:

- Problems arising from any of these areas may result in remediation plans, written warnings, program probation, immediate withdrawal from clinical/practicum settings, and dismissal from the program among other actions. In addition to Graduate School Policies, the DNP program may issue a warning letter and /or plan of remediation if applicable, or recommend a student be dismissed from the DNP program for any of the following:
 - A pattern of withdrawals from course work/practicum/clinical classes, incomplete grades, low grades, or GPA
 - Unsafe/unprofessional behaviors in academic, practicum, or clinical settings
 - Unsatisfactory performance in the practicum/clinical setting
 - Completing a clinical or practicum course without satisfactory performance or progress in obtaining course objectives, learning outcomes, practicum/clinical hours, clinical/practicum performance, or progress towards completion of the practicum / program requirements or the scholarly project.

Overall GPA

All students must maintain an overall GPA of 3.0. Any student receiving a grade of B minus, C plus, C or C minus- must repeat the course. Students may repeat one course only for a grade of, B minus, C plus, C or C minus. Students may only repeat one course. Any grade of D+ or less will result in a failing grade and dismissal from the program without the option to repeat the course or readmission. All students must maintain at least a GPA of 3.0. If GPA drops below 3.0, then the following applies: students whose GPA is less than 3.0 will be placed on Academic Probation during the first semester if the GPA is below 3.0. Students will have one semester to obtain a GPA of 3.0 or above. If their GPA remains lower than 3.0 a second semester, regardless of course grades, the student will be dismissed from the program for not maintaining an overall 3.0 GPA , which is a program standard.

Practicum/Clinical

All students must obtain a grade of B in all practicum /clinical courses, in addition to a satisfactory preceptor feedback and faulty evaluation to progress to the next practicum/clinical course. Students with unsatisfactory performance in a practicum/clinical course may be required to repeat the course with

remediation. Unsatisfactory performance in any practicum/clinical course will result in a clinical probation and may also result in failure/and dismissal from the program. Students must have all assignments completed and be in good standing to continue to progress /attend practicum or clinical course activities. Students not meeting satisfactory performance expectations in the practicum/clinical setting may be provided an opportunity for remediation. See remediation policy in Clinical Practicum section of the DNP handbook.

Portfolio

An electronic portfolio is a purposefully developed collection of artifacts that provides a picture of the student and their progress in meeting academic program outcomes. At the individual level, the portfolio is used for students to showcase their work and demonstrate knowledge and skills toward achievement of course objectives. At the course level, the portfolio is used for formative evaluation of course assignments and for summative evaluation of the learning objectives of the course. At the program level, the portfolio is used by faculty to gather examples of student assignments and for evaluation purposes.

The portfolio is provided by Typhon and is accessible in each student's Typhon home page. A guide for accessing and using the Typhon portfolio is provided during Typhon Orientation. The student portfolio can be private, shared within the system, and shared with external users.

You will use your portfolio to upload artifacts (papers, projects, spreadsheets) to document your achievement in the DNP program. Students will begin developing the portfolio as they matriculate through the program [the portfolio will be finalized and due at the conclusion of the final practicum course]. Specific documentation required in the portfolio will be discussed in the course syllabus and assignment guidelines. Students should save all assignments and course- related documents from all courses on their own personal computer and a backup drive. Past student assignments cannot be retrieved from Blackboard.

A DNP Student Portfolio is required of all DNP students, fall 2015.

Purpose:

- Document student's achievement of the characteristics of a DNP prepared graduate and attainment of program competencies.
- Provide a location for record keeping of academic and professional documents.
- Provide prospective employers an overview of academic and professional achievements and qualifications.

The electronic portfolio will be developed in Typhon Group –Electronic Portfolio. Each student will develop a professional portfolio in Typhon Group- Portfolio. This will also create a specific link to their personal portfolio that can be shared with prospective employers. Faculty/advisors will have access to the E-portfolio. It is the student's responsibility to keep the E-portfolio updated while enrolled in the Liberty University School of Nursing (LUSON). The E-portfolio will be available for up to two years following graduation.

The LUSON DNP Portfolio includes:

1. C.V. or resume
2. DNP Degree Completion Plan
3. DNP Clinical Practicum documents: Preceptor Evaluations, link to Practicum Hours/tracking
4. DNP Scholarly Written Project
5. Documentation of mission work/service activities

6. Continuing Education records from attendance at professional conferences or CE credits such as those earned through the Institute of Healthcare Improvement (IHI certificate) and the CITI training certificate.
7. Abstracts from paper or poster presentations at professional conferences
8. Exemplars of scholarly work completed in DNP courses as related to the Liberty University School of Nursing Doctor of Nursing Practice Program Learning Outcomes and professional Essentials of Doctoral Education for Advanced Practice Nurses (AANC, 2006) and Practice Doctorate Nurse Practitioner Entry Level Competencies.

See list below:

Course	Exemplar
NURS 700 Advanced Nursing Research	EPB Research Proposal Parts I & II
NURS 715 Theoretical Application for Advanced Practice Nursing	Theory Guided Practice Paper
NURS 716 Applications of Evidence Based Care	Evidence Based Practice Project Proposal –Assignment 5
NURS 718 Informatics, Technology & Trends for Transforming Healthcare	Abstract of HMIS Project Parts 1-3
NURS 721 Leadership, Policy and Ethics	Leadership and Change Theory Synthesis Paper
NURS 732 Interprofessional Collaboration and Outcomes Management for Quality	Abstract of Quality Improvement Plan (Group Project- Parts 1-3)
NURS 832 Clinical Prevention and Biostatistics	Outbreak Paper
NURS 834 Healthcare Operations & Financial Management	Practice Initiative (Part 1 work plan, Part 2 Business Case and Part 3 Presentation) IHI Open School Completion Certification
NURS 836 Translational Research in Healthcare	Draft Dissemination and Implementation Plan
NURS 839 Proposal Development	Scholarly Project Proposal CITI Training Certificate
NURS 840 DNP Practicum I	Scholarly Project Proposal (Final) Practicum Goals and Objectives
NURS 841 DNP Practicum II	Practicum Goals and Objectives
NURS 842 DNP Practicum III	Practicum Goals and Objectives
NURS 843 DNP Practicum IV	Practicum Goals and Objectives
NURS 844 DNP Practicum V	Practicum Goals and Objectives Final defense /presentation of Scholarly Project

RN License

Students are required to maintain a current unencumbered Registered Nurse license issued in one of the United States at all times while enrolled in the DNP program. If a student's license has lapsed, a hold will

be placed on enrollment in all nursing courses until the RN license is in force and unencumbered. If at any time a student's license received an actual or pending sanction, restriction or discipline from a state board of nursing against their RN license, the student will be removed from the doctoral nursing program without refund by or recourse against the University. The student's grade for any course during which they are so removed shall be an "F".

APRN License

Students admitted to the MSN–DNP program with an APRN license as a nurse practitioner or clinical nurse specialist are required to maintain a current unencumbered APRN license issued in one of the United States at all times while enrolled in the DNP program. If a student's license has lapsed, a hold will be placed on enrollment in all nursing courses until the APRN license is in force and unencumbered. If at any time a student's license receives an actual or pending sanction, restriction or discipline from a state board of nursing against their APRN license, the student will be removed from the doctoral nursing program without refund by or recourse against the University. The student's grade for any course during which they are so removed shall be an "F".

Class Attendance

Attendance is expected for residential and online classes and practicum experiences. If a student cannot attend class they should email the professor prior to class to discuss arrangements to make-up the material. For practicum absence guidelines, see Practicum Section of the handbook. Students who begin attendance, but then stop participating and cease to progress will be withdrawn and a grade of "FN" will be posted. See LU Academic Policies Handbook at <http://www.liberty.edu/online/academic-policies/>

Grievance/Complaints

Students are expected to follow Biblical principles and discuss their grievance with the individual involved, if possible. If the situation cannot be resolved, they should then contact the DNP Program Chair. If the situation is still not resolved, the student should contact the School of Nursing Dean. If the situation is not resolved satisfactorily, students may contact the Graduate Student Affairs office. <http://www.liberty.edu/academics/graduate/index.cfm?PID=19155>

Grade Appeal

Students have the right to appeal grades if criteria are met in accordance to the Liberty University Graduate School Appeal Policies and Procedures. <http://www.liberty.edu/academics/graduate/index.cfm?PID=19155>

Graduation Requirements

All policies and procedures as stated in the current Liberty University Graduate Catalog apply, unless otherwise stated.

- Students must successfully complete all course work with a grade of "B" or better and an overall GPA of 3.0.
- Post BSN-DNP students must successfully complete 78 credit hours.
- Post MSN-DNP students must successfully complete 41 credit hours.
- Post BSN-DNP students must successfully complete 1236 practicum hours.
- Post MSN-DNP students must successfully complete at least 560 practicum hours.

- Award of a DNP requires students to complete 1000 academically supervised practicum hours post baccalaureate as defined by the American Association of Colleges of Nursing (AACN). Student's graduate transcripts will be evaluated and additional practicum hours may be required.
- The Doctor of Nursing Practice Degree must be completed within 5 years.
- Students must successfully complete and defend a DNP scholarly project.
- Submit Graduation Application at the beginning of the final semester.

Students can purchase regalia for graduation at the Liberty University Bookstore:

<http://www.liberty.edu/index.cfm?PID=10260>

Pinning Ceremony

Graduating students may attend the Liberty University School of Nursing Pinning Ceremony, at which time they will participate in a Hooding Ceremony. Students interested in purchasing a Liberty University School of Nursing Pin may contact DNP@liberty.edu

Time Limit to Complete Program

Post BSN-DNP and Post MSN-DNP students must complete their program of study within 5 years.

Leave of Absence Policy and Process

Students seeking a leave of absence should contact the DNP Academic Advisor and complete a Leave of Absence Form. (See [Appendix C](#)) This form is submitted to the Doctor of Nursing Program's Academic Advisor to begin the review process. The form will be documented in the student's file and sent to the DNP Program Chair for consideration within five business days. The chair will make a decision and return the form to the Academic Advisor within five business days. The Academic Advisor will contact the student within two business days to assist the student to process the leave and /or discuss options. The Chair may also contact the student if more information is needed.

Contact: DNP Academic Advisor: Email dnp@liberty.edu

Inclement Weather Policy

Liberty University puts inclement weather plans in place at times in response to changing weather conditions. Please monitor the Liberty University communications posted on the LU Log-in SPLASH page for changes in course schedules and cancellations. Also, check the Liberty University email account for any communications from residential class /lab professors regarding weather delays, cancellations, or rescheduled labs or other activities. Students are advised to use their good judgment in assessing driving conditions from their area to campus or practicum sites. If weather conditions are not safe, please contact your course professor or practicum site preceptor if you will not be in attendance or will be late. Students are responsible for rearranging any missed practicum hours with their preceptor at the preceptor's convenience. Late arrivals to practicum must be approved by preceptors. **Student safety is paramount, please always think safety first prior to traveling.**

Faculty Office Hours

Residential Faculty will post weekly office hours on their office doors. A student who wishes to meet with a faculty member should check the schedule on the door and either come to the office during posted times or schedule an appointment during these hours. Faculty can also be reached by

Liberty University office phone or Liberty University email. Faculty teaching online classes can be reached by Liberty University email.

Clinical Readiness Exam and Comprehensive Exam

Clinical Readiness Exam (3 P Exam)

All students must complete and pass a clinical readiness exam following completion of NURS 711, 712, and 713. This exam measures competencies in Pathophysiology/Physiology, Advanced Physical Health Assessment and Advanced Pharmacology. Students will be provide a nationally normed exam and complete report of findings listing areas of strengths and needs. Students not meeting the national norm, will need to complete additional remediation as assigned by faculty, depending on the results. All remediation materials must be purchased by the student at their own expense.

Comprehensive Exam

The doctoral nursing program requires Post-BSN DNP /FNP students to complete and pass a comprehensive examination to evaluate Family Nurse Practitioner learning outcomes. If a student does not pass the exam, required remediation is available at the student's expense. Students will have an opportunity to retest following remediation. Students will be notified in advance regarding test dates/times and location. Students must pass the exam to move forward in the program.

Eligibility

To write the comprehensive exam, Post-BSN DNP students must meet eligibility requirements. Students should refer to the Degree Completion Plan for scheduling. Students must have completed at least 58 course credits and be enrolled in /or completed NURS 834 to be considered for the exam. Completed courses will include: all advanced practice core courses, family nurse practitioner concentration courses and DNP core courses including enrollment in NURS 834. Students must also have a *GPA of 3.0 prior to taking the Doctor of Nursing Family Nurse Practitioner Comprehensive Exam. Students enrolled in NURS 820 Comprehensive Exam are responsible for the course fees.

Prep and Testing:

All students enrolled in NURS 838 will be required to take a pre-predictor examination during the beginning of class. This exam will give the student an overview of their areas of study needs. Students will also be provided a comprehensive family nurse practitioner review program to complete as they prepare for the comprehensive exam. During NURS 838 students will complete the study of the review program. Following NURS 838, during the fall semester, students will be scheduled to take the comprehensive exam.

Comprehensive Exam Scheduling:

Students will be notified by the DNP Program Coordinator about the test dates and times at least eight weeks prior to the pre-predictor and comprehensive exam. Student who have questions about the dates/times or locations should email DNP@liberty.edu

Additional- Scholarly Project

All students must continue to make progress on their scholarly project to remain enrolled in DNP practicum courses. See detailed information about the Scholarly Project in the Scholarly Project section of this handbook.

Liability and Malpractice Insurance

Liberty University purchases professional liability insurance with limits of \$2,000,000 per occurrence with \$6,000,000 in the aggregate for students in the RN program as well as students of the DNP program. Based on state requirements where the student will be taking their clinicals or practicum, the students may need to supplement this coverage should the state or district require higher limits. In such cases the student will need to make arrangements to purchase any supplemental coverage on their own.

Liberty students should be aware that this coverage is only for Liberty scheduled practicum/clinicals. Any moonlighting activities in a clinical environment be it as an employee or as a volunteer will not be subject to this coverage.

Liberty students who are entering the nursing program after having worked in a clinical environment or who will continue to work or volunteer in a clinical environment are encouraged to consider purchasing medical malpractice coverage on a personal policy through a plan offered by one of the professional nursing associations.

Malpractice Insurance for Global Clinical/Practicum Experiences

There may be opportunities for you to complete your clinical practicum hours through global nursing outside of the United States. Often, this is a Liberty-University endorsed trip that is organized either through the Liberty University Office of International Education & Internships, Liberty University College of Osteopathic Medicine, or LU Send. Your participation in an opportunity endorsed by Liberty University, where the nursing care you provide is supervised by another Liberty University faculty member, is covered under the malpractice insurance provided by Liberty University.

Should you choose to participate in a global nursing trip that is not endorsed by Liberty University, you will be required to purchase your own individual malpractice insurance.

Shadowing, moonlighting, employment, and volunteering outside of supervision of Liberty or continuing a relationship that began as an internship beyond the specific clinical hours involved in the clinical internship **would not be** covered under Liberty's professional malpractice policy.

Compliance in CastleBranch

All students must be compliant in the CastleBranch system. Students establish a CastleBranch account after being accepted into the DNP Program: <https://portal.castlebranch.com/LM71>

This system must be maintained and "compliant." Please understand that there will be annual updates (i.e. PPD, nursing license, etc.). This system includes approved submission of the following documents/documentation:

Criminal Background Check Policy

Students submit a background check completed through CastleBranch at the student's cost during the admissions process. Certain criminal convictions and unresolved criminal matters reported on the background check may result in the student's inability to be enrolled in a practicum course and may result in dismissal from the Nursing program. Students are responsible to inform the School of Nursing of all convictions and arrests occurring during enrollment in the program, both during the admission process and any convictions received during enrollment. The School of Nursing reserves the right to make determination

of practicum placement eligibility and to use information regarding a student's criminal history in making such decisions. Every prior conviction is not an automatic bar to participation in a practicum (or completion of the nursing program) and only matters relevant to the nursing profession will be taken into account. Information may be required to be shared with the practicum agency; the student will make the report available to the practicum agency, if the student wishes to proceed with that site.

Federal Bureau of Investigation (FBI) Finger Printing

Students are required to submit FBI Finger Prints during the admission process. This must be on file at all times while enrolled in the program.

Drug Screen

During the admission process, all prospective students must submit a 10 panel drug screen through CastleBranch. Students being considered for admission will be contacted to complete this next step in the admission process. This supplemental step in the admission process is required **only** of prospective applicants under consideration. Students should report all documented prescriptions during the screening process. Any positive drug tests without proper documentation will result in an Honor Council Hearing. Prospective applicants to the admission process will be contacted by the School of Nursing with the CastleBranch contact information. All costs associated with the Drug Screen are the student's responsibility. An annual drug screen is required to remain compliant in CastleBranch."

Immunizations/Health Forms/TB Test

Students submit "Proof of Immunizations or titers" during the admission process as required including: Hepatitis B, Measles, Mumps, Rubella, Chickenpox, and Tetanus during admissions as well as negative PPD or a negative chest x-ray. An annual PPD is required to remain compliant in CastleBranch.

Professional License

All students must maintain a current Registered Nurse License at all times while enrolled in the program. Students enrolled in the Post-BSN DNP pathway must hold a Virginia license; students enrolled in the Post-MSN DNP pathway must hold a license issued in one of the fifty United States or U.S. Territories. Any student who also holds an advanced practice license must post a copy of a current APRN license in CastleBranch.

Professional Certification

Students holding a professional certification as an Advanced Practice Nurse must post a copy of the certification in the CastleBranch system.

CPR Certification

Students must submit proof of American Heart Association Healthcare Provider Basic Life Support CPR with AED (only American Heart Association CPR is accepted) in CastleBranch. Certification must be kept current as the student matriculates through the program to remain compliant in CastleBranch.

Background Check and Practicum Placement

Information may be required to be shared with the practicum agency. The student will make the report available to the practicum agency, if the student wishes to proceed with that site.

1. DNP students complete the background check application through CastleBranch. A report is generated and sent to the DNP Background Review Committee. Students may also obtain a copy of the report through CastleBranch.
2. Reports are reviewed by the DNP Background Review Committee as part of the admission review process. The review process will begin upon receipt of the background check materials.
 - a) NOT FLAGGED- Clear, no discrepancies or caution warranted- the background check is filed and the admission review process continues.
 - b) FLAGGED- Caution warranted – the background check will be sent to the DNP Nursing Review Committee. A hold will be placed on the admission process until the School of Nursing has cleared the applicant’s background check or has rejected the application.
3. The DNP Background Review Committee will review the flagged background check report. The student will be contacted and asked to review the report and write a response with explanation as to the circumstances surrounding the incident reported and why the information reported should not be considered a disqualifying factor for placement in a nursing practicum or for continuing in the nursing program. The student should email the response no later than three working days to DNP@liberty.edu . This will provide the applicant an opportunity to provide additional information regarding the findings of the background report, if requested. The student must demonstrate essential character traits, free from disqualifying legal and ethical indicators, to be placed in a professional nursing program and practicum sites with a preceptor. The DNP Background Review Committee will review all material presented and will make a decision regarding eligibility for practicum placement. The School of Nursing reserves the right to make decisions regarding eligibility for admission. A signed records release document may be required in order to secure this approval. This information may be shared within the University and if applicable, practicum sites on a need to know basis. Certain criminal convictions and pending criminal charges reported on the background check or reported by a student may result in ineligibility for admission or continuation in the program, limitations on a student’s practicum placement, or a student’s ineligibility for practicum placement, and in some cases, dismissal from the nursing program.

