School of Nursing and Health Sciences
Nursing Programs

Doctor of Nursing Practice
Student Handbook
2017-2018
~ AFFIRMATION ~

I choose to be a member of
the La Salle University community.

I conduct myself with
honesty, integrity, civility, and citizenship.
I respect people, property, our University,
and its Lasallian and Catholic heritage.

I celebrate our many cultures.
I promote the free exchange of scholarly ideas.
I commit to my personal involvement in
learning for the greater good.

In all my actions, I am La Salle.
In association, we are La Salle.
**DNP Nursing Student Handbook**  
**Table of Contents**

**GENERAL INFORMATION; INTRODUCTION**

**Contents**

- School of Nursing and Health Sciences Nursing Programs ................................................................. 1
- **GENERAL INFORMATION; INTRODUCTION** .................................................................................. 6
- History of La Salle University ................................................................................................................ 6
- Doctoral Education in Nursing at La Salle University ............................................................................ 7
- **SCHOOL OF NURSING AND HEALTH SCIENCES NURSING PROGRAMS** ............................ 9
- Mission, Vision, Goals ................................................................................................................................. 9
- Philosophy ............................................................................................................................................... 10
- Doctor of Nursing Practice Program ....................................................................................................... 10
- Program Goals .......................................................................................................................................... 10
- Student Learning Outcomes: ..................................................................................................................... 10
- Overview of the DNP ............................................................................................................................... 11
- DNP Program Contact Persons ............................................................................................................... 11
- **ACADEMIC REQUIREMENTS** ........................................................................................................ 11
- Academic Advising .................................................................................................................................. 11
- Admissions .............................................................................................................................................. 11
- DNP Plan of Study .................................................................................................................................. 12
- DNP Course Descriptions are found on the La Salle University Web page: Doctor of Nursing Practice (DNP) | La Salle University. .................................................................................................................. 12
- The following table depicts the structure of the Doctor of Nursing Practice Curriculum ............... 12
- Student Rights and Grievance Procedure .............................................................................................. 13
- Transfer of Credit .................................................................................................................................... 13
- Technology Requirements ....................................................................................................................... 13
- DNP Degree Completion Timeline ........................................................................................................ 13
- Graduation Requirements ......................................................................................................................... 13
- Readmission .......................................................................................................................................... 14
- Doctor of Nursing Practice Scholarly Project ......................................................................................... 14
- **DNP CLINICAL RESIDENCY COURSE REQUIREMENTS FOR CLINICAL PRACTICUM/FIELD EXPERIENCE** .................................................................................................................. 14
- Requirements for Doctoral Level* Clinical Practicum/Field Experience ........................................... 14
- Child Abuse Clearance/Criminal Record Check Policy ........................................................................ 15
- Certification in Cardiopulmonary Resuscitation (CPR) ....................................................................... 15

---

<table>
<thead>
<tr>
<th>Contents</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Nursing and Health Sciences Nursing Programs</td>
<td>1</td>
</tr>
<tr>
<td><strong>GENERAL INFORMATION; INTRODUCTION</strong></td>
<td>6</td>
</tr>
<tr>
<td>History of La Salle University</td>
<td>6</td>
</tr>
<tr>
<td>Doctoral Education in Nursing at La Salle University</td>
<td>7</td>
</tr>
<tr>
<td><strong>SCHOOL OF NURSING AND HEALTH SCIENCES NURSING PROGRAMS</strong></td>
<td>9</td>
</tr>
<tr>
<td>Mission, Vision, Goals</td>
<td>9</td>
</tr>
<tr>
<td>Philosophy</td>
<td>10</td>
</tr>
<tr>
<td>Doctor of Nursing Practice Program</td>
<td>10</td>
</tr>
<tr>
<td>Program Goals</td>
<td>10</td>
</tr>
<tr>
<td>Student Learning Outcomes:</td>
<td>10</td>
</tr>
<tr>
<td>Overview of the DNP</td>
<td>11</td>
</tr>
<tr>
<td>DNP Program Contact Persons</td>
<td>11</td>
</tr>
<tr>
<td><strong>ACADEMIC REQUIREMENTS</strong></td>
<td>11</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>11</td>
</tr>
<tr>
<td>Admissions</td>
<td>11</td>
</tr>
<tr>
<td>DNP Plan of Study</td>
<td>12</td>
</tr>
<tr>
<td>DNP Course Descriptions are found on the La Salle University Web page: Doctor of Nursing Practice (DNP)</td>
<td>12</td>
</tr>
<tr>
<td>The following table depicts the structure of the Doctor of Nursing Practice Curriculum</td>
<td>12</td>
</tr>
<tr>
<td>Student Rights and Grievance Procedure</td>
<td>13</td>
</tr>
<tr>
<td>Transfer of Credit</td>
<td>13</td>
</tr>
<tr>
<td>Technology Requirements</td>
<td>13</td>
</tr>
<tr>
<td>DNP Degree Completion Timeline</td>
<td>13</td>
</tr>
<tr>
<td>Graduation Requirements</td>
<td>13</td>
</tr>
<tr>
<td>Readmission</td>
<td>14</td>
</tr>
<tr>
<td>Doctor of Nursing Practice Scholarly Project</td>
<td>14</td>
</tr>
<tr>
<td><strong>DNP CLINICAL RESIDENCY COURSE REQUIREMENTS FOR CLINICAL PRACTICUM/FIELD EXPERIENCE</strong></td>
<td>14</td>
</tr>
<tr>
<td>Requirements for Doctoral Level* Clinical Practicum/Field Experience</td>
<td>14</td>
</tr>
<tr>
<td>Child Abuse Clearance/Criminal Record Check Policy</td>
<td>15</td>
</tr>
<tr>
<td>Certification in Cardiopulmonary Resuscitation (CPR)</td>
<td>15</td>
</tr>
</tbody>
</table>
Clinical site selection must be appropriate to meet the student learning outcomes for the course. Residency course faculty must approve clinical site placement.

Students are required to complete a Practicum Experiences and Plan Form and Clinical Agency Placement Form to faculty for approval.

Letter of Agreement or Affiliation Contracts needs to be completed prior to the start of clinical practice.

Clinical hours will be recorded and validated by preceptor, and documented on the Clinical Hours Documentation Form.

Students will be required to obtain written faculty approval and preceptor/agency verification of the submitted hours and experiences associated with the residency courses upon completion of the clinical hours. Clinical hours will be tracked and summarized using. Clinical hours will be recorded and validated by preceptor, and documented on the Clinical Hours Documentation Form.

Admission and Clinical Progression.

Attendance Policy.

Clinical Experience Attendance.

Academic Integrity.

Nursing Course Withdrawal Policy.

Test Make-Up.

Progressive Discipline/Program Dismissal.

Clinical Failure.

Unsafe Clinical Performance.

Clinical Jeopardy.

See University Graduate Catalog on La Salle University’s webpage for Withdrawal, Satisfactory or Unsatisfactory, Audit, and Courses repeated policies.
History of La Salle University
La Salle University was founded in 1863 in Philadelphia, Pennsylvania, and celebrated its 150th Anniversary in 2013. La Salle is a Catholic and Lasallian institution of higher learning animated from its origins by the Brothers of the Christian Schools, commonly known as the De La Salle Christian Brothers. The Brothers are members of an international Roman Catholic religious community of consecrated laymen founded by St. John Baptist de La Salle, the patron of Christian Teachers of Youth, in seventeenth century France. La Salle is the second oldest Lasallian higher education institution in the United States, and at the time of its opening, was Philadelphia’s only Catholic college.

