University of Wisconsin – Madison
School of Nursing
DNP Program
Student Handbook | 2022-23

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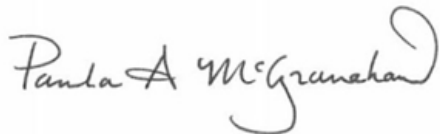
Welcome from the Program Director

Welcome to the University of Wisconsin-Madison School of Nursing (SoN) DNP program! On behalf of our faculty, I want to extend a warm welcome and share our excitement about working with you. We seek to meet the increasingly complex challenges of healthcare by preparing our students for innovative advanced practice and clinical leadership. Soon enough, you will have a hand in helping to improve health and shape the future of the DNP. These are exciting times, and we are so pleased that you made the decision to join us.

We recognize that you are making a significant investment in your nursing career, and are committed to offering coursework and clinical opportunities that will help prepare you to meet your goals. I encourage you to fully immerse yourself in our program and actively engage in the processes of learning. Being a student at UW-Madison has many benefits. Please make the most of the unique opportunities and rich resources available to you throughout the University.

The 2022-23 DNP Student Handbook will give you an overview of the UW-Madison School of Nursing DNP program, and answer some of the common questions that arise in graduate school. Please familiarize yourself with its contents and use it as a resource. Individual course professors, our Graduate Academic Services Coordinator, the School of Nursing Academic Programs staff, and your individual faculty advisor are also here to help. Our entire faculty and staff stand ready and willing to teach, support, mentor, and encourage your success.

I wish you great personal and professional growth as you embark on this important journey. May your studies be inspiring, thought-provoking, and boundlessly fruitful. As the DNP Program Director, I'll be earnestly cheering you on, all ways, forward. Please let me know if I can help in any way.

Highest Regards,

Pamela Ann McGranahan DNP, PHNA-BC, PMHNP-BC
UW-Madison DNP Program Director
Associate Clinical Professor
4131 Signe Scott Cooper Hall

Mission Statement and Accreditation

Mission: To develop leaders for the profession and society—we make discoveries, enhance systems, and improve health through research, education, and practice.

The University of Wisconsin–Madison School of Nursing, established in 1924, is the leading nursing research institution in Wisconsin and a crucial part of the state's health care system. As an integral academic partner situated in the health sciences sector of campus with the School of Medicine and Public Health and the School of Pharmacy, the School of Nursing collaborates with scientists and renowned researchers across the UW–Madison campus, the nation, and the world. The school's research is translational in nature and grounded in practical application–the work being done has an immediate impact on Wisconsin's communities, hospitals, clinics, schools, and homes.

The school has an enrollment of more than 500 students, offering the Bachelor of Science in Nursing (BSN), Doctor of Nursing Practice (DNP), and Doctor of Philosophy in Nursing (PhD) degrees.

With more than $1 billion in research expenditures in 2009, the University of Wisconsin–Madison is the third largest research university in the country. The campus includes 13 academic schools and colleges and enrolls more than 40,000 students annually. There are 226 centers and institutes recognized and approved within the university that serve to organize activities for groups of people to collaborate.

The Doctor of Nursing Practice program at the University of Wisconsin–Madison is accredited by the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202-887-6791.

School of Nursing Academic Affairs Office

The mission of the Academic Affairs Office is to support the student experience from pre-admission through post-graduation and also to assist faculty in curriculum development, implementation, and assessment. Student services include recruitment and admissions, advising and enrollment management, facilitating clinical experiences, coordination of scholarships and career services and credentialing.

Suite 1100 Cooper Hall
701 Highland Avenue
Office Hours: 8:00am-4:30pm, Monday – Friday
Email: academic.affairs@nursing.wisc.edu
Phone: (608) 263-5202

Office of Academic Affairs Contact List

School of Nursing Staff & Faculty Directory

School of Nursing Current Graduate Student Bio Page

DNP Program Overview

Why a DNP?

At the turn of the 21st century, emerging awareness and concern about the importance of quality in healthcare provided much of the impetus for the DNP degree. As health policy and financing, systems of care, and the actual health needs of the U.S. population have become increasingly complex, so too have demands on our nation's healthcare providers. There has been a call from many national leaders in health and healthcare quality to transform our healthcare systems and our delivery of care. Our future nursing workforce must be educated to use teamwork, critical thinking, current science, and clinical expertise as means to answer that call. They must also innovate, collaborate, and advocate for the best outcomes for their patients.

Many challenges lie in meeting these demands, in clinical practice as well as in nursing education. In 2005, The National Academy of Sciences advocated for the development of a non-research clinical doctorate in nursing that would prepare expert advanced practice nurses and clinical faculty for the future. The practice-focused doctorate prepares students with a blend of clinical expertise and organizational, economic and leadership skills that can positively impact our systems of care and challenging health outcomes. In 2006, the American Association of Colleges of Nursing (AACN) put forth the *Essentials of Doctoral Education for Advanced Nursing Practice*. The Essentials delineate the key curricular elements and competencies that fulfill the expectations of a practice doctorate in nursing.

The Essentials of Doctoral Education for Advanced Nursing Practice

I. Scientific Underpinnings for Practice
II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking
III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice
IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care
V. Health Care Policy for Advocacy in Health Care
VI. Interprofessional Collaboration for Improving Patient and Population Health Outcomes
VII. Clinical Prevention and Population Health for Improving the Nation's Health
VIII. Advanced Nursing Practice

In alignment with recommendations from AACN and the National Academy of Sciences, the UW-Madison DNP curriculum is organized around three core components: systematic evaluation of practice, nursing leadership and policy, and advanced nursing practice. Achievement of these core components affords graduates the requisite knowledge and skills to influence health care practice for the future. School of Nursing faculty use the principles and processes of knowledge development, integration and application, as well as professional nursing standards and guidelines in the delivery and conduct of academic programs. The AACN Essentials of Doctoral Education for Advanced Nursing Practice provide a guiding framework for DNP education, and clearly underlie this program's expected student outcomes:

UW-Madison School of Nursing DNP Program Student Learning Goals

DNP Program Learning Outcomes

1. Integrate nursing science and theory with evidence, ethics, professional obligations, and knowledge from other disciplines as the basis for specialty-focused advanced nursing practice. (Essential 1)

2. Demonstrate advanced levels of clinical judgment, systems thinking, leadership, and accountability in designing, delivering, and evaluating evidence-based care to improve individual and population health outcomes (Essentials 2 and 8)

3. Evaluate evidence to determine & implement best practice (*Essential 3*)

4. Develop, implement, and evaluate new practice approaches based on nursing science and theory, as well as knowledge from other disciplines. (Essential 3)

5. Function as a practice specialist in clinical scholarship, quality improvement, and collaborative knowledge-generating research. (Essential 3)

6. Use information systems technology to monitor health, identify needs, and evaluate outcomes of care and system improvements. (Essential 4)

7. Translate knowledge into practice and policy to protect and improve health and health systems. (Essential 5)

8. Partner with intraprofessional and interprofessional teams to contribute nursing perspective and lead change in health outcomes and complex systems of care. (Essential 6)

9. Critically evaluate how social determinants of health, cultural background and environment impact health outcomes. (Essential 7)

10. Develop, implement, and evaluate programs and advanced practice interventions to improve health, access patterns, and gaps in care of individuals, aggregates, or populations. (Essential 8)

DNP Program Specialty Tracks & Program Options

APRN Role Preparation Tracks

DNP students at the UW-Madison School of Nursing prepare for leadership roles as clinical nurse specialists or nurse practitioners in their selected specialty area. Required coursework for each clinical specialty track correlates to the program learning goals, the DNP Essentials, and specified eligibility criteria for the track's corresponding advanced practice certification exam. These are designated below.

Population Focus	Role Focus	Professional Advanced Practice Certification
Adult-Gerontology Primary Care	Nurse Practitioner	Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP-BC)
Adult-Gerontology Acute Care	Nurse Practitioner	Adult-Gerontology Acute Care Nurse Practitioner (AGACNP-BC)
Pediatric Primary Care	Nurse Practitioner	Certified Pediatric Nurse Practitioner – Primary Care (CPNP-PC)
Psychiatric Mental Health	Nurse Practitioner	Psychiatric-Mental Health Nurse Practitioner (Across the Lifespan) – (PMHNP-BC)
Adult-Gerontology	Clinical Nurse Specialist	Adult-Gerontology Clinical Nurse Specialist – (AGCNS-BC)

Our post-baccalaureate (with current RN licensure) entry point provides APRN role preparation. Depending on the individual student's entry point and prior educational achievements, course requirements and program length may vary slightly, but a cohort model has been established to encourage group collaboration and shared learning. Thus, students

are expected to enter the program and progress along a fairly predictable schedule with their peers. Students admitted to the program will follow a designated course sequence that aligns closely with the published DNP program plan and, with rare exception, should expect to progress through the program as a cohort.

The post-baccalaureate option encompasses 68 credit hours and is designed to be completed in three years of full-time study, or four years on a part-time basis. A 3 credit graduate level statistics course, in which the student earns a B or better, is required within the last 5 years. A minimum of 71 credits (which includes the required statistics course) is required for the post-BS DNP.

For program schedules for students admitted to the DNP program prior to 2021, please email mariah.allen@wisc.edu.

