



University of Central Arkansas  
DNP Nursing Student Handbook  
2015-2016



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### **Welcome from the Department Chair**

It is my pleasure to welcome you to the University of Central Arkansas' Department of Nursing. Commitment to excellence in nursing education and student success is our primary mission. Explore this handbook and our website to learn more about our programs and activities – let us help you achieve your professional goals.

~ Dr. Barbara G. Williams, Department of Nursing Chair

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### **History of the UCA Department of Nursing**

The Department of Nursing was established in the spring of 1967 due to the closure of a baccalaureate nursing program at Ouachita Baptist College in Arkadelphia. The Ouachita program was in existence for two years after replacing Little Rock's Baptist Medical System's diploma school of nursing.

In order to provide a continuation of education for the enrolled students, numbering more than 100, UCA (then State College of Arkansas) was asked to initiate a nursing program and accept the nursing students from Ouachita. The first class of 26 baccalaureate students graduated in the spring of 1969.

The UCA Department of Nursing was established with funding assistance from the city of Conway and by Governor Winthrop Rockefeller. The Department of Nursing has been an integral part of the university's academic community since its inception. It has consistently received the administrative support and cooperation required to sustain quality undergraduate and graduate programs.

The BSN program received its initial NLN accreditation in 1969. In keeping with the historical role of UCA as an institution for the preparation of teachers, a graduate program in nursing education (MSE) was established in 1970. In 1977 the graduate program was revised to offer a Master of Science in Nursing (MSN) degree. The MSN program was granted initial NLN accreditation in the fall of 1982. In 2014, the Doctor of Nursing Practice program received full approval from the Higher Learning Commission and admitted the first cohort of DNP students.

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### **Accreditation and Approval Status of UCA Department of Nursing Programs**

The Bachelor of Science in Nursing (BSN) program and the Master of Science in Nursing program at UCA are accredited by the [Commission on Collegiate Nursing Education](#) (CCNE); [American Association of Colleges of Nurses](#) (AACN). The UCA Department of Nursing recently received continuing CCNE accreditation for the BSN and MSN programs for a full 10 years.

The BSN program and MSN program are also approved by the [Arkansas State Board of Nurses](#).

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The Doctor of Nursing Practice (DNP) program is fully approved by the Arkansas Department of Higher Education and the North Central Association of Colleges and Schools; Higher Learning Commission (NCA-HLC). A self-study for accreditation by the [Commission on Collegiate Nursing Education](#) (CCNE); [American Association of Colleges of Nurses](#) (AACN) is planned for AY 2015-2016.

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### **Student Handbook Introduction**

This is one of several official UCA publications you need as a UCA student. These publications contain rules, regulations, and policies that apply to all UCA students.

- [The University of Central Arkansas Undergraduate Bulletin](#)
- [The University of Central Arkansas Graduate Bulletin](#)
- [UCA Student Handbook](#)
- [UCA Police Department Policies and Regulations](#)

The current edition of this handbook should be referred to throughout this academic year. It contains the rules, regulations, and policies that apply to all UCA nursing students. The information in this handbook in no way exempts you from the requirements of the University as found in the other official publications.

Policies and procedures change over time. While the information contained in this handbook was current when compiled, it is the responsibility of the student to know and follow the most recent policy or procedure. The UCA Nursing Student Handbook is updated every year and students are governed by the most current student handbook.

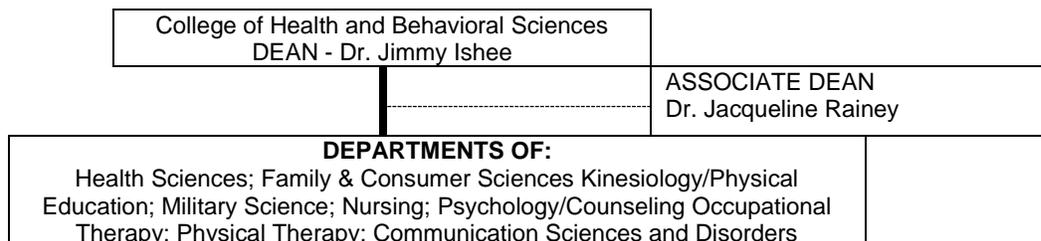
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**Department of Nursing Faculty and Staff Directory**

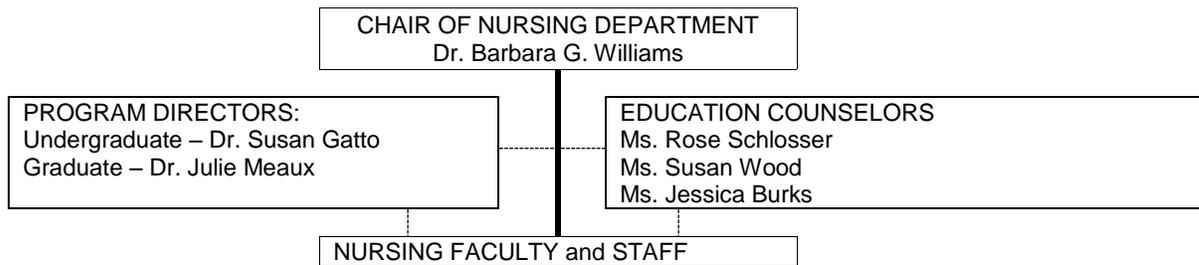
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**College of Health and Behavioral Sciences Organizational Chart**



## Department of Nursing Organizational Chart



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## DEPARTMENT OF NURSING INFORMATION

### Department of Nursing Mission and Philosophy

#### MISSION STATEMENT

The Department of Nursing is committed to educating students at the undergraduate and graduate level as leaders in the delivery of quality health care and the advancement of the practice of nursing.

#### PHILOSOPHY

Excellence in nursing education is achieved through dedicated nursing faculty and their ongoing commitment to teaching and student success, scholarship, and service to the community.

Nursing is a professional discipline concerned with meeting the health needs of a diverse and changing society. As a profession nursing is legally and ethically accountable to society for the integrity and outcomes of its practice. Professional nursing is an art and a science grounded in general education and derived from the synthesis of empirical knowledge, aesthetics, personal knowledge, and ethics. Nursing knowledge is built through scholarly inquiry and study, self-reflection, and a variety of clinical and professional experiences.

Nursing practice includes direct and indirect care, prevention and treatment of disease and illness, management of symptoms, and promotion of the health and well-being of individuals, families, groups, communities, and populations. Caring is fundamental to nursing and encompasses the characteristics of empathy, compassion, sensitivity, and the ability to connect with patients with thoughtful attention to patient's needs, interests, and values.

Nurses view people as holistic beings with inherent dignity and worth who have the right and responsibility to participate in decisions that affect their health. Health is a dynamic state of physical, spiritual, emotional and psychosocial being, affected by genetics, environmental factors, personal behaviors, and abilities to adapt in a rapidly evolving environment. Health is expressed in terms of perceived wellness and illness, both of which can occur in the presence or absence of disease.

Learning is a life-long endeavor that fosters intellectual and personal growth through critical thinking, active inquiry and participation in the educational process. The process of learning involves student-teacher partnerships and cooperation in meeting student and program goals. Professional nursing practice requires the acquisition of knowledge, competencies and values; role development; self-awareness; and acceptance of sociopolitical, ethical and professional responsibilities. The nursing faculty serves as role models who guide students in developing an understanding of the discipline and in developing leadership, accountability, cultural competence, safe and ethical practice, and interdisciplinary collaboration.

Undergraduate nursing education provides the student with the theoretical base in nursing and related disciplines, and the skills - both interpersonal and technological - required for practice. The graduate demonstrates the ability to integrate knowledge with skills and to collaborate with clients, families, and other health care professionals across a variety of settings.

Graduate nursing education provides the student with an expanded theoretical, clinical, and empirical knowledge base. The graduate curricula prepare students for roles that require increased autonomy, accountability, expertise and leadership. Graduates are prepared to provide evidence-based health care in collaboration with other health care providers and consumers, and contribute to the development of nursing through their practice, teaching, scholarship, and service.

Revised by Faculty Organization: February 20, 2015

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## Academic Integrity

The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students are subject to the provisions of the university's [Academic Integrity Policy](#), approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the UCA Student Handbook. Penalties for academic misconduct may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment affirms a student's acceptance of this university policy.

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## ANA Code of Ethics for Nurses

Each student is to adhere to the values and ethics expressed in the [ANA Code of Ethics for Nurses with Interpretive Statements](#) (2001) The [Code](#) can be viewed and purchased [online](#).

1. The nurse, in all professional relationships, practices, with compassion and respect for the inherent dignity, worth and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.
2. The nurse's primary commitment is to the patient/client, whether an individual, family, group, or community.
3. The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient/client.
4. The nurse is responsible and accountable for individual nursing practice and determines the appropriate delegation of tasks consistent with the nurse's obligation to provide optimum patient/client care.
5. The nurse owes the same duties to self as to others, including the responsibility to preserve integrity and safety, to maintain competence, and to continue personal and professional growth.
6. The nurse participates in establishing, maintaining, and improving healthcare environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.
7. The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.
8. The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.
9. The profession of nursing, as represented by associations and their members, is responsible for articulating nursing values, for maintaining the integrity of the profession and its practice, and for shaping social policy.

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## Student Honor Commitment

A sense of honor that includes academics and extends beyond is essential within nursing education. Commitment to integrity, ethical conduct, and high principles are vital components of this sense of honor. The faculty of the UCA Department of Nursing is committed to maintaining standards of honesty, truth, fairness, civility, and concern for others. Students are personally responsible for and will be held accountable to uphold these standards.

As a UCA nursing student, you are agreeing to consistently demonstrate:

- **Truth:** honesty, faithfulness to fact or reality.
- **Justice:** upholding moral and legal principles.
- **Altruism:** concern for the welfare of others.