First located in the Olde Kensington neighborhood of Philadelphia, and moving its campus twice thereafter, La Salle’s Main Campus is situated on 133 acres in northwest Philadelphia. The University has acquired acreage and buildings each decade since the 1980s to form Main Campus: Belfield Farm, South Campus (formerly St. Basil’s Academy), Good Shepherd Property, St. Theresa Court, West Campus (Germantown Hospital), and the Armory on Ogontz Avenue. Through the twenty-first century, capital investments have been made to promote both student life and academic excellence, which include the construction of St. Basil Court residence hall and Treetops Café dining hall (2005); renovation of the athletic field (2006); construction of the Shoppes at La Salle supermarket complex (2008); renovation of Germantown Hospital (West Campus), renovation of the Holroyd Science Center (2009); renovation and technical enhancement of Olney Hall classrooms (2012-2014); renovation to create the Interprofessional Simulation Center (2015), and construction of a new School of Business (2016). La Salle also expanded its offerings to suburban locations: it owns and operates the Bucks County Campus in Newtown, Pennsylvania and leases space at Montgomery County Center at the Metroplex in Plymouth Meeting, Pennsylvania and St. Paul’s Parish in Allentown, Pennsylvania.

La Salle was initially established to serve the sons of immigrant populations in a religiously divided city, providing a quality education that helped them to assimilate into American society. Immediately following World War II, La Salle addressed the needs of nontraditional learners. This commitment has continued to the present. La Salle became fully coeducational in 1970 and achieved university status in 1984. The history of the University affirms that it has been responsive to the educational needs of students from Philadelphia, the Delaware Valley, Northeastern United States, and Europe. The University Community has a strong sense of service demonstrated by students, faculty, and staff engagement. It remains fully committed to the city and region with extensive community service and service-learning initiatives.

The University provides a personal, practical, and professional education in a collaborative effort between faculty and learners. The mission addresses the individual student’s intellectual, moral, and spiritual well-being. La Salle is an institution offering both a general and specialized education (pre-professional in many cases) with options among a variety of values-oriented studies. It has three Schools: Arts and Sciences, Business, and Nursing and Health Sciences. The College of Continuing and Professional Studies ended as an organizational structure in August 2015. Since its founding, the University has conferred more than 60,000 degrees, including associate, bachelor’s, master’s, and doctoral degrees. Courses are offered in face-to-face, hybrid,
and online formats. Students also earn credit in certificate programs and pursue interests through non-credit academic offerings.

The University is classified as a Master's-Larger Programs University. It offers a liberal arts curriculum as a foundation for over 50 undergraduate majors for traditional collegiate students and adult undergraduate students. La Salle has 25 graduate programs that include master- and doctoral-level programs in the arts and sciences, business, nursing and health sciences, and professional studies. Graduate education at La Salle University strives to meet the goals of scholarly inquiry, preparation for academic and professional careers, and lifelong learning in response to the changing and diverse needs of the twenty-first century workplace and the global community.

The University Community looks forward to a future framed by its Mission. Under the leadership of its 29th President who joined the University in July 2015, La Salle continues to refine its operations to meet the challenges faced by higher education institutions. The growth and development over its history have been guided by a commitment to living its Lasallian heritage: an emphasis on quality teaching, a style of governing itself that stresses personal relationships, direct service to the community with a heightened sensitivity to its needs, and opportunities for students to grow in their faith. La Salle University embraces the opportunity to set a strategic direction that honors this heritage, deepening its commitment to the students and community it serves.

Mission Statement of La Salle University
La Salle University is a Catholic university in the tradition of the Brothers of the Christian Schools. To a diverse community of learners, La Salle University offers a rigorous curriculum and co-curricular experiences designed to help students gain theoretical and practical knowledge, deepen their ethical sensibilities, and prepare for a lifetime of continuous learning, professional success, and dedicated service.

As a Catholic university rooted in the liberal arts tradition, La Salle challenges students to contemplate life’s ultimate questions as they develop their faith, engage in a free search for truth, and explore their full human potential. As a Lasallian university, named for St. John Baptist de La Salle, patron saint of teachers, La Salle promotes excellence in teaching and scholarship, demonstrates respect for each person, nurtures mentoring relationships, and encourages authentic community. As an urban university, La Salle invites students to enhance their academic experience by immersing themselves in the rich resources of Philadelphia and the region. All members of our community are called to maintain a heightened sensitivity to those marginalized within society as they practice civic engagement, provide leadership with a global perspective, and contribute to the common good.

Doctoral Education in Nursing at La Salle University
The faculty and administrators of the Nursing Programs of La Salle University have planned and implemented a Doctor of Nursing Practice (DNP) degree curriculum with the first student cohort accepted into the fall 2010 semester. The preparation of clinical experts at the doctoral level not only recognizes the existing expertise of MSN prepared graduates, but adds to potential faculty
and clinician resources in Southeastern Pennsylvania. DNP graduates may ultimately be hired as faculty and help reduce the tremendous nursing faculty shortage, focused on clinical teaching. DNP graduates will be important to complex health care agencies that rely on nurses with the advanced education necessary to support evidence-based practice, achieve positive patient care outcomes, and develop safer systems of care. The DNP is the terminal practice degree of the discipline of nursing; the PhD is the terminal research-focused degree. Nurse educators, administrators, and APRNs view the degree as an opportunity to achieve parity with other professions offering practice doctoral degrees (e.g., Pharmacy [PharmD]; Medicine [MD]; Physical Therapy [DPT], Psychology [PsyD]).

DNP applicants are encouraged to review resources specific to the DNP, including materials available through the American Association of Colleges of Nursing (http://www.aacn.nche.edu/DNP/DNPFAQ.htm). See also the most recent White Paper from AACN: http://www.aacn.nche.edu/news/articles/2015/dnp-white-paper
Mission

Consistent with La Salle’s Christian Brothers heritage, the mission of the School of Nursing and Health Sciences is to provide excellent teaching, service, and academic programs facilitating students’ development as caring healthcare professionals prepared for lives of service and continued learning.

Vision

The vision of the School of Nursing and Health Sciences is to focus academic, service, and research activities on mobilizing social, political, healthcare, and educational resources for the welfare of vulnerable, underserved, and diverse populations.

Nursing Program Goals

The goals of the School of Nursing and Health Sciences are:
To engage students in educational, service, and research programs aimed at caring for people they serve; to facilitate student development in critical thinking, effective communication, and knowledge, skill, and values to care and advocate for the health of individuals, families, groups, and communities locally, regionally, and globally.

Philosophy for Nursing Program

Philosophy for Nursing Programs
Nursing is a practice based profession encompassing both arts and sciences. Nursing provides health services to diverse individuals and groups. Nurses collaborate with multidisciplinary professionals and clients. Nursing care is aimed at facilitating health and wellness, thus fulfilling a contract between society and the profession. Safe, quality nursing interventions are evidence-based. The nursing community at La Salle University respects the humanity of the people they serve recognizes the potential for healing within the person, integrating mind, body and spirit. Students bring their experience to the process of development as ethical, caring practitioners. Students and faculty relationships foster scholarship, collegiality, respect, and collaboration.

Approved: rev. Spring 1998; approved 5/98; rev. 2/01; approved 3/01; rev. 5/01; rev. 2/02; rev. 5/15/08; revised & approved 5/9/12 revised & approved 4/30/15.
Doctor of Nursing Practice Program

Philosophy
The philosophy of the DNP program is connected to the belief that the practice doctorate enriches advanced nursing practice by strengthening and expanding students’ knowledge and skills. The program prepares students for careers as expert nurse clinicians and leaders who develop, implement, and evaluate programs of care and transform health care systems by using evidence-based innovations and technologies and facilitating interdisciplinary processes. The program develops graduates that have met established competencies of specialty organizations and are responsive to the changing health care needs of national and international populations and diverse patients and groups.

Program Goals
1. Educate professional nurses to translate evidence for interprofessional practice in advanced nursing roles across community and health care settings.
2. Meet the health needs of diverse individuals, families, groups, communities and populations through curricular and service activity.
3. Support faculty and student scholarly activity that informs quality and safety in healthcare systems.