Liberty University Honor Society of Nursing

The Liberty University School of Nursing is a chartered member of Sigma Theta Tau International, Psi Delta. 2011. The criteria for admission to chapter are consistent with the Sigma Theta Tau International, Incorporated Bylaws. The chapter inducts invited students annually into membership. Each year, qualified students will be contacted.

Per the 2013-2015 Biennium Honor Society Bylaws:

- Students in graduate programs shall be eligible for membership if they have achieved excellence according to the standards approved by the Society.
- Graduate program is defined as an accredited program of graduate study in nursing including master, post-master, doctoral, and post-doctoral.
- Students shall have completed a minimum of one-quarter of the required graduate curriculum.
- Students in graduate programs, who are registered nurses, legally recognized to practice in their country, and have a minimum of a baccalaureate degree or equivalent in any field, shall be eligible to be considered as a nurse leader at any point in the program.
- Exceptions may be made at the discretion of the chapter's governance committee following the guidelines adopted by the International Board of Directors.

Certification for Family Nurse Practitioner Students

Two organizations are recognized to offer national certification for Family Nurse Practitioners. Students may choose either organization, the American Association of Nurse Practitioners (AANP) and the American Nurse Credentialing Center (ANCC). Students may complete their certification examination prior to graduation once all of the Family Nurse Practitioner course work and practicum including the comprehensive exam are satisfactorily completed. Student who test and pass the FNP certification prior to graduation will receive notice of passing but will not become certified until they graduate and submit final official transcripts documenting the completion of the DNP degree with Family Nurse Practitioner Concentration. Upon receipt of the final transcript, the certifying organization will send notification of certification as a Family Nurse Practitioner. It is only at that time, can the student use the certification credentials, FNP-BC, or NP-C. It is suggested to complete a certification examination no later than three months following graduation. Many students also find a Family Nurse Practitioner Certification Review Course a good option for review. A review course is provided during NURS 838 for all students as they prepare for the comprehensive exam. A solid plan of study is strongly suggested in preparation for the exam.

American Nurses Credentialing Center

Students seeking to certify by the American Nurses Credentialing Center can find information at: <http://www.nursecredentialing.org/certification.aspx>

The Liberty University Doctor of Nursing Practice Program is approved for an expedited student certification application process through the ANCC through the Certification Eligibility Curriculum Review Program (CECRP).

American Academy of Nurse Practitioners (AANP) Certification

Students seeking to certify by the American Academy of Nurse Practitioners can find information at: <http://www.aanpcert.org/ptistore/control/certs/index>

Professional Organizations

Students are encouraged to belong to professional organizations. There are many organizations that support professional practice. Many are related to specialty, national, or state level nursing organizations. Listed here are a few that may be of interest:

Virginia Organization of Doctor of Nursing Practice: <https://www.vadnp.net/professional-nursing-organizations.html>

The Virginia Council of Nurse Practitioners: <https://www.vcnp.net/>

Doctor of Nursing Practice, Org.: <http://www.doctorsofnursingpractice.org/>

The American Association of Nurse Practitioners: <http://www.aanp.org/>

The American Organization of Nurse Executives: <http://www.aone.org/>

National League of Nursing – Nurse Educators: <http://www.nln.org/>

American Nurses Association: <http://www.nursingworld.org/>

Miscellaneous

Contact by Liberty University

By enrolling in the nursing program, students provide their consent to be contacted by Liberty University by telephone and email regarding the nursing program and other programs and services offered by Liberty University.

Release of Confidential Information

Student hereby authorizes Liberty University to release information about him/her to his/her clinical study site, and student waives any right of confidentiality afforded him/her by the Family Education Rights and privacy Act regarding such information.

Indemnity

Student hereby releases, waives his or her right to recover against, and agrees to indemnify, defend, and hold harmless Liberty University, and all of its operators, and parent, subsidiary and related entities, and its and their respective officers, directors, employees, agents, servants, and insurers from and for any and all claims or causes of action for any losses, damages, property damage, property loss or theft, costs, expenses (including attorney's fees and opinion witness fees), complaints, personal injury, death or other loss arising from or relating in any way to student's participation in practicum study, including, without limitation, his or her travel to, from and during the practicum study, and wrongful acts of others that are harmful to student.

Waiver

Student hereby waives any and all claims that may arise against Liberty University, and all of its operators, and parent, subsidiary and related entities, and its and their respective officers, directors, employees, agents, servants and insurers as a result of or in any way related to student's participation in the nursing program, including, without limitation, students travel to, from and during the clinical study, and wrongful acts of others that are harmful to student, including but not limited to claims alleging negligence, gross negligence, and/or willful and wanton bad acts.

Covenant Not To Sue

Student promises and agrees that he or she will not sue Liberty University, or any of its operators, or parent, subsidiary and related entities, or its or their respective officers, directors, employees, agents, servants, and insurers for any damages, losses, claims, causes of action, suits, demands, costs, complaints, including those resulting from my illness, injury, and/or death, released and waived in the two preceding paragraphs. The undersigned student further agrees that Liberty University may plead this agreement as a full and complete defense to any suit brought in violation of this promise.

Agreements Not Limited by Actions of Liberty University

The agreements and obligations under the three preceding paragraphs shall not be limited or reduced in any way because any of the losses, damages, property damage, property loss or theft, costs, complaints, personal injury, death or other loss, including those resulting from the undersigned's illness, injury, and/or death, arise or result, in whole or in part, from the negligence of, or breach of any express or implied warranty or duty by Liberty University, or any of its operators, or parent, subsidiary and related entities, or its or their respective officers, directors, employees, agents, servants, and insurers.

Liberty University
Doctor of Nursing Practice
DNP Program
Practicum Guidelines

DNP Program Practicum Guidelines

The practice doctorate is focused on nursing practice as defined by the American Association of Colleges of Nursing (AACN): “any form of nursing intervention that influences health care outcomes for individuals or populations, including the direct care of individual patients, management of care for individuals and populations, administration of nursing and health care organizations, and the development and implementation of health policy.” (AACN, 2004). This section provides an overview of policies and procedures for Doctor of Nursing Practice (DNP) and Family Nurse Practitioner (FNP) practicum courses. These courses require precepted experiences along with faculty supervision and guidance.

Doctor of Nursing Practice students must complete 1,000 hours of post BSN practicum work as part of the educational program to qualify for the DNP degree based on the Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006). Students must complete at least 560 DNP practicum hours. Student enrolled in the Post-BSN program are required to complete 616 precepted practicum hours Family Nurse Practitioner (FNP) hours with direct patient care opportunities. Additionally, the FNP students complete 56 hours in the health assessment lab. These experiences are supervised and guided by faculty and include opportunities for simulation and the use of volunteer patients. Students enrolled in the Post-MSN pathway will be required to submit documentation of their practicum hours obtained during their MSN program for evaluation.

Practicum Clock Hours

Practicum clock hours are calculated as follows: 56 clock hours for every one-credit course hour for all Family Nurse Practitioner and Doctor of Nursing Practice practicum courses.

HIPPA and OSHA Requirements

HIPPA Requirements

The Health Insurance Portability and Accountability Act (HIPAA) is a federal law that governs the use, transfer, and disclosure of identifiable health information. HIPAA Privacy Regulations include new rights or individuals and new privacy requirements for health care providers and health plans. This means any piece of information about an individual's health, treatment for a health condition, or payment for health services. Health information includes information about those who are alive and those who are deceased. All nursing students will complete HIPPA training during orientation. Additional education may be required by the practicum facility selected by the student.

OSHA Requirements

The Occupational and Safety Health Act of 1970 is a federal law that governs occupational conditions by providing and requiring occupational training, education, and assistance in order to prevent occupational injury or death. Students complete OSHA training requirements including specific information about the Occupational Safety and Health Administration (OSHA) and acknowledge understanding by signing and submitting an OSHA document during orientation. Additional OSHA education may be required by the practicum facility selected by the student.

Health Insurance

It is recommended that all nursing students carry their own health insurance at all times during enrollment in the nursing program. Liberty University does not provide health insurance coverage for students.

Liability and Malpractice Insurance

Liberty University purchases professional liability insurance with limits of \$2,000,000 per occurrence with \$6,000,000 in the aggregate for students in the RN program as well as students of the DNP program. Based on state requirements where the student will be taking their clinicals or practicum, the students may need to supplement this coverage should the state or district require higher limits. In such cases the student will need to make arrangements to purchase any supplemental coverage on their own.

Liberty students should be aware that this coverage is only for Liberty scheduled practicum/clinical. Any moonlighting activities in a clinical environment be it as an employee or as a volunteer will not be subject to this coverage.

Liberty students who are entering the nursing program after having worked in a clinical environment or who will continue to work or volunteer in a clinical environment are encouraged to consider purchasing medical malpractice coverage on a personal policy through a plan offered by one of the professional nursing associations.

Some practicum sites may require the student to show proof of their own malpractice insurance. If malpractice insurance is required, it is the student's responsibility to purchase such a policy and show proof to the practicum site. Failure to do so will necessitate withdrawal from the practicum course as the student will not be able to continue at that practicum site.

Evaluation of Post-MSN Students' Practicum Hours towards DNP Practicum Hours

All DNP students must complete 560 DNP practicum hours while enrolled in the Liberty University DNP program. Additional hours may be required of the Post-MSN DNP student. The Post-Masters DNP students must have documentation of verification of the number of clinical practicum hours obtained in their MSN educational program. This is achieved by the students requesting their MSN Program Director /Dean to submit the Post-MSN Practicum Hours Verification form with signature during the admission process. Students are responsible for obtaining documentation from the school in which the program was completed as part of the admission process. The admission committee may request additional documentation to determine how many hours of practicum the student will need to complete in the plan of study for the Post – Masters DNP degree.

Practicum hours are reviewed by the admissions committee based on the following:

- APN Focus:
- MS with APN: obtain hours verification of accredited institution hours- practice focused.
- Aggregate/Systems/Organizational/Administration Focus:
 - MS Nursing Administration Tract (Or Health Policy; Leadership; Informatics) - obtain hours verification of accredited institution hours, confirm practice setting, review goals and objectives, deliverables. Award hours to clinical experiences conducted in the practice environment that influence health care outcomes for individuals or populations, management of care, or administration of nursing or health care organizations, and policy outcomes.
 - MS Nursing Education Tract obtain hours verification of accreditation institution hours, ascertain clinical site (academic or practice) review practicum goals/objectives to determine hours, deliverables. Award hours to clinical experiences conducted in the practice environment (not academic) that influence health care outcomes for individuals or populations, management of care, or administration of nursing or health care organizations, policy outcomes. The decision of the Liberty University School of Nursing is final.

DNP Practicum Hours Requirement-by Pathway

Post-Master's to DNP

Post Master's DNP students must complete a total of 1000 post BSN practicum hours. Post Master's entry students are permitted by the Commission on Collegiate Nursing Education (CCNE) to be credited up to a maximum of 500 hours for mentored practicum /clinical experience during their master's program. (See policy following for transcript review and evaluation process of MSN practicum hours)

All Post-Masters DNP student transcripts will be reviewed. Post MSN students must have their MSN Program Director complete and submit the MSN Program Practicum Hour Verification Form as part of the admission process. The MSN practicum hours completed will be reviewed to determine the number of practicum/clinical hours awarded and the number of hours to be completed in the doctoral program. All DNP students must complete 1000 practicum hours post BSN (American Association of Colleges of Nursing, AACN).

Post-BSN to DNP/FNP

The Post-BSN to DNP/FNP students are required to complete a minimum of 1000 post-BSN clinical hours that include a minimum of 500 population-focused direct patient care hours in order to be eligible to sit for at least one nationally recognized certification (ANCC, 2006; NTF, 2016). In the Liberty University School of Nursing, Post-BSN to DNP/FNP students will complete a minimum of 616 FNP direct-patient care Family Nurse Practitioner practicum hours and 560 DNP practicum hours. FNP direct-patient care hours do not include time spent for health assessment/skills lab, community projects, practicum site orientation, clinical assignments, or professional conferences (NTF, 2016).

Scholarly Project Practicum Hours

Students will receive 200 DNP practicum hours towards the total DNP practicum hours for successful completion of the scholarly project. Students in good standing and making progress towards completion of the scholarly project will be able to document a total of 200 hours for the work on the Scholarly Project accrued during practicum courses- NURS 840-844. These hours are awarded to students in good standing during week eight in each practicum course: NURS 840-844. Students post one practicum entry in their Typhon Practicum Hours Tracking site during week eight of each practicum course. The Typhon posting will include: A date during week eight- Number of enrolled course- 40 practicum hours and a synopsis of the progress made on the Scholarly Project during that course. If a student is not making adequate progress, the professor will notify the student during week eight and provide guidance as to the amount of hours that can be tracked towards completion of the Scholarly Project for that course.

Completion of the Scholarly Project supports attainment of DNP Essentials I-VII.

An example entry in Typhon is provided as follows:

Date-(Should be posted during week eight during each of the DNP practicum courses- NURS 840-844)
DNP Practicum Course: NURS 840

Scholarly Project Progress- Total hours 40

Brief Narrative Note: The Scholarly Project proposal was completed and successfully defended to my chair. Following approval of the proposal, I completed the IRB requirement and submitted documents (with Chair approval) to the Liberty University IRB and Practicum Site IRB. Approval was obtained from both IRBs. Upon enrollment in NURS 841, I will begin work on my scholarly project in the clinical setting.

CITI Training Practicum Hours

Students completing CITI training during NURS 839 may post 20 DNP practicum hours upon completion. CITI training educates the student about protection of human subject in research and supports DNP Essential I and III. Students should post an entry in Typhon and their portfolio upon completion and should include the following documentation including the CITI training completion certificate.

Sample:

Date-(Should be posted during NURS 839 upon completion of CITI training)

DNP Practicum Course: NURS 839

CITI Training- Total 20 DNP Practicum hours

Students should document completion of the practicum hours in Typhon and upload the CITI training completion certificate in their Portfolio and “Typhon- External Documents”.

IRB Approval Practicum Hours

Students obtaining IRB approval for their project may post 10 DNP practicum hours upon completion of the IRB process and receiving IRB approval of their project. Students should post an entry in Typhon and their portfolio upon completion and approval and should include the following documentation including IRB approval document(s).

Sample:

Date-(Should be posted during NURS 840 or NURS 841)

DNP Practicum Course: NURS 840 or NURS 841

IRB approval documents- Total 10 DNP Practicum hours

Students should document completion of the practicum hours in Typhon and upload the IRB Approval document(s) in their Portfolio and “Typhon- External Documents”.

Conferences Practicum Hours

Students may count up to 50 hours for conference attendance toward attainment of DNP practicum hours. All continuing education conference hours must be **pre-approved** by the DNP practicum course faculty member. Continuing education topics must be directly linked to support attainment of the *Essentials of Doctoral Education of Advanced Nursing Practice*, (2006). Students may post up to 50 hours for pre-approved CE credits from conference attendance. Documentation must include the CE credit certificate documenting hours awarded. Only pre-approved and documented hours will be considered. Students should post an entry in Typhon upon completing the CE course attendance and upload the CE certificate to the Typhon Extended documents.

Sample:

Date

DNP Practicum Course

Title of Conference/Courses - Total () DNP Practicum hours

Students should document completion of the practicum hours in Typhon and upload the CE Certificate in “Typhon- External Documents”.

Program Practicum

FNP Practicum

The FNP practicum courses provide the context and framework through which, upon completion of the post-BSN to DNP/FNP program, the nursing student will be prepared to enter the professional role of the Family Nurse Practitioner. This process includes assessment, planning, implementation, and evaluation components. FNP practicum hours refer to hours in which direct clinical care is provided to individuals, families, and populations in population focused areas of NP practice; clinical hours do not include skill lab hours, physical assessment practice sessions, continuing education, or a community project, if it does not include provision of direct care (NTF, 2016).

Students will collaborate with the Practicum Coordinator as detailed in the Practicum Placement Policy Guideline to arrange practicum sites. Students will collaborate with their practicum faculty to design and plan an individualized practicum experience that reflects the practicum course learning objectives. Goals and objectives will be established with attention related to *NTF*, *AACN* DNP Essentials and Liberty University DNP program outcomes.

DNP Practicum

The DNP practicum courses provide a practicum experience in which the student applies the competencies of the DNP role through scholarship, and a precepted practicum experience in systems leadership: management of population health /clinical prevention or clinical leadership. The DNP practicum courses consist of three major components: faculty guidance/assignments, scholarships (completion of the scholarly project and a manuscript) and completion of a precepted practicum experience under the guidance of the faculty member and in collaboration with a preceptor. During the practicum experience, students will complete a scholarly project under the guidance of a scholarly project chair. (The Scholarly Project is discussed in detail in the Scholarly Project Section of the Handbook.) Students earning a practice doctorate will include a broad range of practicum experiences including practicum hours beyond the clinical hours required for a direct care core specialty hours required for patient care. Nurses obtaining a DNP must be able to translate evidence into practice, develop leadership skills, lead intra/inter-professional collaborative teams, utilize and implement technological advancements to promote health care and patient outcome improvements, apply clinical investigative skills to improve health/ population outcomes, and impact health policy. Students will experience a broad range of learning opportunities to meet the DNP competencies.

Examples of learning opportunities include but are not limited to:

- Technology opportunities such as telemedicine to improve access to care and patient outcomes.
- Interprofessional collaborative process improvement projects to improve systems, health care administration, population health or individual's health.
- Clinical interventions, evidence-based practice protocols to improve health care systems, population health or other health related outcome.
- Participate in local, regional, state, or national initiatives to enact policy change to improve health care systems, delivery of care, population health, management of care or other health related outcomes.
- Lead interventions that positively influence health care outcomes, population health, and direct care of patients, nursing practice, and administration of health care systems.

Nurse Educator Practicum

The Nurse Educator practicum courses provide students an opportunity to operationalize the National League for Nursing's Nurse Educator Competencies within an academic, work force development, patient education department or other educational setting. The practicum goals and objectives will be developed in support of the National League of Nursing Nurse Educator competencies. The student will be mentored by faculty and also precepted throughout this experience.

Practicum Sites

FNP Practicum Sites

The FNP practicum courses provide the context and framework through which, upon completion of the post-BSN to DNP/FNP program, the nursing student will be prepared to enter the professional role of the Family Nurse Practitioner. This process includes planning, implementation, and evaluation components. FNP practicum hours refer to hours in which direct clinical care is provided to individuals, families, and populations in population focused areas of Family Nurse Practitioner (FNP) practice; clinical hours do not include skill lab hours, physical assessment practice sessions, continuing education, or a community project, if it does not include provision of direct care (NTF, 2016).

Students will collaborate with the Practicum Coordinator as detailed in the Practicum Placement Policy Guideline to arrange practicum sites. Students will collaborate with their Practicum Faculty to design and plan an individualized practicum experience that reflects the practicum course learning objectives. Goals and objectives will be established with attention related to NTF, AACN DNP Essentials and Liberty University DNP program outcomes.