These standards and values are consistent with those identified by the nursing profession. They are reflected in the following documents *Code for Nurses* (American Nurses Association, 2001) and *The Essentials of Baccalaureate Education for Professional Nursing Practice* (American Association of College of Nursing, 2008).

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## Academic Misconduct/Plagiarism

Nursing is a profession where there is opportunity to do a great deal of good and/or harm. Honesty is at the core of our practice. Acting dishonestly as a nurse puts patients/clients and peers at risk. The faculty of the Department of Nursing is dedicated to professional integrity. The department subscribes to the definition of academic misconduct and plagiarism and associated penalties in the current [UCA Student Handbook](#) specifically.

1. Academic misconduct, including cheating, will not be ignored or tolerated.
2. Those that are aware of academic misconduct (cheating) have the responsibility to confront and/or report the dishonest behaviors.
3. The UCA Nursing Student Handbook policy on academic dishonesty will be implemented.
4. Students who cheat and engage in academic misconduct jeopardize their standing in the UCA Nursing Program.

#### Examples of Misconduct (not an all-inclusive list)

- Copying test questions during test reviews.
- Removing tests from the classroom.
- Getting exam or quiz questions/answers from someone who is taking the exam or who has previously taken the exam or quiz.
- Completing work as a group without faculty approval
- Communicating with other students or using online or other resources while taking an online exam without faculty approval.
- Turning in papers obtained from commercial research firms, including the Internet.
- Turning in an assignment that was done entirely or in part by someone else.
- Reporting/documenting activities that were never actually done.
- Falsification of reports (including clinical).
- Choosing to ignore (and thus, condone) peer-cheating behaviors.
- Calling in sick for class, laboratory, or clinical when the student is not sick.
- Charting assessments, and nursing care that was not actually done.
- Looking at another student's exam booklet or computer sheet during an exam.
- Using hidden notes during an exam.
- Allowing other students to use your work as their own.
- Not complying with or violating university, department, or clinical agency policies.

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#### **Appeal Procedures, Department of Nursing**

The University and the Department of Nursing provides students an opportunity to appeal decisions on policies affecting their academic standing. Avenues of appeal are described in the current [UCA Student Handbook and Calendar](#).

Within the department of Nursing, this is the order in which to pursue the appeal process:

Academic and Personal Appeals (Non-academic misconduct appeals)

A. Within the Department of Nursing the order in which to pursue an appeal is:

1. Faculty member who assigned the grade.
2. Course Coordinator (if team taught course)
3. Chairperson of the Nursing Department. Provide a written description of how the student was treated differently from other students in the course and any other relevant information.

B. If not satisfied with the action of the Department Chair, the student may appeal to the Dean of the College and the procedure outlined in the current [UCA Student Handbook and Calendar](#).

1. Student Education Record Appeals (as described in the current [UCA Student Handbook and Calendar](#)).
2. Academic Policy/Requirements Appeals (as described in the current [UCA Student Handbook and Calendar](#)).
3. Academic Misconduct Appeals (as described in the current [UCA Student Handbook and Calendar](#)).

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#### **Attendance – Classroom, Laboratory, Simulation, Clinical**

Classroom, laboratory, simulation, clinical experiences, and any other course related activities are an integral part of the nursing courses. Absences may jeopardize the student's ability to meet course objectives. The following attendance policy applies to all nursing courses, unless otherwise noted in course syllabus.

1. Absence(s) in any course could result in failure of the course. This includes classroom, simulated laboratory, or clinical absences. Refer to course syllabi for course specific policies.
2. Students are tardy who enter after the instructor has begun class. Refer to course syllabi for course specific policy.
3. Students must notify the course coordinator/course faculty prior to an absence.
4. Students who are absent or late are responsible for obtaining all handouts, course information, and announcement information.
5. Students must notify the course coordinator prior to administration of a test if unable to take the test. Arrangements to take the test are to be made within 24 hours of return to campus or class. Failure to do so will result in a zero (0) for the test.
6. Students must notify the clinical instructor/preceptor before a clinical absence. Leaving a message with the Nursing Department or clinical facility secretaries or sending word with classmates is unacceptable.
7. Following any absence, on the day of return to campus, it is the student's responsibility to meet with the course coordinator to discuss student responsibilities for the absence.

Absences for personal trips/vacations, work related responsibilities, or other absences are unacceptable. Consequences of a student's failure to adhere to the attendance policy will be determined by the course faculty.

Decisions are based on the student's successful attainment of course objectives. Ultimately, absences could result in a student's failure of a course.

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### **Attendance for Online Courses**

Online courses meet online via Blackboard® asynchronously. Attendance will be measured in terms of scholarly and perceptive participation in online discussions; timely responses to online discussion questions; and written assignments electronically submitted by the deadlines. Poorly written, incomplete, and late assignments will result in lower scores.

Online courses have a few mandatory face-to-face class meetings. Specific due dates and other important dates will be listed on the course calendar located on the Blackboard® homepage.

Student non-participation in online courses: The student is responsible to notify the course coordinator of extenuating circumstances that would prohibit the student from completing course assignments in a timely manner. This is to be done prior to the assignment due date. Failure to participate in course activities will result in course failure.

Online courses are **not** affected by inclement weather, unless the inclement weather is on the required face-to-face meeting days.

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### **Blackboard® Course Management System**

Blackboard® is the course management system used at UCA for online and enhanced course delivery. Access to Blackboard® course websites is automatic with enrollment in the course. Blackboard® will be utilized to facilitate presentation of course content, communication between students and faculty, to post course materials and presentations, electronic submission of assignments, and for online case discussions, etc. Please go to <https://uca.edu/it/blackboard/> if you have questions or need assistance with Blackboard.

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### **Blackboard® Logon**

Log into [myUCA](#) to access Blackboard® courses (<http://my.uca.edu>). Student account information is required to log in to [myUCA](#). For assistance with students information, take a photo ID to Burdick Hall 106. Once in Blackboard®, go to the My Courses tab. To access the course, click on the course and a new window should pop up with the course homepage.

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### **Complaints**

The UCA Department of Nursing strives to provide an environment of mutual respect, cooperation, and understanding. Notwithstanding this commitment, problems and concerns sometimes occur. This policy is available to students who wish to have a concern resolved regarding a person or process of the department not covered by other existing policies, such as grade appeals, sexual harassment complaints, etc. These policies are addressed elsewhere in this handbook or in the [UCA Student Handbook](#). The complaint/concern should be provided in writing to the department chairperson during the semester of occurrence but no later than twenty (20) days from the first day of the following academic semester. The individual has the option of meeting with the chairperson informally prior to filling the written complaint in order to have a better understanding of the process. To pursue this informal meeting regarding the complaint, the students should make an appointment with the chairperson.

The formal complaint must contain the name of the person filing the complaint, the complainant's phone number and e-mail address, the date of the complaint, the date of the occurrence, and a detailed accounting of the incident or detailed explanation of the complaint, and any steps taken to seek resolution of the problem. The Chairperson will, in a timely manner, usually within ten (10) business days, investigate the complaint, take appropriate action, and notify the student of the resolution of the matter. If the student is not satisfied with the resolution, the student may, within ten (10) business day of date of the notification, appeal the resolution in writing to the Dean of the College of Health and Behavioral Sciences.

If the complaint is against the chairperson, the student should file the complaint with the Dean of the College of Health and Behavioral Sciences.

Formal complaints against the department may also be filed with the accrediting or approving body. The student must follow the criteria and process established by the [Commission on Collegiate Nursing Education](#) (CCNE) and approved by the [Arkansas State Board of Nursing](#). **Complaint Policy is Adapted from Pace University, Lienhard School of Nursing; College of Saint Benedict, Saint John's University; and North Central Missouri College. July, 2012.**

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### **Confidentiality**

All patient/client and proprietary information is considered confidential and protected by law, including the 1996 Health Insurance Portability and Accountability Act (HIPAA). Students have an ethical and legal obligation to protect confidential information and to refrain from obtaining information that is not relevant to their assignment.

Confidentiality applies to all data whether obtained from the patient/client, family, other health care members, charts/records, or other sources. Unauthorized use of confidential information or the violation of confidentiality may result in discipline up to and including dismissal from the nursing program and in civil and criminal liability for the student. Copying or photographing patient/client information is **strictly prohibited**.

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### **Convocation**

The purpose of the convocation ceremony is to recognize all graduates in that calendar year. The ceremony is usually held the afternoon prior to the University's spring commencement. During the ceremony, BSN graduates receive their nursing pins, MSN and DNP graduates are hooded, and post-MSN graduates receive their certificates. Student representatives from each program will be asked to participate with faculty in planning the event.

Participation in this event is encouraged.

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### **Course Cancellation, Limited Enrollment Policy**

The Department of Nursing reserves the right to limit enrollment and to cancel any course for which qualified faculty are not available, student enrollment is not sufficient, or student enrollment is greater than program resources.

Decisions to cancel a class are based in part on student enrollment therefore, advanced registration is strongly encouraged. In the case that all sections of a course that is listed for that semester on a student's plan of study are full, the student should contact a UCA Department of Nursing Education Counselor.

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### **Criminal Background and Licensure**

The UCA Department of Nursing requires criminal background checks on all entering students. This decision is due to the increasing number of clinical agencies requiring this procedure. Additional criminal background checks may be required while the student is enrolled in the program and as required by clinical agencies. Students will assume the related costs. Students unable to participate in a required clinical experience due to criminal conviction(s) will be unable to complete the course requirements.

To the extent the University is required to maintain records related to the results of criminal background checks, we will exert our best efforts to maintain confidentiality.