Student Learning Outcomes:
At the completion of program the student will be able to:

1. Apply theoretical and research-based knowledge from nursing and other disciplines to plan and implement safe, quality health care for vulnerable individuals and groups in an APRN or advanced nursing practice (APN) role.
2. Facilitate inter-professional collaboration to provide patient-centered, quality, ethical and safe healthcare.
3. Analyze the impact of evidence based healthcare interventions on patient outcomes.
4. Evaluate health promotion and disease prevention efforts and outcomes to achieve quality healthcare
5. Analyze the influence of public policy decisions on the health promotion, disease prevention, and health restoration services provided to diverse populations.
6. Enhance clinical judgment and decision-making abilities to address health promotion/disease prevention efforts for individuals, aggregates, or populations.
7. Utilize advanced communication and leadership skills to lead quality improvement and patient safety initiatives.
8. Promote culturally congruent and comprehensive healthcare services to all.
9. Analyze healthcare information systems/technologies to improve healthcare outcomes.
10. Demonstrate responsibility and accountability for ongoing professional development.
Overview of the DNP

The DNP Program at La Salle University has a strong practice component with access to environments that provide opportunities for knowledge and skill development. The curriculum consists of 35 credits. The curriculum includes an extensive practice immersion. The project, an important requirement evidencing student expertise, is a practice-application. DNP students must complete a minimum of 1,000 hours of post baccalaureate clinical practice.

A completed portfolio is required of students to 1) provide opportunities for developing individualized learning goals and reflecting on personal progress; 2) document profiles related to specific educational and professional activities; and, 3) to serve as a written trajectory of educational accomplishments.

DNP Program Contact Persons

The Director of the DNP Program can be reached at 215-951-1903 (Administrative Assistant to the DNP Program).

ACADEMIC REQUIREMENTS

Required GPA

Students must maintain a consistent overall grade point average (GPA) of 3.0 or greater in order to maintain enrollment status in the DNP program. Students earning course grades below 84% must meet with the program director for advisement.

Academic Advising

All students are advised by the Director of the DNP Program on formal acceptance. Faculty and the Director are available by appointment for student advisement concerning course selection any time during the academic year and especially during the pre-registration period. Students earning course grades below 84% must meet with the program director for advisement.

Admissions

Students may earn credits as conditionally accepted students, but must begin the application process by 1) completing the demographic portion of the application, 2) submitting an official graduate transcript with references, 3) providing a photocopy of their current RN license and 4) providing a photocopy of APRN license or certification when applicable. Applicants may not enroll in DNP courses without the aforementioned documentation.
Conditionally accepted students may apply no more than six (6) credits earned to the DNP degree. Students desiring to audit courses or take a course as a non-degree student must apply for admission in the same manner as DNP candidates. The DNP Admissions Committee meets monthly, and as needed, during the academic year. Conditional acceptance is no guarantee of official acceptance.
DNP Plan of Study

The DNP Program consists of 35 credit hours beyond the master’s level nursing credits. The Number of Required Courses is 13: 3 Core Courses (NUR 702; NUR 703; NUR 609); Advanced Core Courses (NUR 619; NUR 695; NUR 637; NUR 704); and 5 Residency Courses (NUR 705; NUR 750; NUR 751; NUR 880; NUR 882) an additional 1 credit continuation course(s) may be required for an incomplete Doctor of Nursing Scholarly Project.

Students may elect to enroll in the Core and Advanced Core courses on a part-time basis, i.e., three credits/semester. Students may choose a part-time or full-time course of study. Individual course sequence should be arranged with the DNP director upon admission.

Optional courses are offered for students who need additional time to complete their Scholarly Project One credit NUR 881 and NUR 883 are offered for students requiring faculty support with continuation of studies.

DNP Course Descriptions are found on the La Salle University Web page: Doctor of Nursing Practice (DNP) | La Salle University.
The following table depicts the structure of the Doctor of Nursing Practice Curriculum.

<table>
<thead>
<tr>
<th>Structure</th>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Core</td>
<td>NUR 702: Advanced Therapeutics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NUR 703: Professional Ethics</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NUR 609: Health Care Economics</td>
<td>3</td>
</tr>
<tr>
<td>Advanced Core</td>
<td>NUR 619: Clinical Issues in Genetics and Genomics (Web)</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>NUR 695: Public Policy Initiatives: Local to Global</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NUR 637: Epidemiology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NUR 704: Statistics and Biostatistics</td>
<td></td>
</tr>
<tr>
<td>Residency</td>
<td>NUR 705: Patient Safety and Health Care Outcomes</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NUR 750: Translating Evidence into Practice</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NUR 751: Clinical Leadership and Interprofessional Collaboration</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NUR 880: Clinical Project</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>NUR 882: Clinical Residency</td>
<td>4</td>
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<tr>
<td>Optional</td>
<td>NUR 881: Project Seminar (Pass/Fail)</td>
<td>1</td>
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<tr>
<td></td>
<td>NUR 883: Clinical Residency Seminar (Pass/Fail)</td>
<td>1</td>
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<td></td>
<td>NUR 887: Clinical Seminar (Pass/Fail)</td>
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Grading
The Nursing Programs of the School of Nursing and Health Sciences follow the La Salle University graduate grading scale policy. The School of Nursing and Health Sciences interprets this system using the following numerical scale:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89</td>
</tr>
<tr>
<td>B</td>
<td>84 – 86</td>
</tr>
<tr>
<td>B-</td>
<td>81 – 83</td>
</tr>
<tr>
<td>C</td>
<td>75 – 80</td>
</tr>
<tr>
<td>F</td>
<td>74 and below</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
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<tr>
<td>W</td>
<td>Withdrawal</td>
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Student Rights and Grievance Procedure

Policies and procedures for Student Guide to Rights and Responsibilities which can be found online at: [http://www.lasalle.edu/students/dean/divpub/manuals/studentguide/](http://www.lasalle.edu/students/dean/divpub/manuals/studentguide/)

Transfer of Credit

Students may transfer up to six hours of graduate-level work. Application for permission to transfer courses is submitted to the DNP Program Director. Students submit a course description from the relevant course catalog. Syllabi and course work samples may be required. Students are informed of transfer approval/disapproval in writing.

Technology Requirements

Students are required to demonstrate technological proficiencies that increase in breadth and depth during doctoral studies. Expected proficiencies include skills in word processing, computing, searching, data mining and analysis, software versatility (web-based and computer-based), and familiarity with hardware and select peripherals.

DNP Degree Completion Timeline

All requirements for the DNP degree must be completed within seven academic years from the date of the first enrollment for study following admission to the doctoral courses. Transfer students’ candidacy period is seven years.

Graduation Requirements

Students complete a minimum of 35 semester hours of post-master’s coursework. This coursework includes successful completion of all courses, a total of 1,000 post bachelor’s supervised clinical hours, a completed portfolio of student work, and a successfully defended DNP Scholarly Project. Graduation details are specified in the La Salle University, Graduate Catalog, 2017-2018. The Director of the DNP Program and the Registrar review transcripts at least two months before each graduation time: January, May, and September. The cumulative GPA in the DNP Program must be at least a 3.0/4.0 in order to graduate.
Readmission

Students seeking readmission to the DNP Program for any reason should apply to the Director of the DNP Program. The Graduate Nursing Admission Committee will review each student’s academic record and notify the student about the decision to readmit.

Doctor of Nursing Practice Scholarly Project

The DNP Scholarly Project addresses a clinical practice issue for diverse individuals, families, groups, communities, and populations concentrating on the scholarship of practice. The student identifies a project that is based on needs assessment data, a review of research and related literature, and other data sources. Scholarly Project evaluation strategies and outcomes must be specified. The student is required to discuss the project with key stakeholders, such as clinical leaders in health care and community settings. The student designs, implements and evaluates the project, and disseminates results.

Refer to the DNP Scholarly Project Manual for additional details.

DNP CLINICAL RESIDENCY COURSE REQUIREMENTS FOR CLINICAL PRACTICUM/FIELD EXPERIENCE

Requirements for Doctoral Level* Clinical Practicum/Field Experience

*Doctoral students follow the same regulations per the Graduate Nursing Program.