FNP clinical practicum hours required and obtained in accordance with the following courses:

Course	Description	Hours
NURS 730	FNP Practicum I	112
NURS 736	FNP Practicum II	224
NURS 838	FNP Practicum III	280
FNP Practicum I (NURS 730)	FNP Practicum II (NURS 736)	FNP Practicum III (838)
Practicum Course Descriptions		
<p>This practicum course introduces the student to nurse practitioner role in the primary care setting and focuses on wellness and the delivery of acute health care across the lifespan. Students will provide physical, psychosocial and spiritual care through health history taking, conducting physical examinations, and build skills in diagnostic reasoning. Principles of health prevention/promotion, health maintenance and risk assessment will be applied to individual and family care within the context of culture, ethnicity and community. The student may participate in the diagnosis and plan of care with the guidance of the preceptor.</p>	<p>This practicum course builds on the skills obtained in Family Nurse Practitioner II. The student will continue to develop the role of nurse practitioner in the primary care setting focusing on assessment and management of chronic and more complex acute care health problems across the lifespan. The student should manage episodic and follow up visits for chronic health and complex acute care issues. The student should demonstrate evidence based practice behaviors and adhere to standards of care to order and interpret diagnostic tests, prescribe therapeutics and develop a plan of care to manage disease states or conditions under the guidance of the preceptor. The student should provide physical, psychosocial, and spiritual care to the individuals and families through the integration of ethnicity, culture and community.</p>	<p>This practicum course provides extensive experience to prepare the student to enter the professional role of a family nurse practitioner. Students will provide wellness exams, episodic, acute and chronic care to individuals across the lifespan. The student should demonstrate evidence based practice behaviors and adhere to standards of care to order and interpret diagnostic tests, prescribe therapeutics, and develop health prevention/promotion and health maintenance plans. Students should be able to assess individuals and/or families and develop a plan of care in consultation with the preceptor. The student should provide physical, psychosocial and spiritual care to individuals and families through the integration of ethnicity, culture and community.</p>

DNP Practicum Sites

The site for the practicum experience (NURS 840 - NURS 844) is important to the development, implementation, and evaluation of the DNP practicum experience and the DNP Scholarly Project. During the DNP practicum experience the student is supervised and mentored providing an opportunity to expand leadership and interprofessional collaboration skills to improve quality and transform policy, nursing practice, patient care, and health care systems. Students will have an opportunity to translate research into practice and participate in scholarship through the completion of the Scholarly Project. Nurse Practitioner/Clinical Nurse Specialist, advanced practice nursing students will also expand clinical skills. Sites should meet academic and professional goals, meeting the program outcomes, DNP Essentials and National Organization of Nurse Practitioner Facilities (NONPF) competencies for nurse practitioners.

Sites can include a hospital, health care system, public health agency, research institute, non-profit agency, or other appropriate organization. The Liberty University School of Nursing reserves the right to approve or disapprove any practicum site. Students should seek practicum site placement several months prior to starting practicum and no later than four weeks prior to practicum placement. Students will not be placed in sites where there is a conflict of interest with regard to the evaluation of student performance. Such conflicts may include, but are not limited to, assignment to a relative or close family friend, or assignment to a preceptor who has a business or financial relationship with the student or is a family member of the student. DNP students may complete their DNP practicum hours at their place of employment provided the placement is approved by the practicum coordinator. Practicum hours are completed outside the usual work experience and are non-paid hours.

DNP clinical practicum hours are required and obtained in accordance with the following courses:

Course	Title	Practicum Hours
NURS 840	DNP Practicum I	112
NURS 841	DNP Practicum II	112
NURS 842	DNP Practicum III	112
NURS 843	DNP Practicum IV	112
NURS 844	DNP Practicum V	112

***Note:** The American Association of Colleges of Nursing (AACN, 2006) Essentials for Doctoral Education for Advanced Nursing Practice required all DNP students complete 1000 hours practicum post BSN. This standard may require some students to complete hours in addition to the hours listed above. NURS 844 may be repeated up to four times to provide additional time to complete additional practicum hours.

Nurse Educator Practicum Sites

The Doctor of Nursing Practice Program offers students an online four course Nurse Educator Elective Series. NURS 767 Transition to the Nurse Educator Role, the last course, requires 50 precepted practicum hours. Sites to consider include but are not limited to healthcare systems work force development/professional development departments, patient education, and academic centers.

Preceptors

It is the student's responsibility to identify potential preceptor(s) appropriate for the practicum components of the program. The preceptor must be an expert in the clinical, educational, administrative area in which the student wishes to develop expertise. The preceptor must hold a position in the organization where he/she can facilitate the student's access to organizational, personnel, and patient care opportunities/information as applicable. It is important that both the preceptor and the student maintain clear boundaries regarding their employment and student status.

FNP Practicum Preceptors

The FNP Practicum Preceptor expectations are based on the NTF Criteria, 2012. All preceptors must have a Master's degree or higher, be nationally certified as a Nurse Practitioner, Medical Doctor (MD) or Doctor of Osteopathic Medicine (DO) and have a valid, current state license to practice in the Commonwealth of Virginia. Nurse Practitioners must also hold national certification. Providers must practice in a site that will provide the student access to direct patient care opportunities to work with individual clients, families, and populations and have at least one year of professional practice experience. Family members or direct supervisors may not serve as a preceptor for students in clinical sites. Note: Physician Assistants cannot serve as preceptors. **At least 200 hours must be completed with a nurse practitioner.**

DNP Practicum Preceptors

The DNP Practicum Preceptor must have a Master's degree or higher and be an expert in his/her field. If the preceptor is a MD, DO or NP, they must be nationally certified and have a valid, current state license. Experienced field experts may be approved with extensive experience, credentialing such as Certified Public Accountant with a BS to support specialty practicum experiences with finance, informatics, etc. Preceptors must practice in an area that contributes to the development of the doctorally prepared advanced nursing practice scholar with a focus on population health and clinical practice. Management/Administration Preceptors may work in a variety of roles related to healthcare or healthcare systems (Nurses, or non-nurses, e.g. another related health field such as healthcare informatics, policy, quality management, and risk management). Preceptors must practice in a site that affords opportunities to develop the advanced nurse practice scholar and clinical/systems leader.

Nurse Educator Preceptor

The nurse educator preceptor must be a doctorally prepared nurse educator (Ph.D., Ed.D, DNP) practicing in a role that will provide experiences to obtain the National League for Nursing Nurse Educator Competencies. Preceptors must hold an unencumbered valid state RN license.

Process for Practicum Placement

The Liberty University School of Nursing Doctor of Nursing Practice (DNP) program maintains a database of clinical sites that has been approved. This listing is maintained in the Typhon Practicum Tracking System and is available to students. Students may also select their own site to present for consideration through the site approval process. Students may contact preceptors in the database, unless otherwise indicated in the system, i.e., preceptors not currently accepting students, or students may select another

preceptor for consideration and approval. It is the student's responsibility to identify a prospective practicum site /preceptor. Students should work closely with the Practicum Coordinator to ensure compliance with all preceptor/practicum site requirements- email sklee@liberty.edu

1) Identify a Practicum Preceptor/Site

- a. Students either select a site from Typhon or a site of their choosing for consideration. **Note: the Doctor of Nursing Practice Program is not approved in all states. Students residing outside of the Commonwealth of Virginia should review the list of excluded states listed on the DNP web page.**
- b. The student either selects a preceptor from Typhon or selects a preceptor of their choosing for consideration.
- c. The student is responsible for initiating communication with a potential site preceptor providing an overview of the practicum requirements. The students should provide an overview of the expected practicum experience, while final goals and objectives may not be completed at this point, it is important the preceptor understands the potential goals and objectives to be sure the preceptor/site can meet the student's needs. In addition, the student should share the course syllabus with the preceptor.

2) Submit a Practicum Preceptor/Site Request

- a. Once the student has contacted a preceptor for consideration and the potential practicum preceptor agrees to serve as the practicum preceptor for the practicum course, the student must submit a written request to sklee@liberty.edu – submit: 1) DNP Program Practicum/Clinical Site/Preceptor Approval Form Nine located in [Appendix A](#), 2) Preceptor CV. The Practicum form is completed and submitted to the Practicum Coordinator at least 4 weeks prior to the beginning of the practicum course. 3) Copy of preceptor's national NP certification if using a NP as a preceptor.
- b. The Practicum Coordinator will review the request and evaluate the practicum site and preceptor for the ability to meet the course and program learning outcomes.
- c. An executed practicum site affiliation agreement is not required. If the organization requests an agreement, the Practicum Coordinator will submit a Liberty University Practicum Affiliation Agreement for consideration. An agreement must be reached prior to student practicum placement, if one party requests an agreement. Liberty University is not obligated to enter into an affiliate agreement unless both parties can agree on all areas.
- d. Preceptor Approval: The Practicum Coordinator will verify the preceptor's credentials, licensure, education and curriculum vitae for approval.

3) Confirm Practicum Placement

- a. The Practicum Coordinator will notify the student and course professor when the site and preceptor have been approved and all paper work is complete, including an executed affiliation agreement if completed by all parties involved.
- b. If an agreement cannot be reached, or approvals cannot be granted, it is the student's responsibility to locate another affiliate and submit another practicum request to the Practicum Coordinator.
- c. **IMPORTANT:** Once the preceptor approves the practicum goals and objectives, the student and preceptor must complete and sign - Form Ten- Clinical Practicum Contract Doctor of Nursing Practice Program located in [Appendix A](#). Once this form is signed by both parties,

the student must email a scanned signed completed copy of the document to sklee@liberty.edu. This form must be on file within two weeks of starting practicum to ensure the preceptor has agreed to the goals and objectives. This form may be signed by both parties in person or may be emailed, signed and scanned, but must contain complete information and both signatures.

4) Establish Practicum Experience

- a. Once the student receives notification from the Practicum Coordinator that the site and preceptor are approved, the student may contact the preceptor to arrange a meeting to discuss the practicum schedule and goals and objectives.
- b. Practicum Goals and Objectives are developed under the guidance of the course professor and must be approved by the professor prior to submission to the preceptor.
- c. Students must submit their approved Practicum Learning Objectives to their Practicum Preceptor for approval. The Practicum Preceptor must also approve the goals and objectives. This indicates these can be achieved at this site.

5) Starting Practicum Check List

- a. The site and preceptor must be approved prior to starting practicum hours. A completed and signed Form Ten – Doctor of Nursing Practice Program Clinical Practicum Contract (located in [Appendix A](#)) must be on file within two weeks of starting practicum.
- b. Student submits current Curriculum Vitae in Typhon Portfolio which contains contact information: phone contact and LU email address prior to starting practicum.
- c. Student must upload a copy of the practicum schedule in Typhon.
- d. Practicum goals and objectives approvals- the student will upload a copy of the goals and objectives in Blackboard for grading.
- e. The practicum course professor will provide feedback, grade and give final approval to start practicum. No hours can be started until this final approval is provided to the student by the course professor. The student will be notified via Blackboard (Bb). Additional information may be requested through Bb or email as needed. The student will also submit the Practicum Goals and Objectives to the Practicum Preceptor for approval once approved by the faculty member.
- f. Once the Practicum Objectives have been approved by the Practicum Faculty and the Preceptor, the student will upload the final version into Typhon NPST External Documents.
- g. Prior to beginning practicum: The student will provide the preceptor the following:
 1. Current Curriculum Vitae or link to CV in Typhon
 2. Approved practicum goals and objectives
 3. Copy of agreed upon practicum schedule

Prior to beginning practicum: The Practicum Coordinator will provide the preceptor the following:

1. Welcome letter to preceptors from the Chair, School of Nursing along with contact information for practicum faculty.
 2. Link to Liberty University Doctor of Nursing Program Handbook
 3. Copy of course syllabus
- h. The preceptor must approve the student's goals and objectives, as well as Form Ten – DNP Program Clinical Practicum Contract (See [Appendix A](#)).

- i. The student must complete all orientation requirements of the practicum site.
- j. Student must remain in good academic and clinical standing, remain compliant in American Databank or Certified Background, and maintain a valid unencumbered RN license in good standing to remain in practicum.
- k. Note: Student's practicum course faculty will also contact the preceptor.

Roles & Responsibilities

Practicum Course Faculty

The Practicum Faculty is a doctorally prepared Liberty University School of Nursing Faculty Member (Full-time or Adjunct). Family Nurse Practitioner practicum course faculty are nationally certified as Family Nurse Practitioners, licensed to practice as a FNP and maintain a clinical practice. The FNP practicum faculty will serve as the primary clinical practicum faculty for students. Doctor of Nursing Practice Practicum Faculty members are doctorally prepared, Ed.D, Ph.D or DNP faculty members with expertise in scholarship and nursing. They may also be practicing nurse practitioners or other advanced practice nurses or nurse leaders. Nurse Educator practicum faculty members are doctorally prepared, experienced nurse educators and many hold national certification as a Certified Nurse Educator.

- 1) Adhere to Christian principles when interacting with students, Practicum Preceptor, Practicum Site Staff, and Practicum Faculty. Demonstrating the Fruits of the Spirit: Love, Joy, Peace, Forbearance, Kindness, Goodness, Gentleness, and Self-Control (Galatians 5: 22-23).
- 2) Serve as a professional role model and assuring students have appropriate practicum experiences that are consistent with the program and course learning objectives. Specific responsibilities include: Advising student development of practicum learning objectives. Maintain availability to meet with the student (direct or indirect) as needed to assist with FNP clinical/ DNP practicum issues. Monitoring student schedule, hours, clinical practicum logs, and practicum evaluations. Conduct direct and/or indirect practicum site evaluation.
- 3) Course management: Grading practicum assignments, professional portfolios and grade practicum logs and review all practicum documentation in Typhon Practicum Tracking System.
- 4) Serve as an advisor to students regarding practicum progress, identifying strengths and weaknesses and assisting the student to develop a plan for future practicum experiences.
- 5) Serving as the primary liaison on behalf of Liberty University School of Nursing between the student and Practicum Preceptor.

Specific responsibilities include:

- a) Providing the practicum preceptor a welcome letter introducing Liberty University Nursing Doctoral program, the student, and the practicum course overview and requirements.
- b) Collaborating with Practicum Coordinator as needed to ameliorate practicum experiences.
- c) Extending a letter of appreciation to the practicum preceptor and site at the completion of the practicum experience.
- d) Evaluating the student's ability to meet practicum requirements.
- e) Supplying indirect practicum supervision in order to supplement the clinical preceptor's teaching.
- f) Acting as a program liaison to a community agency and preceptor.
- g) Evaluating student practicum progress.
- h) Facilitating weekly WebEx course seminars (for DNP courses).
- 6) Maintain communication with Practicum Preceptor, student and practicum coordinator. (DNP courses- collaborate with Scholarly Project Chair as needed) Grade practicum logs and review all practicum documentation in Typhon Practicum Tracking System.
- 7) Site Visits: DNP Practicum Courses- NURS 840-844: at least one site visit (phone or on-site is required for each DNP practicum course). FNP Practicum Courses-NURS 730, 736, 838: at least one site visit, including one on-site visit, which is required for each of the direct care clinical courses. More site visits (phone or on-site) are conducted at the discretion of the course faculty or preceptor.

Conduct direct and/or indirect evaluation of the student's ability to meet practicum requirements. The student should work with the preceptor and faculty member to schedule a site visit that supports all schedules.

Practicum Coordinator

The student will work with the Practicum Coordinator to complete all pre-practicum and practicum placement requirements. Far from being a passive exercise, students are expected to assume primary responsibility for their practicum experience planning while the Practicum Coordinator provides expertise, support, and contractual requirements for the student to ascertain a practicum site.

Practicum Coordinator has the following responsibilities:

- 1) Adhere to Christian principles when interacting with students, Practicum Preceptor, Practicum Site Staff, and Practicum Faculty. Demonstrating the Fruits of the Spirit: Love, Joy, Peace, Forbearance, Kindness, Goodness, Gentleness, and Self-Control (Galatians 5: 22-23).
- 2) Collaborate with the students, practicum site contacts, preceptor (as needed) to coordinate student practicum preceptor/site.
- 3) Support affiliate agreements between affiliate sites and Liberty University Contracts/Legal office.
- 4) Maintain database in Typhon of all practicum sites, preceptors.
- 5) Verify preceptors and sites for approvals per policies (consult with Program Chair as needed).
- 6) Seek opportunities for new sites.
- 7) Maintain required practicum site and preceptor policies and records.
- 8) Provide Practicum Faculty with student assignments and practicum site information for each student's practicum experience.

Practicum Preceptor

- 1) Provide clinical supervision and instruction as a health care provider in a clinical site or provide oversight of activities that support attainment of the *Essentials* of Doctoral Education for Advanced Nursing Practice, 2006, and the NONPF 2014 competencies for Nurse Practitioners, and student learning goals and objectives.
- 2) Provide final decisions pertaining to patient care or other operational decisions
- 3) Understand the student's learning needs.
- 4) Understand the student's previous experiences and knowledge base.
- 5) Provide verbal feedback to the student frequently during practicum experiences
- 6) Communicate student progress to the Practicum Faculty in a timely manner.
- 7) Understand practicum evaluation criteria.
- 8) Conduct documented student practicum evaluation via Typhon evaluation tool.
- 9) Maintain communications with student and faculty.

Doctoral Nursing Student

The Nursing Doctoral student must be highly motivated, self-directed, and responsible for learning throughout the program. Students will maintain professional communication with their preceptor and professor via Liberty University email, phone, or face-to-face.

The Nursing Doctoral student has the following responsibilities:

1. Adhere to Christian principles when interacting with patients, Practicum Preceptor, Practicum Site Staff, and Practicum Faculty- Demonstrating the Fruits of the Spirit: Love, Joy, Peace, Forbearance, Kindness, Goodness, Gentleness, and Self-Control (Galatians 5: 22-23).
2. Be self-directed, professional and responsible for learning during the Practicum experience, Scholarly Project, and practicum courses.
3. Be organized and prepared to attend practicum experience as scheduled and on-time.
4. Be fully engaged during the practicum experience.
5. Work with the Practicum Course Faculty or Chair and Practicum Coordinator to establish an appropriate, individualized learning experience.
6. Develop practicum learning objectives that are realistic and consistent with DNP Essentials (AACN, 2006) Family Nurse Practitioner Competencies (NONPF, 2014) and Nurse Educator Competencies (NLN, 2012), and Liberty University DNP Program outcomes.
7. Participate in regular discussions with Practicum Faculty about progress, identified areas for improvement, and ability to meet learning objectives in the practicum site.
8. Adequately communicate learning objectives to Practicum Preceptor.
9. Participate in regular synchronous and asynchronous group discussions with other students and faculty concerning their practicum experiences.

Practicum Goals and Objectives

Students will develop Practicum Objectives for each Family Nurse Practitioner Practicum Course and will develop DNP Goals and Objectives during NURS 840 to guide the DNP practicum experience. The DNP Goals and Objectives may be updated during any of the DNP practicum courses. The purpose of Practicum Goals and Objectives is to guide the practicum experience and professional development as the student matriculates through the Doctoral Program. The practicum experience is directed by the development and reflection of practicum course objectives. Students will formulate learning objectives related to each practicum course and will incorporate the course objectives/competencies. The practicum learning objectives must meet the learning outcomes of the practicum course, the Liberty University Doctor of Nursing Program, and be consistent with *DNP Essentials (AACN, 2006) Family Nurse Practitioner Competencies (NONPF, 2014) or Nurse Educator Competencies (NLN, 2012)*.