Applicants for an Arkansas nursing license are required to complete additional background checks as part of that process. Per state law, persons convicted of a crime may not be eligible to obtain a nursing license. For more information and a list of crimes, refer [http://www.arsbn.arkansas.gov/lawsRules/Documents/SUBCHAPTER\\_3.pdf](http://www.arsbn.arkansas.gov/lawsRules/Documents/SUBCHAPTER_3.pdf) Nurse Practice Act, chapter 3, section 17-87-309 and 17-87-312. See the department chairperson for more information.

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### **Criminal Behavior While Being a UCA Nursing Student**

If a student has criminal charges filed against her/him, the student is to make a copy of all related materials and submit the material to the Department Chair within 30 days of filing of the criminal charge or citation.

It is the student's responsibility to keep the Department Chair informed of the charge(s) and to provide any related paperwork.

Criminal behavior engaged in by a student might affect the student's academic standing and progression in the UCA nursing program. Each case is considered on an individual basis in light of ACA § 17-87-309 Arkansas State Board of Nursing rules and policies regarding criminal behavior, ethical and professional standards of conduct, and contracts with clinical facilities. Sanctions can range from dismissal from the nursing program to probation for a period of time, and might include other disciplinary requirements based on the charge(s).

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### **Critical Thinking Standards**

Universal intellectual standards must be applied to thinking whenever one is interested in checking the quality of reasoning about a problem, issue, or situation. Critical thinking requires having command of these standards.

Teachers should pose questions which probe and question student thinking to help students learn these standards.

Teachers should hold students accountable for their thinking, and consistently use questions which become

internalized by students as questions they need to ask themselves. The ultimate goal, then, is for these questions to become infused in the thinking of students, forming part of their inner voice, which then guides them to better and better reasoning. While there are a number of universal standards, the following are the most significant:

#### Clarity

Clarity is a gateway standard. If a statement is unclear, we cannot determine whether it is accurate or relevant. In fact, we cannot tell anything about it because we don't yet know what it is saying. For example, the question "What can be done about the education system in America?" is unclear. In order to adequately address the question, we would need to have a clearer understanding of what the person asking the question is considering the "problem" to be. A clearer question might be "What can educators do to ensure that students learn the skills and abilities which help them function successfully on the job and in their daily decision-making?" Could you elaborate further on that point? Could you express that point in another way? Could you give me an illustration? Could you give me an example?

#### Accuracy

A statement can be clear but not accurate, as in "Most dogs are over 300 pounds in weight." Is that really true? How could we check that? How could we find out if that is true?

#### Precision

A statement can be both clear and accurate, but not precise, as in "Jack is overweight" (We don't know how overweight Jack is, one pound or 500 pounds.). Could you give me more details? Could you be more specific?

#### Relevance

How is that connected to the question? How does that bear on the issue? A statement can be clear, accurate, and precise, but not relevant to the question at issue. For example, students often think that the amount of effort they put into a course should be used in raising their grade in a course. Often, however, "effort" does not measure the quality of student learning, and when that is so, effort is irrelevant to their appropriate grade.

#### Depth

How does your answer address the complexities in the question? How are you taking into account the problems in the question? Is that dealing with the most significant factors? A statement can be clear, accurate, precise, and relevant, but superficial (that is, lack depth). For example, the statement "Just Say No", which is often used to discourage children and teens from using drugs, is clear, accurate, precise, and relevant. Nevertheless, it lacks depth because it treats an extremely complex issue, the pervasive problem of drug use among young people, superficially. It fails to deal with the complexities of the issue.

#### Breadth

Do we need to consider another point of view? Is there another way to look at this question? What would this look like from a conservative standpoint? What would this look like from the point of view of...? A line of reasoning may be clear, accurate, precise, relevant, and deep, but lack breadth (as in an argument from either the conservative or liberal standpoints which gets deeply into an issue, but only recognizes the insights of one side of the question.)

#### Logic

Does this really make sense? Does that follow from what you said? How does that follow? But before you implied this and now you are saying that, I don't see how both can be true. When we think, we bring a variety of thoughts together into some order. When the combination of thoughts is mutually supporting and makes sense in combination, the thinking is "logical." When the combination is not mutually supporting, is contradictory in some sense, or does not "make sense," the combination is "not logical."

- |           |  |
|-----------|--|
| Clarity   | <ul style="list-style-type: none"><li>• Could you elaborate further?</li><li>• Could you illustrate what you mean?</li><li>• Could you give me an example?</li></ul>       |
| Accuracy  | <ul style="list-style-type: none"><li>• How could we check on that?</li><li>• How could we find out if that is true?</li><li>• How could we verify or test that?</li></ul> |
| Precision | <ul style="list-style-type: none"><li>• Could you be more specific?</li><li>• Could you give me more details?</li><li>• Could you be more exact?</li></ul>                 |
| Relevance | <ul style="list-style-type: none"><li>• How does that relate to the problem?</li></ul>   |

- How does that bear on the question?
  - How does that help us with the issue?
- Depth
- What factors make this a difficult problem?
  - What are some of the complexities of this question?
  - What are some of the difficulties we need to deal with?
- Breadth
- Do we need to look at this from another perspective?
  - Do we need to consider another point of view?
  - Do we need to look at this in other ways?
- Logic
- Does all of this make sense together?
  - Does your first paragraph fit in with your last?
  - Does what you say follow from the evidence?
- Significance
- Is this the most important problem to consider?
  - Is this the central idea to focus on?
  - Which of these facts are most important?
  -

Paul, R. and Elder, L. (1999). Guide to Critical Thinking: Concepts and tool. Sonoma: CA: Foundation for Critical Thinking.  
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### Emergency Preparedness

An Emergency Procedures Summary (EPS) for the building in which this class is held will be discussed during the first week of this course. EPS documents for most buildings on campus are available at <http://www.ucapd.net/index.php/emergencyprocedures>. Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes.

Student should enroll in the UCA Police Department's emergency notification system at <http://www.ucapd.net/index.php/notification-systems>.  
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### Employment

Online courses allow students to maintain employment while pursuing a higher degree. However, all students are expected to meet course and degree requirements. Students should expect to devote the same amount of time for online courses as they would for face-to-face courses. **For each 3-credit course you should be prepared to devote 12-15 hours per week to reading and course activities.**

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### Grading Scale

The grading scale for Nursing Courses is as follows:

- 90.00 – 100% = A
- 80.00 – 89.99% = B
- 70.00 – 79.99% = C
- 60.00 – 69.99% = D
- 00.00 – 59.99% = F

Grades will be calculated to two decimals and will **not** be rounded.

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### Inclement Weather and Delayed Start, UCA

Students should check the [UCA web page](#) for official information regarding closure of the university due to hazardous weather conditions. If the university is open and hazardous conditions exist where the student lives, the individual is expected to make the judgment as to whether it is safe to travel to campus or the clinical setting. If the individual student decides it is not safe to travel, she/he is expected to follow the attendance policy guidelines regarding notification of faculty. In the event that the UCA campus is closed for any length of time, it is the student's responsibility to check both the UCA website and the Blackboard® website for all courses in which the student is enrolled. Students should check Blackboard® more than once the first day and daily after that during the time

campus is closed to check for assignments and/or instructions for making up missed course time. Students should check with course faculty for more specific guidelines and requirements.

Courses (on campus and online) may be converted to an online format or re-scheduled at the discretion of the faculty. Further, online courses will continue as planned even if the campus is closed. If the UCA internet system and/or Blackboard® are not working students should call their instructors at the phone number(s) provided by the instructor.

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### **Simulation Center**

The Learning Resource/Simulation Center (Sim Center) office is located in DHSC 208. If you need to schedule an appointment with the Simulation Center Coordinator, please call 501-450-3230.

The Sim Center is designed to simulate the actual nursing practice environment. A lab Specialist is available during posted hours. Borrowing lab equipment for off campus use is prohibited.

While in the Simulation Center, you must:

- Wear your white lab coat (or other designated clothing as required for the nursing course)
- Wear closed toe shoes
- Wear your full uniform during check-offs and simulation lab.
- Return all items to their original places or to the area designated by the lab coordinator or faculty.
- Clean up after yourself. Straighten the beds, etc when you are finished in the lab.
- Inform the simulation center coordinator if you use the last item or if the supply is getting low.
- Do Not put wet linens in the laundry hamper. Ask the simulation center coordinator for instructions.
- See the simulation center coordinator for additional policies.

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### **Name and Address Changes**

The Department of Nursing, Administrative Specialist (DHSC 130) maintains nursing student records. Name and/or address changes must be reported to the appropriate Program Director of the Department of Nursing and the UCA University Registrar (McCastlain Hall) immediately. *The address change form is available at*

[http://uca.edu/hr/documents/name\\_change\\_form.pdf](http://uca.edu/hr/documents/name_change_form.pdf)

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### **Professional Boundaries**

UCA Nursing students must understand and apply the National Council of State Boards of Nursing (www.ncsbn.org) concepts of professional boundaries. "As health care professionals, nurses strive to inspire confidence in their patients and their families, treat all patients and other health care providers professionally, and promote patient independence. Patients can expect a nurse/nursing student to act in their best interests and to respect their dignity. This means that the nurse/nursing student abstains from obtaining personal gain at the patient's expense and refrains from inappropriate involvement in the patient's personal relationships." (National Council of State Boards of Nursing).

UCA Nursing students must maintain professional boundaries as follows:

1. The nursing student's responsibility is to delineate and maintain boundaries.
2. The nursing student should work within the zone of patient/client-centered care.
3. The nursing student should examine any boundary crossing, be aware of its potential implications and avoid repeated crossings.
4. Variables such as the care setting, community influences, patient/client needs and the nature of therapy affect the delineation of boundaries.
5. Actions that overstep established boundaries to meet the needs of the nurse are boundary violations (such as personal relationships with patients/clients).
6. The nursing student should avoid situations where he or she has a personal or business relationship with the Patient/Patient/client, as well as professional one.
7. Post-termination relationships are complex because the patient/client may need additional services. It may be difficult to determine when the nurse-Patient/client relationship is truly terminated.
8. Be careful about personal relationships with patient/client who might continue to need nursing services (such as patients/clients with mental health issues or oncology patients/clients).