Post-BS Four Year Program Plan (effective 2019)
Post-BS Three Year Program Plan (effective 2019)

Post-Master's DNP Option for APRNs

Our post-MS option is designed for students who are already certified as an APRN, or eligible for advanced practice certification. The post-MS program encompasses a minimum of 32 credits and may be completed in two years on a part-time basis. Students admitted to the program will follow the course sequence designated in the program plan and progress as a group. A minimum of 32 credits is required for the post-master's DNP program. The program is offered as a combination of online and face-to-face courses. Minimum credits are indicated and are based on a post-MS student coming into the program as a certified advanced practice nurse. Additional credits are likely to be required for a student who is not certified as an advanced practice nurse.

Post-MS Program Plan (effective 2019)

Online Systems-Level Tracks

The UW–Madison School of Nursing DNP program develops expert nurses in specialized advanced practice. Prepared as clinical scholars, these nurses meld their practice expertise with advanced understandings of research, program planning, and leadership to transform practice and improve health. All specialty tracks at the School are based on leadership and practice-based experiential learning for planning and team building, as well as implementation and dissemination of impactful, evidence-based systems. The two new online tracks will prepare students for nursing leadership roles in population health or systems leadership and innovation.

The DNP in **Systems Leadership and Innovation** program is devised to provide an agile, customized course of study that will support the development of advanced practice nursing leaders for a variety of healthcare roles who understand multifaceted human-environment and systems factors for systems innovation. Leaders who join the program will incorporate the values of the nursing profession in positions of influence, and will build the knowledge and skills necessary for healthcare transformation, innovation and effective leadership in a wide variety of settings. Graduates of this program will be well prepared to leverage a broad perspective on systems innovation, to design and lead new models of care delivery.

The DNP program in **Population Health** is designed to provide a course of study that will foster the development of competencies to lead population health improvement across health care, public health, and community systems. This advanced practice nursing program of study emphasizes the values of the nursing profession, applying an upstream perspective on health, coordinating care across providers and sites, collaborating with other professionals and community stakeholders, and advocating for the well-being of individuals, communities, and populations. Graduates of this program will be well prepared to shape population health improvement and lead population health programs.

Systems Leadership & Innovation Program Plan (effective 2021)
Population Health Program Plan (effective 2021)

Nurse Educator Certificate

The goal of the Nurse Educator Certificate Program (NECP) and the Nurse Educator Certificate Capstone Program (NECCP) is to prepare nurses in the science of nursing education. Students who complete the certificate are eligible to sit for the National League for Nursing (NLN) Certified Nurse Educator Examination. NLN recognizes the nurse educator role as a specialty area of practice.

This program is for nurses interested in the science of nursing education and the nurse educator role in academia and in nursing practice. This program offers two pathways:

1. Nurse Educator Certificate Program; for students currently enrolled in a nursing doctoral program (DNP or PhD)
2. Nurse Educator Capstone Certificate Program: for masters- or doctoral-prepared nurses who are not currently enrolled in a nursing doctoral program

This program offers three courses of graduate-level foundational and practicum work. These courses cover the foundation of teaching/learning and curriculum in nursing education with an emphasis on evidence-based teaching. Practicum course work is arranged and directed in collaboration with expert preceptors. Students are required to complete 250 clock hours of clinical practicum.

DNP Degree Requirements

Curriculum Details

Clinical Tracks

Post-BS DNP Curriculum Component & Course Descriptions
Post-BS Four Year DNP Program Plan
Post-BS Three Year DNP Program Plan

Post-MS Option

Post-MS DNP Curriculum Component & Course Descriptions
Post-MS DNP Program Plan

Online Tracks

Systems Leadership & Innovation Program Plan (effective 2021)
Population Health Program Plan (effective 2021)

Consideration of Previous Coursework

Students who have taken graduate coursework at another university can request to use this coursework toward the DNP program requirements. Post-BS DNP students are able to waive up to 18 credits of the DNP curriculum based on previous graduate coursework. Post-MS DNP students are able to waive up to 8 credits but must take at least 32 credits in residence as a graduate student at UW-Madison in order to earn the degree.

Please note that previous graduate coursework will not "transfer" and will not appear on your UW-Madison transcript. This review is to be completed after an offer of admission has been extended and accepted, and before the start of a student's first semester in the program.

Clinical Hour Completion Policy

The post- baccalaureate DNP program requires a minimum of 820 advanced practice clinical hours plus 180 essential project hours to a minimum total of 1000 hours. If approved by the DNP Program Director and clinical faculty, post-Master's students who hold APRN certification may have 500 of those required clinical hours waived.

Students must complete half of the required clinical hours by the Friday of the eighth week of class [N728, N729, N828, N829], which corresponds to the university's drop deadline and is roughly the midway point of the term. If at least half of the required clinical hours are not completed by the Friday of the eighth week of class, the student will receive an F/zero for the clinical component of the course. In extreme situations and at the discretion of the course professor, an extension may be granted to allow a student to complete more than half of the clinical hours during the second half of the term. In such a case, the clinical component of the course will be graded accordingly. A student seeking this exception must submit the DNP Petition for Special Consideration to the course professor prior to the Friday of the eighth week of class.

Electives

DNP students need three credits of health-related electives, which can be taken at any time. Students can meet the three credit requirement by either taking one course that is three credits, or by taking two or more courses that add to three credits. The credits must be from graduate-level courses (UW-Madison courses numbered 300 and above).

The elective course(s) can be offered by the School of Nursing, another graduate school within UW-Madison, or a graduate program at another university. Each semester a list of courses being offered by UW-Madison that are approved will be distributed by the program coordinator. If you identify a course of interest not on the list provided during the enrollment period each term, please submit the course number and title to Mariah Allen (mariah.allen@wisc.edu) for approval.

Statistics Pre-Requisite

DNP students can fulfill the graduate statistics course pre-requisite by either selecting a course from our pre-approved list or submitting a different course for approval. This pre-requisite should be completed before the student's first semester.

The following graduate level courses have been reviewed and will be accepted to meet the DNP statistics requirement. An original transcript with the final grade must be submitted to the Graduate Academic Services Coordinator upon completion of the course if not taken at UW-Madison.

- UW-Madison: Biostat 511, Introduction to Biostatistical Methods for Public Health
- UW-Madison: Biostat 541, Introduction to Biostatistics
- UW Madison: Ed Psych 760, Statistical Methods Applied to Education I
- UW-Madison: Soc Work 673, Basic Statistics for Social Work
- UW-Milwaukee: Ed Psych 624, Educational Statistical Methods
- UW-Milwaukee: Nurs 720, Biostatistics and Application for Nursing Practice (two sections: one on-campus and one online)
- UW-Milwaukee: Nurs 808, Multivariate Statistics for Healthcare
- University of New England: Math 1005, Statistics for the Health Professions (online)
- Rosalind Franklin University: HNAS 699, Biostatistics (online)

- Winona State University: STAT 601, Statistical Methods for Health Care Research (online)
- Grand Canyon University: PSY 520, Graduate Statistics (online)

The following courses have been reviewed and **will not be accepted to meet the DNP statistics requirement**.

- UW Stevens Point: Soc 590, Basic Stats Methods
- UW Madison: Stat 301, Introduction to Statistical Methods

Students need approval prior to enrolling in **any other** statistics courses. To request approval, contact the Graduate Academic Services Coordinator. If approval is not requested for any other statistics course, there is no guarantee that it will satisfy the statistics requirement. It is your responsibility to be sure you are enrolling in an appropriate graduate level statistics course.

Scholarly Project

The DNP degree arose from the formal recognition that the quality and consistency of our healthcare system have a tremendous impact on health outcomes, healthcare costs, and population health. Sentinel works by the Institute of Medicine, *To Err is Human: Building a Safer Health System* (IOM, 1999) and *Crossing the Quality Chasm: A New Health System for the 21rst Century* (IOM, 2001) unflinchingly acknowledged the impact that flawed systems, inconsistent resources, and human mistakes can have, and called for transformation and reform. In 2003, The National Academies Press responded with, *Health Professions Education: A Bridge to Quality* (Greiner and Knebel); and this key document provided an early outline for what was soon to become part of the expected competencies of the DNP. These include:

- Delivering patient-centered care
- Functioning within an interdisciplinary team
- Providing evidence-based practice
- Engaging in quality improvement
- Proficiency with information technology (Greiner & Knebel, 2003)

The American Association of the Colleges of Nursing (AACN) took note, and their Position Statement on the Practice Doctorate in Nursing was approved in 2004. The Essentials of Doctoral Education for Advanced Nursing Practice were published by AACN in 2006. These specific competencies—which align with key recommendations put forth by the IOM documents—fully underlie the expected learning objectives and outcomes that frame DNP education here at UW-Madison. In no other course is this more evident than N906, the DNP Scholarly Project. This course calls upon you to demonstrate your growth in the areas of nursing leadership, advanced practice, and clinical scholarship; and provides documentation of your progress toward achieving the DNP degree.

The landmark RWJ Report, The Future of Nursing: Leading Change, Advancing Health (RWJ, 2010) expanded and built upon these recommendations by specifically focusing on the potential for nurses to lead the way in improving healthcare. One of the key recommendations from this report was to double the number of Doctorally-prepared nurses by 2020. We will soon be able to count you among that number!