Practicum Schedule

Students will arrange practicum schedule with the approved preceptor. The practicum schedule is required to be uploaded in to Typhon NPST System under External Documents during the first week of practicum. The schedule should include the date and hours of each practicum day. The practicum schedule will be reviewed and approved by the Practicum Faculty.

Documenting Practicum Experiences

The Typhon Group Nurse Practitioner Student Tracking System is an electronic tracking system available online for Doctoral Nursing students. Typhon is utilized in the FNP, DNP and Nurse Educator Practicum Courses to facilitate student documentation of patient encounters, practicum scheduling, and practicum hours. Typhon functions also include individual student reporting, web-based practicum evaluations, and student portfolios. Typhon offers a secure encrypted website access complying with HIPAA, FERPA, and PCI DSS security standards. The Typhon system is NOT meant to replace patient charting. Students will receive Typhon access and orientation prior to their first Practicum Course.

Documenting Practicum Hours

Students are required to maintain a preceptor-verified, log documenting practicum hours for each Practicum Course that will become a part of the student's permanent academic record. Students are required to enter practicum hours into the Typhon Time Log and submit to their Practicum Preceptor for approval at the end of each practicum day. The Practicum Faculty will monitor the Practicum Log throughout the practicum course and will be endorsed by Practicum Faculty at the end of each practicum course. **Failure to maintain signed Practicum Log verifying practicum hours will result in an Incomplete for the Practicum Course and the student will not be permitted to progress to the subsequent Practicum Course. Students must document the practicum experience in Typhon within 24 hours of completion, otherwise it will not be able to be recorded or tracked.**

Detailed and differentiated practicum hours are required to be entered into the Typhon NPST System. This provides documentation supporting the various experiences students obtain and allows for tracking and reporting.

The Typhon Group NPST System can be accessed through the internet. To login to the Typhon Group NPST System Tracking System, go to:

<https://www3.typhongroup.net/np/data/login.asp?facility=3007>

Practicum Case Logs

Family Nurse Practitioner Practicum Students are required to document practicum case logs for each patient encounter into the Typhon NPST system. Patient encounter information will include patient demographics, diagnosis and procedure codes, and a clinical note. Case Log entry allows for students and faculty to evaluate, track, and report student practicum experiences. Practicum Faculty and Preceptor will have access to view student entries to verify and assist students in their practicum experience. Specific requirements for practicum case log entries will be provided prior to the student's first practicum course during the Family Nurse Practitioner Practicum courses. DNP and Nurse Educators will document a weekly narrative in the Typhon NPST system of their practicum experience, detailed guidance will be provided in the course syllabus.

Documentation in the Practicum Setting

Appropriate validation of patient findings is essential to assure successful billing for services and compliance. Students need to discuss with the preceptor the documentation policy used by the agency where they precept, and comply with the policy. Students are expected to document patient encounters in the

patient record whenever actively involved in the patient's care. Documentation provided must demonstrate to any knowledgeable reviewer that the billing provider performed the service and the student participated in the delivery of care.

Having validated student findings, the preceptor should indicate this validation on the patient record (written or electronic). A standard template may be used and the student may enter the statement for the preceptor's signature. If the preceptor is unable to allow a student to document patient encounters due to agency policy, the student must maintain a **shadow chart** for each patient encounter that consists of a SOAP note without patient identifiers that will be documented in Typhon.

Chart /Clinical Signatures in the Practicum Site

All students, regardless of the agency where they are precepting, are to sign their names legibly as follows: First and Last Name followed by their legal credentials and FNP/DNP or DNP student: Example: John Smith, RN, CCRN, FNP/DNP student, or Jane Doe, PNP-c, DNP student. At no time are the credentials DNP-c permitted to be used while enrolled in this program.

Practicum Evaluation

Performance evaluation in the practicum setting is utilized in determining the achievement of program objectives. All clinical / practicum evaluations will be completed through Typhon NPST System. Specific guidelines and evaluation criteria will be provided to the student in the practicum course syllabus. Evaluation criteria will also be provided to the Practicum Preceptor at the beginning of each Practicum Course through a copy of the course syllabus and link to the Liberty University School of Nursing Doctor of Nursing Program Handbook. Outlined below are evaluations for each Practicum Course.

- Preceptor Evaluation of the Student /Program
- Student Evaluation of the Practicum Faculty/Course
- Student Evaluation of the Practicum Preceptor/Site
- Practicum Faculty Evaluation of the Student
- Practicum Faculty Evaluation of the Preceptor/Practice Site

Students must submit required faculty/course evaluations prior to the end of the Practicum Course via Blackboard/paper/or in Typhon. The evaluations are confidential; however, the faculty members are able to determine whether a student has completed the course evaluations, if submitted electronically.

Submission of final course grade is contingent upon receipt of all completed evaluations and validation of practicum hours. All practicum evaluation forms will be available in the fall 2015 handbook.

Practicum Performance Requirements

Each practicum course has required competencies for which the student must demonstrate mastery. The student will be evaluated in the practicum setting by their Practicum Preceptor and Faculty. The student must receive satisfactory evaluation by Practicum Preceptor and Faculty in order to progress through the program. The majority of scores on the practicum evaluation tool must be a “3” or higher with a minimum score of “2” in any category. The student must pass the practicum/clinical component of all practicum courses. A student cannot pass a practicum/clinical course without safe successful performance and evaluation in the clinical/practicum setting. If a student is unsafe in practicum, they shall be removed and the incident evaluated.

Remediation

Students are required to meet the practicum standards established by program faculty. Students that demonstrate difficulty in meeting the established practicum standards may be placed in a remediation plan. Indications for remediation include student performance that reflects a deficit of knowledge, inability to critically think and prioritize patient care, a lack of psychomotor/technical skills, deficits in overall ability or otherwise presenting a serious safety threat or lack of progress in a practicum setting. The student will be notified as soon as reasonably possible if a deficit in meeting a practicum standard has been identified.

In the event that a student demonstrates serious practicum difficulty, the Practicum and/or Course Faculty will notify and consult with the Program Chair to develop a remediation plan. The remediation plan will be discussed with the student. Documentation of the practicum standard in which the student fails to

demonstrate, supporting artifacts (as evaluation, performance appraisals, counseling notes, anecdotal reports), and the remediation plan will be documented in the student's permanent academic record.

Remediation may include the following:

1. Assignment to a Liberty University-specified Practicum Preceptor(s) to work with the student.
2. Extended required practicum hours or laboratory remediation/simulation opportunities.
3. Specification of the length of the remediation period, which will typically be thirty (30) days, but will not extend beyond the completion of the course.
4. Identification of specific steps for addressing the student's identified deficiency.
5. Completion of additional academic supports such as review/study materials purchased at the student's expense.
6. Documentation of the standards or criteria the student must meet to be released from the remediation status.

The determination of whether a student has satisfied the criteria for release from remediation will be made by the Practicum Faculty with input from the Preceptor and in consultation with the Program Chair. Students who successfully complete a remediation program may continue in the program in good standing. In the event that a student is unable to satisfy the criteria of the remediation plan, the student may be terminated from the program. See Remediation Form: [Appendix C](#).

Professional/Practicum Expectations

Professional Behavior

Students are expected to conduct themselves as professionals and exemplifying the fruits of the spirit at all times including while in practicum. Students should abide by the conduct expectation as discussed in the Liberty Way, Graduate Handbook, and the DNP Student Handbook. Please see "*Statement of Essential Attributes*" section in the DNP Student Handbook.

Practicum Attendance Policies

Students should establish a practicum schedule with the preceptor at the beginning of the course. Students are expected to attend practicum as scheduled and to arrive on time and well prepared. In the event of an unavoidable absence or arrival delay from the agreed-upon practicum schedule, the student is required to notify the preceptor at the earliest convenience. Students are required to notify their Practicum Faculty of an absence within 24 hours. Students must reschedule the practicum hours with their practicum preceptor and notify their Practicum Faculty.

Attire

Students attending practicum experiences are expected to present a professional appearance that reflects the standards of the Liberty University School of Nursing.

1. Clinical attire will be clean, pressed and professional in appearance and adhere to safety, infection control, and standards of the clinical practicum site, administrative site or academic site. Dress should be modest in appearance and sized appropriately.
2. Women may wear dress slacks, dresses, or skirts. Dresses and skirts must be knee-length. Women should wear professional conservative, non-revealing tops. Shoulder straps for dresses or shirts thickness must be two inches or more, have modest neck lines, and should not be tight

fitting. Women may wear low-heel or flat, closed-toe shoes of professional appearance. Women should wear plain hose or solid colored sox as appropriate. Hose should be sheer or opaque, solid color without prints or patterns. No fish net or other pattern hose permitted. Trouser sox are permitted in solid colors.

3. Men must wear dress slacks with a belt (black or brown), dress shirt with a white plain undershirt, socks (solid color -black, brown, gray, tan, or white) with dress shoes (black or brown leather or suede).
4. Students will wear a Liberty University School of Nursing lab coat while in a clinical setting. A Liberty University School of Nursing Lab Coat is to be purchased at the expense of the student through the Liberty University Bookstore prior to the first Practicum Course or NURS 712 whichever comes first. The student is responsible for maintaining a clean and pressed lab coat. If the student is attending practicum experiences outside of the clinical setting, such as in the executive, political, academic or community setting a lab coat is not required. If a lab coat is not required for providers to wear at the practicum site, the student may wear business dress or appropriate clinical attire per that site for advanced practice nurses. All clothing must be clean and pressed at all times.
5. The student must comply with requirements of the practicum site. Students must obtain a Liberty University Student Identification (ID) Badge. The student may also be required to purchase an affiliate practicum site ID badge. All expenses related to student ID badges are the student's responsibility. Student identification badges should be positioned above the waist with name and photo clearly visible.

Personal Grooming

Students are expected to adhere to healthy personal grooming habits that ensure the health and safety of the population they serve.

- **Hair:** Hair must be neat, clean and styled in a modest style. Men's hair must be cut above the collar and around the ear. No male pony tails. Hair must be of natural color, without large hair adornments and swept away from the face.
- **Nails:** Nails should be natural (no artificial nails), cut short, clean and if polish is worn it must be of light neutral or clear color.
- **Jewelry:** Modest jewelry such as wrist-watch, conservative necklaces and wedding bands are permissible in the practicum setting. With the exception of modest (1 lower lobe piercing in each ear with small post earring) other piercing must not be visible while the student is in the practicum setting. Facial jewelry is not permitted to be worn during practicum experiences including tongue rings.
- **Tattoos:** Tattoos must not be visible while in the practicum setting. If tattoos are visible, students will be asked to conceal the tattoo to remain in the practicum site or will be excused; additional actions may be taken.

Professional Use of Electronic Devices

The policy requirements herein are applicable to any academic setting (classroom, clinical setting and lab) where an electronic device is a required for academic purposes. Failure to comply with this policy violates professional standards and may result in clinical failure and/or other disciplinary action.

1. Electronic devices are intended only for clinical referencing, data collection, communication with a provider or faculty and point-of-care access to evidence based clinical information.
2. Electronic devices may not be used for non-academic purposes while in the academic setting.

3. Electronic devices must on silence mode while in the academic and practicum setting.
4. Camera function on electronic devices is prohibited from use in the practicum setting.
5. The use of electronic devices must follow the clinical setting's policy concerning electronic devices, including wireless connectivity.
6. Course faculty may further define specific guidelines for the use of electronic devices in the academic setting.
7. Note: Students may use "*Epocrates*" or "*Up to Date*" medical *EBP* database, which may be accessed through the LU Library interface during practicum as resources.

Bodily Fluid Exposure Policy

The following procedures should be followed if you sustain a needle stick injury or exposure to blood or bodily fluids while working in a clinical agency or clinic:

1. Protect Yourself:
 - a. DECONTAMINATE the injury site by washing skin with soap and water for thirty seconds.
 - b. Report the incident to the clinical preceptor immediately.
 - c. The clinical preceptor should request that the resident or attending physician obtain permission to obtain the following specimens on the source patient, if they are not already available on the patient's medical record:
 - Hepatitis B Surface Antigen
 - Hepatitis C Antibody
 - Rapid HIV.
 - d. Follow the clinical agency's employee exposure to blood and bodily fluids protocol for receiving immediate medical treatment.
 - e. Make an appointment at your primary physician's office post initial blood specimen draw.
2. Document the Exposure
 - a. The agency's incident report will need to be completed for full documentation and submitted to the designated office per agency policy.
 - b. Exposure Reporting Form, which must be completed by the student within 48 hours of the exposure incident, is found in the Lab Handbook.
 - c. Once completed, you should submit the Exposure Reporting Form to the DNP Lab Director for follow up considerations.

Liberty University
Doctor of Nursing Practice
Scholarly Project Guidelines

Overview of the Scholarly Project

According to the American Association of Colleges of Nursing (AACN), the Doctor of Nursing Practice (DNP) is a practice doctorate that is distinguished by the successful completion of a scholarly project which addresses an identified practice problem (2006).

The Scholarly Project is designed to demonstrate a synthesis of the student's knowledge and lay the groundwork for future scholarship. It should also demonstrate integration of the Doctor of Nursing Practice (DNP) Essentials of Doctoral Education for advanced nursing practice and "positively influence health care now and in the future" (Moran, Burson, & Conrad, 2014, page 5). The faculty of Liberty University's DNP program views the scholarly project as an opportunity for students to experience a personal and professional transformative experience while contributing to quality healthcare and advanced nursing practice.

Unlike a dissertation, the Doctor of Nursing Practice Scholarly Project is not designed to create new nursing knowledge but to apply and integrate existing knowledge. As such, students will be utilizing the scholarship of integration and the scholarship of application as described by Boyer (1990, as cited in Moran, et. al, 2014). These types of scholarship are related to interdisciplinary pursuits and practice issues, which make them appropriate for the practice level doctorate.

Liberty University's DNP program guidelines are designed to help students develop a successful, applicable, and practice changing scholarly project. These guidelines are in keeping with the AACN essentials and the Liberty University DNP program's academic mission. Students should keep in mind that completion of a successful scholarly project is a requirement for graduation and requires careful planning and execution. While students must submit a completed project, it is expected they will pursue further research, publication, and other scholarly pursuits related to the project after graduation.

Many foundational skills needed to develop a proposal should have been garnered during enrollment in the following courses: DNP Research Core: NURS 700 Advanced Nursing Research, NURS 716 Applications of Evidence-Based Care, and NURS 836 Translational Research in Health Care. Other DNP Systems Core or Advanced Practice Core courses contribute to the knowledge and skills to successfully complete the scholarly project.

Scholarly Writing

Scholarly writing skills are expected. Students should use the current edition of the Publication Manual of the American Psychological Association (APA) as the accepted format for scientific writing: www.apastyle.org Additional APA style and writing resources can be found at the Online Writing Lab at Perdue University: <https://owl.english.purdue.edu/owl/resource/560/01/>

Additionally, Liberty University offers the resources and services of a Graduate Writing Center, including tutoring. <http://www.liberty.edu/academics/graduate/writing/index.cfm?PID=11859>

Editing:

All students are required to seek the assistance of an editor for review and editing of their final scholarly project. Students should work with their chair to ensure the document is ready to go to editing. This must be

completed prior to final submission to the chair, Safe Assign and Digital Commons. The editor should ensure the document is compliant with the latest APA guidelines for style, formatting, grammar, punctuation, etc.

Safe Assign and Digital Commons

All student's scholarly projects will be submitted to Safe Assign prior to final acceptance of the scholarly work. The chair will submit to safe assign and review the report prior to student submission to the Digital Commons. Only upon final approval of the chair, can students submit their scholarly project to the Liberty University Digital Commons. This is an electronic publication site for Liberty University faculty and student publications. It is a graduation requirement for all student, that the scholarly project be successfully accepted for publication in the Liberty University Digital Commons.

DNP Scholarly Project

- The topic will arise from an identified clinical or healthcare administrative problem, internal or external benchmarking data, risk management or process/quality improvement data, financial or operational data, standards and guidelines, philosophical standards of care, new research or other literature, national standards or agency care protocols and standards.
- The DNP Scholarly project is an in-depth and integrative exercise, which results in an advance practice-related written product subject to either peer or professional review and critique.
- The student demonstrates expert appraisal of evidence relevant to practice and synthesis of the principles of evidence-based practice through problem identification, project proposal development, project implementation, and evaluation of project outcomes.
- The Scholarly Project is a faculty-guided experience.
- The Scholarly Project relates to an advanced nursing practice, or specialty, in which a group, population or community will benefit from the application of evidence with the goal of improving clinical or operational outcomes.
- The Scholarly Project is inter-professional, and therefore, may be conducted through partnerships with other entities, facilities, or community agencies or groups.
- The Scholarly Project serves to establish a foundation for future scholarly practice in nursing/clinical practice or a healthcare setting.

Types of Scholarly Projects

1. Scholarly Project will be an Evidence Based Practice Project based on the Iowa Model of Evidence Based Practice.
2. Scholarly Projects should demonstrate integration of the DNP Essentials. Students should be able to articulate how their project integrates the essentials and adds to nursing practice/ patient care or systems operations and/or outcomes at the micro, meso, and/or macro level.
3. Scholarly Project may be done at the practicum or work site. This work must be above and beyond expected work hours. Students cannot count paid work hours toward practicum hours.
4. Scholarly Projects should be written at a level that stands up to peer review and is of publishable quality.

5. Scholarly Projects' subject matter should be one in which the student has an extensive knowledge base. The scholarly project topic should be specific in nature and be an exploration at a comprehensive level. The student will need to have a good working knowledge of the subject matter to successfully complete the project.
6. Scholarly Projects should contribute to quality health care and/or advance nursing practice at the local, state, or national levels.

Procedures

1. Students will submit a Pre Proposal Approval form and letter of approval from organization to DNP@liberty.edu during enrollment in NURS 836. Include in the subject "Pre-Proposal Approval Form" This form will be used to determine if a proposal can be considered. It is important that the student work with their organization to ensure the organization will approve this project.
2. The project forms will be reviewed by a DNP Proposal Committee for approval. Additional information may be requested, prior to approval. The final decision for approval is the Liberty University School of Nursing Doctor of Nursing Practice Program.
3. Once approved, the student will be assigned a chair. The chair will reach out to the student to ensure they are informed of the appointments and set up an introduction meeting to discuss the project further and establish a time line and responsibilities.
4. All students must also complete the Collaborative Institutional Training Initiative (CITI) training prior to Institutional Review Board (IRB) submission. Students should upload the CITI Certificate of Completion into the Scholarly Project Portal and also in Typhon NTSB external documents. Students will track and report the completion of 15 practicum hours for the completion of CITI training.
5. The student must present a written proposal to the chair. Once the written proposal is approved by the chair, the student will need to defend the proposal to the chair in person or via WebEx or approved electronic methods using PowerPoint or other approved multimedia resource. Chair and student can share documents through the student's Scholarly Project Portal.
6. Once the proposal is successfully approved and defended, the student will work with the chair to complete the Liberty University IRB form. The chair must review and approve the IRB form, prior to submission to IRB. The chair's signature is also required on the form. NOTE: the IRB form submission must also include a copy of the student's CITI training, approval letter to use the Iowa Model of EBP, (obtained from the University of Iowa), and initial approval letter from the organization. Most organizations also required IRB approval once the Liberty University IRB approval is obtained. All projects must qualify for an exempt review. Students may review the guidelines for IRB review at this link: <http://www.liberty.edu/index.cfm?PID=12606>

In addition to obtaining approval through the Liberty University IRB, students must obtain approval through the IRB of the institution where the scholarly project will be completed. If the institution does not have an IRB, students must obtain written permission from the appropriate administrator. The student is responsible to follow all policies and guidelines of the institution. Scholarly Projects require approval from Liberty University, as well as from the facility or entity in which the student is completing practicum and the project, prior to the implementation of the project. In order to protect human subjects, IRB approval is required as dissemination of findings from the project is an expectation of the DNP graduate.