If a nursing student is faced with boundary issues, has violated professional boundaries, or knows of other nursing student who have violated professional boundaries, that person must contact a nursing faculty member, the program director, or the department chairperson immediately to seek assistance and counseling.

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### **Professional Liability**

All RN to BSN, RN to BSN/MSN, MSN, and DNP students in clinical nursing courses must be covered by professional liability insurance.

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### **Protection of Human Subjects**

All proposals for research by students must be reviewed to ensure protection of human subjects. Students are to follow the policies and procedures of the UCA Institutional Review Board. A copy of the policies and procedures can be accessed on the Sponsored Programs homepage <http://spo.uca.edu>. Students with questions should call Sponsored Programs at 501-501-450-3451.

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### **Public Disclosure of Information**

The following information, which is considered to be directory information, will be subject to public disclosure unless the student informs the Department Chair in writing before the end of the first week of classes each semester that he or she does not want any or all of these types of information designated as directory information: The student's name, address, nationality, classification by year, number of hours in which enrolled and completed, participation in officially recognized activities and sports, dates of attendance (including matriculation and withdrawal dates), degrees, scholarships, and honors and awards received (including type and date received).

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### **Recording of Classes and Distribution of Course Materials by Students**

Students are not permitted to video or audio record any part of the class without prior authorization from the instructor conducting the course activity. Permission must be obtained for each and every occurrence unless the instructor provides approval for recording all classes at the beginning of the course. If permission is granted, the student can only use the recording for his/her own personal use. The student must notify all the students in the class that the recording is being conducted. The recording cannot be downloaded, uploaded, or published in any form. The recordings must be destroyed at the end of the semester in which they are enrolled in the class unless the student receives the instructor's written permission to retain them.

Any recordings provided to the student via Blackboard® or any other electronic method is for the student's personal use only. The recordings may not be shared, downloaded, uploaded or published.

The aims of this policy are: to respect the integrity and effectiveness of the classroom experience; protect students and faculty dignity and privacy; respect faculty and University rights in instructional materials; and comply with copyright law. Violations of this policy could result in disciplinary actions equivalent to the offense.

Adapted in part from University of Virginia

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### **Sexual Harassment**

Sexual harassment by any faculty, staff, or student is a violation of both law and university policy and will not be tolerated at the University of Central Arkansas. Sexual harassment of employees is prohibited under Section 703 of Title VII of the Civil Rights Act of 1964, and sexual harassment of students may constitute discrimination under Title IX of the Education Amendments of 1972. Refer to the current UCA Student Handbook for more information and university policy. The Department of Nursing follows in the university policy. Sexual harassment occurring in the clinical agency is covered by this policy.

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### **Social Media**

Facebook, LinkedIn and Twitter are popular communication channels and a good way to connect with family and friends. Social media also provides opportunities to network with colleagues and like-minded individuals and to develop students as responsible members of a professional community. Sharing and communicating one's opinions can be a valuable learning experience. But there are consequences of misuse.

As health care workers, we pledge our confidentiality. If you post patient/client identifiable information (information that can identify a patient/client in any way), you are liable for breach of confidentiality. Even if you post information such as "the person that had the heart transplant today" you are disclosing patient/client identifiable information. And this is considered a HIPAA violation. HIPAA violations result in fines and jail terms. Arkansas nurses have had their nursing licenses' disciplined by the Arkansas State Board of Nursing for posting information on social media about their patients/clients.

Nurses have lost their jobs related to posting negative comments about their job or patients/clients, even if private information is not disclosed.

Nurse recruiters commonly check social media accounts for new hires. Less than professional comments (or inappropriate use, actions, or behaviors) can result in loss of a job opportunity.

Defamatory comments on the Internet have resulted in civil lawsuits alleging defamation or slander.

#### American Nurses Association Principles for Social Networking

1. Nurses (*and nursing students*) must not transmit or place online individually identifiable patient/client information.
2. Nurse (*and nursing students*) must observe ethically prescribed professional patient/client-nurse boundaries. *Accepting a Patient/Patient/client's "friend" request can damage the nurse-patient/client therapeutic relationship. Erosion of trust may occur as the patient/client discovers a nurse's personal information.*
3. Nurses (*and nursing students*) should understand that patients/clients, colleagues, institutions, and employers may view postings.
4. Nurses (*and nursing students*) should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses (*and nursing students*) should bring content that could harm a patient's/client's privacy, rights, or welfare to the attention of appropriate authorities. *\* The proper authority is the UCA DON Chairperson*
6. Nurses (*and nursing students*) should participate in developing institutional policies governing online conduct. *See the UCA DON Program Directors.*

#### American Nurses Association 6 Tips to Avoid Problems

1. Remember that standards of professionalism are the same online as in any other circumstances.
2. Do not share or post information or photos gained through the nurse-patient/client relationship. *Taking photos during simulation laboratory or in clinical are strictly prohibited.*
3. Maintain professional boundaries in the use of electronic media. Online contact with patients/clients blurs this boundary. *Contacting patient/client outside of the clinical experience is strictly prohibited.*
4. Do not make disparaging remarks about patients/clients, employers, co-workers, *nursing faculty, clinical instructors, or any other person*, even if they are not identified. *Be careful with the tone of your remarks.*
5. Do not take photos or videos of patients/clients on personal devices, including cell phones.
6. Promptly report a breach of confidentiality or privacy.

NOTE: *Italicized words are not from the ANA, but were added for clarity of this policy.*

#### How To Avoid Consequences Related To Social Media Usage

Follow department, university, and agency policies on social networking and Internet use.

Know that healthcare agencies and the Department of Nursing have the right to monitor online activity.

Do Not share your clinical and/or work experiences on Facebook or any other social media site.

Do Not Use social networking sites at work or during clinical experiences.

Do Not upload images of yourself or others students/faculty in a clinical environment or in uniform.

Do Not discuss clinical events or news stories about patients/clients, your educational institution, employer, or other healthcare agencies.

Do Not give medical/healthcare advice online.

Do Not discuss course related content. Use the Blackboard® site for course related discussions

\* Adapted from Prinz A. Professional social networking for nurses. *American Nurse Today* 2011, 6 (7): 30-32.

Any infractions of this policy will result in disciplinary action may be up to and may include dismissal from the nursing program and a grade of "F" in the course. Additionally, it is the responsibility of the Department of Nursing to report any breaches in patient/client confidentiality or other inappropriate student behavior, including those occurring via social networking sites, to health care agencies.

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#### **Student Participation in Program Evaluation and Research**

The Department of Nursing routinely collects evaluative information and research data about the program which includes faculty, students, and/or courses. The information is not used to determine the academic standing of a student. To assist faculty with program evaluation and research, students can expect: 1) to take standardized academic tests throughout the program; 2) that data will be obtained from student and course records for use in educational research and program evaluation; and 3) that observers will be present in the classroom or clinical setting for the purposes of collecting research data, evaluating/observing performance of the instructor, or testing educational instruments.

Any educational research sponsored by or conducted in the Department of Nursing is subject to university and departmental policies and procedures. All educational research will comply with the policies and procedures of the UCA Institutional Review Board for the Protection of Human Subjects. Any information/data obtained from student and course records is subject to university policies and procedures and the Family Educational Rights and Privacy Act of 1974.

Data collected for educational research or program evaluation will not be used to influence a student's academic standing. It will be used as group data or to evaluate instructors, teaching strategies, courses and/or the program as a whole.

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### **Student Responsibility for Lost Equipment**

When equipment used in or borrowed from the Department of Nursing is damaged or not returned, grades of those involved will be administratively held until restitution is made.

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### **Student Service on University and Department of Nursing Committees**

Opportunities are available for student participation on the standing committees of the department and the university. Students are recruited to serve on the Department of Nursing Curriculum Committees and on appropriate ad hoc committees of the Awards, Admissions, and Progression Committees. The names of students who are serving on DON committees can be found on the Department website.

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### **Students with Disabilities**

The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, contact the [Office of Disability Support Services](#) at 501-501-450-3613. See for eligibility of services and other pertinent information.

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### **Substance Abuse Policy: (Based on Arkansas Nursing Education Model Substance Abuse Policy)**

The University of Central Arkansas (UCA) Department of Nursing recognizes its responsibility to provide a healthy environment within which students may learn and prepare themselves to become members of the nursing profession. The Department of Nursing is committed to protecting the safety, health and welfare of its faculty, staff, and students and people who come into contact with its faculty, staff and students during scheduled learning experiences. The Department of Nursing strictly prohibits the illicit use, possession, sale, conveyance, distribution and manufacture of illegal drugs, intoxicants, or controlled substances in any amount or in any manner and the abuse of non-prescription and prescription drugs.

Any nurse or nursing student who tests positive for illegal, controlled, or abuse-potential substances and who cannot produce a valid and current prescription for the drug is at risk of being in violation of the Arkansas Nurse Practice Act, ACA 17-87-309 (a)(3)(4) and (6); the Arkansas State Board Rules and Regulations Chapter Seven, Section XI.A and Section XV.A.6.m; the UCA Board of Trustee Policy 505 and 506, and the [UCA Student Handbook](#), Drug Free Schools and Communities Policies.

Furthermore, any nurse who is aware that another nurse has violated a provision of the Arkansas Nurse Practice Act is obligated to report that nurse to the Board. A failure to do so in and of itself is a violation of the Arkansas Nurse Practice Act, ACA 17-87-309 (a)(6); and the Arkansas State Board Rules and Regulations Chapter Seven, Section XI.A and Section XV.A.6.j. Similar professional expectations apply to nursing students.