The DNP scholarly project is, essentially, translational research. While it is generally the role of the PhD-prepared nurse scholar to discover and generate new nursing knowledge, it is often our role to apply that knowledge within the clinical or community setting. The role of the DNP is to translate evidence (research) into improved clinical practice through quality improvement initiatives, policy work, or advanced leadership. DNPs can also contribute significantly to the quality and relevance of current nursing research by evaluating our efforts and generating data (evidence) from our own practice. This practice-based evidence (PBE) will naturally inform our own work, but can also be shared with nursing

researchers, agencies, and other practitioners (disseminated through publication and conferences) to help improve outcomes, care quality, or costs within clinical settings outside our own.

At its best, PBE should help to drive the direction of academic research to some extent by informing researchers about specific problems in practice or unique needs in specific populations. In this way, the evidence you generate in practice should play a role in shaping the questions researchers ask. —And you should see this, not as a one-and-done-project-to-get-out-of-school, but as a new way of practice; a learned skill that you will use consistently through your career.

Ultimately then, we work together. The work you do in the clinical arena can inform the work of researchers. Your practice-based evidence gives them the knowledge they need to ask important questions in their research. You will be able to provide access to real and representative patient populations, as well as authentic practice challenges. Their capacity to conduct quality research and generate reliable findings (evidence) will further serve clinical practice. Thus, should be working together improve the quality and effectiveness of nursing care.

Link to the DNP Essentials

> *DNP practice-scholarship is demonstrated when the principles of nursing scholarship are combined with the eight DNP Essentials to produce a graduate prepared to improve health and care outcomes. The integration of these new or refined skills improves outcomes through organizational/systems leadership, quality improvement processes, and translation of evidence into practice, among other ways.*

> *…The elements of the DNP Project should be the same for all students and include planning, implementation, and evaluation components. As an outcome of the program, students must have the opportunity to integrate all DNP Essentials into practice. However, all eight Essentials do not have to be demonstrated in the DNP Project. All DNP Projects should:*

> a. *Focus on a change that impacts healthcare outcomes either through direct or indirect care.*
> b. *Have a systems (micro-, meso-, or macro- level) or population/aggregate focus.*
> c. *Demonstrate implementation in the appropriate arena or area of practice.*
> d. *Include a plan for sustainability (e.g. financial, systems or political realities, not only theoretical abstractions).*
> e. *Include an evaluation of processes and/or outcomes (formative or summative). DNP Projects should be designed so that processes and/or outcomes will be evaluated to guide practice and policy. Clinical significance is as important in guiding practice as statistical significance is in evaluating research.*
> f. *Provide a foundation for future practice scholarship.*

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August 2015 *Report from the Task Force on the Implementation of the DNP* (p. 4)

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Scholarly Project Overview

Your individual course professor will help to guide and mentor you through the completion of your own DNP scholarly project. Specific DNP course professors, clinical preceptors, and your academic advisor may also be able to help as you find your focus, establish your goals, and arrive at a plan. Please make use of the many resources available to you, and strive to synthesize and demonstrate all that you've learned over the course of your studies. This is your opportunity to shine and show what an advanced practice nurse with a DNP can accomplish. We look forward to working with you!

Identification of Clinical Challenge

The student will describe a problem related to the quality and outcomes of nursing/health care for patients (i.e., individuals, families, communities, populations) that:

a) exists at an agency/site known to student,

b) can realistically be explored through a needs assessment or root cause analysis

c) has bearing on larger population-level health concerns or indicators of healthcare quality

d) has potential solutions to be drawn from evidence and related theory

e) can be approached and analyzed from a systems or population perspective

f) is amenable to advanced nursing knowledge and intervention,

g) could be assessed, evaluated, or improved within the 2-3 semester time frame specified for this project, and

h) is supported by the host organization and N906 course professor.

Proposing an Evidence-based Strategy

The student will develop a specific and feasible written proposal to address and evaluate the identified health-related problem through the following steps:

- conduct a review of current evidence-based literature and synthesize these findings to support the proposed scholarly project. This synthesis may include formalized nursing approaches and theory if existent, and may also incorporate quality improvement frameworks or other interdisciplinary theory from social or medical science;
- write a scholarly project proposal that includes the following:
  - a summary of national benchmark data or quality indicators providing context for the project, as well as an estimation of the project's significance to society
  - a needs assessment, including baseline indicator data and a critical review of the systems or population-level factors providing context for the issue
  - a review of literature related to identified problem and in support of plan
  - a theoretical framework to guide the work of the project, whenever applicable
  - an overarching project goal and specific objectives (both formative and summative)
    - DNP Projects should be designed so that processes and/or outcomes will be evaluated to guide practice and policy. Clinical significance is as important in guiding practice as statistical significance is in evaluating research.
  - a plan for sustainability within the given setting (e.g. financial, systems or political realities, not only theoretical abstractions).
  - a description of proposed systematic plan (e.g., intervention), that is aligned with the literature, theoretical framework, and context of the clinical setting
  - delineation of resources needed to implement the plan (e.g., space, staff),
  - evaluation criteria and methods, including measures to collect, safeguard and critically evaluate data
  - identification of potential barriers to executing plan and how to deal with same,
  - discussion of ethical issues throughout the project,
  - a logic model designating the overarching goal as well as specific project inputs, outputs, and short, medium, and long-term outcomes
  - a clear and realistic timeline for implementation
  - a reference list; with appendices as necessary.

The student will develop and deliver an abbreviated project proposal presentation to their student colleagues and course professors. The proposal presentation will highlight key points from the written proposal.

The student will obtain written receipt of the proposed project and approval to proceed from key stakeholders within the proposed project site.

The student will submit the proposed project for a waiver or approval from appropriate Institutional Review Board(s) for the Protection of Human Subjects (IRB). *Documentation of site stakeholder approval and IRB exemption / review will be submitted to course professors before the work of the project may begin.*

Implementation of the Project

The student will:

a) systematically implement the proposal plan as approved by assigned faculty,
b) document steps of implementation, including barriers encountered and how these were handled,
c) collect project evaluation data (formative and summative, as well as indicators of feasibility and sustainability within the clinical setting),
d) begin data analysis and interpretation, considering both clinical and statistical significance
e) begin to develop an abstract

Dissemination

The student will:

a) develop a poster of their scholarly project for presentation at SoN poster event. Poster may be considered for submission to UW Nursing Poster Fair or other scholarly venue.
b) provide an oral presentation of the scholarly project (Approximately 20 minutes with 5 minutes for questions)
c) prepare a well-written report of the project that may be suitable for publication. At a minimum, the report will include:

   ▪ A clear and detailed introduction to the project, with relevant context and background
   ▪ A description of the systems and population-level factors that are of relevance to the issue
   ▪ A review of the current literature and conceptual models used to guide the project
   ▪ Design and methods of the project
   ▪ Results of the project
   ▪ Discussion of the results including limitations of the project and implications for practice
   ▪ Description of sustainability of the project within the clinical setting
   ▪ References

d) In both the final paper and oral presentation, the student will include a plan for further dissemination or development of their scholarly work in order to demonstrate a foundation for future scholarship

Independent Study

Independent Study Course Offerings - Students are responsible for identifying their area of interest or question, establishing objectives for the learning experience, and developing a learning contract with the faculty member. Students must complete the appropriate online enrollment authorization form, which requires a faculty approval.

Descriptions

- N799 Independent Study (grading convention: satisfactory/unsatisfactory): Provides an opportunity for students to read in a particular area of nursing under the guidance of a faculty member who has expertise in the area. It is appropriate to take this course in the DNP or PhD program for deeper exploration of a nursing population or phenomenon. Students may enroll for 1–6 credits, based on the work to be completed and in consultation with the professor.
- N999 Advanced Independent Study (grading convention: satisfactory/unsatisfactory): Thesis research experience designed to promote the students' learning of the research process in nursing through direct experience. Students work with faculty to determine the nature, scope, and design of the research experience. Students may enroll for 1–9 credits, based on the work to be completed and in consultation with the professor.
- N990 Doctoral Theses Research (grading convention: satisfactory/unsatisfactory): Thesis research to complete the dissertation. Students work with faculty to determine the timeline for data collection, analysis, results, and final written work. Dissertators must enroll in 3 credits to maintain dissertator status.

[Enrollment Authorization Forms](#)

Breadth/Minor Requirements and Procedures

The Doctor of Nursing Practice (DNP) program does not require students to complete a doctoral minor, however the option is available to those who wish to do so.

Breadth Training Requirements and Opportunities

For students who do not complete a minor, breadth requirements are fulfilled within the required curriculum that inherently enforces a breadth of doctoral study. Specifically, breadth appears in the form of three core components: systematic evaluation of practice, leadership/policy, and practice. In addition to the core curriculum course work, all students complete a minimum of 1,000 hours of precepted clinic experiences in a variety of health care settings. Options for additional foci exist in areas such as nursing education, psychiatric/mental health nursing, global health, school nursing, aging, prevention science, and strategic innovation. Students may also choose to complete certificate programs in Psychiatric/Mental Health Nursing and Nursing Education.

To ensure all students are well-informed and advised on their course of study, as well as possible options for additional educational experiences, new DNP students attend a mandatory one-day orientation session. During this program, students are provided detailed information about the required courses, as well as possible certificate programs and additional courses that may be of interest.