Students should submit a copy of the IRB approval to their Scholarly Project Portal and also upload a copy to Typhon, NTSB External Documents, and record tracking of 10 practicum hours for completion of the IRB application process.

7. Students cannot work on the scholarly project until the proposal has been approved by the committee, IRB's, and/or institutional supervisory personnel. Approval by the Liberty University IRB must be obtained prior to submitting to other organizations requiring IRB approval/administrative permission. All IRB approval documents must be submitted to the student's Scholarly Project portal site. The scholarly project chair must grant final approval before any work on the project commences.

Descriptions and Examples of DNP Scholarly Projects

Evidence Based Practice Projects

Evidence based practice projects utilize research and established practice guidelines to address clinical practice and related policies. There are a variety of projects that can fall into this category. Examples include: designing and evaluating new models of care, evaluating evidenced based practice guidelines, integrating technology into care, improving intra-professional collaboration, or an educational program aimed at improving care in some fashion. A project undertaken in this category should be designed to be completed in the time frame required. Procedures and subject involvement must fall into the category of minimal risk for the purpose of IRB approval. Students who choose to complete an evidence based project should have expertise and knowledge in the subject matter.

Examples of DNP projects in this category:

- Implementation of an Evidence-Based Neonatal Code Blue Class to Enhance the Knowledge and Skill Retention of Neonatal Nurses
- MyPapp; An Android App to Educate about Pap Testing
- Improving Provider Compliance in the Outpatient Office in The Use of a Symptom Based Individualized Written Asthma Action Plan
- Emergency Department (ED) Sepsis Care: Application of the Iowa Model of Evidence Based Practice (EBP)

Source: <https://www.doctorsofnursingpractice.org/studentprojects.php>

Questions to Ask Yourself When Choosing a Project

You must answer “yes” to all questions.

- Is the topic something that interests me?
- Will I enjoy learning more about this topic?
- Do I have adequate expertise in this area/topic?
- Is the project I’m considering an evidence based practice project?
- Will the project I’m considering contribute to comprehensive quality health care and/or nursing practice?
- Can the project I’m considering be approved through IRB as exempt?
- Can the project be completed successfully in the timeframe required?

Getting Started

Students should have an idea of their scholarly project topic of interest developed upon admission to the program. Students gain knowledge and skills related to conducting a scholarly project during additional DNP course work such as NURS 716 Applications of EBC and throughout the program of study. Students will work with their chair. Students will complete a scholarly project proposal during NURS 839.

Institutional Review Board

Once the student obtains approval of the chair, the student can begin the IRB approval process. This will include completing the CITI training and completing the Liberty University IRB documentation to submit the project for IRB approval. The Liberty University Institutional Review Board approval forms and process are located on this web site:

<http://www.liberty.edu/academics/graduate/irb/index.cfm?PID=12606>

Upon completion of the IRB approval documents and prior to submission of the forms to the IRB, the student's Chair must approve of the IRB application. Students must also complete IRB forms or obtain a letter of approval to conduct the study at the practicum site where the project will be completed. Again, if IRB approval forms are required, the chair must first approve the completed documents prior to submission to the IRB. Once the student obtains IRB approval(s) and/ or site approval, the Chair will provide final approval to start the project. The student must have the Chair's final approval following IRB approvals before starting the project. Students are awarded 10 hours of practicum time for completion and submission of the IRB paper work for their project. Students must submit a copy of the IRB approval document to their Scholarly Project Portal site and also document their hours in Typhon along with an uploaded copy of the IRB approval document.

Proposal Guidelines

The proposal should clearly provide a framework for the project demonstrating the significance the project will make in solving an identified problem or issue, define the steps to be taken to implement the project, and discuss the evaluation and dissemination plan. Projects consist of an evidence-based practice project. Once the proposal is finalized, which may occur during NURS 839 or early in NURS 840, the student will present the proposal to the chair, once the chair has approved the proposal for presentation. The presentation will be 15-20 minutes and include a PowerPoint. This presentation may be delivered in person or via WebEx or approved electronic delivery method. The DNP student is responsible to work with the chair to schedule the proposal defense at least two weeks in advance after coordinating with the chair. The DNP student must pass the defense prior to starting the IRB application process and ultimately prior to starting the project following IRB approval along with a final approval of the project chair on behalf of the chair. Upon successful defense, the chair must sign the Approval of the Scholarly Project Form prior to the student submission to the Scholarly Project Portal site and submitting a copy to the Program Coordinator DNP@liberty.edu

The student will be provided written feedback following the defense. If a student fails the defense, a plan for remediation will be developed by the chair and the student in preparation for a second defense. A copy of the remediation plan will be submitted to the DNP Program Chair. The student will defend the scholarly project proposal and must successfully pass. Failure to pass the second defense will result in failure of the accompanying practicum course or NURS 839, depending on enrollment at the time of the second defense.

Format for Written Project Proposal for Evidence-Based Practice

The proposal should be written in current APA format (current edition) 12 point font, such as Times New Romans. The proposal will be written in future tense as the project is proposed and has not taken place yet. The length will vary about 15-25 pages. The title page will follow APA format, and include running head, project title, name and credentials of student, and Liberty University School of Nursing. An electronic copy of the proposal must be submitted at least 14 days prior to the defense, unless otherwise noted by the chair. The content and organization may vary slightly according to the project and recommendations of the chair.

The following components are recommended:

Title Page	Title Page following APA format
Abstract	Follow APA guidelines and provide a structured summary
Introduction	The introduction explains why the topic is important and how it will contribute to advanced nursing practice, patient /or system outcomes. Note: Manuscripts always have an introduction; however the title "Introduction" is not used in the actual proposal.
Background	The background should clearly present the problem, challenges, and opportunities for the project and include discussion of the implications for nursing improvement. The problem statement should be well articulated and include why it is important, why it should be evaluated, and what practice/health care outcomes will be addressed or explored further.
Problem Statement	The problem statement should be well articulated and include why it is important, why it should be evaluated, and what practice/health care outcomes will be addressed or explored further.
Purpose of the Project	The project purpose or aim should document one or two areas that are fully discussed to support the project, what the project will involve, and what it will accomplish. A discussion of the significance of the proposed project should be included here.
Clinical Question(s)	The clinical question(s) describes the phenomenon of interest. The research question, clinical question written in a PICO form and project goals and objectives should be included in this section. The question(s) should clearly articulate the problem/concern.
Review of the Literature	The literature review supports the need for the project, such as an opportunity to provide evidence to defend the argument for the project and the value it will bring to health care /nursing practice

Conceptual and Theoretical Framework(s) and /or Model(s)	Students will choose a conceptual and/or theoretical framework which supports the project. A conceptual framework provides a course of action, a map of the project, how the problem will connect with concepts. A theoretical framework provides a framework or structure for the project. It can serve as a guide to identify and design relationships between variables.
Methodology	<p>This section will describe how the project will be conducted. The project will be an Evidence Based Practice project utilizing the Iowa Model, Measurable Outcomes: Proposed outcomes should be identified and discussed.</p> <ul style="list-style-type: none"> • Subjects: This section should contain detailed information on the subjects, including selection, a description and the total number. Cultural and ethical considerations should be discussed including discussion of protection of human subjects. If not using human subjects such as conducting a chart review, discuss how the charts will be selected, and review process. • Setting: The setting should be clearly described including the organizational strategic plan and congruence of the project. Evidence of key site support should be included here as well. • Tools: All applicable tools used to evaluate the phenomenon of interest should be clearly discussed. • The Intervention and Data Collection: If the Scholarly Project includes an intervention, a complete overview of the step by step process from start to finish should be included here. This should include rationale and description of the intervention and operational plan. This section should describe what will be done, data collection, and purpose, approach or how it will be designed, and process depending on the project design. Discuss who will be on the team, if applicable, responsibilities, and expected time line. This section should be detailed and provide enough detail to allow for project duplication. A discussion of feasibility analysis including resources, personnel, technology, budget, and cost/benefit analysis should be included.
	The Scholarly Project Proposal should include an in-depth discussion of the proposed evaluation plan including, design, methods, sampling, instrumentation, if applicable, data collection and statistical analysis using the Iowa Model of Evidenced Based Care. This section also focuses on the analysis of the project and result or analyses of any data. This should include the criteria that will be used to evaluate what worked, what did not work, and evaluate next steps, recommendations. This section should discuss goals and how they will be assessed or measured; outcomes based analysis, and rationale for choosing evaluation methods. This section should discuss application to healthcare and nursing practice. A dissemination plan should include how the information will be disseminated, to whom, and identify key stakeholders.
Significance and/or	This section should clearly articulate how the results of the project impact practice, outcomes, nursing theory, and so on. The student should describe how the project

Implications	provides new insights into an existing phenomenon of interest or impacts the clinical and cost-effectiveness implication of the project. The student should also discuss implications for practice, subsequent scholarly work, and impact on current outcomes, cost, or practice, perhaps policy.
References	Cite all references using APA format.
Appendices	<ul style="list-style-type: none"> • Strength of Evidence Table, “Levels of Evidence” • IRB approval and permissions or letter of support (these will be added following approval of the Proposal and IRB documents by the Chair) • Tools if applicable • CITI Certificate • Approval to use the Iowa Model obtained from the University of Iowa • Consent (if required)

Adapted from:

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

Scholarly Project Proposal Outline for EBP Projects

Title Page

Abstract

Introduction

Background

General background information

Challenges/opportunities

Implications for practice/health care outcomes

Why this topic should be evaluated or explored further.

Problem Statement

Purpose of the Proposed Project

Significance of the Proposed Project

Clinical Question

Literature Review and Synthesis

Conceptual and/or Theoretical Framework

Methodology

Description of the project design: EBP

Measurable Objectives/Outcomes

Sample: include cultural considerations, ethical considerations and Protection of Human Subjects

Setting

Clearly described including organizational strategic plan and congruence of Project

Evidence of Key Site Support

Tools / Instruments

Intervention, data collection and team members (if applicable)

Statistical Analysis

Feasibility Analysis

Resources

Personnel

Technology

Budget

Cost/Benefit analysis

Significance and implications for practice

References

Appendices

Strength of Evidence Table

IRB approval/ permissions/letter of support

Tools

CITI Certificate

Approval to use Iowa Model from the University of Iowa

Consent (if required)

Scholarly Project Progression

Students are expected to meet the requirements for completing the scholarly project under the guidance of the chair, in conjunction with the practicum courses. Students must make adequate and substantial progress on the scholarly project during each practicum course. Failure to do so may result in failure of a practicum course. Practicum courses provide the framework for grading practicum assignments and evaluating progress through the precepted practicum experience. The scholarly project is completed concurrently while enrolled in practicum courses and completing precepted practicum hours. Extenuating circumstances that prevent progression on the Scholarly Project will be evaluated by the scholarly project chair and program chair. The student will receive advisement on project-related obstacles. If personal circumstances arise, the student may need to submit a Petition for Leave of Absence and this request will be evaluated by the DNP program chair.

Scholarly Project Guidelines

Scholarly Project Pre-Approval Committee

All student projects pre-approval forms (See Appendix B) are reviewed by an appointed DNP faculty committee. The committee reviews the project “idea” for feasibility, potential sustainability, actual “trigger” or need identified, organizational support and other elements pertinent to scholarship and the Iowa Model of Evidence Based Practice. This form is completed in NURS 836.

Committee Chair:

The Scholarly Project Chair (the “Chair”) must have a terminal degree and must be a member of the graduate nursing faculty holding current employment status with Liberty University. The chair guides the student in establishing realistic project parameters, provides feedback and advisement throughout project implementation, and monitors the student’s progress throughout the practicum course sequence and scholarly project. The chair will evaluate and critique written work. The chair will be appointed by the DNP program for each student.

Student Responsibility:

It is the student’s responsibility to:

1. Communicate at regular intervals with the chair about progress toward goals, necessary changes to the original proposal to include the rationale for any changes, delays, questions or needed support.
2. Schedule and coordinate meetings with the chair.
3. Read, acknowledge and comply with all Liberty University policies pertaining to the DNP program and Scholarly Project.

Scholarly Project chair will be assigned while the student is enrolled in NURS 836/NURS 839.

The DNP Scholarly Project is completed concurrently during the practicum experience while enrolled in in DNP Practicum courses. The table below indicates expectations of the Scholarly Project to be submitted to meet the established time line for successful completion.

Course	Milestones & Deliverables
NURS 839	<ol style="list-style-type: none">1. Review Scholarly Project process, sequence and timelines.2. Complete Collaborative Institutional Training Initiative (CITI) tutorial(s).3. Contact Scholarly Project chair<ul style="list-style-type: none">- Document partnerships/commitments from entities involved in project.- Develop a Scholarly Project Proposal, first draft

NURS 840	<ol style="list-style-type: none"> 1. Complete draft of scholarly project proposal if requested, then finalize the Scholarly Project Proposal 2. Pursue IRB approval for proposed project following approval of proposal by chair. 3. Defend Scholarly Project Proposal 4. Complete work plan template for scholarly project to establish datelines. 5. May initiate project once IRB and all approvals are complete and after final approval of the chair to begin the project. All students must have approval of the chair prior to submitting IRB paperwork to the Liberty University or any institutions IRB.
NURS 841	<ol style="list-style-type: none"> 1. Once IRB approvals are obtained, initiate the Scholarly Project under the guidance of chair, if not already started in concurrence with NURS 840.
NURS 842	<ol style="list-style-type: none"> 1. Submit a draft (to date) of the Scholarly Project to the chair no later than week six. 2. Chair will provide feedback within two weeks. 3. Update and submit scholarly project work plan to maintain time line, identify any opportunities or barriers to completion and develop a plan for successful completion.
NURS 843	<ol style="list-style-type: none"> 1. Submit an updated draft of the Scholarly Project to chair no later than week four. 2. Chair will provide feedback within two (2) weeks. 3. Request a final defense appointment with chair to take place during NURS 844 either WebEx or in person. (See Form).
NURS 844	<ol style="list-style-type: none"> 1. Confirm a final defense appointment with chair one (1) month before defense (see Forms). 2. Submit final draft of the Scholarly Project to Committee 1 month prior to final defense 3. Chair will provide feedback within two (2) weeks. 4. The defense date/time/location will be published at the school level. The defense is open to other faculty and students either on campus or by WebEx. 5. Present and defend the Scholarly Project. Approval designates that the quality of the work is commensurate with the academic excellence expected for the degree of Doctor of Nursing Practice. 6. Submission of the final written report must occur 14 days prior to the expected graduation date. 7. Once final copy is approved by chair/committee, submit to Liberty University Digital Commons. 8. Extend gratitude to the agencies and persons whom have supported the project. <p><i>*This course may be repeated up to three times in order to allow time for project completion.</i></p>

DNP Scholarly Project Proposal Presentation/Defense

1. The Scholarly Project Proposal presentation will include a needs assessment, rationale and background information, and problem statement for the project. Other components of the Scholarly Project include objectives, project activities, timeline, resource needs, and an evaluation plan.
2. The Scholarly Project Proposal should demonstrate the student's ability to utilize sound literary style, logical articulation of thoughts, and adherence to the most current edition of the Publication Manual of the American Psychological Association (APA) published at the time the project is initiated.
3. The student is responsible to coordinate a Scholarly Project Proposal presentation with the project chair.
4. The student, and chair must attend the proposal defense meeting. This will be an on-campus presentation or held via WebEx or approved media. The student must submit an electronic copy of the proposal one week prior to the proposal defense to the chair.
5. The student should prepare a 30-60 minute overview and summary of the proposal, present the proposal, and then be prepared to field questions from the committee thereafter.
6. The student should submit an electronic copy of the Scholarly Project Proposal and Defense PowerPoint, no later than one week prior to the defense to the chair.
7. The committee will discuss the need for further modifications after completion of the defense and prior to the student beginning the project. Utilizing the Scholarly Project Proposal Evaluation, the chair will provide feedback to the student along with any specific recommendations. The chair may choose to
 - a. Accept the proposal as is, or conditionally accept the proposal pending minor revisions (with or without committee re-review).
 - b. Require major revisions with committee re-review.
 - c. Reject the proposal.
 - d. In the event a student is required to make major revisions, or the proposal is rejected, the chair will guide the student through either a revision or a new proposal.
 - e. If a new proposal is submitted, all prior steps will be repeated.
 - f. If a student does not produce an acceptable proposal after two attempts, the student may be dismissed from the program.

DNP Final Scholarly Project

The Final Scholarly Project Manuscript is written in past tense following current APA format and style and will follow the guidelines given in the Scholarly Proposal Section based on the type of project completed with noted modifications for the final project. Additionally, the final project will contain the following pages/elements:

- Title Page with Signatures (per Liberty University School of Nursing Doctor of Nursing Practice Program guidelines)
- Title Page (per Liberty University School of Nursing Doctor of Nursing Practice Program guidelines)
- Abstract
- Copyright Page
- Acknowledgement Page
- Tables (this page lists all tables, if applicable)
- Figures (this page lists all figures, if applicable)
- Table of Contents- include complete table of contents with page number (students should use the Table of Contents (TOC) tool in MS Word). Students should not type out the TOC as it will not capture changes and headings.
- All headings in the paper must be developed using the Headings tool in MS Word. Not typed by hand. These will not be captured by the TOC tool.
- Body of Paper (per Proposal Guidelines with modifications for final Scholarly Project) per current APA guidelines.
- See (Appendix B) for Scholarly Project Check list. This is quick guide to key elements that must be present in the final project. This is a quick guide for chairs and students.

Final Scholarly Project Defense

The final Scholarly Project defense is a formal presentation followed by a question and answer session between the student and the chair. The defense constitutes the final examination for the student. All scholarly project requirements must be satisfied and the end product must be reflective of doctoral-level skills and competencies. The chair must approve the final scholarly project before the student is eligible for graduation and the document must be accepted for publication in the Liberty University Digital Commons.

The student must request a final defense appointment with the chair (see Forms) and submit the final draft of the Scholarly Project to the chair one (1) month prior to final defense. Following receipt of the final draft of the scholarly project, the chair will provide feedback to the student within two (2) weeks. The defense is conducted either on campus or via WebEx. If on campus, it may be open to observation by other faculty and students.

The chair review the defense at the end of the presentation and complete a Defense Evaluation Form (see forms) and to establish a decision on the outcome of the defense. Approval designates that the quality of the work is commensurate with the academic excellence expected for the degree of Doctor of Nursing Practice. Note the final defense and scholarly project proposal must be approved as a graduation requirement.

**The Scholarly Project Final Defense must be completed within NURS 844, which may be continued up to three times.*

Dissemination of the DNP Scholarly Project

Dissemination of findings from evidence-based practice to improve health outcomes is described in *DNP Essential III, Clinical Scholarship and Analytical Methods for Evidence-Based Practice* (AACN, 2006). Evidence is utilized to improve practice and patient care outcomes. At the beginning of the program, the student should begin thinking about the possible project of interest and how this type of information would best fit the dissemination opportunities and expectations of the DNP program. Students will submit a final written report (see Forms for template) and successfully defend their completed Scholarly Project in addition to the following methods of dissemination – Dissemination will be conducted during the NURS 844 week intensive in the form of a poster or podium presentation.