Any nursing student who is aware that another nursing student is using or is in possession of illegal drugs, intoxicants, controlled substances or is abusing non-prescription or other prescriptive drugs is obligated to report this information to a Department of Nursing faculty member.

The intent of the Substance Abuse Policy is not simply to identify those students who are chemically impaired, but it also attempts to assist the student in the return to a competent and safe level of practice and to achieve his/her goal of becoming a Registered Nurse. Emphasis is on deterrence, education, and reintegration. All aspects of the policy are to be conducted in good faith with compassion, dignity, and confidentiality to the extent allowed by state and federal law.

This Substance Abuse Policy of the UCA Department of Nursing is consistent with the University's policy.

### **Testing Procedures**

When the Testing May Occur. The Department requires the student to submit to drug testing under any or all of the following circumstances:

- Random testing as required by the Department of Nursing and/or clinical agencies
- For cause
- As part of a substance abuse recovery program

Students will be directed on testing procedures.

Cost. Students are responsible for the cost of drug screening.

Positive Results. Tests results will be considered positive if substance levels, excluding caffeine and nicotine, meet or exceed the Arkansas State Board of Nursing established threshold values for both immuno assay screening and gc/ms confirmation studies, and the Medical Review Officer verification investigation verifies unauthorized use of the substance. Positive tests are run twice to verify substances. Split samples are saved at the original lab and may be sent to another SAMHAS approved lab for additional testing at the student's expense.

Confidentiality. All testing information, interviews, reports, statements and test results specifically related to the individual are confidential to the extent allowed by state and federal law. Drug test results will be received from the lab by the Department of Nursing Chairperson or her designee, and only authorized persons will be allowed to review this information. Records will be maintained in a safe, locked cabinet and/or password protected electronic database.

Treatment and Referral. The outcome of a positive drug screen may include any of the following: a warning, a learning agreement for behavioral change, referral for medical evaluation, or immediate dismissal from the program. The Department of Nursing Chairperson will refer persons identified as having substance abuse problems for therapeutic counseling regarding substance withdrawal and rehabilitation to a reliable source(s).

Admission and Reapplication with a History of Substance Abuse. A student will not be denied learning opportunities based on a history of substance abuse. The admission and reapplication process for a student who has previously tested positive for substance abuse will include:

- Demonstrated attendance at Alcoholics Anonymous (AA), Narcotic Anonymous (NA), or a treatment program of choice from a legitimate substance abuse counselor for a period of time designated by the Chairperson. Evidence of participation must be submitted to the Chairperson of Nursing. Acceptable evidence shall consist of a written record of at least the date of each meeting, name of each group attended, purpose of the meeting, and signature or signed initials of the chairperson of each group attended.
- Demonstrate at least five (5) year(s) of abstinence immediately prior to application.
- Submit letters of reference from all employers within the last five (5) year(s).
- Once admitted or readmitted, the student must sign an agreement to participate in monitoring by random drug screening consistent with the policy of the institution and the clinical agency where assigned patient/client care. The student will pay for testing.
- Once admitted or readmitted, the student must abstain at all times from the use of controlled or abuse-potential substances, including alcohol, except as prescribed by a licensed practitioner from whom medical attention is sought. The student shall inform all licensed practitioners who authorize prescriptions of controlled or abuse-potential substances of student's dependency on controlled or abuse-potential substances, and the student shall cause all such licensed practitioners to submit a written report identifying the medication, dosage, and the date the medication was prescribed. The prescribing practitioners shall submit the report directly to the Department of Nursing Chairperson or designee within ten (10) days of the date of the prescription. *(Adapted from the ASBN Suspension Motion, 0500.)*

Once a student who is readmitted to the nursing program has a positive test for substance abuse, the student will be dismissed from the program and will be ineligible to return. Furthermore, the student will be ineligible to receive a letter of good standing from the nursing program.

#### **Substance Abuse Policy - Random Checks and Testing For Cause**

Students may be randomly selected to complete a urine drug screen for substance abuse. Students will be notified by letter to report to a selected drug screening facility within a defined time period. Students will be responsible for the cost of the drug screen. Failure to complete the urine drug screen within the designated time frame will result in the student being administratively dropped from all courses and dismissed from the program. All students should anticipate being required to complete a urine drug screen at least once during the program. Students may also be required to complete a urine drug screen for suspicion of drug or alcohol use at any time.

Any nursing student, who demonstrates behavioral changes suspected to be related to substance abuse, including but not limited to alcohol, will be subject to testing. The nursing faculty member's decision to drug test will be drawn from those facts in light of the experience of the observer(s) and may be based on, but not be limited, to:

- observable phenomena, such as direct observation of drug use and/or physical symptoms or manifestations of being under the influence of a substance of abuse.
- erratic behavior, slurred speech, staggered gait, flushed face, dilated/pinpoint pupils, wide mood swings, and/or deterioration of work performance.
- information that a student has caused or contributed to an accident as a result of substance abuse.
- information that a student has been arrested or charged with a substance abuse related offense.
- conviction by a court or being found guilty, plea of guilty, or a plea of no contest for substance abuse related offense.

Testing for cause will be conducted using the following policy/procedure:

1. The faculty member observes suspicious behavior. If circumstances permit, another appropriate person will be asked to confirm the suspicious behavior.
2. The student will be asked to leave the area and go with a faculty member and a witness to discuss the situation in a location ensuring privacy and confidentiality. The discussion will be documented, and the decision whether to drug test will be made.
3. If warranted, the student will submit appropriate laboratory specimens in accordance with the Substance Abuse Policy and if appropriate, clinical agency policies.
4. The student will be suspended from all clinical activities until the case has been reviewed by the appropriate personnel or committees, as designated by the nursing program. The student may continue to participate in classroom activities.
5. If the laboratory test is negative for substances classified in the *Diagnostic and/or Clinical Statistical Manual of Mental Disorders* (DSM-IV), the student will be allowed to return to class and clinical learning experience without penalty. Arrangements to make up missed work must be initiated by the student on the first day back to clinical.
6. If any one laboratory test is positive for substances classified in the *Diagnostic and/or Clinical Statistical Manual of Mental Disorders* (DSM-IV), the decision may include, but is not limited to any one or more of the following: warning, a learning agreement for behavioral change, referral for medical evaluation, or immediate suspension from the program.
7. Confidentiality will be maintained to the extent allowed by state and federal law.

Acknowledgements to the following nursing schools who submitted policies for use and review

Community College of Southern Nevada	Ouachita Technical College	University of Arkansas at Fayetteville
NorthWest Arkansas Community College	Harding University	University of Arkansas Medical Sciences
Foothills Technical Institute	Texarkana College	<b>updated 8-4-2015</b>
	Jefferson Hospital Association, Inc.	
	University of Central Arkansas	

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### Transportation

It is necessary that students have independent means of transportation for their clinical experiences of individual visits to agencies or families.

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## OTHER NURSING INFORMATION

### Nursing Organizations

#### **Sigma Theta Tau International Honor Society of Nursing, Kappa Rho Chapter At-Large**

In the spring of 1988 the Kappa Rho Chapter of [Sigma Theta Tau, the International Honor Society of Nursing](#), was chartered. In spring 2002, the charter was reissued as Kappa Rho Chapter At-Large to include Arkansas Tech University Nursing Program. Sigma Theta Tau is the only honor society for nursing. The first chapter was established in 1922. The society recognizes superior achievement, facilitates leadership, supports scholarship in nursing, and strengthens individual's commitment to ideals and purposes of professional nursing.

Undergraduate students who meet Sigma Theta Tau's criteria are eligible for induction into the Kappa Rho Chapter. Currently, those standards include having completed a least one-half of their required nursing credits, in the upper 35% of their class, have a minimum of 3.0 GPA, and have two endorsements by members for membership.

Graduate students who meet Sigma Theta Tau's criteria are eligible for induction into the Kappa Rho At-Large Chapter. Currently, those standards include having completed one-fourth (1/4) of the master's curriculum in nursing, demonstrate evidence of leadership and excellence in scholarship, and having achieved a GPA of 3.5 or above. Students meeting these criteria are may apply for membership.

Induction into the Honor Society and Kappa Rho-at-large Chapter occurs in the fall semester of each year. For further information, contact the Department of Nursing faculty counselor to Kappa Rho-at-large at 501-501-450-3119.

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### **UCA Nursing Alumni Chapter**

Founded in 1990, the Nursing Alumni Chapter is affiliated with the UCA Alumni Association. Its purposes are to: 1) maintain a close relationship between the university and graduates of the programs in nursing; 2) maintain a medium for dissemination of information pertinent to professional nursing; and 3) to promote professionalism in nursing through the educational process. Membership is open to all graduates and former students of the nursing programs, present and past nursing faculty, and other individuals who are interested in affiliating with the Chapter. See Department of Nursing Chairperson for more information.

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### **Useful Websites**

[UCA Homepage](#)

### **Professional Websites**

[American Association of Colleges of Nurses](#) (AACN)

[American Nurses Association](#) (ANA)

[ANA Code of Ethics for Nurses](#)

[Arkansas Nurse Practice Act](#)

[Arkansas State Board of Nursing](#)

[Commission on Collegiate Nursing Education](#) (CCNE)

[National League for Nursing](#) (NLN)

[National Student Nurses Association](#) (NSNA)

[Sigma Theta Tau](#)

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## **UNIVERSITY SERVICES INFORMATION**

UCA offers many services to students. The following are some that are particularly relevant to nursing students. Refer to the [UCA Student Handbook](#) for more information on these and other services.