Option to Complete a Minor

DNP students are encouraged to meet with their faculty advisor at least once each semester. Students and advisors use this time to create plans of study consistent with their professional goals. Students who wish to add a doctoral minor to their program of study receive guidance and support on how to implement the plan during these advising meetings. Acceptance of the minor requires the approval of the DNP advisor and the respective department in which the minor is administered.

Academic Policies and Procedures

Graduate School Academic Policies and Procedures

Please see the Graduate School's [webpage](#) for academic policies and procedures.

UW Academic Integrity

Academic Integrity is critical to the mission of the University of Wisconsin-Madison, a research one institution with high academic standards and rigor. All members of the University community play a role in fostering an environment in which student learning is achieved in a fair, just and honest way. Faculty and instructional staff set the tone in their classrooms by communicating clear expectations to their students and educating them on the consequences of engaging in academic misconduct while referring to campus resources. Students are expected to uphold the core values of academic integrity, which include honesty, trust, fairness, respect and responsibility. These core values, combined with finding one's purpose and passion and applying them in and out of classroom learning, produce students who become extraordinary citizens. This unique path of opportunities, created by each student, is commonly known as the Wisconsin Experience and impacts our campus community and beyond in significant and positive ways. The value of a University of Wisconsin-Madison degree depends on the commitment of our academic community to promote high levels of personal honesty and respect for the intellectual property of others.

Of particular concern in the PhD program are issues of academic integrity including plagiarism, falsifying information, and cheating. All offenses are taken very seriously at UW-Madison and may lead to a failing grade in the course, dismissal from the program, and expulsion from the University.

Plagiarism is the intentional or unintentional claim of someone else's words or ideas are your own. When conducting reviews of literature and writing papers, presentations, or grant applications, it is important to cite the sources of all materials that are not your own. But citing a reference is not sufficient to copy and paste someone else's words into your work. It is critical to think about and share those ideas in your own words. A common mistake is to take notes from articles or textbooks by writing down the sentences as they were published. When returning to the notes later, the student may forget that these are not his or her own words. The UW-Madison Writing Center offers tips to avoid plagiarism in your work.

Falsifying information is knowingly presenting inaccurate statements or made-up information in any application, report, or paper. Falsifying data is a major ethical concern in any research and has resulted in the spread of misinformation and dangerous practice in health care, specifically. When one is under pressure to complete a project within a tight deadline or find meaningful and significant results, it may seem tempting to "fill in" missing data. But such behaviors violate the public trust and call the veracity of all scientists' work into question. Resources on research ethics are available from the Graduate School (https://grad.wisc.edu/documents/responsible-conduct-of-research/) and IRBs (http://www.irb.wisc.edu/).

Cheating is problematic, not only when taking exams, but also when writing papers or working on class projects. This is particularly true if you are working with and taking ideas or answers from other students when the faculty member expects you to be doing the work alone. If you are unsure, ask your professors if it is acceptable to work with others before you complete the assignment.

UW Academic Misconduct Process

The University of Wisconsin-Madison takes academic misconduct allegations very seriously. If a faculty member suspects a student has engaged in academic misconduct, they contact the student and ask them to explain their work. If the faculty member still believes the student engaged in such an act after meeting with them, they will decide on a sanction, which may include a zero on the assignment or exam, a lower grade in the course or failure in the course. The Dean of Student's Office is informed and will contact the student about their rights. Repeated acts of academic misconduct may result in more serious actions such as probation or suspension.

Students who feel that they have been treated unfairly have the right to question this treatment and receive prompt hearing of the grievance. Before instituting an appeal or grievance, students should discuss their particular situations with an appropriate staff member, e.g., faculty member, program director, assistant dean, or associate dean. Detailed information about the UW-Madison student appeals and grievance procedures can be found at https://grad.wisc.edu/documents/grievances-and-appeals/.

Health Compliance Program

Compliance Requirements

The School of Nursing is committed to ensuring all nursing students are compliant with national and state guidelines for personnel providing nursing care, as well as additional/specific requirements mandated by the school's clinical affiliates as set forth in the clinical affiliation agreements. Therefore, all nursing students are required to be in full adherence to the school's compliance program while enrolled in the nursing program.

The school's compliance program includes immunizations, trainings, and a background check. Students will be held accountable for complying with the clinical eligibility requirements prior to entering the program and throughout their program of study. All students are required to keep their compliance documents up to date as an essential part of their professional responsibility for patient safety.

ViewPoint Compliance Tracking Solution

The School of Nursing partners with ViewPoint to manage student health compliance documents. This management system allows students to order their own background checks online and store all required documentation. There is a one-time ViewPoint subscription fee ($60) that is paid by the student; this fee covers the cost of the background check and health portal. Once the subscription fee is paid, students will have permanent access to their account. Background checks expire after four years. If there is any change in the individual's background while enrolled in the program that results in a change of the caregiver report, it is the responsibility of the student to notify the School of Nursing and another full background check is required.

For more information, please click on the tab for the specific requirement. If you have any questions or concerns, please contact our compliance staff at compliance@nursing.wisc.edu.

Consequences of Non-Compliance
Students who are not in compliance as of the first day of the semester, or who fall out of compliance during the semester, are not allowed to participate in classroom or clinical experiences, including practicum or research experiences in a clinical or other care setting.

Students who are not in compliance will receive an email barring them from participating in any/all course work; the relevant course professor(s) will receive a copy of the email. Students may return to classes once they complete the compliance requirement(s) or are able to provide evidence of a future appointment/registration to update the immunization or training requirement (e.g., CPR course registration). Students may return to clinical settings (including practicum or research experiences) only after the appropriate immunization or training has been completed and the documentation submitted.

Students who are out of compliance will have a hold placed on their university record, which will suspend the student's ability to add or drop courses or enroll for future semesters. The hold will be lifted once the student is in compliance. Questions on the compliance program should be directed to compliance@nursing.wisc.edu.

Immunizations:

- Tuberculosis (TB)- renew annually
- Hepatitis B series
- Measles, Mumps and Rubella (MMR)
- Varicella (Chicken Pox)
- Tetanus, Diphtheria and Pertussis (Tdap)- Tdap is given one time only as an adult (age 18 and older). After that only TD (tetanus/diphtheria) is given every 10 years
- Seasonal Influenza Vaccine - renew annually during current flu season (October - March)

Training Requirements:

- Cardiopulmonary Resuscitation (CPR) Training - Basic Face-To-Face Class initially - renew every two years
- Bloodborne Pathogen Training (OSHA or Safety and Infection Control training)- renew annually
- Health Insurance Portability & Accountability Act (HIPAA) Training - renew annually
- Social Media - one time training

Background Check

The background check is good for 4-year* and includes the following:

- Wisconsin Department of Justice
- Residency History
- Wisconsin Department of Health and Family Services
- Nationwide Sexual Offender & Predator Registry
- Nationwide Healthcare Fraud & Abuse Scan
- Out of State County Criminal Records

*If there is any change in the individual's background while enrolled in the program that results in a change of the caregiver report, it is the responsibility of the student to notify the School of Nursing and another full background check is required.

<u>Procedures</u>
Effective summer 2022, the School of Nursing (SoN) has contracted with ViewPoint (VP) to maintain compliance records (confidentiality statement, record of HIPAA training, etc) and monitor student compliance. VP provides background screening and immunization record tracking solutions for schools nationwide.

Student advantages of using VP:

- Student portal-users have unlimited lifetime access to their records
- Electronic access to immunization records (no need to contact the school for copies of documentation)
- Students have the ability to share these documents (example: a clinical agency needs documentation of certain immunizations, create a pdf of what is needed and send the agency a copy…no more handling paper copies)
- VP is more than an immunization tracker. Students can store reference letters, create resume(s) and track where they have applied to name a few additional resources
- Provides a private, secure document center

What does this mean for students newly admitted to the School of Nursing?

1. All new admits will receive information about setting up a Student Profile through VP. Students will be

requiredto pay a one-time set-up fee prior to setting up their account. Students must establish their account by July 1.

2. If a new admit already has an account with VP, just place an order to be in the School of Nursing SoN program using the code provided by the school. The program will add the account to the student's current profile previously established if the student logs in using their original username and password. The School of Nursing compliance requirements will be added to the student's To Do List.

DNP Program Grading and Progression Requirements
Policy Approved by Curriculum Committee, 10.26.18 – effective Fall 2019

A high level of performance and integrity is expected of students enrolled in the DNP program, consistent with the established policies of the community, in order to foster the very best learning environment. To remain enrolled in the DNP degree program, a student must be making satisfactory progress toward completion of the degree. A student must earn an overall grade point average of 3.0 or better to be awarded the DNP degree.