1. Submit a manuscript for publication (per specific journal guidelines) and
2. Podium presentation of the Scholarly Project and findings at a conference or
3. Poster presentation of the Scholarly Project and findings at a conference

Manuscripts and Posters: Acknowledgements

Poster/Podium presentations based on student work and presented at conferences should acknowledge the support and efforts of faculty and the School of Nursing. Permission should be requested for individual acknowledgements. Faculty names and titles should be included on all posters as they contributed to the project during the development. At times, acknowledgement and authorship should be assigned as appropriate. The School of Nursing encourages students to submit manuscripts based on papers that may have been developed for course work. Inclusion of others as co-authors is not required. Students, especially those new to writing, may benefit from working with faculty members, or other colleagues. However the criteria for authorship must be followed. Most journal editors use the criteria defined by the International Committee for Medical Journal Editors (ICMJE).

Authorship requires:

“1) substantial contributions to conception and design, acquisition of data, or analysis and interpretation of data; 2) drafting the article or revising it critically for important intellectual content; and 3) final approval of the version to be published. Authors should meet conditions 1, 2, and 3” (ICMJE, 2009).

Discussion of authorship should be done at the beginning of a manuscript, poster or other projects during the planning phase. Students are encouraged to review the entire authorship description at the ICMJE website. Individuals who provide funding or supervise a student would not meet the criteria for authorship. If a paper is written for a course and feedback from the instructors is used for revision, acknowledgement of the faculty may be warranted; however permission to acknowledge the individual must be obtained. Author affiliate agreements or conference agreements for poster/podium presentation should note Doctor of Nursing Practice student status at Liberty University. Funding sources should also be acknowledged with permission. Students should read additional author guidelines and ethical considerations located at the International Committee for Medical Journal Editors website: www.icmje.org Additional resources for scholarly writing including a listing of nursing journals and author guidelines can be found at the International Academy of Nurse Editors website: <http://nursingeditors.com/resources/ethical-and-legal-resources/>

To successfully meet programmatic and graduation requirements, the student will

1. Successfully defend the findings of the Scholarly Project prior to the expected date of graduation.
2. Successfully complete 1000 post BSN practicum hours.
3. Successfully complete all course work with an overall GPA of 3.0 or greater.

Appendix A:
Practicum/Clinical Forms

Welcome Preceptors to the Liberty University Doctor of Nursing Practice (DNP) Program team!

We commend you for your service to the profession of nursing and appreciate your participation in the education of future family nurse practitioner and/or clinical or executive nurse leaders/scholars. We understand the lavish amount of time and effort you will donate as a preceptor/mentor to these enthusiastic students. Preceptors are a vital team member in the educational process of nurse practitioners and nurse leaders and influence their professional practice development.

Liberty University has been educating nurses for over 20 years and has a strong history of graduating nurses with a strong work character, clinical excellence and a caring attitude as they view nursing care as a ministry, “our calling”. The Doctor of Nursing practice program opened in August, 2014 and offers two pathways: Post-BSN DNP/Family Nurse Practitioner or Post MSN DNP which prepare clinical or executive nurse leaders/scholars. Whether, you are precepting a clinical practicum for a family nurse practitioner student, or a DNP practicum for a clinical or executive leader, your student’s direct faculty will be contacting you with his/her contact information and throughout the semester. The family nurse practitioner practicum faculty will also make physical site visits. All DNP students must complete at least 1000 practicum hours post BSN (AACN, 2006). The family nurse practitioner students complete over 1200 hours and the Post MSN students complete at least 560, some may need more depending on their MSN program, to meet the 1000 hour requirements.

Your student will provide you with the following:

- Student Curriculum Vitae
- DNP Handbook Link- The practicum section is most important
- Hard copies of evaluation forms also located in DNP Student Handbook
- Practicum Course Syllabus along with Practicum Goals /Objectives and the number of hours to be completed.
- Faculty Contact information
- Preceptor agreement (an affiliation agreement is not required by Liberty University but if is required by your organization, the student will contact our practicum coordinator, who will in turn follow up).

FNP Practicum (16 week course)	Hours	DNP Practicum (8week course)	Hours
NURS 734	124	NURS 840	112
NURS 736	224	NURS 841	112
NURS 838	280	NURS 842	112
		NURS 843	112
		NURS 844	112

*Note students may be assigned to more than one site/preceptor per course-both FNP and DNP practicums

**DNP practicum hours may be obtained through a variety of activities, including the scholarly project, and not always in direct contact with the preceptor

While your student's faculty will reach out to you with contact information, Mrs. Shirley Lee, Practicum Coordinator can be reached at: sklee@liberty.edu

Please also feel free to contact me for any assistance or concerns: skopis@liberty.edu or 434-582-2556.

I look forward to our collaboration in this exciting education process, knowing that we are sharing in the development of nurse practitioners, well prepared to join the primary care work force and further develop our nurse leaders/scholars in the clinical or executive arenas prepared to shape the health care systems of our country and around the world.

Sincerely,



Sharon Kopis, Ed.D, MS, RN, FNP-C, CNE

*Chair, Doctoral Studies, Professor, Nursing
Nursing*

(434) 582-2556

LIBERTY
UNIVERSITY.

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FORM ONE

PURPOSE: This form is designed to evaluate DNP Preceptor satisfaction with the DNP student practicum performance. This evaluation form is based upon the *American Association of Colleges of Nursing (2006), Doctor of Nursing Practice Essentials.*

Please complete the following information:

Faculty Evaluator: _____

Preceptor Name: _____

Student Name: _____ Course: NURS _____

Practicum Site (Name): _____

Client Population (encountered): _____

Please consider DNP Program Learning Outcomes as you complete this form:

1. Integrate nursing science, research, theory, and scholarship into advanced practice nursing.
2. Design effective health care environments to improve quality, cost-effectiveness and outcomes.
3. Apply evidence and clinical scholarship to support clinical/systems decision making, policy and advocacy.
4. Utilize information systems and technology to support decision making and improve outcomes.
5. Extend knowledge of clinical prevention, population health and policy through application of evidence and collaboration with stakeholders and professionals.
6. Apply evidence-based advanced clinical decision making and culturally competent care to individuals, families and populations.
7. Integrate the Christian world view into the delivery of care of diverse populations.

Use the following five point scale and respond to the following questions to the best of your ability. Circle your selection or mark electronically.

Add any comments, as all feedback is reviewed and considered for program improvement.

1= Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

<i>Scientific Underpinning for Practice</i>						
1	Integrates scientific knowledge (nursing, ethics, biophysical, psychosocial, analytical, and organizational sciences) as a foundation for the advanced practice nursing.	1	2	3	4	5
2	Uses scholarly concepts, models, and/or theories to ascertain the structure and implications of health and health care delivery.	1	2	3	4	5
4	Uses scholarly concepts to expand new practice methods based upon nursing theories and theories from other disciplines.	1	2	3	4	5
<i>Organizational and Systems Leadership for Quality Improvement and Systems Thinking</i>						
5	Initiates and evaluates care delivery methods that meet the current and future needs of patient populations based upon nursing, clinical, organizational, political, and/or economic sciences.	1	2	3	4	5
6	Ensures accountability for quality of health care and patient safety for populations.	1	2	3	4	5
7	Develops and/or evaluates methods to manage patient care, health care organization, and/or research ethical dilemmas.	1	2	3	4	5

<i>Clinical Scholarship and Analytical Methods for Evidence-Based Practice</i>						
8	Use analytical strategies to appraise literature to establish and implement best health care delivery practices.	1	2	3	4	5
9	Constructs and implements processes to evaluate health delivery practice, outcomes, and systems of care.	1	2	3	4	5
10	Uses information technology and research methods as a foundation to decision making and improve outcomes.	1	2	3	4	5
<i>Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care</i>						
11	Designs, utilizes, and evaluates technology used to improve practice, outcomes, and systems of care.	1	2	3	4	5
12	Demonstrates the ability and skills to design and implement an evaluation plan involving data extraction from practice information systems and/or databases.	1	2	3	4	5
<i>Health Care Policy for Advocacy in Health Care</i>						
13	Appraises institutional, local, state, federal, and/or international health policy.	1	2	3	4	5
14	Educates clients, populations, and/or health professionals regarding health and/or nursing policies that influence client outcomes.	1	2	3	4	5
15	Designs, appraises, and provides leadership for health care policy at the institutional, local, state, federal, and/or international level.	1	2	3	4	5
<i>Interprofessional Collaboration for Improving Patient and Population Health Outcomes</i>						
16	Effectively communicates and collaborates in the development and implementation of practice models, health policy, care standards, and/or other scholarly projects.	1	2	3	4	5
17	Leads interprofessional teams in the analysis of complex practice issues.	1	2	3	4	5
<i>Clinical Prevention and Population Health for Improving the Nation's health</i>						
19	Analyzes scientific data (epidemiological, biostatistical, and/or, environmental) related to individual, aggregate, and population health.	1	2	3	4	5
21	Synthesizes concepts related to clinical prevention and population health in the design, implementation, and evaluation of interventions aimed at improving health outcomes.	1	2	3	4	5
<i>Advanced Nursing Practice</i>						
22	Conducts comprehensive and methodical assessment of health and illness in a culturally sensitive manner.	1	2	3	4	5
23	Plans, implements, and evaluates therapeutic interventions based upon nursing and other scientific knowledge.	1	2	3	4	5
24	Applies advanced levels of clinical judgment, systems thinking, and professional accountability in the design, implementation, and evaluation of evidence-based care aimed at improving health outcomes.	1	2	3	4	5
25	Uses theoretical and analytical competence to evaluate the link between practice, organizational, population, policy, and/or economic issues.	1	2	3	4	5
26	Mentors and educates nurses to achieve excellence in nursing practice.	1	2	3	4	5
<i>Christian Worldview</i>						
28	Integrates the Christian world view into the design, implementation, and evaluation of interventions aimed at improving the health or health care delivery system of individuals, aggregates, and/or populations.	1	2	3	4	5
29	Integrates the Christian world view in a spiritually and culturally sensitive manner.	1	2	3	4	5

Comments:(please use additional paper if needed):

Multiple horizontal lines for writing comments.

REQUIRED SIGNATURES & INFORMATION

DNP Student: _____
(Print Name)

DNP Student: _____ **Date:** _____
(Signature)

Preceptor Evaluator: _____
(Print Name and Credentials)

Preceptor Evaluator: _____ **Date:** _____
(Signature)

FORM TWO

PURPOSE: This form is designed to evaluate the DNP student’s satisfaction with the Practicum Preceptor and site.

Please consider DNP Program Learning Outcomes as you complete this form:

1. Integrate nursing science, research, theory, and scholarship into advanced practice nursing
2. Design effective health care environments to improve quality, cost-effectiveness and outcomes.
3. Apply evidence and clinical scholarship to support clinical/systems decision making, policy and advocacy.
4. Utilize information systems and technology to support decision making and improve outcomes.
5. Extend knowledge of clinical prevention, population health and policy through application of evidence and collaboration with stakeholders and professionals.
6. Apply evidence-based advanced clinical decision making and culturally competent care to individuals, families and populations.
7. Integrate the Christian world view into the delivery of care of diverse populations

Use the following five point scale and respond to the following questions to the best of your ability.

Add any comments, as all feedback is reviewed and considered for program improvement.

1= Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

<i>Preceptor</i>						
1	Supported my attainment of practicum goals and objectives based on the AACN <i>Essentials of Doctoral Education of Advanced Nursing Practice</i> and if applicable, NONPF 2014 core competencies for Nurse Practitioners in the practice setting.	1	2	3	4	5
2	Assists me to integrate and build upon advanced practice nursing knowledge and knowledge from other disciplines.	1	2	3	4	5
3	Encourages me to analyze data and make independent decisions.	1	2	3	4	5
4	Provides opportunities that promote my ability to integrate best evidence into my practicum experience.	1	2	3	4	5
5	Provided me the opportunity to practice at an advanced level, e.g., clinical practice or executive practice	1	2	3	4	5
6	Provides mentorship in identifying my strengths and weaknesses.	1	2	3	4	5
7	Consistently available to monitor, discuss, and provide feedback during my practicum course.	1	2	3	4	5
8	Promotes an attitude of mutual respect among staff, faculty, and students.	1	2	3	4	5
<i>Practicum Site</i>						
9	Provided an opportunity to apply the DNP or FNP role in a professional setting.	1	2	3	4	5
10	Provided me with the opportunity to practice at an advanced level, e.g., clinical practice or executive practice.	1	2	3	4	5
11	Provided opportunities to attain skills to lead interprofessional collaborative teams.	1	2	3	4	5
12	Provided an opportunity to demonstrate initiative in planning and completing practicum experiences.	1	2	3	4	5
13	Provided an opportunity to apply information technology to support decision making and improve health outcomes.	1	2	3	4	5

14	Provided an opportunity to apply clinical prevention, population health and policy through application of evidence and collaboration with stakeholders and professionals.	1	2	3	4	5
15	Integrate the Christian world view into the delivery of care of diverse populations.	1	2	3	4	5
<i>Practicum Support Staff/Services</i>						
16	Provides adequate support for practicum experiences.	1	2	3	4	5
17	Are sufficient in number and quality.	1	2	3	4	5
18	Support student learning.	1	2	3	4	5
19	Demonstrate a positive professional role model.	1	2	3	4	5
<i>Practicum Facilities</i>						
20	Support learning and attainment of clinical skills	1	2	3	4	5
21	Provides adequate space, supplies, equipment.	1	2	3	4	5
22	Provide comfortable and clean environment.	1	2	3	4	5
23	Provide a physically safe environment.	1	2	3	4	5

Comments:(please use additional paper if needed):

REQUIRED SIGNATURES & INFORMATION

DNP or DNP/FNP Student: _____
 (Print Name)

DNP or DNP/FNP Student: _____ **Date:** _____
 (Signature)

Preceptor: _____
 (Print Name)

Preceptor: _____ **Date:** _____
 (Signature)

FORM THREE

PURPOSE: This form is designed to evaluate Liberty University DNP Faculty satisfaction with the DNP student practicum performance. This evaluation form is based upon the *American Association of Colleges of Nursing* (2006), Doctor of Nursing Practice *Essentials*.

Please complete the following information:

Faculty Evaluator: _____

Preceptor Name: _____

Student Name: _____ Course: NURS _____

Practicum Site (Name): _____

Client Population (encountered): _____

Please consider DNP Program Learning Outcomes as you complete this form:

1. Integrate nursing science, research, theory, and scholarship into advanced practice nursing.
2. Design effective health care environments to improve quality, cost-effectiveness and outcomes.
3. Apply evidence and clinical scholarship to support clinical/systems decision making, policy and advocacy.
4. Utilize information systems and technology to support decision making and improve outcomes.
5. Extend knowledge of clinical prevention, population health and policy through application of evidence and collaboration with stakeholders and professionals.
6. Apply evidence-based advanced clinical decision making and culturally competent care to individuals, families and populations.
7. Integrate the Christian world view into the delivery of care of diverse populations.

Use the following five point scale and respond to the following questions to the best of your ability. Circle your selection or mark electronically.

Add any comments, as all feedback is reviewed and considered for program improvement.

1= Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

<i>Scientific Underpinning for Practice</i>						
1	Integrates scientific knowledge (nursing, ethics, biophysical, psychosocial, analytical, and organizational sciences) as a foundation for the advanced practice nursing.	1	2	3	4	5
2	Uses scholarly concepts, models, and/or theories to ascertain the structure and implications of health and health care delivery.	1	2	3	4	5
3	Uses scholarly concepts to expand new practice methods based upon nursing theories and theories from other disciplines.	1	2	3	4	5
<i>Organizational and Systems Leadership for Quality Improvement and Systems Thinking</i>						
4	Initiates and evaluates care delivery methods that meet the current and future needs of patient populations based upon nursing, clinical, organizational, political, and/or economic sciences.	1	2	3	4	5
5	Ensures accountability for quality of health care and patient safety for populations.	1	2	3	4	5
6	Develops and/or evaluates methods to manage patient care, health care organization, and/or research ethical dilemmas.	1	2	3	4	5

<i>Clinical Scholarship and Analytical Methods for Evidence-Based Practice</i>						
7	Use analytical strategies to appraise literature to establish and implement best health care delivery practices.	1	2	3	4	5
8	Constructs and implements processes to evaluate health delivery practice, outcomes, and systems of care.	1	2	3	4	5
9	Uses information technology and research methods as a foundation to decision making and improve outcomes.	1	2	3	4	5
<i>Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care</i>						
10	Designs, utilizes, and evaluates technology used to improve practice, outcomes, and systems of care.	1	2	3	4	5
11	Demonstrates the ability and skills to design and implement an evaluation plan involving data extraction from practice information systems and/or databases.	1	2	3	4	5
<i>Health Care Policy for Advocacy in Health Care</i>						
12	Appraises institutional, local, state, federal, and/or international health policy.	1	2	3	4	5
13	Educates clients, populations, and/or health professionals regarding health and/or nursing policies that influence client outcomes.	1	2	3	4	5
14	Designs, appraises, and provides leadership for health care policy at the institutional, local, state, federal, and/or international level.	1	2	3	4	5
<i>Interprofessional Collaboration for Improving Patient and Population Health Outcomes</i>						
15	Effectively communicates and collaborates in the development and implementation of practice models, health policy, care standards, and/or other scholarly projects.	1	2	3	4	5
16	Leads interprofessional teams in the analysis of complex practice issues.	1	2	3	4	5
<i>Clinical Prevention and Population Health for Improving the Nation's health</i>						
17	Analyzes scientific data (epidemiological, bio statistical, and/or, environmental) related to individual, aggregate, and population health.	1	2	3	4	5
18	Synthesizes concepts related to clinical prevention and population health in the design, implementation, and evaluation of interventions aimed at improving health outcomes.	1	2	3	4	5
<i>Advanced Nursing Practice</i>						
19	Conducts comprehensive and methodical assessment of health and illness in a culturally sensitive manner.	1	2	3	4	5
20	Plans, implements, and evaluates therapeutic interventions based upon nursing and other scientific knowledge.	1	2	3	4	5
21	Applies advanced levels of clinical judgment, systems thinking, and professional accountability in the design, implementation, and evaluation of evidence-based care aimed at improving health outcomes.	1	2	3	4	5
22	Uses theoretical and analytical competence to evaluate the link between practice, organizational, population, policy, and/or economic issues.	1	2	3	4	5
23	Mentors and educates nurses to achieve excellence in nursing practice.	1	2	3	4	5
<i>Christian Worldview</i>						
24	Integrates the Christian world view into the design, implementation, and evaluation of interventions aimed at improving the health or health care delivery system of individuals, aggregates, and/or populations.	1	2	3	4	5
25	Integrates the Christian world view in a spiritually and culturally sensitive manner.	1	2	3	4	5

Comments:(please use additional paper if needed):

REQUIRED SIGNATURES & INFORMATION

Faculty Evaluator: _____ **Date:** _____
(Print Name and Credentials)

Faculty Evaluator: _____ **Date:** _____
(Signature)

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

Student: _____ **Date:** _____
(Signature)

FORM FOUR

PURPOSE: This form is designed to evaluate Liberty University DNP Faculty satisfaction with the Practicum Preceptor and site.