### **Bookstores**

Textbooks, educational supplies, trade books, clothing, souvenirs, gifts, and convenience items are available in the [University Bookstore](#), the Campus Bookstore, and Textbook Brokers. The University Bookstore is located in the Student Center. The Campus Bookstore and Textbook Brokers are located on Farris Road. Textbooks for nursing courses are shelved in each bookstore under "Nursing". Some books are required and others are recommended. The University Bookstore sells all required items. Not all required items/texts are sold in the Campus Bookstore and Textbook Brokers. Each bookstore has specific requirements regarding refunds. Follow the bookstore requirements regarding refunds. A list of textbooks required or recommended for nursing courses can be obtained at the website.

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### **Computer Services**

Computer labs are located across campus. Hours for the labs vary, but several are open during the evenings. Click for [computer locations](#) and times of operation.

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### **Counseling Center**

If students find that at some time during the semester, personal problems are keeping them from completing course work, they may find it beneficial to visit the counseling center. All students are entitled to free, confidential, professional counseling.

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### **E-Mail**

UCA faculty and staff are provided with email accounts for the purpose of conducting official business related to academic and/or administrative functions to accomplish tasks consistent with the university's mission. Because email is an effective way to disseminate information of importance, relevance and interest, and because it is an important tool to meet the academic and administrative needs of the university as a whole, it shall be the university's policy that email be an official communication mechanism with faculty, staff, and students and that all faculty, staff, and students who use the MyUCA portal. Student users of the MyUCA portal are required to use and maintain a UCA cub account address. This is the only email address that will be used for official communication with students, faculty, and staff

regarding all academic and administrative matters. This policy does not preclude the use of any other methods of communication. Each individual course faculty may prescribe the communication format for their course. See the course syllabus for each nursing course or ask the course coordinator of each nursing course.

#### **Emails to Mobile Device: POP Instructions**

UCA gmail has the ability to POP your emails to your Apple or Android mobile device. The available links are provided with instructions for you to enjoy the features of GroupWise your mobile device.

[iPhone – Setup Instructions for Student POP](#)

[Android – Setup Instructions for Student POP](#)

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#### **Financial Aid Resources**

The [Financial Aid Office](#) of the University provides information and application materials for grants, loans, and scholarship aid. Information on other sources of financial aid may be obtained from the Program Directors, Department of Nursing Education Counselors, or from the Student Financial Aid Office located in Bernard Hall, Suite 201.

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#### **Library**

Torreyson Library hours are posted at the Library. Changes due to holidays, semester breaks, or summer sessions are announced in *The Echo* and posted at the library. Students may request an orientation to Torreyson. Remote access to Torreyson Library is available and includes interlibrary loan and free academic data bases. Information is also available through the [Torreyson Library Home Page](#). Contact UCA Library at 1-501-501-450-3129 for access information.

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#### **Parking Regulations and Parking Stickers**

Parking stickers are required to park on campus during weekdays and evenings. Parking stickers are available from the UCA Police Department.

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#### **Security**

Campus security can be reached by dialing 911 from any campus phone. Located across campus are emergency lights. In case of emergency, the button on the light post can be pushed to summon security officers to that location. All the entrance doors to the DHSC and doors leading to all three floors of the building remain open until 9 p.m. Monday through Thursday. On Friday they are locked at 5:00 p.m.

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#### **Student Health Services**

The [Student Health Clinic](#) is the campus medical clinic located at the corner of Students' Lane and Beatrice Powell Street. They have a Physician and Nurse Practitioners, to help diagnose, treat, and monitor your medical needs. They offer a wide range of medical services to students, faculty and staff. General Family Practice services, lab, x-ray, immunizations, procedures, and women's health services are just some of what is offered. Phone: (501) 501-450-3136; E-mail: [shc@uca.edu](mailto:shc@uca.edu). See the website for policies and procedures for making an appointment.

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#### **UCA Home Page**

The [UCA Home Page](#) contains information about the university and is accessible from off-campus.

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#### **University Calendar**

The University Calendar ([www.uca.edu](http://www.uca.edu)) includes critical dates such as the beginning and ending dates for classes, holidays, final examinations, and the dates for commencement exercises.

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#### **Writing Center**

The primary mission of the [UCA Writing Center](#) is to help students become more confident and effective writers and communicators. The Writing Center is a free service for all UCA students. See the website for a list of services and how to make an appointment.

## DNP PROGRAM

It is my pleasure to welcome students to the UCA DNP program! The UCA faculty and staff are committed to your success and wish you well as you begin - or continue - your journey to your terminal degree.

Julie Meaux, PhD, RN, CNE, FNAP  
Professor, Graduate Program Director

### DNP Program Information

The UCA DNP program is for students who already hold a master's degree in nursing are already practicing in their area of specialty. There are no specialty tracks in this program. The DNP program prepares nurses to be leaders in clinical practice and allows graduates to practice at the most advanced level of nursing. Graduates are prepared to translate research and evidence into practice, lead interdisciplinary care teams, measure health-related outcomes, and improve the health of individual patients, groups, populations, and communities.

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### DNP Program: Conceptual Framework

The conceptual framework for the DNP program is the [Essentials of Doctoral Education for Advanced Nursing Practice](#), (American Association of Colleges of Nurses (AACN), 2006).

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### DNP Program Objectives

The DNP program objectives are derived from the American Association of Colleges of Nursing *Essentials of Doctoral Education for Advanced Nursing Practice* (2006).

1. Expand advanced nursing practice by integrating the art and science of nursing with theory and knowledge from biophysical, psychosocial, political, ethical, technical, analytical, cultural, environmental, and organizational sciences. (DNP Essentials 1, 5)
2. Synthesize leadership skills, systems analysis, and advocacy expertise. (DNP Essentials 2, 5)
3. Integrate clinical expertise and competence with population-focused management, evidence-based practice, and health care policy. (DNP Essentials 5, 6, 7)
4. Analyze health-related information systems and technology for the improvement of health care. (DNP Essentials 4)
5. Evaluate the outcomes of advanced nursing practice. (DNP Essentials 7, 8)
6. Apply clinical scholarship and leadership skills to advanced nursing practice. (DNP Essentials 3)
7. Demonstrate growth in scholarship, practice, and leadership. (DNP Essentials 8)

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### DNP Curriculum

Summer AY 1	Fall AY 1	Spring AY 1
NURS 7310 Philosophical and Theoretical Foundations for Advanced Nursing Practice  PSYC 6330 Advanced Psychological Statistics	NURS 7320 Health Economics and Finance  NURS 7330 Advanced Healthcare Informatics  NURS 71-7499 *Clinical Internship (variable credit - optional)	NURS 7360 Population Health and Public Policy  NURS 7350 Translational Research Methods  NURS 71-7499 Clinical Internship (variable credit - optional)
Summer AY 2	Fall AY 2	Spring AY 2
NURS 7340 Leadership and Organizational Systems  NURS 7370 Applied Clinical Genetics and Genomics  NURS 71-7499 Clinical Internship (variable credit - optional)	NURS 7220 DNP Project Capstone I  NURS 71-7499 Clinical Internship (variable credit)	NURS 7225 DNP Capstone Project II  NURS 71-7499 Clinical Internship (variable credit)

## Course Descriptions

Refer to the current [Graduate Bulletin](#) for all course descriptions.

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## Academic Advisors

It is ultimately the student's responsibility to know the academic policies of the University and of the Department of Nursing. Students should be familiar with the degree requirements as stated in the [UCA Graduate Bulletin](#) and the DNP Handbook and critical deadlines and general information published in each schedule of courses.

Ms. Rose Schlosser is the academic advisor for DNP students and will provide students with a plan of study at the time of admission. Students must meet with their academic advisor or the DNP Program Director prior to withdrawing from a nursing course, the program, or the university.

All students are to complete an Academic Advisor Evaluation each semester which is found in the same place as the Faculty Evaluations on the MyUCA website, "Evals".

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## Advance Registration/Late Registration

Advance registration periods are set by UCA Board of Trustees in the fall for the spring semester and in the spring for summer and fall semesters. It is the student's responsibility to register using the online registration system during the registration period.

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## Class Schedule

A Schedule of Classes can be obtained from the UCA Home page ([www.uca.edu](http://www.uca.edu)).

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## Computer Hardware and Software Guidelines

For information about required computer hardware and software, go to the Information Technology link on the UCA web page ([www.uca.edu](http://www.uca.edu)). UCA provides computer labs across campus.

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## Fees for DNP Students

Check the UCA web page for specific amount of additional fees incurred.

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## Graduation Application

All department and University requirements are to be met before a student may graduate. See the UCA [Graduate School](#) website for more graduation information.

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## CAPSTONE PROJECT GUIDELINES

**Overview.** The UCA DNP capstone project is a practice-focused in-depth, integrative experience. The capstone project will result in a practice-related written product and presentation which will be subject to peer and professional scrutiny. All students enrolled in the UCA DNP Program will complete a capstone project, written report, and presentation as a requirement for graduation.

The specific purpose of the capstone project is to improve patient, population, and/or healthcare outcomes. The practice inquiry processes of the capstone project itself are complex and involve many layers of consideration. As such, capstone experiences are characterized by collaborative efforts between and among faculty, students, and the community in which the capstone project is conducted.

Students will submit a capstone project proposal for review by the end of the first year of study. Project proposals will be developed under the supervision of the project advisor and other project mentors. The capstone project is designed to utilize the research, knowledge, and skills gained within the DNP program. Rather than the original research and knowledge development associated with a PhD program of study, the DNP capstone is a systematic investigation related to practice. The scope of practice can include, but are not limited to:

- individual and/or aggregate patient populations (direct or indirect care)

- communities
- health care systems
- health informatics
- health policy development
- leadership or administrative issues related to nursing practice

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**Capstone Project Advisors/Mentors.** A capstone project is undertaken with the advice and guidance of a project advisors and mentors. The primary project advisor will be a Department of Nursing (DON) doctoral faculty member. Other DON DNP course faculty will provide the student with input as the project idea evolves throughout the curriculum. Students must also select a mentor from the clinical setting in which the project will be completed. Additional consultants/mentors may be added to serve as consultants or facilitators of the capstone project as needed.