The School of Nursing and Health Sciences requires that each student submit evidence of the following three months before placement in a clinical practicum/field experience. DNP nursing students must go to the CastleBranch website (http://lasalle.castlebranch.com) for directions related to the procedure for completing compliance requirements. Additional resources on Canvas: DNP Student Resources

Any student who does not have the urine drug screen test completed by set due dates will not be permitted to attend clinical experiences. No student will be eligible to attend clinical experiences if the 10-panel urine drug screening is positive.

- Valid RN License
- Completed health form with required immunization data
- Documentation of health insurance coverage
- Documentation of malpractice insurance
- Current CPR (CPR-BLS)
- Current PA and state of residence criminal record background checks
- Pennsylvania child abuse history clearance
- FBI Background record check
- Urine drug screening (conclusive and clean)
- MSN and post master’s certificate students must submit current criminal background check and child abuse clearance minimally 1 month before participating in field experiences. DNP students are expected to submit this prior to clinical practicum experiences.

1. Initial Tuberculosis testing must be a 2-step PPD. Subsequent tuberculosis testing is a one-step PPD repeated annually. It must span the entire academic year. If a student has a positive PPD
reaction or history of a previous reaction, a negative chest x-ray within the past six months of the start of program is required. A follow-up annual CXR is **not** required but a TB screening form must be completed by the students’ health care provider annually.

- The QuantiFERON®-TB Gold Test may be accepted in lieu of the PPD.

2. Hepatitis B Vaccine proof of 3-shot series **AND** a titer indicating adequate antibody development. If a student has received the 3-shot vaccine series and the titer determines there is no antibody development, the student should receive a second 3-shot series and then a repeat titer. If the titer is negative a second time, no further vaccination is required. This student will be identified as a non-responder.

3. Titers for measles, mumps, rubella, and varicella. It is not sufficient to report having had any of these illnesses as a child. Titers must indicate adequate protection. Equivocal results are considered negative and the student is required to get a booster for the MMR vaccine. For varicella, the student may show documentation of having received the 2 doses of the varicella vaccine **OR** a positive titer in the case of prior infection.

4. Annual flu vaccine.

**Child Abuse Clearance/Criminal Record Check Policy**

Health care and educational agencies require a **cleared** child abuse and a **cleared** criminal record check from Pennsylvania and the student’s state of residence (if outside of PA). Any student with a positive child abuse or criminal record check will **not be permitted to enter or to remain in the Nursing Program.** It is the student’s responsibility to deal with any positive criminal record or child abuse check that is returned. **Yearly submission of criminal record and child abuse clearances are required for students in clinical courses. FBI fingerprinting criminal record check is also required.**

Students are required to update the Director of the Doctor of Nursing Program if there has been any change in their criminal record status. Any student who misrepresents information related to their criminal record will be dismissed from the Nursing Program. Students will be immediately dismissed if convictions are found on the student’s record for offenses as listed on the Prohibitive Offenses Contained in Act 169 of 1996 as Amended by Act 13 of 1997 Criminal Offenses set forth by the PA Department of Aging.

**Certification in Cardiopulmonary Resuscitation (CPR)**

All students must have and maintain current certification in cardiopulmonary resuscitation, basic life support (CPR-BLS) that **includes adults, children, and infants at the onset of the clinical residency courses.** CPR cards will not be accepted as valid if the certification expires mid-semester. Classes can be obtained from the American Heart Association (valid for two years). On-line certification programs are not acceptable.

It is the student’s responsibility to recognize the need to recertify and to provide a copy of the current certificate to the Clinical Compliance Officer or DNP Program Director.

**Health Requirements**

Health screening measures are required for all students for personal and public safety. Requirements have been developed to maximize student and client health safety. Have your health care provider refer to the requirements when completing the health form. A copy of current health insurance policies or cards must be on file.
HEALTH FORMS MUST BE ON FILE BEFORE ENROLLMENT IN CLINICAL RESIDENCY COURSES:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>NUR 705</td>
<td>Patient Safety and Health Care Outcomes</td>
</tr>
<tr>
<td>NUR 750</td>
<td>Translating Evidence into Practice</td>
</tr>
<tr>
<td>NUR 751</td>
<td>Clinical Leadership and Interprofessional</td>
</tr>
<tr>
<td></td>
<td>Collaboration</td>
</tr>
<tr>
<td>NUR 880</td>
<td>Clinical Project</td>
</tr>
<tr>
<td>NUR 882</td>
<td>Clinical Residency</td>
</tr>
<tr>
<td>NUR 881</td>
<td>Project Seminar (Pass/Fail)</td>
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<tr>
<td>NUR 883</td>
<td>Clinical Residency Seminar (Pass/Fail)</td>
</tr>
<tr>
<td>NUR 887</td>
<td>Clinical Seminar (Pass/Fail)</td>
</tr>
</tbody>
</table>

Documentation of a health assessment must be given every two years for as long as it takes the student to complete residency courses. Health history and assessment forms are available in the School of Nursing and Health Sciences offices. Questions about the student health policies can be directed to the Director of the DNP Program or Administrative Assistant for DNP (215-991-1903).

**Pregnancy Policy**

Students who are pregnant or are within one month of the post-partum period prior to clinical practice must provide clearance to return to clinical practice from their health care practitioner.

**Substance Abuse**

Doctoral nursing students abide by the substance abuse policies of La Salle University specified in the Student Guide to Rights and Responsibilities. In addition to the rationales supporting these policies, this policy stands because of the need for safe patient care and the safety of faculty, staff, and students. This policy is consistent with the policy statement of the [American Association of Colleges of Nursing](http://www.aacn.nche.edu/Publications/positions/subabuse.htm).

Nursing students must abide by the substance abuse policy and subsequent revisions of the policy stipulated by the Pennsylvania State Board of Nurse Examiners and other state boards by which they are licensed as registered nurses.

Consent to the results of the drug screening is granted to the Program administrator by the student.

If a student tests positive for one or more of the drugs specified on the 10-panel urine screening test, the Laboratory physician (Medical Review Officer [MRO]) discusses this with the student to determine the presence of metabolites of prescribed medications. The student may be required to contact the prescribing physician and/or pharmacy to authorize release of medical information to the Program to indicate the illness for which the drug was prescribed and other relevant information.

If the student tests positive for one or more of the drugs on the 10-panel urine screening test and the Laboratory physician (MRO) determined that the test is positive, the student may choose to request confirmation testing of the original specimen by another approved laboratory identified by the Agency.
used for drug testing. All expenses and fees associated with the additional confirmation testing are paid for by the student contesting the results.

An administrator of the School of Nursing and Health Sciences will suggest that a student who tests positive seek evaluation for substance abuse. The student must agree to the evaluation. If a diagnosis of substance abuse is made, the treatment costs will be borne by the student. No student is eligible to attend clinical experiences if the 10-panel urine screening is positive. Students enrolled in clinical courses will be withdrawn from the courses immediately.

**Readmission Following Positive Testing Event**

If the student is dismissed or withdraws from Nursing Programs or the University due to positive test results for alcohol and drug use, and the student wishes to be considered for readmission, the student must:

1. Submit a letter from a treatment agency verifying completion of a counseling substance program or abuse treatment program. Authorize release of information to the Dean or Nursing Program Administrator.
2. Prior to readmission, submit to an unannounced substance abuse screening at the student’s expense. A positive screen, positive criminal checks, positive child abuse check, or a DUI conviction will result in ineligibility for readmission.
3. The student will be subject to random screening of blood alcohol levels and 10-panel urine screening.
4. The student must be aware that the above conditions are in addition to those imposed by the La Salle University Catalog and the La Salle University Student Guide to Rights and Responsibilities.

**Licensure**

All doctoral nursing students must provide evidence of current licensure as a registered nurse and, if applicable, an advanced practice nurse at the time of program application. Students are required to resubmit this information prior to the start of the Residency courses. Students are required to secure a Registered Nurse license for any state in which they are employed or provided access to for the Residency experience. Students are solely responsible for securing the appropriate license and are advised to begin this process early as some states may take several months to provide an RN license.