Please consider DNP Program Learning Outcomes as you complete this form:

1. Integrate nursing science, research, theory, and scholarship into advanced practice nursing
2. Design effective health care environments to improve quality, cost-effectiveness and outcomes.
3. Apply evidence and clinical scholarship to support clinical/systems decision making, policy and advocacy.
4. Utilize information systems and technology to support decision making and improve outcomes.
5. Extend knowledge of clinical prevention, population health and policy through application of evidence and collaboration with stakeholders and professionals.
6. Apply evidence-based advanced clinical decision making and culturally competent care to individuals, families and populations.
7. Integrate the Christian world view into the delivery of care of diverse populations

Use the following five point scale and respond to the following questions to the best of your ability.

Add any comments, as all feedback is reviewed and considered for program improvement.

1= Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

<i>Preceptor</i>						
1	Supported my attainment of practicum goals and objectives based on the AACN <i>Essentials of Doctoral Education of Advanced Nursing Practice</i> and if applicable, NONPF 2014 core competencies for Nurse Practitioners in the practice setting.	1	2	3	4	5
2	Assists me to integrate and build upon advanced practice nursing knowledge and knowledge from other disciplines.	1	2	3	4	5
3	Encourages me to analyze data and make independent decisions.	1	2	3	4	5
4	Provides opportunities that promote my ability to integrate best evidence into my practicum experience.	1	2	3	4	5
5	Provided me the opportunity to practice at an advanced level, e.g., clinical practice or executive practice	1	2	3	4	5
6	Provides mentorship in identifying my strengths and weaknesses.	1	2	3	4	5
7	Consistently available to monitor, discuss, and provide feedback during my practicum course.	1	2	3	4	5
8	Promotes an attitude of mutual respect among staff, faculty, and students.	1	2	3	4	5
<i>Practicum Site</i>						
9	Provided an opportunity to apply the DNP or FNP role in a professional setting.	1	2	3	4	5
10	Provided me with the opportunity to practice at an advanced level, e.g., clinical practice or executive practice.	1	2	3	4	5
11	Provided opportunities to attain skills to lead interprofessional collaborative teams.	1	2	3	4	5
12	Provided an opportunity to demonstrate initiative in planning and completing practicum experiences.	1	2	3	4	5
13	Provided an opportunity to apply information technology to support decision making and improve health outcomes.	1	2	3	4	5

14	Provided an opportunity to apply clinical prevention, population health and policy through application of evidence and collaboration with stakeholders and professionals.	1	2	3	4	5
15	Integrate the Christian world view into the delivery of care of diverse populations.	1	2	3	4	5
<i>Practicum Support Staff/Services</i>						
16	Provides adequate support for practicum experiences.	1	2	3	4	5
17	Are sufficient in number and quality.	1	2	3	4	5
18	Support student learning.	1	2	3	4	5
19	Demonstrate a positive professional role model.	1	2	3	4	5
<i>Practicum Facilities</i>						
20	Support learning and attainment of clinical skills	1	2	3	4	5
21	Provides adequate space, supplies, equipment.	1	2	3	4	5
22	Provide comfortable and clean environment.	1	2	3	4	5
23	Provide a physically safe environment.	1	2	3	4	5

Comments:(please use additional paper if needed):

REQUIRED SIGNATURES & INFORMATION

DNP or DNP/FNP Preceptor: _____
 (Print Name)

DNP or DNP/FNP Preceptor: _____ **Date:** _____
 (Signature)

Faculty: _____
 (Print Name)

Faculty: _____ **Date:** _____
 (Signature)

FORM FIVE

PURPOSE: This form is designed to evaluate the DNP student’s satisfaction with the DNP program.

Please consider DNP Program Learning Outcomes as you complete this form:

1. Integrate nursing science, research, theory, and scholarship into advanced practice nursing
2. Design effective health care environments to improve quality, cost-effectiveness and outcomes.
3. Apply evidence and clinical scholarship to support clinical/systems decision making, policy and advocacy.
4. Utilize information systems and technology to support decision making and improve outcomes.
5. Extend knowledge of clinical prevention, population health and policy through application of evidence and collaboration with stakeholders and professionals.
6. Apply evidence-based advanced clinical decision making and culturally competent care to individuals, families and populations.
7. Integrate the Christian world view into the delivery of care of diverse populations

Use the following five point scale and respond to the following questions to the best of your ability. Circle your selection or mark electronically.

Add any comments, as all feedback is reviewed and considered for program improvement.

1= Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

<i>Faculty</i>						
1	The professor motivated me to do my best	1	2	3	4	5
2	The professor was prepared for class	1	2	3	4	5
3	The professor showed mastery of the subject matter	1	2	3	4	5
4	The professor communicated clearly	1	2	3	4	5
5	The professor used teaching styles and methods that were effective	1	2	3	4	5
6	The professor was available by email, phone and /or office hours	1	2	3	4	5
7	The professor graded assignments fairly	1	2	3	4	5
8	The professor graded assignments on time	1	2	3	4	5
9	The professor provided helpful feedback on assignments	1	2	3	4	5
10	The professor exhibited commitment to Christian principles	1	2	3	4	5
<i>Course</i>						
11	The content of the course was consistent with the description in the syllabus	1	2	3	4	5
12	It was necessary to study the textbook(s) and other required materials to succeed in this course.	1	2	3	4	5
13	The course was well-organized	1	2	3	4	5
14	Reasonable precautions were taken to support a professional learning environment and guard against plagiarism, cheating or other forms of academic dishonesty	1	2	3	4	5

15	The Christian world view was integrated into the course material	1	2	3	4	5
16	Regular classroom attendance (online or in residential class) was required for learning and understanding	1	2	3	4	5
17	The course supported attainment of the learning outcomes listed in the syllabus	1	2	3	4	5
18	The assignments were linked to the learning outcomes listed on the syllabus	1	2	3	4	5
19	The learning outcomes were linked to professional <i>Essentials of Doctoral Education for Advanced Nursing Practice</i>	1	2	3	4	5
20	The amount of study time is appropriate for a doctoral level course	1	2	3	4	5

Comments:(please use additional paper if needed):

FORM SIX

PURPOSE: This form is designed to evaluate the DNP student’s satisfaction with the DNP program.

Please consider DNP Program Learning Outcomes as you complete this form:

1. Integrate nursing science, research, theory, and scholarship into advanced practice nursing
2. Design effective health care environments to improve quality, cost-effectiveness and outcomes.
3. Apply evidence and clinical scholarship to support clinical/systems decision making, policy and advocacy.
4. Utilize information systems and technology to support decision making and improve outcomes.
5. Extend knowledge of clinical prevention, population health and policy through application of evidence and collaboration with stakeholders and professionals.
6. Apply evidence-based advanced clinical decision making and culturally competent care to individuals, families and populations.
7. Integrate the Christian world view into the delivery of care of diverse populations

Use the following five point scale and respond to the following questions to the best of your ability.

Add any comments, as all feedback is reviewed and considered for program improvement.

1= Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

<i>Overview of Program</i>						
1	The program prepared me to incorporate the Program Learning Outcomes into the role of a DNP prepared clinical or executive nurse leader/clinician.	1	2	3	4	5
2	I am prepared to assume the role of a DNP prepared leader/clinician in the work force.	1	2	3	4	5
3	I am prepared to design health care environments to improve quality and outcomes.	1	2	3	4	5
4	I would recommend this program to a friend or colleague.	1	2	3	4	5
5	I am prepared to integrate the Christian Worldview into my professional practice.	1	2	3	4	5
6	The rigor of the academic work challenged me and expanded my knowledge	1	2	3	4	5
7	I feel confident to lead interprofessional collaborative teams.	1	2	3	4	5
8	I feel prepared to provide system leadership in my sphere of influence in the work place.	1	2	3	4	5
<i>Scholarship</i>						
9	I feel my Scholarly Project experience prepared me to appraise and translate evidence into practice.	1	2	3	4	5
10	I feel prepared to relate ethical issues to an investigative project.	1	2	3	4	5
11	I feel the rigor of the Scholarly Project demonstrated attainment of scientific inquiry skills.	1	2	3	4	5
12	I feel I achieved the goals of my Scholarly Project.	1	2	3	4	5
13	I feel confident to analyze results and implications of evidence for future research and application to practice.	1	2	3	4	5
14	I feel confident to translate evidence to system leadership, clinical decision making and /or program development.	1	2	3	4	5

<i>Practicum</i>						
15	The practicum supported my attainment of practicum goals and objectives based on the AACN <i>Essentials of Doctoral Education of Advanced Nursing Practice</i> in the practice setting.	1	2	3	4	5
16	The practicum experience gave me an opportunity to practice at an advanced level, e.g., clinical practice or executive practice	1	2	3	4	5
17	The practicum experience provided opportunities to attain skills to lead interprofessional collaborative teams.	1	2	3	4	5
18	The practicum experience provided an opportunity to apply the DNP role in a professional setting.	1	2	3	4	5
19	The practicum experience provided an opportunity to demonstrate initiative in planning and completing practicum experiences.	1	2	3	4	5
<i>Faculty</i>						
20	Faculty demonstrate the Liberty University SON Virtues	1	2	3	4	5
21	Faculty have high standards for student performance	1	2	3	4	5
22	Faculty grade fairly	1	2	3	4	5
23	Faculty treat all students consistently	1	2	3	4	5
24	Faculty are a positive professional role model	1	2	3	4	5
25	Faculty enforce policies	1	2	3	4	5
26	Faculty are caring and supportive	1	2	3	4	5
<i>Support Staff/Services</i>						
27	The DNP Lab Director provides adequate support for lab and simulation	1	2	3	4	5
28	The DNP Academic Advisor provides adequate support for students	1	2	3	4	5
29	The Library provides adequate resources to support academic pursuits.	1	2	3	4	5
30	The IT department provides adequate IT support through the helpdesk	1	2	3	4	5
<i>Facilities</i>						
31	The LUSON simulation lab facilities support learning and attainment of clinical skills	1	2	3	4	5
32	The LUSON classrooms support interactive collaborative learning	1	2	3	4	5
33	The LUSON classrooms support learning through the use of technology	1	2	3	4	5
34	The LUSON facilities are comfortable, clean and neat	1	2	3	4	5
35	The LUSON DNP student lounge and locker room are support students	1	2	3	4	5

Comments :(please use additional paper if needed)

FORM SEVEN

PURPOSE: This form is designed to evaluate the FNP/DNP student’s performance.

Please complete the following information:

Faculty Evaluator (Include Credentials): _____

Student Name: _____ Course: NURS _____

Practicum Site (Name): _____

Practicum Site Address: _____

Time Spent at Practicum Site: Dates _____ Hours: _____

Patient Population (encountered): _____

Please consider DNP Program Learning Outcomes as you complete this form:

1. Integrate nursing science, research, theory, and scholarship into advanced practice nursing.
2. Design effective health care environments to improve quality, cost-effectiveness and outcomes.
3. Apply evidence and clinical scholarship to support clinical/systems decision making, policy and advocacy.
4. Utilize information systems and technology to support decision making and improve outcomes.
5. Extend knowledge of clinical prevention, population health, and policy through application of evidence and collaboration with stakeholders and professionals.
6. Apply evidence-based advanced clinical decision making and culturally competent care to individuals, families and populations.
7. Integrate the Christian worldview into the delivery of care of diverse populations.

Use the following five point scale and respond to the following questions to the best of your ability. Circle your selection or mark electronically.

Add any comments, as all feedback is reviewed and considered for program improvement.

1= Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

<i>Subjective Health History</i>						
1	Establishes rapport with patients: skillful interviewing techniques is sensitive to individual, family, or group client needs, cultural and socioeconomic concerns.	1	2	3	4	5
2	Focuses on priority areas in data collection.	1	2	3	4	5
3	Identifies factors influencing health and/or disease management.	1	2	3	4	5
<i>Objective Data: Physical Exam</i>						
4	Performs organized, appropriate exam.	1	2	3	4	5
5	Assessment techniques and equipment used correctly.	1	2	3	4	5

6	Differentiates normal from abnormal findings.	1	2	3	4	5
7	Modifies exam according to chief complaint, symptoms, findings and differential diagnosis.	1	2	3	4	5
8	Reviews previous physical, developmental, and screening procedures or labs.	1	2	3	4	5
<i>Assessment/Diagnosis</i>						
9	Formulates appropriate differential diagnoses.	1	2	3	4	5
10	Formulates appropriate diagnoses.	1	2	3	4	5
11	Prioritizes diagnoses.	1	2	3	4	5
12	Provides rationale to back diagnosis (pathophysiology, psychosocial).	1	2	3	4	5
13	Interpret tests, procedures, screening findings correctly.	1	2	3	4	5
14	Identifies risk profile and appropriate prevention/counseling/screening.	1	2	3	4	5
<i>Plan</i>						
15	Appropriate prescriptions.	1	2	3	4	5
16	Appropriate non-pharmacological therapies.	1	2	3	4	5
17	Sound clinical judgment used in treatment plan.	1	2	3	4	5
18	Orders tests and diagnostics as appropriate.	1	2	3	4	5
19	Demonstrates use of technology and clinical practice guides appropriately.	1	2	3	4	5
20	Follow-up and referral (consults) are appropriate.	1	2	3	4	5
21	Appropriate outcomes identified.	1	2	3	4	5
<i>Education/Counseling</i>						
22	Provides appropriate education based on patient's needs.	1	2	3	4	5
23	Provides appropriate mental health counseling based on patient's needs	1	2	3	4	5
24	Provides appropriate anticipatory guidance/counseling for stage of growth and development throughout the life span.	1	2	3	4	5
<i>Oral Presentation/Written Documentation</i>						
25	Oral presentation is succinct, complete and accurate	1	2	3	4	5
26	Written documentation is succinct, complete and accurate	1	2	3	4	5
<i>Role Implementation</i>						
27	Knows own limitations.	1	2	3	4	5
28	Seeks and accepts constructive criticism.	1	2	3	4	5
29	Works within given time frame.	1	2	3	4	5
30	Develops therapeutic rapport with patients.	1	2	3	4	5
31	Maintains collegiality with healthcare team.	1	2	3	4	5
32	Professional demeanor for clinical setting (dress/appearance, behavior, language	1	2	3	4	5

Comments:(please use additional paper if needed):

REQUIRED SIGNATURES & INFORMATION

DNP/FNP Student: _____
 (Print Name)

DNP/FNP Student: _____ **Date:** _____
 (Signature)

Faculty: _____
 (Print Name)

Faculty: _____ **Date:** _____
 (Signature)

FORM EIGHT

PURPOSE: This form is designed to evaluate the FNP/DNP student’s performance.

Please complete the following information:

Preceptor Evaluator (Include Credentials): _____

Student Name: _____ Course: NURS _____

Practicum Site (Name): _____

Practicum Site Address: _____

Time Spent at Practicum Site: Dates _____ Hours: _____

Patient Population (encountered): _____

Please consider DNP Program Learning Outcomes as you complete this form:

1. Integrate nursing science, research, theory, and scholarship into advanced practice nursing.
2. Design effective health care environments to improve quality, cost-effectiveness and outcomes.
3. Apply evidence and clinical scholarship to support clinical/systems decision making, policy and advocacy.
4. Utilize information systems and technology to support decision making and improve outcomes.
5. Extend knowledge of clinical prevention, population health, and policy through application of evidence and collaboration with stakeholders and professionals.
6. Apply evidence-based advanced clinical decision making and culturally competent care to individuals, families and populations.
7. Integrate the Christian worldview into the delivery of care of diverse populations.

Use the following five point scale and respond to the following questions to the best of your ability. Circle your selection or mark electronically.

Add any comments, as all feedback is reviewed and considered for program improvement.

1= Strongly Disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly Agree

<i>Interpersonal Skills</i>						
1	Rapport established with patient.	1	2	3	4	5
2	Skillful interview of patient.	1	2	3	4	5
3	History is pertinent and accurate.	1	2	3	4	5
<i>Communication Skills</i>						
4	Eye contact is appropriate.	1	2	3	4	5
5	Focuses interview.	1	2	3	4	5

6	Open ended questions utilized.	1	2	3	4	5
7	Information summary given to patient.	1	2	3	4	5
<i>History Taking Skills</i>						
8	HPI	1	2	3	4	5
9	PMH	1	2	3	4	5
10	FMH	1	2	3	4	5
11	Social	1	2	3	4	5
12	Sexual	1	2	3	4	5
13	ROS	1	2	3	4	5
14	Allergies	1	2	3	4	5
15	Medications	1	2	3	4	5
16	Nutrition	1	2	3	4	5
17	Chief Complaint	1	2	3	4	5
18	Organized, concise recording of data.	1	2	3	4	5
<i>Physical Exam</i>						
19	Appropriate techniques used.	1	2	3	4	5
20	Is organized and thorough.	1	2	3	4	5
21	Variations from normal recognized.	1	2	3	4	5
22	Identifies variations d/t age, race, gender and culture.	1	2	3	4	5
23	Regional exams performed selectively/appropriately.	1	2	3	4	5
<i>Assessment</i>						
24	Thorough assessment of problems with appropriate differential diagnoses.	1	2	3	4	5
25	Addresses needs for disease prevention and health promotion.	1	2	3	4	5
26	Identifies need for consultation or referral.	1	2	3	4	5
<i>Oral Presentation/Written Documentation</i>						
27	History	1	2	3	4	5
28	PE	1	2	3	4	5
29	Lab data	1	2	3	4	5
30	Differential diagnoses	1	2	3	4	5
31	Assessment	1	2	3	4	5
32	Plan	1	2	3	4	5
33	Information presented in organized manner.	1	2	3	4	5
<i>Plan of Care</i>						
34	Appropriate for common acute and stable chronic conditions.	1	2	3	4	5
35	Appropriate pharmacologic and non-pharmacologic interventions.	1	2	3	4	5
36	Appropriate health promotion strategies.	1	2	3	4	5

37	Communicates appropriately to family in effective manner.	1	2	3	4	5
38	Develops plan for follow-up, consultations and referrals.	1	2	3	4	5
39	Assesses if plan was followed on subsequent visits.	1	2	3	4	5
<i>Professional Role Development</i>						
40	Objectives are evaluated and revised as appropriate with preceptor.	1	2	3	4	5
41	Works appropriately with health care team.	1	2	3	4	5
42	Demonstrates interest in professional issues in addition to patient care.	1	2	3	4	5
43	Maintains a thirst for learning.	1	2	3	4	5
44	Requests assistance from preceptor when needed if unsure or unfamiliar with problem.	1	2	3	4	5
45	Accepts constructive criticism.	1	2	3	4	5
46	Initiates the verbal and written evaluation process with preceptor.	1	2	3	4	5
<i>Time Management</i>						
47	Indicates to patient time available.	1	2	3	4	5
48	Utilizes time consistently with level of expertise.	1	2	3	4	5
49	When not seeing patients, uses time constructively.	1	2	3	4	5
<i>Attendance</i>						
50	Is present for entire clinical allocation.	1	2	3	4	5
51	Presents cases during each clinical session.	1	2	3	4	5
52	Appropriately notifies preceptor and facility if illness or emergency prevents attendance.	1	2	3	4	5

Comments:(please use additional paper if needed):

REQUIRED SIGNATURES & INFORMATION

DNP /FNP Student: _____
(Print Name)

DNP/FNP Student: _____ **Date:** _____
(Signature)

Preceptor: _____
(Print Name)

Preceptor: _____ **Date:** _____
(Signature)

FORM NINE

A separate form must be used for each site, even within the same system, to document the preceptor. Please print/type information.