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### **Project timeline:**

On Admission:

- Capstone project advisors will be assigned when the students enter the program.
- Students meet with project advisor on the first day of classes to exchange contact information and begin dialogue about potential capstone projects.

Summer and Fall Year 1:

- Communicate and consult with project advisor as ideas for the capstone project evolve.
- Identify and secure commitments from community/agency mentors.

Spring Year 1:

- Develop proposal for the specific capstone project (Begin during NURS 7350 Translational Research)
- Complete required education for responsible conduct of research (Collaborative Institutional Training Initiative; CITI).
- Prepare to present the capstone project proposal during the June campus intensive.

Summer Year 2:

- Obtain IRB approval(s) prior to beginning project. UCA IRB approval is necessary. Other approvals may be necessary depending on the site of your capstone project.
- Verify that all requirements of the clinical setting in which you will be conducting your capstone project are met (immunizations, HIPPA training, background check, etc.).

Fall Year 2:

- Complete first capstone course and clinical internship.
- Conduct the project under the supervision of community or agency preceptor and consultation with project advisor.
- Begin writing project report.

Spring Year 2:

- Complete second capstone course and any remaining clinical internship hours.
- Apply for graduation.
- Complete project report and prepare for final presentation.
- Conduct final presentation and obtain project approval.

### **Role of the Advisor, Mentors, and Students Related to the Capstone Project**

Role of the Project Advisor

- Serve as advisor as ideas for the capstone project evolve during the first year of study.
- Guide preparation of the capstone project proposal, project development, implementation and evaluation, and final written product and presentation.
- Ensure that the entire committee meets to review and approve project proposal; and for the final presentation and evaluation. Committee members may attend in person or by using distance technology.

Role of Mentors

- Facilitate access to necessary resources in the clinical setting.
- Facilitate development and completion of the project (community/agency member)
- Share critique and offer constructive feedback to student.

Role of Student

- Initiate and maintain frequent communication with project advisor and other mentors as project proposal evolves.
- Develop a project timeline
- Secure access to resources necessary to complete project.

- Complete all necessary paperwork, approvals, agreements, contracts, etc.

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### **Types of DNP Capstone Projects**

Some examples of capstone projects include, but are not limited to:

- DNPs leading or caring for the underserved within the confines of the Affordable Care Act health care reform.
- System modifications for quality improvement processes.
- Analyze a state or national health care policy and propose a change in the model or implementation of policy.
- Implementing the electronic health record into the advanced practice nurse's practice: implications for health care reform and patient outcomes.
- Develop and implement information technologies to improve outcomes.
- Systematic review with practice recommendations and an outcome product, such as a clinical guideline, toolkit, or grant.
- Strategic plan with an environmental scan, SWOT (strengths, weaknesses, opportunities, and threats) analysis, cost analysis, and cost-benefit ratio for a patient-centered medical home, accountable care organization, etc.
- Academic practice partnership: collaborating to improve quality in community, primary, acute care services to ensure safe, effective, and efficient patient care.
- Relationship-based care: implementation of a patient/health care provider caring model in an acute care unit in a rural community hospital.

For a comprehensive list of Capstone Projects compiled by the AACN please visit:

[doctorsofnursingpractice.org/studentprojects.php](http://doctorsofnursingpractice.org/studentprojects.php)

A capstone project is not intended to test new models, develop new theory, or test hypotheses. Studies comparing teaching methods or those focused solely on nursing students do not match the purpose and goals of the practice-oriented Capstone Project.

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## Written Project Proposal Format

Title Page

Statement of the Problem

- Background and significance
- Problem statement and purpose

Literature review and synthesis

Theoretical or conceptual framework

Project Description

- Project objectives
- Congruence of organizations strategic plan to project
- Project Design
  - Evidence-based Project/Intervention Plan – describe in detail the project plan
  - Timeline of project phases
  - Resources – Personnel, technology, budget, etc.
  - As appropriate to the individual project and determined by the advisor and mentor, the DNP student might include a market analysis; strategic analysis; sales/marketing plan; and/or operations and financial plan that justifies the need, feasibility, and/or sustainability of the proposed project.

Evaluation Plan

- Include specific details on how your project will be evaluated. What measures will be applied? What instruments will be used? What method of analysis will be used?

References

Appendices

Statement of Mutual Agreement

CITI training certificate

Other

University of Central Arkansas  
Doctor of Nursing Practice

**Capstone Proposal Evaluation Framework**

Project Title: \_\_\_\_\_ Date: \_\_\_\_\_

Student: \_\_\_\_\_ Advisor: \_\_\_\_\_

	Satisfactory	Minor revisions necessary	Major revisions necessary	Comments
<b>Background and Significance</b>				
Background information demonstrates the focused need or problem				
Need, feasibility, and significance are clearly presented				
Problem Statement or Purpose clearly described				
<b>Literature Review</b>				
Literature review supports significance and relevance of the problem, proposed project, and/or intervention				
<b>Framework</b>				
Theoretical, conceptual, or practice framework or perspective is described and applicable				
<b>Project Description</b>				
Literature, benchmarks, and supporting data provided and organized into integrated synthesized summary				
Project objectives stated in feasible and measurable terms				
Congruence of organizations' strategic plan to project is described				
<b>Project Design</b>				
Appropriate for objectives				
Clear rationale for actions and method				
Setting and group clearly described				
Implementation methods and tools are feasible and clearly described				
Resources, supports, risks or threats, and benefits noted				
Time line is clearly described and feasible				
<b>Evaluation Plan</b>				
Evaluation plan is coherent and consistent with project plan				
Evaluation measures are linked to objectives				
Outcomes measures appropriate for objectives				
Method of analysis clearly described for each measurement				
<b>References</b>				
Current and accurate reference list present				
<b>Appendices</b>				
Letters of support and statement of mutual agreement from cooperating				

agencies provided				
Proof of CITI training				
Other:				
<b>Writing and organization</b>				
APA format; writing is scholarly and clear; appropriate for doctoral level education				
<b>Answers relevant program and clinical questions</b>				
Student can articulate response to program and clinical questions arising from this proposal				

Comments:

## **DNP Final Capstone Project Presentation**

The final presentation of the capstone project serves to determine that the student has met all the requirements of the DNP program, and has completed a project reflective of practice doctoral level academic and clinical work. The student will be on-campus for this presentation. Project presentations will be scored by the project advisor and a second reviewer. Scores of > 2 on each section of the project scoring rubric are required for final approval. Approval of the capstone project presentation by the DNP capstone project advisor and second reviewer as documentation that the student has met all program expectations and is eligible for graduation.

A student receiving a score of  $\leq 2$  on any section of the capstone project presentation may not receive approval. A student receiving a score of  $\leq 2$  must correct any deficiencies and submit a revised report to the DNP capstone advisor and a second attempt at the final presentation is scheduled. Students are allowed to repeat the final presentation once.

Students who do not complete the capstone project or do not successfully complete the final project presentation before the expected graduation date are required to maintain registration in a minimum of one credit of coursework each semester until the final capstone presentation is completed and approved.

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### **Preparing the Final Oral Presentation of the Capstone Project**

1. The final draft of the capstone project report should be prepared in strict adherence with APA guidelines and submitted to the project committee at least 2 weeks prior to the final presentation.
2. The final project presentation shall be held on the UCA campus during the week of graduation. The student, project advisor, and a second reviewer will attend; project mentors and others may be invited to the final oral presentation.
3. The student will prepare a 30-45 minute presentation that reviews the project. The student may be questioned by members of the audience. Private questioning by the capstone project advisor and second reviewer will take place after the public presentation.
4. After the presentation and questioning the capstone project advisor and second reviewer will convene in private to determine whether the student has met all qualifications for the degree of Doctor of Nursing Practice.
5. In the event that the student does not meet all capstone project expectations, the project advisor must make recommendations to the student regarding next steps. Recommendations may include significant revisions of the capstone project or additional study or coursework. A timeline will be set. The student will be given a second opportunity to successfully complete the project and meet expectations for the degree. In the event of two unsuccessful attempts of the final presentation, the student will be required to register for a minimum of one credit of coursework each semester until the final capstone presentation is completed and approved.
6. Once the capstone project is approved, the proper forms must be signed and the project advisor is responsible for returning them to the appropriate people and/or departments. The proper forms include a signature page for the capstone project. The student is responsible for bringing correct and sufficient signature pages to the presentation. Only original signatures are acceptable.
7. After final approval, the student is responsible for having the final project report bound, and providing one copy to the DON.
8. The student is responsible for having a graduate check done and for submitting a request to graduate with the graduate school.
9. The student is responsible for knowing the dates for submission of forms and projects in order to graduate.

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## Capstone Project Final Report Format

The report should be organized and at a minimum the report should include:

Title Page

Signature Page

Executive Summary: This is no more than 1 page long and provides an overview of the project. Bullet point format is acceptable and should be used to conserve space in the executive summary.

Body of the Report

Statement of the Problem

Background and significance

Problem statement

Theoretical framework

Project Description

Purpose and objectives

Project design

Evaluation Plan

Specific details for how your project was evaluated. What measures were applied? What analysis was used.

Results

Provide results for each project objective.

Key facilitators/barriers to achieving objectives.

Recommendations

Recommendations for the site at which the project was conducted (be specific). Should the project be continued, reduced, phased out, or expanded?

Are any ongoing evaluations needed for phases outside the scope of the DNP project?

Place the recommendations within the framework of the organization's strategic plan and be sure to recommend who needs to be involved in or responsible for future phases.