If a Pennsylvania license is needed the student should apply for endorsement to:

Commonwealth of Pennsylvania, Department of State
Bureau of Professional and Occupational Affairs
P. O. Box 1753; Harrisburg, Pennsylvania 17105-1753

**Certification**

All doctoral nursing students are expected to provide evidence of current certification(s) as appropriate. The DNP program highly recommends professional certification for all nurses with advanced nursing practice and works with individual students to achieve this prior to graduation.
**Professional Liability Insurance**

All students must provide evidence of professional liability (malpractice) insurance before enrolling in clinical residency courses. If the policy expires during the residency courses, it is the responsibility of the student to send in copies of the licensure renewal certificate prior to termination of the initial insurance policy.

**CLINICAL SITE POLICIES AND PROCEDURES**

**Universal Precautions**

The School of Nursing and Health Sciences is concerned about the safety of the faculty, students, and the client population in the clinical setting. Based on the mandatory Centers for Disease Control and Prevention and Occupational Safety and Health Administration guidelines, the School of Nursing and Health Sciences adopts the policy that both students and faculty will consistently observe blood and body fluid precautions when working with all clients in all settings.

Based on the most recent research findings, an individual can be a carrier of blood-borne illness (e.g., AIDS, HIV, & Hepatitis B) and not exhibit clinical signs/symptoms for several years after exposure to the virus. Because of the implications and uncertainties, it is mandatory that all faculty and students adhere to this policy. Universal precautions are a shared responsibility for both students and faculty.

DNP students may need to fulfill additional requirements as per the clinical agencies. Such requirements are mandatory rather than discretionary and must be satisfied prior to any activity in the clinical area.

**Exposure Policy**

The La Salle University School of Nursing and Health Sciences acknowledges the inherent risks associated with working around or with blood and body fluids. The following policy outlines your responsibilities in this area:

1. You must have and maintain current health insurance and show verification of coverage each year while matriculated in the La Salle University School of Nursing and Health Sciences.
2. La Salle University and the clinical agencies that provide practical experiences for our students are not responsible or liable for the costs of medical follow-up or expenses incurred.
3. In the event that you are exposed to blood and body fluids, you will:
   a. Assume full responsibility for disease sequelae. Neither the School of Nursing and Health Sciences nor the clinical site is responsible for ensuring medical follow-up.
   b. Follow the policies of the clinical agency (if any) and assume responsibility for medical follow-up.
   c. Contact the School of Nursing and Health Sciences within 2 hours of exposure. If you are an undergraduate student, you should contact the clinical faculty immediately. Once initial care is provided, a meeting with the student and the course faculty and with the Director of the DNP Program should be arranged.
d. Contact your primary care physician or nurse practitioner and undergo any necessary precautions, treatments, or tests.

Clinical Sites

Clinical site selection must be appropriate to meet the student learning outcomes for the course. Residency course faculty must approve clinical site placement. Students are required to complete a Practicum Experiences and Plan Form and Clinical Agency Placement Form to faculty for approval. Letter of Agreement or Affiliation Contracts needs to be completed prior to the start of clinical practice. Clinical hours will be recorded and validated by preceptor, and documented on the Clinical Hours Documentation Form.

Clinical Hours

Students will be required to obtain written faculty approval and preceptor/agency verification of the submitted hours and experiences associated with the residency courses upon completion of the clinical hours. Clinical hours will be tracked and summarized using. Clinical hours will be recorded and validated by preceptor, and documented on the Clinical Hours Documentation Form.

ADMISSION AND CLINICAL PROGRESSION

Attendance Policy

Active participation is required in all online courses in the Doctor of Nursing Program. While most course work is asynchronous, synchronous sessions scheduled at the start of a course may be required.

Clinical Experience Attendance

DNP students are required to complete 1,000 hours post baccalaureate hours of clinical practice as part of a supervised academic program. Students are required meet the clinical objectives of the residency courses and satisfy the required clinical hours necessary to earn the number of course credits.

Academic Integrity

The Academic Integrity Policy of the Nursing Programs of the School of Nursing and Health Sciences is consistent with the University Academic Integrity Policy that can be found in Canvas (learning management system) for each DNP course.

Nursing Course Withdrawal Policy

It is the student’s responsibility to know the withdrawal date within each semester. These are published each semester on the academic calendar available on the Registrar’s page on the La Salle website. Medical withdrawals are considered in cases of serious illness and disability during the semester only. If
a student receives counseling from the faculty to withdraw from a course due to illness or related circumstances, and the student voluntarily chooses to remain in the course, the likelihood of a medical withdrawal at the end of the semester is seriously limited. Withdrawals given for medical reasons are for all courses in a given semester, not for any individual course.

Test Make-Up

Please see the faculty member of the course for the course policy. Alternate forms of tests may be given for all missed examinations. This may include oral or essay examinations.

PROGRESSIVE DISCIPLINE/PROGRAM DISMISSAL

Clinical Failure

Clinical student learning outcomes must be met satisfactorily in order to pass the clinical requirement of the DNP Program. Midterm and final evaluations are completed by students as self-evaluations, and by preceptors and/or course faculty. Failure to pass clinical projects or to meet clinical learning outcomes will result in course failure. Unsafe clinical practice is interpreted as clinical failure.

Unsafe Clinical Performance

Unsafe clinical performance is care that seriously jeopardizes the patient's well-being and/or causes potential or actual harm to self or others. A student demonstrating a pattern of unsafe performance will not be allowed to continue in the clinical nursing course. Students are provided an opportunity to demonstrate safe clinical performance within the structure of the course to meet clinical objectives.

Clinical Jeopardy

Students must satisfactorily complete both the theoretical and clinical project components of the clinical residency courses in order to receive a passing letter grade for the course. When a student exhibits unsatisfactory performance that would prevent him/her from meeting residency course objectives, the following procedure should be followed:

1. Immediately notify the student in person and in writing regarding student performance.
2. Immediately notify the Program Director in person and in writing.
3. Faculty and student should meet to develop an action plan within 1 week of notice of unsatisfactory performance. The action plan must be student-driven with clear student ownership of the plan.
4. Faculty should make ongoing documentation in the student’s record regarding the student’s progress in achieving the specified goals.
5. If a target date is set and the student’s unsatisfactory performance remains, the student, faculty, and director will meet to discuss further action, up to and including dismissal from the program.

Unacceptable Conduct (Student Guide to Rights and Responsibilities available at: http://www.lasalle.edu/students/dean/divpub/manuals/sgrrr/)

Faculty reserve the right to remove from the program any student who demonstrates unsafe,
unprofessional, or unethical behavior at any time. Aggressive behavior will not be tolerated.

**See University Graduate Catalog on La Salle University’s webpage for Withdrawal, Satisfactory or Unsatisfactory, Audit, and Courses repeated policies.**

**Graduate Policy for Incomplete Grades**

Incomplete grades at the graduate level require that a contract be written between the faculty member and student to set requirements and deadlines for completions (see form). Please see the University Policy regarding incomplete grades for Graduate Students in the Graduate Catalog.

**Cancelation of Classes**

All courses at the University remain in session unless announced otherwise by radio and/or television media. The School **closing number is 105 for day classes or 2105 for evening/weekend classes.** The **School closing number for the Bucks County Campus is 2746.** If classes are in session, students are expected to be present for clinical assignments. For safety reasons only, faculty and students can make individual decisions about attending clinical experiences. **(See attendance policy for ramifications).** Students and faculty should refer to the La Salle University Web Page for all emergency and weather related announcements and University closings. Online courses should follow instructions posted to the Canvas Course in the Learning Management System.
Military Reserve Call-up

Any study who is called up for reserve duty should contact the Registrar’s Office. University procedure will be to drop all courses for these students and remove all tuition charges. Financial aid will be returned to proper lender. The Registrar’s Office will contact the Bursar, the Student Financial Services Office, and the appropriate Dean. If the call-up is at the end of the semester and if the student can finish coursework off campus, then the appropriate Dean or Graduate Director should use his/her judgment to make such provision.