Academic Probation
Students meeting any of the following conditions will be placed on Academic Probation and will receive written notice of their status:

1. Achieving less than a 3.0 GPA in a term (fall, spring, or summer).
   a. If a student is already on Academic Probation based on the prior term GPA and:
      i. The term GPA for the next term of enrollment is below a 3.0, the student will be dropped from the DNP program.
      ii. The term GPA for the next term of enrollment is a 3.0 or higher, the student will be returned to good academic standing.
2. Earning a cumulative GPA less than a 3.0.
   a. A student has two (2) semesters to raise their cumulative GPA above 3.0 or the student will be dropped from the DNP program.
   b. Once the cumulative GPA returns to at least a 3.0, the student will be returned to good academic standing.
3. Earning one grade below a B or one Unsatisfactory (U) grade.
   a. A student must repeat a required nursing course if a grade below a B or a U is earned.
   b. The student will be eligible to retake the course at the next available offering; if the course is a prerequisite for another course, the student cannot progress into the subsequent course until a grade of B or higher is earned. The program's Leave of Absence policy may be triggered if the student does not have a fall or spring term enrollment.
   c. If the grade below a B is in a clinical course, the student must petition to be eligible to retake the clinical course and the timing of the subsequent enrollment will be based upon availability of clinical resources.
   d. A student cannot repeat more than one course and a course may not be repeated more than once.
      i. A dropped course and/or coursework for which a student enrolls and then withdraws from the term counts as a course enrollment. Therefore, if a student drops/withdraws from a course, their next enrollment in that course is considered a repeated enrollment. (A course transcripted with a DR/WD notation per the Office of the Registrar's enrollment deadline calendar applies to this policy.)
   e. A student will be returned to good academic standing once the course is repeated and a grade of at least a B (or Satisfactory) is earned.

A student placed on Academic Probation for any reason must meet with their respective DNP Population Lead and faculty advisor to devise a written action plan to be submitted to the DNP Program Director and the Associate Dean for Academic Affairs. (Note: If the Population Lead is also the faculty advisor, the student will meet with their Population Lead/advisor and a second Population Lead.)

Academic Drop

Students meeting any of the following conditions will be dropped from the DNP program and will receive written notice of their standing:

      f.   Earning any two or more grades below a B, including all attempts of repeated courses.
      g.   Earning one grade of D or below in any graduate-level course
      h.   Earning term GPAs below a 3.0 for two consecutive terms of enrollment.
      i.   Failure to raise a cumulative GPA to a 3.0 or higher after two consecutive terms of enrollment.
      j.   Unsafe practice and/or unethical conduct in the program.

Student Appeals and Grievance Procedures

Students who feel that they have been treated unfairly have the right to question this treatment and receive prompt hearing of the grievance. Before instituting an appeal or grievance, students should discuss their particular situations with an appropriate staff member, e.g., faculty member, assistant dean, associate dean, or adviser.

SECTION ONE: APPEALS

Appeals are limited to requests to continue in the curriculum after being dropped from the program for academic reasons.

PROCEDURE

I.   Filing Appeal

Graduate Student: A written appeal must be filed with the Assistant Dean for Academic Programs within 10 working days of the date of the letter notifying the student of the decision to discontinue the student in the program, or the right to appeal is waived. The appellant (student) must submit to the Assistant Dean the following information:

1. A written statement addressed to the Chairperson of the appropriate appeals committee specifying:

    a)   Precise grounds on which the appeal is based.
    b)   Circumstances associated with the need to appeal.
    c)   Arguments supporting the appeal.
    d)   Description of proposed remedial actions to be taken to improve the student's academic performance.

2. The appellant may also submit letters of support from persons knowledgeable about the appellant's current and/or past academic work and/or other matters related to the appellant's academic performance. Any such letters must be submitted to the Assistant Dean by the same deadline.

II. Appeals Committee

Graduate Student: For the purposes of hearing the appeal, the Assistant Dean will arrange an appeals committee that consists of at least 3 School of Nursing faculty members and that includes at least one member of the Graduate Programs Committee. The Assistant Dean will collect the information relative to the appellant's academic situation and forward the information to the Appeals Committee.

III. Appeals Committee Meeting

1. Within 15 working days of the filing of the appeal, the Appeals Committee will schedule a meeting date for the purposes of hearing the appeal.

2. Appellant must appear before the Appeals Committee to present the appeal. Appellant may have a support person accompany him or her to the meeting with the Appeals Committee. Appellant must address the Appeals Committee under all circumstances. Appellant's chosen support person is limited to providing advice and support to appellant. No fewer than 3 working days prior to the meeting with the Appeals Committee, the appellant shall identify to the Committee the individual's appellant wishes to be present at the meeting for the purpose of providing the Appeals Committee with information about the appeal.

3. The Appeals Committee is authorized to decide the appeal and is responsible for the following:
   a. Reviewing all data presented by the Appellant and others.
   b. Discussing the argument presented by Appellant and inviting Appellant to contribute to the discussion.
   c. Limiting statements of appellant and other individuals where information being presented is irrelevant, unduly repetitious, or disrespectful.
   d. Deciding the appeal and providing a written decision, including the reasons therefore, to the Appellant and the appropriate Assistant Dean within 15 working days of the Appeals Committee meeting. The written decision shall identify and include where appropriate:
      i. Appellant's stated reason for the appeal
      ii. Action taken by the Appeals Committee
      iii. Stipulations and recommendations for appellant's continuation in program (where appeal granted)
      iv. Rationale for decision
      v. Names of individuals present at the hearing
      vi. Notice of appellant's right to appeal the Appeals Committee decision to the Associate Dean for Academic programs.
   e. If the appeal is granted, the Appeals Committee will discuss with the Appellant any stipulations (binding) and recommendations (non-binding) for continuation in the program.

IV. Review of Appeals Committee Decision

1. A written request for review of the Appeals Committee Decision by the Dean of the School of Nursing or the Dean's designee must be submitted to the Associate Dean for Academic Programs within 20 working days of the date of notification of the Committee's initial decision.
2. The request must state the specific grounds for appeal which are limited to:
   a. School policies were incorrectly applied;
   b. Decision is contrary to state or federal law;
   c. Proper appeal procedures were not followed; or
   d. Unfounded, arbitrary, or irrelevant assumptions of fact regarding the appellant's performance were made by the Appeals Committee. Appellant must also identify the specific aspects of the Committee decision that he or she believes meet the criteria cited as a basis for appeal.
3. The Dean or the Dean's designee may meet with the appellant to discuss the request for review.
4. Copies of the information submitted to the Appeals Committee and the Appeals Committee decision shall be provided to the Dean or the Dean's designee for review. Only facts and information presented to the Appeals Committee may be introduced to and considered by the Dean or the Dean's designee.
5. The burden of proof shall be on the student to demonstrate by a preponderance of the evidence that the Appeals Committee's decision was the result of one or more of the above bases for appeal.
6. The Dean or the Dean's designee shall notify Appellant and the Appeals Committee in writing within 30 working days of receipt of the request for review of the Appeals Committee decision or the appellant's meeting with the

Dean's or Dean's designee, whichever is later, stating the action on the appeal and the grounds for the action taken.

7. The decision by the Dean or the Dean's designee on review is final, except as provided in "8" below.
8. Graduate students may seek Graduate School Procedural Review of the decision by the Dean or the Dean's designee. Please contact The Graduate School Office of Academic Services & Fellowship Administration in 217 Bascom Hall or at 608-262-2433 for information regarding this process.

Note: Deadlines referenced herein may only be altered by mutual agreement of the parties. Any such agreement must be in writing.

SECTION TWO: GRIEVANCES

INFORMAL RESOLUTION:

Any student in the School of Nursing who believes that he or she has been treated inequitably is encouraged to resolve the matter informally. The student should first talk with the person or group at whom the grievance is directed in an attempt to resolve the issue informally. The student may contact the Associate Dean for Academic Programs for assistance in resolving the matter informally. The student may also contact the following groups for assistance in reaching an informal resolution and/or information regarding other possible formal procedures to resolve the matter.

1. Contact the UW-Madison Equity and Diversity Resource Center for information and assistance regarding discrimination or disability issues.
2. Contact the Dean of Students for information about resources for addressing student concerns.

School of Nursing Grievance Procedure:

The grievance procedure is available to resolve student concerns regarding inequitable treatment that have not been satisfactorily resolved through the informal resolution process or where the student believes that informal resolution would not be productive. The grievance procedure is described below. Through the grievance process, the student may be accompanied by a support person. The use of this grievance procedure shall not prevent the student from seeking redress through another administrative or legal process.

1. To initiate the formal grievance procedure, the student must submit his or her grievance, in writing, to the Associate Dean for Academic Programs.

2. The written grievance shall include:

   a) a statement that the student wishes a review of the situation by a Grievance Committee;
   b) the identification of the person or group at whom the grievance is directed;
   c) the specifics of the perceived inequitable treatment;
   d) evidence in support of the student's belief that he or she has been treated inequitably; and
   e) the outcome or resolution desired by the student.

3. A grievance must be initiated no later than 20 calendar days from the time the student knew or could reasonably have been expected to have known of the circumstances giving rise to the grievance. Initiation of the informal procedure described above within the 20-day period will extend the deadline for initiating the grievance to 40 calendar days from the time the student knew or could reasonably have been expected to have known of the circumstances giving rise to the grievance.

4. Within 30 calendar days after receiving the grievance, the Associate Dean for Academic programs shall arrange for a committee meeting. The Committee may request a written response from the person or group at whom the grievance is directed, may ask for additional information from any or all parties involved, may request that the parties involved appear before the Committee, and/or may take other steps in attempting to resolve the grievance.

5. Within 60 calendar days after receiving the grievance from the Associate Dean for Academic programs, the Committee shall send a written report of the Committee's recommendations to the Associate Dean for Academic Programs. The student will also receive a copy of the report. The report shall include notice to the student of his or her right to appeal the Committee's recommendation to the Dean of the School of Nursing.