Student Name: _____ Date: [Click here to enter a date.](#) _____

Practicum Experience: Family Nurse Practitioner Practicum DNP Practicum

Type of Site (select one) Clinic/ Office Hospital Other- _____

Full Name of Site: _____

Full Address of Site: _____

Site Website: _____

Preceptor Name /Credentials _____ **License** _____ **State** _____

Preceptor Curriculum Vitae must also be attached.

Preceptor Email: _____ Fax: _____ Phone: _____

Highest Degree of Preceptor (check one) MSN DNP MD DO Ph.D. Other _____

Primary Preceptor _____ Secondary Preceptor _____

Family Nurse Practitioner Hours/Course Requirements (note- this may vary as students may select more than one site or choose a specialty, and can be documented by writing in the change)

Family Nurse Practitioner Course/Hours		DNP Practicum Course/ Estimated Hours	
<input type="checkbox"/> NURS 730 FNP Practicum I	112 hrs	<input type="checkbox"/> NURS 840	112 hrs or _____
<input type="checkbox"/> NURS 736 FNP Practicum II	224 hrs	<input type="checkbox"/> NURS 841	112 hrs or _____
<input type="checkbox"/> NURS 838 FNP Practicum III	280 hrs	<input type="checkbox"/> NURS 842	112 hrs or _____
		<input type="checkbox"/> NURS 843	112 hrs or _____
		<input type="checkbox"/> NURS 844	112 hrs or _____

Note: If attending a specialty or short term site, indicate course and planned hours in attendance

Course _____ Hours planned _____

Contact Person for facilitating the establishment of an affiliation agreement between the university and clinical site

Name: _____ Title: _____

Department: _____ Phone (area code) _____

Email: _____ Fax: _____

SON Use only:

Approved Declined

Date: _____ Signature: _____

Affiliation agreement on file/Date _____ Preceptor Agreement on file/Date _____

Comments:(please use additional paper if needed):

FORM TEN

Student Name: _____

Concentration: _____

Practicum Courses (Check all that apply):

NURS 730

NURS 841

NURS 736

NURS 842

NURS 838

NURS 843

NURS 840

NURS 844

Preceptor: _____

Agency: _____

I, _____, agree to fulfill the requirement of _____
practicum hours, to be initiated in NURS _____ and completed by the conclusion of the
semester in which I am enrolled in NURS _____.

_____ will act as preceptor, providing weekly consultation,
guidance, and assistance in problem solving as needed. The goals and objectives as set forth in this
contract (see attached page) may be renegotiated and signed by all parties as named above.

Policies: I agree to abide by the policies set forth in the Graduate Nursing Student Handbook, which I
acknowledge I have received, read and understand. In keeping with these promises, I will also abide by
all obligations imposed upon me by any affiliation agreement entered into by Liberty University and my
practicum site.

Release of Confidential Information: To allow my practicum study to occur, I hereby authorize Liberty
University to release information about me to my practicum site and preceptor and I waive any right of
confidentiality afforded to me by the Family Education Rights and Privacy Act regarding such
information.

Indemnity: I hereby release, waive my right recover against, and agree to indemnify, defend, and hold
harmless Liberty University Inc. and all of its operators, and parent subsidiary and related entities, and its

and their respective officers, directors, employees, agents, servants, and insurers (hereinafter jointly referred to as the “Indemnitee”) from and for any and all claims or causes of action for any losses, damages, property damage, property loss or theft, cost, expenses (including attorney’s fees and opinion witness fees), complaints, personal injury, death or other loss arising from or relating in any way to my participation in practicum study, including, without limitation, my travel to, from and during the practicum study, and wrongful acts of others that are harmful to me.

Waiver: I hereby waive any and all claims that may arise against Liberty University, Inc. and all of its operators, and parent, subsidiary and related entities, and its and their respective officers, directors, employees, agents, servants and insurers as a result of or in any way related to my participation in practicum study, including, without limitation, my travel to, from and during the practicum study, and wrongful acts of others that are harmful to me, including but not limited to claims alleging negligence, gross negligence, and/or willful and wanton bad acts.

Covenant Not To Sue: I promise and agree that I will not sue Liberty University, Inc. or any of its operators, or parent, subsidiary and related entities, or its or their respective officers, directors, employees, agents, servants and insurers for any damages, losses, claims, causes of action, suits, demands, costs, complaints, including those resulting from my illness, injury, and/or death, released and waived in the two preceding paragraphs. The undersigned student further agrees that Liberty University, Inc. may plead this agreement as a full and complete defense to any suit brought in violation of this promise.

Agreements Not Limited by Actions of Liberty University: The agreements and obligations under the three preceding paragraphs shall not be limited or reduced in any way because any of the losses, damages, property damage, property loss or theft, costs, complaints, personal injury, death or other loss, including those resulting from the undersigned’s illness, injury, and/or death, arise or result, in whole or in part, from the negligence of, or breach of any express or implied warranty or duty by Liberty University, or any of its operators, or parent, subsidiary and related entities, or its or their respective officers, directors, employees, agents, servants, and insurers.

Liberty University, Inc. shall be deemed a third-party beneficiary of this contract.

Signatures:

Student Signature: _____ Date: _____

Student Printed Name: _____ Date: _____

Preceptor Signature: _____ Date: _____

Preceptor Printed Name: _____ Date: _____

Preceptor Credentials/Title: _____ Date: _____

Appendix B:
Scholarly Project Forms

Name of DNP Student: _____ ID # _____

COMMITTEE

Faculty Chair: _____

CHANGE OF SCHOLARLY PROJECT TOPIC TO:

REQUIRED SIGNATURES

DNP Scholarly Project Chair _____ Date: _____

DNP Program Director _____ Date: _____

PRACTICUM OFFICE

When this form is completed, please submit to the DNP Program Coordinator.

DNP Program Coordinator _____ Date Filed: _____

DNP Student Name: _____

Scholarly Project Title: _____

	Satisfied As Presented/ Written	Satisfactory with Following Recommendations	Unsatisfactory
Introduction			
Background information			
Problem Statement			
Purpose			
Clinical Question(s)			
Review of the Literature			
Conceptual and theoretical frameworks			
Methods			
Description of EBP protocol, PI/QI, etc.			
Measurable Outcomes			
Subjects including cultural and ethical considerations, if not using human subjects describe detailed process such as chart review, how it will be conducted, inclusion and exclusion criteria, etc.			
Setting, including evidence of key support from organization and how project links to organizational strategic plan			
Tools			
Intervention and Data Collections, if team members, who will be on the team and responsibilities, expected time line, etc. Feasibility analysis including			

resources, personnel, technology, budget, and cost/benefit analysis			
Evaluation/Analyses/ Dissemination			
Objectives stated in feasible and measurable terms			
Evaluation measure linked to objectives			
Evaluation plan including design, methods, sampling, instrumentation, if applicable, data collection and statistical analyses. Discussion of Goals and how they were assessed, application to health care and nursing practice. Dissemination plan should include how the information was disseminated, to whom and identify key stakeholders.			
APA Format/ Writing Style, References			
References-Cited in APA format *Used to review PowerPoint and Paper			
APA format /Style *used to review PowerPoint and Final Paper			
Appendices (Written Documents)			
Strength of Evidence Table			
IRB Approval and Permissions			
	Satisfied As Presented	Satisfactory with Following Recommendations	Unsatisfactory
Tools			
CITI Certificate			
Consent (If required)			

a. Accept the proposal/presentation/final Scholarly Project.

The Faculty Chair will file approval of the DNP Scholarly Project Proposal/Presentation/Final Scholarly Project on behalf of the Doctoral Committee. Upon degree conferral, the DNP candidate will be granted the degree along with the rights and privileges awarded by the degree.

b. Conditionally accept with minor revisions and no re-review.

The student will file a final/revised document/presentation to the Faculty Chair. Timeline will be set between student and Chair.

c. Require minor or major revisions and re-review.

Revisions required: The student must develop a significantly revised or new document/presentation. The Faculty Chair will work with the student on the revision. The Committee will review the new document/presentation and all prior steps will be repeated.

d. Reject the proposal.

The student must develop a significantly revised or new document/presentation. The Faculty Chair will work with the candidate on the revision. The Committee will review the new proposal and all prior steps will be repeated.

Signature of Committee Chair: _____ **Date:** _____

Signature of DNP Student: _____ **Date:** _____

I. Defense and Scholarly Project Information

DNP Student Name: _____

Defense Date and Time: _____

Scholarly Project Title: _____

Abstract:

Insert Abstract.

II. Biographical Information

Please tell us about yourself – career, educational background, family, etc. This section does not need to be very formal.

Before you submit this form, please answer the following questions:

1. Is your Committee Member Form current with the Practicum Office?

Yes No

What to expect on the day of your defense:

- You can expect to access your defense room 30 minutes prior to your scheduled defense time.
- Parking is limited. You are responsible for securing your parking pass and finding a parking spot.
- You should expect to bring your presentation on a USB drive.
- You will need to bring your own computer and presentation clicker, a projector will be provided.
- Your presentation should last no longer than 20 – 30 minutes. If your presentation is over the expected timeframe, you may be asked to stop.

I have read and understand the expectations:

Signature of DNP Student: _____ **Date:** _____

III. Safe Assign Report

You need to submit your Proposal/Final Scholarly Project to SafeAssign for final review. Please attach the Safe Assign report *with* this form

PRACTICUM OFFICE

When this form is completed, please submit to the DNP Practicum Coordinator.

Scholarly Project Defense Date Approved: Yes No

DNP Practicum Coordinator _____ **Date Filed:** _____

EXAMPLE OF SIGNATURE PAGE FOR YOUR DNP SCHOLARLY PROJECT

A Scholarly Project

Submitted to the

Faculty of Liberty University

In partial fulfillment of

The requirements for the degree

Of Doctor of Nursing Practice

by

Sally Jean Smith (full legal name)

Liberty University

Lynchburg, VA

Month, Year

Scholarly Project Committee Approval:

Name, Chair, Date (typed-name/date signed on line above)

Name, Committee Member (typed-name/date signed on the line above)

Liberty University

Title Page

NOTE Margins are set at 1 inch for the top and right margin, 1.3 for the bottom margin and 1 ½ inches for the left margin to accommodate binding. Center based on margins.

Single space between the lines of the title-

(center vertically)

TYPE EXACT TITLE CENTERED ALL CAPITAL LETTERS

TIMES NEW ROMANS 12-POINT

A Scholarly Project

Presented to the

Faculty of Liberty University

In partial Fulfillment of the requirements for the Degree of

Doctor of Nursing Practice

By

Full Name

Month, Year

Liberty University School of Nursing

Doctor of Nursing Practice Program

Scholarly Project Pre- Proposal Approval Form

Student Name: _____

DNP Track (check which applies): _____ Post BSN/FNP _____ Post MSN

(Note: The Evidence-Based Project is guided by the Iowa Model as a conceptual framework)

Requirement	Student Response	Faculty Comments
Proposal Title		
Project Trigger: <ul style="list-style-type: none"> • What is the problem? • Is there a quality measurement? 		
State the PICO (Clinical Question)	P: I: C: O:	
Problem Statement		
Purpose Statement		
Identify the outcome measurement		
Discuss how the project aligns with the organization's priority/strategic plan		
The organization has provided a statement of support for the project	Yes or No (if yes- attach)	
Discuss feasibility issues related to the project		

(time, budget, access to data)		
Discuss how data will be accessed (inside or outside of the organization)		
Permission has been granted by the organization to access data	Yes or No (If yes, attach document/email approval)	

Recommendations:

_____ **Approval with minor edits**

_____ **Approval denied, until the following requirements are met:**

_____ **Date:** _____

Faculty signature

Liberty University Doctor of Nursing Practice (DNP)

Scholarly Project Checklist

Doctor of Nursing Practice (DNP) Scholarly Project Checklist

Instructions: The document below is a checklist for use by students and project chairs. It will be initiated in NURS 839 and will guide the development of the scholarly project through NURS 840-844. This tool is to be used in conjunction with the template in the DNP Handbook addressing the scholarly project. The checklist is to confirm that each item has been completed. Prior to submitting the final document to the project chair and the editor, the chair will verify that each item is complete. If the student is uncertain as to any particular item on the checklist, the DNP Handbook is to be references or the project chair contacted.

Candidate	Chair	Committee Member

Criteria	Student Completed (please initial)	Chair Approval (please initial)	Comments
Safe Assign Report is acceptable. Percentage is mostly due to the template, references, direct quotes, or from previous student versions. This is submitted prior to final defense.			
APA Considerations including, but not limited to: <ul style="list-style-type: none"> • One inch margins all around • Times New Roman • 12 point font • One space after all sentences • Double spacing throughout the document • Pagination starts on the second page of the document (chair approval page) 			

<p>The Title Page is correctly formatted per the template: No running head.</p> <p>Note: The title of the project is not to exceed 12 words (per current APA).</p>			
<p>The chair approval page is correctly formatted per the template.</p>			
<p>The abstract page:</p> <ul style="list-style-type: none"> • Approximately 150-250 words • No indentation of the first line • No references cited • Begins with a clear purpose of the project • Identifies the sample, sample size, design for data collection and analysis • Includes a brief summation of the results of the project (at the project's end), a conclusion, implications for practice, relevance, and future plans for further study • Includes: Keywords at the bottom of the abstract (4-7 words separated by commas that are central to the study) 			
<p>Introduction includes:</p> <ul style="list-style-type: none"> • Why the topic is important • How it contributes to advanced practice nursing, patient/or system outcomes 			

<p>Background:</p> <ul style="list-style-type: none"> Clearly presents the problem, challenges, and opportunities for the project Includes implications for nursing improvement, reason for evaluation/change Discuss how outcomes will be addressed or explored further 			
<p>Problem Statement:</p> <ul style="list-style-type: none"> More specific than the background Explains in more detail the rationale for the project, clinical significance, and the need for the change 			
<p>Purpose of the Project:</p> <ul style="list-style-type: none"> Discuss one or two areas that fully support the project Discuss what is involved with the project and what it will accomplish A discussion of the significance of the project is included 			
<p>Clinical Question(s):</p> <ul style="list-style-type: none"> Describe the phenomenon of interest Write the clinical question in PICO format (Includes population, independent and dependent variable (s)) 			

<ul style="list-style-type: none"> • Include project goals and objectives • The question(s) should clearly state the problem/concern 			
<p>Review of the Literature:</p> <ul style="list-style-type: none"> • Is comprehensive (versus exhaustive) • Include search strategies • Inclusion/exclusion criteria for the sources • Discuss levels of evidence of the literature used for the project • Discuss the synthesis of the literature (strength of evidence table/matrix of literature review and organization) • Include clinical practice guidelines as appropriate to the project 			
<p>Conceptual and/or theoretical framework:</p> <ul style="list-style-type: none"> • An appropriate conceptual framework for the project is explained in detail. For example an EBP project will use the Iowa Model as the conceptual framework. • The theoretical framework will be discussed in detail, how it supports the fulfillment of the 			

<p>project. (for example if change is a large part of the project, an established change theory would be appropriate)</p> <p>Note:</p> <ul style="list-style-type: none"> • The student is responsible for securing individual permission to use a model (such as the Iowa Model). • The adoption of a framework is to be cited within the document. Permission may or may not be required if the model/framework is cited within the document and no images are used. 			
<p>Methodology: Discusses how the project will be conducted:</p> <ul style="list-style-type: none"> • EBP Project • Discuss measurable outcome(s) • Include discussion of the subjects • Discuss the setting where the project will take place • Discuss tools to evaluate the phenomenon of interest (test, survey etc.) • Discuss the process for collecting and analyzing data (for example if there is an intervention such as an 			

<p>education session, and a pre-test/posttest is used then this would be a quasi-experimental approach to gathering and analyzing data)</p> <ul style="list-style-type: none"> • Include the rationale for the project (a step by step overview of the project is to be discussed here) • Include the rationale and description of the intervention • Discuss/include the operational plan for completing the project. (the plan is discussed in the body of the paper, but a copy of the actual plan is included in the appendix) • Discuss any team members who were also involved with the project • Include a timeline as appropriate • Discuss any feasibility considerations (technology, personnel, budget, cost-benefit analysis etc.) 			
<p>Evaluation, Analysis, Dissemination:</p> <ul style="list-style-type: none"> • A detailed discussion of the proposed evaluation plan to include design, methods, 			

<p>sampling, instrumentation as applicable, data collection , and statistical analysis</p> <ul style="list-style-type: none"> • Discuss the results of the analysis of any data • Discuss what worked well, what did not work, evaluate next steps, and recommendations • Discuss the rationale for the selected evaluation methods • Include a discussion as to the application and relevance to healthcare and nursing practice • A dissemination plan should include how the outcomes will be disseminated (within the practice setting and beyond) 			
<p>Significance/implications:</p> <ul style="list-style-type: none"> • Discuss how the results of the project influence practice, outcomes, nursing theory and so on • Discuss how the results provide new and fresh insights into the existing phenomenon of interest (such as clinical and cost effectiveness) • Discuss how the outcomes of the project will 			

influence policy development, subsequent scholarly work, impact on current practice etc.			
References: <ul style="list-style-type: none"> • Use current APA format 			
Appendices include: <ul style="list-style-type: none"> • Strength of evidence table/matrix (include levels of evidence) • IRB approval documentation • Permissions to use surveys etc. • Letters of support from organization and IRB permission from the project setting • CITI certificate • Consent of participants (if required) Note: <ul style="list-style-type: none"> • Any images of models and frameworks need to be removed from the appendix unless permission to use the image is obtained). 			

Adapted from:

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

Appendix D:

Miscellaneous Forms

Name of DNP Student: _____ ID #: _____

Email Address: _____ Phone #: _____

I am requesting a leave through: _____
(Example: Through the Fall 2016)

Semester in which I plan to return: _____
(Example: Spring 2017)

In the space below, provide a brief explanation of why you are requesting a leave of absence:

I understand that, should my leave of absence be approved, I am not guaranteed enrollment upon my return. Regardless of course availability, I understand that I need to complete the DNP program within the seven year limit. I have spoken with the DNP Academic Advisor and understand the Broken Enrollment Policy. If I break enrollment, I understand that I will need to reapply to the DNP program. (Note: Any previous coursework will be evaluated on an individual basis.)

DNP Student Signature: _____ Date: _____

APPROVAL

DNP Program Chair _____ Date: _____

ADVISING OR PRACTICUM OFFICE

When this form is completed, please submit to the appropriate individual. Non-practicum student will submit to the DNP Academic Advisor. Practicum students will submit to the DNP Practicum Coordinator.

DNP Practicum Coordinator _____ Date Filed: _____

DNP Academic Advisor _____ Date Filed: _____

The purpose of this form is to document a remediation action plan developed by the student and faculty when a student is at risk for failing a course and /or needs remediation for clinical practice.

Date: _____

Student Name: _____ Student ID _____

Course: _____

Risk Factors: (check all that apply) Please provide description in comments:

- Class room grade average below passing
- Class Attendance
- Unprofessional behavior (give specific examples)
- Clinical Remediation /Probation
- Other: (explain)

Comments:

Remediation Action Plan:

Date of Plan Completion: _____

Student Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

DNP Chair Signature: _____ Date: _____