SCHOOL/PROGRAM GOVERNANCE

Student Representation on School of Nursing and Health Sciences Committees
In an effort to maximize student participation in all aspects of the DNP Program, the faculty invites student membership on faculty committees. Student representatives to these committees are solicited by the DNP Director. A variety of committee opportunities are available but, in particular, the Doctor of Nursing Program Curriculum Committee will have 1 DNP student and 1 alternate student member.

Student representatives serve as an important communication link between faculty and students regarding program issues, changes and needs. The representative should be an objective, conscientious, responsible individual with leadership ability and effective communication skills.

1. Representatives are expected to attend all designated committee meetings. The faculty reserves the right to request that representatives not attend certain meetings or parts of meetings.
2. Alternates should attend all meetings that student-representatives cannot attend.
3. When an agenda is distributed, representatives should review it and prepare for meetings accordingly.
4. The representatives are charged to bring all student questions and concerns pertinent to the specific committee to meetings.
5. Representatives will receive minutes from meetings. Information should be shared with the student body.

Research Participation

Nursing faculty and administrators conduct program evaluation studies or participate with off-campus researchers in collecting data to provide a basis for improving the nursing program and/or services to students. Anonymity and confidentiality will be maintained in the collection of any data. Student participation or non-participation will not in any way affect the student’s grade.
Right to Inspect File

Students may inspect their personal file by scheduling an appointment with their faculty advisor. A student must examine the file with the faculty advisor or Nursing Program Director in attendance; and the student cannot alter or remove the files.

Identification Cards

All students are required to carry a valid La Salle ID card. This card is also the library card. The Gold Card/ID Office, in the Student Union, on Main Campus issues photographs for ID cards. http://www.lasalle.edu/studentaccounts/id-cards/

Parking

Online students who come to campus for meetings or other scheduled events should consult the DNP office for parking instructions and/or Shuttle Service.

Emergencies–Security

The on-campus Security Office is staffed 24 hours a day, seven days a week providing security services, parking registration, identification card distribution, shuttle bus/escort services and help with cars. The Department of Security and Safety is in good Shepherd Hall near the Shoppes at La Salle. There is 24 hour availability of security. For general information call 215-951-1300; FOR EMERGENCIES CALL 215-991-2111.

Scholarships and Financial Aid

A list of scholarship sources is available at the Financial Aid Office (Administrative Building Main Campus) and in the offices of the School of Nursing and Health Sciences.

Sigma Theta Tau, International, Kappa Delta Chapter

The La Salle University Nursing Honor Society was chartered in April 1988 as the Kappa Delta Chapter of Sigma Theta Tau, International. The purposes of the society are (1) to recognize superior achievement, (2) to recognize the development of leadership qualities, (3) to foster high professional standards, (4) to encourage creative work, and (5) to strengthen commitment to the ideals and purposes of the profession. Membership is by invitation and by application once a year. For information please contact the Senior Counselor, Kappa Delta chapter, Sigma Theta Tau in the School of Nursing and Health Sciences.

Computer Assisted Instructional Materials

The faculty continually evaluate educational resource materials for software packages that will enhance student learning and facilitate teaching effectiveness (Connelly Library, Audiovisual). The online program uses the approved Learning Course Management System to deliver their course offerings. The
Connelly Library Media Services librarian provides updated lists of AV resources regularly and on request. Specific “LibGuides” developed by University librarians are available on the library web site. Teaching aids are also located in the Connelly Library and Learning Resource Center at the Philadelphia and Bucks County campuses.

**Other Learning Resources**

Other learning resources for both undergraduate and graduate students include the Sheekey Writing Center that assists in the construction of required papers. Students are given advice and criticism on scholarly writing within their discipline. Further, students can receive counseling pertaining to study skills and time management through the counseling center. Students may attend courses with a peer writing fellow who critiques writing; this is part of an on-going La Salle University initiative.

The School has computer laboratories to facilitate student learning located on Main, West, and Bucks campuses.

**University Policies**

Each year, La Salle University publishes a *Student Guide to Rights and Responsibilities*. Students are referred to specific Sections and Policies. Also, the *Information Manual for Student Organization Officers and Advisors* regulates student organizations. The three documents are available on the University’s web page.

http://www.lasalle.edu/students/dean/divpub/manuals/studentguide/
My name is Rose Lee Pauline and I am the Affirmative Action Officer at La Salle. As the Affirmative Action Officer, I assist our students with disabilities in making classroom accommodations. Below you will find the information needed to request classroom accommodations at La Salle. All such requests and the appropriate supporting documentation of a disability should be submitted directly to me at least six to eight weeks before the start of a student’s first semester with the University.

The University makes reasonable accommodations in the classroom for students with disabilities based on the required needs of the specific disability. Such accommodations have included additional time for tests, use of a tape recorder for note taking purposes, use of auxiliary tools within the classroom such as notebook computers and calculators, use of our Counseling Center and Sheekey Writing Center for time management and organizational skills counseling, support counseling, assistance with writing assignments, tutoring, reading skills development, etc.

It is very easy to make a request for reasonable accommodation at La Salle. A request is made by submitting written documentation from an attending licensed physician or psychologist certifying a disability and specifying the requested accommodations. For learning disabilities and ADD/ADHD, a complete and recent psycho-educational evaluation, including all test scores and results, should be sent with the request. The evaluation should not be more than three years old. Once the certification is received, it is reviewed to determine what accommodations are required. If classroom accommodations are required, the student’s instructors are notified each semester of the approved accommodations. The accommodations made at the start of a student’s career remain in effect throughout his/her tenure at La Salle and additional accommodations can be requested as needed and certified at any time. All requests for classroom accommodations, including the appropriate certification, should be sent at least eight (8) weeks prior to the start of the semester so that authorized accommodations could be in place for the start of the semester. However, some accommodations may require additional time to be put into place, so it is recommended that a request for classroom accommodations be made as soon as the need is known.
**Support Services and Resources**

1. **Writing Tutoring**

   Friendly and formally-trained tutors provide information about the writing process and documentation styles, as well as assistance with idea development, organization, and issues of tone and voice. Regardless of one’s writing ability, an appointment with a writing tutor can help all writers. Individual writing support is available for all students, all years, all courses, and at all stages of the writing process. Students may schedule an appointment with peer and professional tutors through GradesFirst in the mylasalle Portal. Evening and weekend hours are available, as well as distance and online writing tutoring. *Contact Jake Alspaugh for more information (alspaugh@lasalle.edu, 215.951.1167).*

2. **Academic Coaching**

   Academic Coaching helps students become better organized, manage time more effectively, strengthen reading comprehension, study more strategically, and improve metacognition. Individual appointments (face-to-face and distance) and small-group workshops (live and online) are available to help students develop effective learning strategies and understand how to become a more successful student. *Contact Melissa Gallagher, the professional Academic Coach, to schedule an appointment or for more information (hediger@lasalle.edu, 215.951.5115).*
Faculty members and students are required to sign a Confidentiality Statement. Students will be required to sign additional confidentiality forms for affiliating agencies. The signed form is filed in each faculty member’s or student’s file in the School.

The faculty member and student are obligated at all times to comply with standards of documentation and confidentiality mandated by state and federal regulatory agencies and accrediting agencies, as same may be modified and amended from time to time including applicable requirements of the Health Insurance Portability and Accountability Act of 1996 (HIPAA), the Standards of the Joint Commission, administrative and medical record policies, and guidelines established and approved by clinical agencies. The faculty member or student agrees to hold the University harmless for all actions that may arise from the inappropriate use or release of confidential patient information.

In light of the above information, I understand that I will:

1. Not discuss any client or information pertaining to any client with anyone on the health care team who has no educational purpose or who is not involved in the care of the client.
2. Not leave information concerning the client (i.e., computer printouts, interview forms, etc.) in any place where it could be viewed by anyone not privileged to this information.
3. Not discuss any client or information pertaining to any client in any place, i.e., elevators, corridors, dorm rooms, home, where it may be overheard by anyone not privileged to this information.
4. Not print any portion of the computer record that is not authorized by the instructor.
5. Not take any computer printout from the unit without blacking out the client's name.
6. Not mention a client by name, only by code number, when writing course assignments.
7. Not mention any person as a client at the clinical agency or provide any information on the telephone except to those authorized to have that information.
8. Not mention a client by name to anyone in casual conversation including my family members or friends.
9. Adhere to HIPAA regulations.