6. A student wishing to appeal the Committee's recommendation to the Dean of the School of Nursing must submit a written appeal to the Dean within 10 calendar days of the date of the Committee's report. The request must state the specific bases for appeal and identify the specific aspects of the Committee's recommendation that he or she believes are the subject of the bases for appeal. Where an appeal is filed with the Dean, a copy of the Committee's report shall be provided to the Dean for review. Only facts presented to the Committee may be introduced to and considered by the Dean. The Dean shall notify the appellant and the Committee in writing within 30 calendar days of receiving the written appeal stating the action on the appeal and the grounds for the action taken.

SECTION THREE: COURSE GRADE APPEALS PROCESS

If a student believes s/he has been awarded a grade for a course that does not adequately represent her/his performance in the course, they should speak with the course faculty member in an effort to attempt to resolve the issue informally. This must be done within 10 working days of receipt of the grade. During this informal process both student and faculty may consult with the Associate Dean for Academic Programs to seek resolution of the issue.

If the student remains dissatisfied with the grade, the student has the option to initiate the formal Grievance procedure. To do this, the student must submit the grievance, in writing, to the Associate Dean for Academic Programs within 10 working days. The Associate Dean will appoint a committee to hear the grievance. The decision of the committee is final. There is no further appeal.

Student Evaluation of Instruction

Student evaluation of instruction is a very important part of your role as a student. It provides the opportunity to evaluate your instructors and serves as a means to evaluate teaching effectiveness.

Evaluation takes place at the end of a semester with results placed in a faculty member's record and reviewed by a faculty committee. The information is used as one of the criteria for awarding merit and promoting faculty. Students are urged to complete the evaluation forms carefully and thoughtfully. Responses are anonymous. Results are computerized and are reviewed by instructors after students have completed the course and grades have been submitted.

Student evaluation of instruction is an open system: Students are free to evaluate a course and/or instructor outside of the formal evaluation process. Students who wish to do this are encouraged to talk with the course professor or to come in and discuss evaluation with the Associate Dean for Academic Programs or Dean of the School of Nursing.

Policy on Education Validation for Advanced Practice Certification Exams

While the credentialing center may authorize a candidate to sit for an advanced practice certification examination after all coursework is complete and prior to degree conferral, the center will retain the exam results and will not issue certification until two additional documents are submitted. These are the 1) final official transcript with degree-conferral date received directly from the university, and 2) the validation of education form signed by the DNP Program Director.

Upon request, the School of Nursing will complete the validation of education form prior to degree-conferral, thus confirming eligibility to test. This service will be available only for students who have:

1. Successfully completed all advanced nursing coursework and clinical practice hours required for the DNP program,
2. Enrolled in their final semester of the program,
3. Reached the midpoint of that final semester and course professor(s) have verified that they are on track to graduate as anticipated

Once these criteria are met, students may submit their request for education validation via email directly to the Graduate Academic Services Coordinator. The coordinator will confirm appropriate course completion and final semester progression and submit the form, as appropriate. The School of Nursing will not validate education for students who have not completed these eligibility requirements.

Petition for Special Consideration

The online Petition for Special Consideration form should be submitted when requesting any formal policy change including, but not limited to, the following:

- Requesting to switch program tracks
- Requesting a leave of absence
- Requesting adjusted timeline for clinical hour completion

These requests should be discussed with your instructor and/or advisor and turned into the Graduate Academic Services Coordinator. Submission of the form does not guarantee your request will be approved and may require additional communication and/or meetings depending on the situation. If you have any questions about completing this form, please contact Mariah Allen at mariah.allen@wisc.edu or 608-263-5258.

Leave of Absence

Procedure for Students with a Planned Leave of Absence

A DNP student may plan a leave of absence for up to a year at any point in the program. The student should reach out to their faculty advisor, population lead, and the Graduate Academic Services Coordinator with their leave of absence notice before completing the online Petition for Special Consideration form. Once notice is given and the online form is completed and approved, the Graduate Academic Services coordinator will reach out with further instructions on how to re-apply to the Graduate School the semester prior to the student's return to the program. Re-application to the Graduate School is required when a student takes a semester or more off, but re-application the DNP program is not required. In this situation, students will be provided a fee waiver for their Graduate School application. The application must be completed at least six weeks prior to the start of the semester that the student wishes to return.

Procedure for Students without a Planned Leave of Absence

If a student takes a leave of absence without giving formal notice, they will be considered a re-entry applicant. Re-entry applicants for the DNP program will be asked to include the following with their application:

- Submit application through the Graduate School
- Statement that addresses plan of action:
  - State what DNP program track you will be returning to
  - Any resources that may be helpful for you to be successful in the program
  - If applicable: If you were notified of progression concerns before your leave of absence, briefly share how things have changed that will allow for continued success in the DNP program.
  - Optional: Describe additional factors that you feel merit consideration regarding your readmission to the DNP program.

- Copy of nursing license (valid, current)
- Updated CV or resume
- Three (3) updated letters of recommendations

Withdrawal from the University

Withdrawal indicates that a student intends to stop attending all classes for the current semester. Submission of a withdrawal request in MyUW Student Center is required between the first and last day of the semester in which a student wishes to drop all classes.

Student Responsibilities:

1. Students wishing to withdraw should be familiar with the Graduate School's policies
2. Processes for withdrawing are described on the Office of the Registrar's webpage
3. Students who plan to return to the DNP program should contact the Graduate Academic Services Coordinator and refer to the Leave of Absence policy

Procedures for Injuries/Incidents Occurring During Clinical Rotations

Students in clinical rotations in health care facilities are at risk for injuries or clinical incidents. When an incident occurs, the student should notify their clinical preceptor *and* clinical course professor (N728, N729, N828, N829). Students are eligible to use University Health Services (UHS) for consultation and treatment. Students also have the option of contacting their individual health care provider for treatment. Students choosing to be seen at an emergency/urgent care facility rather than at UHS are responsible for all charges incurred. An incident report should be filed with the School of Nursing within 24 hours of the occurrence. For additional information regarding this policy including the Incident Report Form, refer to the Procedure for Handling Clinical Related Injuries to Nursing Students located on the School of Nursing Student Site. As a reminder, all students are strongly encouraged to have health insurance either through a private insurance company or through the university's Student Health Insurance Program.

Social Media Policy

The School of Nursing supports the University and professional nursing organization guidelines related to the use of social media. Information posted on a social media site (for example, but not limited to: Facebook, Google+, Twitter, YouTube, LinkedIn, Pinterest) may potentially become disclosed to the public at any time, regardless of the privacy settings intended by the user. Consequently, students should not post content that is disrespectful of others, or any patient- or course-related information that is confidential, private, or proprietary.

All students in the School of Nursing academic programs are required to review the content in the links below for important information about the acceptable use of social media:

- UW-Madison Social Media Guidelines and Links: This web-page lists University guidelines for the use of different type of content on social media in various situations, and covers the aspects of federal law regarding dissemination of confidential, private, or proprietary information under FERPA and HIPAA legislation

- American Nurses Association (ANA) "6 Tips for Nurses Using Social Media, Including 6 Broad Principles for Social Networking, and 6 Tips to Avoid Problems"

- National Council of State Boards of Nursing "A Nurse's Guide to the Use of Social Media"

- National Council of State Boards of Nursing video overview of inappropriate uses of social media

Name Changes

Students who have changed their name will need to do the following steps:
1. Complete the name change form on the registrar's website: https://registrar.wisc.edu/namechange/

2. Contact Wiscard for a new student ID card. They do not charge for a new card due to a name change. http://www.wiscard.wisc.edu/
- If your clinicals will be at UW Health Clinics, you can apply for a new "non-employee card." You will be responsible for the $12 fee.
  - a. Step 1: go to Academic Affairs, suite 1100 and request a "UWHC ID Badge Non-Employee New or Replacement Form"
  - b. Step 2: go to the UW-Hospital cafeteria and ask to pay for a badge replacement at check out
  - c. Step 3: bring the completed form, receipt from cafeteria showing you paid for the badge, and if possible, the old badge to turn in to G5/146

Questions about non-employee badges may be directed to the UW Health Badge Office at (608) 890-6204.

School of Nursing Resources

Operations

UW-Madison School of Nursing operations staff are responsible for managing student and faculty building and equipment needs. For equipment including provided standard office furniture, telephones, mailboxes, keys, and office or building issue questions please email uwsonfacilities@son.wisc.edu.

Request to Access School of Nursing Data Network Resources

University of Wisconsin-Madison School of Nursing policies related to data privacy and security require that access to the School's file servers be authorized in writing by the owner of the data. Completion of this form is necessary to grant, modify, or remove access rights to non-owners. Please submit the completed form to SoN Technology Services.

Email

The University of Wisconsin-Madison mandates that all students activate and use their wisc.edu email accounts. This is the only email address the School of Nursing and university uses to communicate with students.

Students are responsible for the content of any email that is sent via the university as well as the School of Nursing.