Student Signature and Date: ________________________________

Witness Signature and Date: ________________________________

Note: Student signature denotes that the student has read and agrees to abide by the above statement.
La Salle University  
School of Nursing and Health Sciences  

Exposure Policy

The La Salle University School of Nursing and Health Sciences acknowledges the inherent risks associated with working around or with blood and body fluids. Although, as a nursing student, you have been taught and are expected to follow universal precautions, it is still possible to come into direct contact with blood and body fluids.

In order to ensure that you, as a student, and the clinical agencies where you perform your clinical practicums are protected in the event of exposure to infectious organisms, the following policy outlines your responsibilities in this area:

1.) You must have and maintain current health insurance and show verification of coverage each year while matriculated in the La Salle University School of Nursing and Health Sciences.

2.) La Salle University and the clinical agencies that provide practical experiences for our students are not responsible or liable for the costs of medical follow-up or expenses incurred. The student:

3.) In the event that you are exposed to blood and body fluids, you will:

   a. Assume full responsibility for disease sequelae. Neither the School of Nursing and Health Sciences nor the clinical site is responsible for ensuring medical follow-up.
   b. Follow the policies of the clinical agency (if any) and assume responsibility for medical follow-up.
   c. Contact the School of Nursing and Health Sciences within 2 hours of exposure. If you are an undergraduate student, you should contact the Undergraduate Director or, if you are a graduate student, contact the Director of the DNP Program.
   d. Contact your primary care physician or nurse practitioner and undergo any necessary precautions, treatments, or tests.

Prior to the start of your clinical experience, you will be reminded by clinical faculty of the need to follow universal precautions in a reasonably prudent manner. In addition, you will be required to sign this statement acknowledging receipt of this Exposure Policy.

By my signature below, I acknowledge receipt of this Exposure Policy and my responsibilities under it as mandated by the La Salle University School of Nursing and Health Sciences and I am willing to comply with them as a student of La Salle University.

Student’s Name (Please Print) __________________________

____________________________  __________________________
Student’s Signature      Date

____________________________
Witness

____________________________
Date
Graduate Nursing Program

Contract for Incomplete Grades

I ____________________________ (Student Name) request an Incomplete (I) grade in Nursing _____________, (semester and year ____________). I understand that the course requirement(s) (__________________________) must be completed by _______________ and given to the instructor. I also understand that if I am unable to complete the course work within the allocated time frame, that I may receive a reduction in the project grade for lateness. This may potentially result in a lower grade for the course.

If the student fails to meet the above requirements, and the faculty member does not assign a grade, the University policy applies. The University policy on “I” Incomplete grades states that a student who receives a grade of “I” for a course must complete the remaining work within the time of the next semester (whether the student is enrolled in course work or not during that subsequent semester). If the work is not completed within that time, the “I” grade will remain on the transcript permanently, and the course must be repeated to produce a satisfactory grade.

Student Name ____________________________ Signature ____________________________

Faculty Name ____________________________ Signature ____________________________

Date ____________________________ Date ____________________________

cc:  Student File
     Student Copy
     Faculty Copy
     Director DNP Program

COMMENTS:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
La Salle University  
School of Nursing and Health Sciences  
**Independent Study Contract**

Name: ________________________________  
Student ID#: __________________

Discipline: __________ Course #: ________ Course Title: __________________________

Number of Meetings: _______ Length of Meetings: _______ Time of Meetings: _______

Course Description:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Course Expectations:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

(Use additional space if necessary)

Major sources to be used:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

(Use additional space if necessary)

Reason for needing independent study:

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

Student Signature: ____________________________ Date: __________

Faculty Signature: ____________________________ Date: __________

Director Signature: ____________________________ Date: __________

RETURN ALL SIGNED COPIES TO THE DEAN'S OFFICE

**For Office Use Only:**

______________ Approved _____________ Not Approved

__________________________ Date: __________________

Dean, School of Nursing and Health Sciences
# LA SALLE UNIVERSITY DNP PROGRAM

**CLINICAL AGENCY PLACEMENT FORM 2017-18**

To be completed and approved prior to any DNP clinical experience

<table>
<thead>
<tr>
<th><strong>Student Name:</strong></th>
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<tr>
<th><strong>Student Address (incl. # &amp; street, building, floor, room, suite, city, state, zip, etc.):</strong></th>
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<th><strong>Student Cell Phone:</strong></th>
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<tr>
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<tr>
<th><strong>Preceptor Name and Credentials:</strong></th>
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<tr>
<td><strong>Organization Full &amp; Legal Name:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Organization Address, (incl. # &amp; street, building, floor, room, suite, city, state, zip, etc.):</strong></td>
<td></td>
</tr>
<tr>
<td>Is the site part of a larger health system, or is it a private, stand-alone facility? Fill in the circle to the right that applies.</td>
<td></td>
</tr>
<tr>
<td>☐ Private Practice</td>
<td></td>
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<tr>
<td>☐ Part of a larger health system, which is named:</td>
<td></td>
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<tr>
<td>Is this site your place of employment? Fill in the circle to the right that applies.</td>
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<tr>
<td>☐ Yes</td>
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<tr>
<td>☐ No</td>
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<td><strong>State of Licensure &amp; #:</strong></td>
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<td><strong>License Issue and Expiration Dates:</strong></td>
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<td><strong>Preceptor CV</strong></td>
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<td><strong>Preceptor Office Extension/Cell:</strong></td>
<td></td>
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<td><strong>Preceptor Email:</strong></td>
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<td><strong>Total Hours to be Completed with this Preceptor:</strong></td>
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La Salle University
SONHS
DOCTOR OF NURSING PRACTICE
CLINICAL PRECEPTOR FORM - STUDENT INSTRUCTIONS

(1) Preceptor Identification and Participation Agreement:
Prior to confirming a preceptor’s participation in a clinical experience designed to fulfill curricular requirements the following must occur:

- Provide course syllabus to preceptor
- Identify student role and responsibilities.
- Identify purpose and relevance to project.
- You will explain the project upon which you are working, and planned dissemination of the information obtained from the experience

(2) The Consent and Release Form

The Consent and Release Form will help you fully convey the important elements of their participation. After the preceptor receives information sufficient to satisfy the criteria identified in section (1) above, you must ask them to sign the Agreement to Precept form. Give the preceptor a copy of the signed form and return a copy of the signed form to the course faculty. You may also keep a copy for your records. Do not begin clinical hours until you have obtained a signed copy of the Consent and Release Form.
**Letter of Agreement**

CONSENT and RELEASE Clinical Preceptor Form

**Student Name:** ____________________________

**Student Contact Information:** ____________________________

**Course:** ____________________________

**Clinical Student Learning Outcomes:**
_______________________________________________________________________________________
_______________________________________________________________________________________

I, ____________________________, hereby grant the right to use information from the clinical experience during which I participated, to [__________________________ (student’s name) and La Salle University.

I understand that materials derived from the experience will be kept by the University and/or the student, and that the information contained will be submitted to faculty for evaluation. I received satisfactory answers to my inquiries concerning the project and I understand that the experience will be utilized for educational, institutional, and/or scientific purposes. I understand that compensation for use of materials developed as a result of my participation is not available to me. All rights, titles, and interest in the materials gathered during my participation on the project will become and remain the property of La Salle University, SONHS.

I understand that I may contact [insert contact information of faculty member with whom participants may speak] to share comments or concerns regarding the clinical experience.

________ By initializing here, I also agree to be identified by name in the clinical experience.

I have read and consent to the above.