School of Nursing Email Accounts

The School of Nursing has generic email accounts to manage specific communication. When students receive emails from these accounts they should read and respond to the information provided in a timely fashion. The following accounts are used to:

- Communicate to **all Nursing Students**

  - academic.affairs@nursing.wisc.edu – general inquiries; student questions; honors questions; Student Website updates
  - admissions@nursing.wisc.edu – Graduate and Undergraduate admissions questions
  - clinicals@nursing.wisc.edu – Clinical placements; preceptor questions; clinical site inquiries, Typhon

- courses@nursing.wisc.edu – Timetable course changes; nursing course room or technology requests; AEFIS questions or requests; electronic grading questions; course permissions
- scholarships@nursing.wisc.edu - general scholarship questions should be sent to this email account

Wiscard – Building Access

All students are to obtain a Wiscard prior to the start of their first term in the program. This ID will allow you to access libraries, recreation facilities, and other campus services. This will also be your access within Cooper Hall. To obtain access to the building, the Graduate Lounge, and appropriate research/office spaces, contact uwsonfacilities@son.wisc.edu.

IT Equipment Checkout

All UW students have access to the UW InfoLabs Equipment Checkout System. Through this system, you may check out laptops, cameras, projectors, and other a/v equipment for temporary use. The Ebling Library is the closest station to Cooper Hall, but you may use any location across campus at your convenience.

Use of printers/copiers

All nursing students may use the printer/copier located in Curran Commons. Directions are printed above the machine if you'd like to print from your own computer. You may also print directly from the computer kiosk in the atrium under the stairs.

Student Site

A website dedicated to Current Students in the School of Nursing can be your reference for helpful information during your time on campus. Visit it often.

Student Site Weekly Digest Email

All students are responsible for reading the Weekly Digest, sent on Monday mornings, compiling recent announcements and events posted to the Student Site.

Room Reservations

To reserve conference rooms in Cooper Hall for school-related activities, email uwsonfacilities@son.wisc.edu. The request should include any equipment that will be needed for the meeting.

School of Nursing Committees

School of Nursing students are recognized as part of the School's community and valued for their unique perspective and input on matters concerning the university and the School itself.

Student members have designated representation on these School of Nursing Committees:
- Curriculum Committee
- Equity, Diversity, and Inclusion Committee

The Dean may also convene students from across programs to gather insights on general student matters, the learning environment, or overall engagement of students in the life of the School. The intent is to ensure student representation in discussions about topics and issues related to the mission and that representation may be in the form of elected or

appointed membership on an advisory body or invitations to specific conversations. These conversations with the Dean are intended to supplement, and not circumvent, other channels of communication for students (e.g., within established committees or through administration of academic affairs).

Curriculum Committee

Provides oversight for undergraduate and graduate programs, identifies emerging trends or considerations across curricula, examines evaluation across curricula, and makes recommendations to APC on issues relevant to the UW-Madison nursing curricula. The committee reviews overall curriculum patterns, course content, and instructional methods of all instructional programs.

Membership

- Ten members, the majority of whom have substantial involvement with the academic programs, will be elected by the Department for three-year terms:
    - Five tenure-track faculty
    - Five clinical faculty
- Two graduate student members are elected by graduate students for two-year terms:
    - One DNP student
    - One PhD student
- Two undergraduate student members are elected by undergraduate students for one-year terms.

Equity, Diversity & Inclusion Committee (EDIC)
Last approved: September 14, 2018
Represents the interests of the School in advancing inclusive excellence and promote an open and welcoming environment that values diversity and inclusion.

Membership

- Thirteen members will be elected:
    - Two tenure track members
    - Two clinical faculty
    - Two non-instructional academic staff
    - Two university staff members
    - One pre-nursing student
    - One traditional undergraduate nursing student
    - One accelerated undergraduate nursing student
    - One DNP student
    - One PhD student

Support Services for Students

Computing

Information Technology at UW-Madison helps students, faculty, and staff with a variety of services. A complete list of their services can be found on their website. One of their branches is Academic Technology.

The DNP program utilizes the learning platform Canvas. Here, your instructors may require discussions, post content, or hold quizzes and tests.

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Adult Student Services Center

The Division of Continuing Studies' Adult Career and Special Student Services team offers information about programs and services for nontraditional and University Special students, as well as local adults considering a career change. Read more about their services on their website.

Libraries

University Libraries can be used for a multitude of purposes, from online PubMed searches, a wide variety of nursing journals and articles, as well as providing a student with a quiet place to study with resources at their fingertips such as scanners, copy machines, and knowledgeable librarians.

Ebling Library serves as the health sciences library of the University of Wisconsin-Madison campus. It is a merger of the former Middleton Health Sciences Library, Weston (CSC) Library, and the Power Pharmaceutical Library. It is located on the 2nd and 3rd floors of the Health Sciences Learning Center, 750 Highland Avenue, Madison, Wisconsin 53706.

The Ebling Library Website will conveniently link you to MadCat, the campus online catalog, and major nursing resources. More information about services such as Library Express, Book Retrieval, Distance Services, Pull & Hold Journal Request are also available on this website. Contact information: Phone: 608-262-2020; Email: askebling@library.wisc.edu; Website: http://ebling.library.wisc.edu.

McBurney Disability Resource Center

Resources are available for students on campus with documented disabilities. Common services provided for McBurney clients include testing accommodations, captioning, and note-taking. Other services include advocacy, accessibility, and transportation services. Please read more about how to determine eligibility on their website.

Dean of Students Office

The Dean of Students Office (DoSO) assists students with a variety of concerns by working directly with them and connecting them to appropriate resources on campus. They also consult with and serve as a resource for faculty and staff, parents, families, and friends, working together to serve students

Office of Student Conduct and Community Standards

The Office of Student Conduct and Community Standards upholds every student's right to learn in a community that is safe, and fosters integrity and accountability. They aim to foster a sense of belonging within a welcoming environment, while challenging and supporting students to reflect, integrate, and act upon their Wisconsin Experience. University staff employ a compassionate, educational, and supportive manner in the student misconduct process.

Their approach is to guide student behavior for the common good while respecting the rights and responsibilities of all members of the University community.

Writing Center

This service helps undergraduate and graduate students in all disciplines become more effective, more confident writers. More information about how they can help is available on their website.

Graduate School Resources

The Graduate School at UW-Madison provides a great deal of services and support to students across campus. In particular, their Professional Development office will work with you to plan a successful path during and after graduate school. Their website has more details.

DNP Program Advising

Faculty Advisor is assigned to individual students upon entry into the DNP program and serves as a resource or advocate if students experience challenges to their academic progression or need to modify their formal program plan. Faculty advisors help students to access campus resources or connect students to SON faculty or programs that align with students' interests or learning needs. Because they are formal advocates, students may ask faculty advisors to attend meetings with course professors if the student's academic progression is at risk. When indicated faculty advisors work with the academic affairs office to refer students to campus resources.

DNP students initiate and maintain contact with their formally assigned academic advisor, but it is not mandatory that they do so. Students are encouraged to initiate meetings with faculty advisor 1-2 times a year to discuss progress, goals, and plan.

Population lead faculty have a defined role and a responsibility to provide oversight to the whole of a student's specialty practice-focused education. As such, the population lead is the primary contact for guidance around the development of clinical skills and clinical practice roles.

Course Professors provide guidance, additional resources, and mentorship as part of their role as faculty. Students are encouraged to actively engage with course faculty for a more rewarding learning experience and approach course faculty first with any concerns about a specific class or assignment.

N906 Faculty are charged with working one on one with students as they design, implement, and evaluate their projects. Within this role, N906 course faculty may serve as advocates, coaches, and mentors to students and provide primary oversight of the student's scholarly project. N906 faculty of record approve student scholarly project and the associated project hours.

Graduate Student Coordinator track students' progression and provides information and permission regarding enrollment, individual approved program plans, campus resources and activities, and certification processes.

Course Enrollment Procedure

You will enroll for courses based on the program plan you are following. Any changes to your program plan must be discussed with your advisor and/or Mariah Allen, Graduate Academic Services Coordinator. *See the Petition for Special Consideration policy for additional details.* Dates indicating when you are eligible to enroll in classes are released to your Student Center at roughly the same point each semester. Summer and fall enrollment dates are released in mid-March. Spring enrollment dates are released in mid-October. All graduate students are eligible to enroll on the same day. You may not add courses to your schedule prior to your listed enrollment date or if you have a hold on your account. Holds may be placed for health compliance requirements, overdue library materials, tuition bills, and a variety of other reasons. Holds are listed in your Student Center.

Enrollment timeline information and class meeting dates will be emailed to your wisc.edu account by Mariah Allen once that information becomes available. Specific instructions for adding courses to your schedule are always available through the Office of the Registrar: https://registrar.wisc.edu/howto/

There are deadlines set by the Office of the Registrar for enrollment that must be adhered to. Deadlines can be found [here](#).

Textbooks

Textbooks can be purchased at University Book Store (UBS). There is a store located at the Health Sciences Learning Center (HSLC) on the first floor just off of the atrium. Store hours and additional store locations are listed on the UBS [website](#).

Textbook information is also available on the Office of the Registrar's [website](#).

Health/wellbeing Services

- **Counseling Center** - will provide high quality health care, counseling, and prevention services, their goal is to act in ways that are culturally competent and appropriate to the diverse communities at the University of Wisconsin-Madison.

- **Office of Child Care and Family Resources** - promotes the development and implementation of a coordinated child care and family support system on campus. At present, the office coordinates eight early care and education centers that operate to serve campus faculty, staff and students.

- **University Health Services** - is the campus health clinic, open to current UW-Madison students.

DIVERSITY

- **Campus Climate** – The university is committed to creating a community where every person feels welcome, valued, and able to succeed. This is an ongoing and collaborative effort. More information on campus initiatives and resources can be found on the website.
- **Multicultural Student Nursing Group** - The Multicultural Student Nursing Organization is a student organization dedicated to improving the experiences of students and care of culturally diverse population across care settings and discipline.
- **UW Multicultural Student Center** - The primary mission of the Multicultural Student Center is: To collaboratively strengthen and sustain an inclusive campus where all students, particularly students of color and other historically underserved students, are engaged and can realize an authentic Wisconsin Experience.
- **UW Office of Equity and Diversity** - The Office for Equity and Diversity (OED), promotes, integrates, and transfers equity and diversity principles to nurture human resources and advance the mission of the University of Wisconsin-Madison.
- **Wisconsin Black Student Union** - The Wisconsin Black Student Union (WBSU) is designed to foster an environment that better suits the needs of Black students and stands behind the philosophy that through utilizing our talents, we can make our presence felt on UW-Madison's campus.
- **Gender and Sexuality Campus Center** - The Gender and Sexuality Campus Center provides education, outreach, advocacy, and resources for UW-Madison student communities and their allies to improve campus climate and their daily intersectional experiences.
- **Gender and Women's Studies Program** - The mission of the Department of Gender and Women's Studies at the University of Wisconsin-Madison is to expand our understanding and appreciation of women's lives and experiences both historically and in contemporary societies.
- Additional resources:
  - **American Indian Studies Program**
  - **African Studies Program**
  - **Department of Afro-American Studies**

- o **Center for Southeast Asia Studies**
- o **Chican@ and Latin@ Studies**

FACILITY INFORMATION

Campus Facilities

- **School of Nursing** **(SoN)** - The School of Nursing is located on the far west end of campus; Signe Skott Cooper Hall, 701 Highland Avenue.

- **Health Science Learning Center** **(HSLC)** - is the site of classroom instruction and clinical skills training for the University of Wisconsin School of Medicine and Public Health and University of Wisconsin-Madison School of Nursing.

- **Transportation Services** - Bicycle Paths - The campus bike paths connect the Clinical Science Center (CSC) to other parts of the campus. Bicycle racks are located at the Health Sciences Learning Center (HSLC) and at East and West sides of the CSC. Bicycles are not permitted in the building nor block sidewalks or driveways. Moped parking is available at the Rennebohm Pharmacy Hall. Campus Bus - Campus buses (Madison Metro route 80) are free. Patrons do not need to display a bus pass or pay a cash fare to ride. No form of identification is required for boarding. Madison Metro Bus - The Associated Students of Madison (ASM) Bus Pass Program provides access to mass transportation for students of the University of Wisconsin-Madison. Funded by students for students, the program entitles almost all students of the University to a pass valid for unlimited rides on the local bus and paratransit system, Madison Metro. To obtain a student bus pass, visit the ASM web site at: http://www.asm.wisc.edu/buspass.html.

School of Nursing Facility Resources

- **Lockers** - Lockers are available for nursing students; lockers are located in Cooper Hall and HSLC.

- **Lost and Found** - Items lost or found near the vicinity or in Cooper Hall will be taken to the Office of Academic Affairs, Suite 1100.

- **Maps/Directions** - Directions to the School of Nursing and a map of the campus.

- **Room Reservations** - There are conference rooms within the School of Nursing and the Health Sciences Learning Center that can be used for school related-activities. Email: uwsonfacilities@son.wisc.edu.

- **IT Equipment** - equipment is available for short-term checkout.

Financial Aid and Scholarships

Tuition & Fees

DNP Students should refer to the Bursar's Office website (type Doctor of Nursing Practice in the program menu) for current tuition rates and segregated fees information. Post Graduate Psychiatric Nursing Capstone Certificate Students should refer to the Division of Continuing Studies website for this information.

Financial Aid

Students looking for financial assistance to help defer the cost of their tuition and fees are advised to contact the UW-Madison Office of Student Financial Services, or International students looking for financial assistance should contact the International Student Services Office.

- **Office of Student Financial Services** - The Office of Student Financial Services assists students who are U.S. citizens or permanent residents and whose personal and family resources are insufficient to cover the cost of college. Awards through this office include loans (including Nursing Student Loans), grants and work-study assistance.

- **International Student Services Office** - Find easily accessible information regarding awards, scholarships, fellowships, grants, loans, and special programs available to international students.

- **School of Nursing Financial Assistance** - In addition to campus financial aid, the School of Nursing offers some specific financial assistance in the form of traineeships, scholarships and grants administered once a year. The on-line application is available for graduate students April 1st through June 1st. With few exceptions, scholarships are awarded for one academic year and they become part of a student's total financial aid package. Students must submit a scholarship application each year. In order to receive School of Nursing scholarships or traineeships, students must be citizens or permanent residents of the United States.

University Assistantships (TA, PA positions)

Doctoral students have priority for project and teaching assistantships administered by the School of Nursing. Project and research assistantships are funded by faculty research grants and by School of Nursing gift funds. Application for project, research and teaching assistantships is made through the School of Nursing every spring.

Teaching Assistantships (TA): These assistantships are instructional positions that include duties such as lecturing, grading papers, supervising laboratories, and leading discussion sections.

Project Assistantships (PA): These titles designate graduate students enrolled in a UW System institution who are employed to assist with research, training, or other academic programs or projects at the UW-Madison.
All graduate assistantship positions are assigned as a percentage appointment of a 40-hour work week. Full tuition remission and eligibility for health insurance are provided for all assistantships assigned at 33.3% or higher. Assistantships also provide a number of fringe benefits.

For more information on types of funding please visit the Funding Information for New and Current Graduate Students page.

University Fellowships

Information for current fellows can be found here.

Other Scholarships and Training Grants

The School of Nursing annually awards scholarships to students in the DNP programs. Scholarship amounts vary from approximately $500 to $2,000/year depending on the source of funding and student's attendance status (full-time or part-time). Scholarship funds are limited. Because of the limited amount of funding, scholarships **are not available to international students**.

The application process for DNP scholarships takes place once a year in the spring. To apply, students must complete the on-line DNP Scholarship Application form through the Campus Scholarship Application webpage.

Completed applications should be received **on or before June 1st** in order to be considered for support.

Scholarships and loans may be found through the Graduate School and Office of Student Financial Aid. For more information, visit the Graduate School webpage and the Office of Student Financial Aid webpage.

The American Association of Colleges of Nursing maintains a list of funding sources for nursing education at https://www.aacnnursing.org/Faculty/Funding-Opportunities.

Nurse Faculty Loan Program

The Nurse Faculty Loan Program (NFLP) is a federal program designed to increase the number of nursing students who pursue careers as full-time faculty teaching in schools of nursing. Full-time or part-time graduate students who plan careers as nurse faculty are eligible to apply and may be eligible for up to five (5) years of financial support. (All support is contingent upon ongoing federal funding and therefore subject to change.) Up to 85 percent of the total loan amount will be forgiven if the graduate works full time for four (4) years in a nurse faculty position immediately following graduation. Faculty positions may be in any state and at any accredited program (ADN, BSN, MSN, DNP, or PhD).

Full details of the application process can be found here.

Student Scholarly Project Funding

Scholarships are available to fund expenses related to work while in the PhD and DNP program. Various amounts and criteria are used for these scholarship awards. A call for applications is made through the School of Nursing each fall.

Student Travel Funding

Student Grant Money: Students who have received training or research awards (eg F31, NRSA, Hartford) may be allowed to use this funding to support travel. It is crucial that the budget for travel be reviewed with the School of Nursing Business Office to assure sufficient funds are available.

Faculty Grant Money: Faculty may be able to support student travel on their research or project grants.

Academic Affairs Student Travel Funds: Academic Affairs is able to support a very limited number of students presenting their work at professional conferences.
Students may request funds to cover expenses incurred for transportation, registration, lodging, meals and poster expenses. If approved for funding (see procedures below), travel expenses are reimbursed by the School of Nursing at 75% of actual total expenses. Students may be reimbursed a maximum of $1000 for all travel expenses in any given UW fiscal year (July 1 – June 30th). This limit is set to assure as many students have access to funds.

Travel Request Procedures
Students must go through the approval process before scheduling any travel plans if they expect to be reimbursed thru Academic Affairs travel funding. Students who have an abstract accepted for presentation must complete the travel request form, estimating the expenses and submit it as soon as possible and ideally 8 weeks in advance of the conference/meeting. Missing this step will result in students' covering all of their expenses.

The Travel Request Form is available on the School of Nursing Student Site and requires both the faculty signature (asking for their funding support) and from the Academic Affairs staff for approval of limits and flights (if needed).

Students should consult the School of Nursing Travel Guide for complete information on the advanced payment for flights only (if needed). **<u>Lodging, registration, incidentals and meals will only be reimbursed post conference</u>** up to the allowable $1,000 limit (pre-paid flight will be deducted from the $1,000 limit). Students need to work with Academic Affairs staff for all procedures for submitting expenses for reimbursement. If you have any questions about travel funding, please contact Sean Wojtczak, swojtczak@wisc.edu.