___________________________________________ Date: _____________________________

Signature of Preceptor

___________________________________________ Date: _____________________________

Signature of Student
DNP Form I: Practicum Experiences and Plan

NAME: _______________________________________________________ DATE: __________

EMAIL: _______________________________________________________________________

FACULTY ADVISOR: ___________________________________________________________

DNP degree candidates must have a minimum of 1000 hours of practicum experience. Those with
MSN degrees in an advanced practice registered nursing (APRN) program or post-MSN APRN
certificates may apply up to 500 hours of practicum from their MSN degree. Please fill out a separate
copy of this Form for each graduate institution where you completed practicum hours.

Number of Hours you wish to count for the DNP: __________________________________

Prior Graduate Clinical Education: ________________________ Certification: ___________

Degree or Certificate: _________________________________________

Institution/Location: ____________________________________ Year Completed ________

Verification of Hours Completed
Please attach a statement from your institution indicating the number of preceptored clinical hours as part
of the program. This can be a copy of the University Catalog from the program you attended, or a letter
from the graduate nursing program director. Students who received their graduate degree from the La
Salle University do not need to submit additional documentation.

Plan for your remaining Practicum requirements
What are your plans for the remaining practicum requirements for the DNP? Please indicate in which
specialty you intend to do your preceptored work. Please attach your plans in word-processed format.

DO NOT WRITE BELOW THIS LINE FOR SCHOOL OF NURSING AND HEALTH
SCIENCES USE ONLY.

Action Taken:  ____Approved  ____Denied  Date______________

Signature of Dean
Comments

LA SALLE UNIVERSITY
SCHOOL OF NURSING AND HEALTH SCIENCES
DOCTOR OF NURSING PRACTICE PROGRAM

Clinical Hours Documentation Form

LA SALLE UNIVERSITY  
Semester/Year: ____________________

Course # and Title: ____________________

DNP SCHOLARY PROJECT TOPIC, BRIEF DESCRIPTION:

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOTAL HOURS</th>
<th>SPECIFIC ACTIVITIES</th>
<th>DNP ESSENTIAL NUMBER/ COMPETENCY NUMBER*</th>
<th>CLINICAL PARTNER/LIBRARIAN/EXPERT SIGNATURE</th>
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Midterm Total Hours

|      |             |                      |                                        |                                           |

Final Total Hours

*Students use the list of DNP Essentials to classify their achievement of DNP competencies, i.e., II/3; V/7, etc.

Brief Summary of Student Clinical Experience:
<table>
<thead>
<tr>
<th>STUDENT SIGNATURE:</th>
<th>DATE:</th>
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<tbody>
<tr>
<td>CLINICAL PARTNER SIGNATURE:</td>
<td>PRINT:</td>
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<tr>
<td>COURSE FACULTY SIGNATURE:</td>
<td>DATE:</td>
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DNP Competencies

The Essentials of Doctoral Education for Advanced Nursing Practice

The DNP curriculum is conceptualized as having two components:
1. DNP Essentials 1 through 8 are the foundational outcome competencies deemed essential for all graduates of a DNP program regardless of specialty or functional focus.
2. Specialty competencies/content prepare the DNP graduate for those practice and didactic learning experiences for a particular specialty. Competencies, content, and practica experiences needed for specific roles in specialty areas are delineated by national specialty nursing organizations.

Essential I: Scientific Underpinnings for Practice

The DNP program prepares the graduate to:
1. Integrate nursing science with knowledge from ethics, the biophysical, psychosocial, analytical, and organizational sciences as the basis for the highest level of nursing practice.
2. Use science-based theories and concepts to: determine the nature and significance of health and health care delivery phenomena; describe the actions and advanced strategies to enhance, alleviate, and ameliorate health and health care delivery phenomena as appropriate; and evaluate outcomes.
3. Develop and evaluate new practice approaches based on nursing theories and theories from other disciplines.

Essential II: Organizational and Systems Leadership for Quality Improvement and Systems Thinking

The DNP program prepares the graduate to:
1. Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences.
2. Ensure accountability for quality of health care and patient safety for populations with whom they work.
   a. Use advanced communication skills/processes to lead quality improvement and patient safety initiatives in health care systems.
   b. Employ principles of business, finance, economics, and health policy to develop and implement effective plans for practice-level and/or system-wide practice initiatives that will improve the quality of care delivery.
   c. Develop and/or monitor budgets for practice initiatives.
   d. Analyze the cost-effectiveness of practice initiatives accounting for risk and improvement of health care outcomes.
   e. Demonstrate sensitivity to diverse organizational cultures and populations, including patients and providers.
3. Develop and/or evaluate effective strategies for managing the ethical dilemmas inherent in patient care, the health care organization, and research.

Essential III: Clinical Scholarship and Analytical Methods for Evidence-Based Practice

The DNP program prepares the graduate to:
1. Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.
2. Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends.

3. Design, direct, and evaluate quality improvement methodologies to promote safe, timely, effective, efficient, equitable, and patient-centered care.

4. Apply relevant findings to develop practice guidelines and improve practice and the practice environment.

5. Use information technology and research methods appropriately to:
   - Collect appropriate and accurate data to generate evidence for nursing practice;
   - Inform and guide the design of databases that generate meaningful evidence for nursing practice;
   - Analyze data from practice; design evidence-based interventions;
   - Predict and analyze outcomes; examine patterns of behavior and outcomes; identify gaps in evidence for practice

6. Function as a practice specialist/consultant in collaborative knowledge-generating research.

7. Disseminate findings from evidence-based practice and research to improve healthcare outcomes.

**Essential IV: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care**

The DNP program prepares the graduate to:

1. Design, select, use, and evaluate programs that evaluate and monitor outcomes of care, care systems, and quality improvement including consumer use of health care information systems.

2. Analyze and communicate critical elements necessary to the selection, use and evaluation of health care information systems and patient care technology.

3. Demonstrate the conceptual ability and technical skills to develop and execute an evaluation plan involving data extraction from practice information systems and databases.

4. Provide leadership in the evaluation and resolution of ethical and legal issues within healthcare systems relating to the use of information, information technology, communication networks, and patient care technology.

5. Evaluate consumer health information sources for accuracy, timeliness, and appropriateness.

**Essential V: Health Care Policy for Advocacy in Health Care**

The DNP program prepares the graduate to:

1. Critically analyze health policy proposals, health policies, and related issues from the perspective of consumers, nursing, other health professions, and other stakeholders in policy and public forums.

2. Demonstrate leadership in the development and implementation of institutional, local, state, federal, and/or international health policy.

3. Influence policy makers through active participation on committees, boards, or task forces at the institutional, local, state, regional, national, and/or international levels to improve health care delivery and outcomes.

4. Educate others, including policy makers at all levels, regarding nursing, health policy, and patient care outcomes.

5. Advocate for the nursing profession within the policy and healthcare communities.

6. Develop, evaluate, and provide leadership for health care policy that shapes health care financing, regulation, and delivery.

7. Advocate for social justice, equity, and ethical policies within all healthcare arenas.
Essential VI: Interprofessional Collaboration for Improving Patient and Population Health Outcomes

The DNP program prepares the graduate to:
1. Employ effective communication and collaborative skills in the development and implementation of practice models, peer review, practice guidelines, health policy, standards of care, and/or other scholarly products.
2. Lead interprofessional teams in the analysis of complex practice and organizational issues.
3. Employ consultative and leadership skills with intraprofessional and interprofessional teams to create change in health care and complex healthcare delivery systems.

Essential VII: Clinical Prevention and Population Health for Improving the Nation’s Health

The DNP program prepares the graduate to:
1. Analyze epidemiological, biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.
2. Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.
3. Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and socioeconomic dimensions of health.

Essential VIII: Advanced Nursing Practice

The DNP program prepares the graduate to:
1. Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally sensitive approaches.
2. Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences.
3. Develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes.
4. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.
5. Guide, mentor, and support other nurses to achieve excellence in nursing practice.
6. Educate and guide individuals and groups through complex health and situational transitions.
7. Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues.

I have received a copy of the La Salle School of Nursing and Health Sciences Doctor of Nursing Program Student Handbook.

(Signature)

(Print Name)

(Address)

(City, State, Zip)

(Home Telephone)  (Cell phone)

(Date)