References

Appendices

**University of Central Arkansas  
Doctor of Nursing Practice**

**Capstone Project Final Presentation - Evaluation**

Project Title: \_\_\_\_\_ Date: \_\_\_\_\_

Student: \_\_\_\_\_

Project Advisor: \_\_\_\_\_ Second Reviewer: \_\_\_\_\_

**5 = excellent; 4 = very good; 3 = good; 2 = marginal; 1 = poor (fail)**

<b>I. Capstone Components</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Comments</b>
<b>Background and Significance</b>						
Background information demonstrates the focused need or problem.						
Need, feasibility and significance are clearly presented						
Problem Statement or Purpose clearly described						
<b>Literature Review</b>						
Literature review supports significance and relevance of the problem, and proposed project, or intervention						
<b>Framework</b>						
Theoretical, conceptual, or practice framework is described and applicable						
<b>Project Description</b>						
Literature, benchmarks, and supporting data provided and organized into integrated synthesized summary.						
Project objectives stated in feasible and measurable terms.						
Congruence of organizations' strategic plan to project is described.						
<b>Project Design</b>						
Appropriate for objectives						
Clear rationale for actions and method						
Setting and group clearly described						
Implementation methods and tools are feasible and clearly described						
Resources, supports, risks, threats, and benefits noted.						
Timeline outlined						
<b>Evaluation Plan</b>						
Evaluation plan is coherent and consistent with project plan						
Evaluation measures are linked to objectives						
Outcome and measures appropriate for objectives						
Method of analysis clearly described for each measurement						
<b>Results</b>						
Results organized in appropriate format						
Results linked to problem statement, objectives, and evaluation plan						
Describe the extent to which the objectives were achieved.						
Addressed key facilitators and barriers that impacted the project's objectives.						
Described unintended consequences (both positive and negative)						
<b>Recommendations</b>						
Recommendations and implications addressed for problem statement, supporting organization, key stakeholders, other settings, and student						
Includes recommendations related to identified facilitators, barriers, and unintended consequences.						

Addresses ongoing activities or evaluations outside the scope of the DNP capstone project.						
Recommendations are described within the framework of the organization's strategic plan.						
<b>References</b>						
Current and accurate reference list present						
<b>Appendices</b>						
Letters of support and statement of mutual agreement from cooperating agencies provided.						
Informed consent meets human subject requirements.						
Documentation of CITI training						
Other						
<b>Writing and organization</b>						
APA format; writing is scholarly and clear; appropriate for doctoral level education.						
<b>II. Capstone Project Synthesis</b>						
Student can articulate response to program and clinical questions arising from this project						
Extent to which student met goals or aims of project. If not, appropriate rationale and explanation provided.						
Extent to which student integrated scientific curiosity and inquiry in project completion.						
Extent to which student analyzed issues and provided critique of advanced nursing practice within the project.						
Demonstrated practice inquiry skills including appraising and translating evidence.						
Evidence of student's ability to engage in collaborative partnership(s) in designing and implementing capstone project.						
Ability of student to articulate state of current knowledge as it related to advanced practice nursing in the health care system.						

Comments:

Overall Evaluation of the Capstone Project Presentation

\_\_\_\_\_ Pass

\_\_\_\_\_ Conditional Pass: Recommendations –

\_\_\_\_\_ Fail: Summary Comments

Signature of Evaluating Faculty: \_\_\_\_\_ Date: \_\_\_\_\_

## Statement of Mutual Agreement

The purpose of the **Statement of Mutual Agreement** is to describe the shared view between the agency and the student concerning the student's DNP Capstone Project. The contents of this statement will vary greatly from one student to another because of the diverse nature of both projects and agencies. This guide provides an overview of factors that should be considered in creating the statement as well as the format for the statement.

Begin the Statement of Mutual Agreement with the project title and a brief description of the project and resulting products.

With the DNP Capstone Advisor and the agency representative, discuss and consider each of the following in creating the Statement of Mutual Agreement.

1. **On-site activities.**
  - a) Meetings attended as well as role and level of participation
  - b) Access to agency records
  - c) Non-disclosure expectations
2. **Products from DNP Capstone Project with potential to market (Intellectual property rights).** If products will be produced as part of the student's collaboration with the agency or with UCA Department of Nursing, the student agrees to contact the DNP Capstone Project Advisor prior to any contractual agreements. The ownership or intellectual property rights are determined in advance of commercial endeavors.
3. **Understanding regarding written and oral communication** concerning the DNP Capstone Project including final report, abstracts, and publications or oral presentations of any aspect of the project.

## Areas for consideration

Reference to agency. How should the agency be referred to within the student's work? For example, by name or solely by general type of agency within a region?

- In the student's final report?
- In the executive report?
- In an abstract?
- In professional presentations?
- In professional publications?

Are there any restrictions in the discussion of project details?

Does the Agency require approval prior to communicating project findings in presentations or publications?

After considering the above, write the Statement of Mutual Agreement and then obtain the signatures of the student and the agency as confirmation of the agreement. The DNP Capstone Project Advisor's signature designates awareness of the agreement.

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## DNP Clinical Internship

The post-master's DNP clinical internship is a self-directed practicum expanding current knowledge and competencies acquired in the master's level coursework and clinical experiences. Clinical internship experiences should facilitate student achievement of DNP Essential competencies. Students are required to have a total of 1000 academically supervised hours post-BSN. The clinical internship is a variable credit (1 to 4 credit hours) course that can be repeated as needed. All students must take 6 credit hours of clinical internship, but additional hours may be needed meet program requirements.

The time management of the practicum is self-directed with oversight and counsel from the DNP Capstone Project advisor. The focus is on enhancing knowledge in the Capstone area of study, leadership development, planning, clinical education skills, and clinical expertise. The student seeks interface with experts in the area of the Capstone topic.

Some examples of appropriate practicum activities include:

1. Collaboration time with identified experts
2. Attending selected approved conferences
3. Learning new leadership and advanced nursing skills appropriate to the capstone topic
4. Producing educational materials related to the capstone topic
5. Developing tools for assessment and evaluation related to the capstone topic
6. Serving as a consultant or mentor on the project topic
7. Engaging in coalition building and organizational work related to the capstone project
8. Advocating for vulnerable populations appropriate to the capstone project
9. Engaging in policy development, legal bill preparation, and presentation of information

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## Sites for the DNP Capstone Project and Clinical Internship

In most cases, DNP students will complete their clinical internship experiences and Capstone within their place of employment. However, other sites or agencies may be selected. Students are responsible for securing sites or agencies for the DNP Capstone Project and clinical internship. Once the site or agency is identified and approved by the student's DNP Capstone Advisor, the student will be responsible for submitting the appropriate paperwork to the UCA Department of Nursing. It is estimated that 2-3 months will be required to secure the appropriate contractual agreement and to fulfill necessary clinical requirements to use the site for the DNP Capstone Project and/or clinical internship; therefore, once the site or agency is identified students are encouraged to begin this process.

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## Clinical and Health Requirements:

- Contract Agreement
  - Contact Marisa Mize, Department of Nursing Administrative Specialist ([mmize@uca.edu](mailto:mmize@uca.edu)) to determine if there is an existing contract between the UCA Department of Nursing and the site or agency selected for your Capstone Project and/or Clinical Internship.
  - If there is no existing contract – Ms. Mize will email the student a copy of the UCA Memorandum of Agreement (MOA) for DNP students. The DNP student is responsible to have 2 copies of the MOA completed and signed by the contact person for the site/agency and return to:  
Rose Schlosser, Educational Counselor  
Department of Nursing  
University of Central Arkansas  
201 Donaghey Avenue  
Conway, AR 72035-0001
- DNP Clinical Mentor/Collaborator Agreement: A clinical mentor/collaborator is defined as a person employed at the site or agency who can facilitate the student's access to necessary resources and progress toward meeting Capstone Project and Clinical Immersion objectives. The clinical mentor/collaborator should be the most qualified person available and may or may not be doctorally prepared.
  - The student will contact the mentor and discuss needs for the clinical internship.
  - The mentor will be given a copy of the Guidelines for Clinical Mentors to make an informed decision regarding agreement to the terms of the role.
  - The student and mentor will complete the mentoring contract.

- The student will provide the mentor and the instructor with their finalized plan for activities during this clinical internship experience no later than the first week of the semester. The plan should address activities for achieving each of the clinical objectives for the internship and a tentative schedule.
- On completion of the agreed upon clinical hours, the mentor is to provide the student with a completed "Evaluation of the Student" form to be delivered to the course faculty.
- The student is to complete the "Evaluation of the Mentor" form and submit the form to the course faculty.

**Documentation of the following requirements should be scanned, saved as pdf documents, and sent to [rschlosser@uca.edu](mailto:rschlosser@uca.edu) in a single email.**

- Clinical Health Requirements:
  - Annual TB screening
  - Tdap within 10 years
  - Hep-B series or titer
  - MMR or titers for rubeola & rubella
  - Varicella vaccine, +titer, or booster if titer is negative
  - Annual Flu vaccine
  
- Additional Clinical Documentation Required:
  - Health Insurance
  - Professional malpractice insurance (APRNs only)
  - Current American Heart Association Basic Life Support – Health Provider (CPR) Certification
  - Collaborative Institutional Training Initiative (CITI): DNP students are engaged in practice-based scholarship throughout the program and are required to complete both CITI training and HIPAA training. It is critical that doctoral students are aware of the rules governing access to patient data and recognize the instances in which IRB review and approval are mandatory.  
All doctoral students must take the Basic Human Research CITI training course before beginning any clinical immersion experiences. After completing the CITI course, save the completion certificate as a pdf document and send to [rschlosser@uca.edu](mailto:rschlosser@uca.edu) with other required documentation. Information on CITI training can be found on the UCA Sponsored Programs website under research compliance (<http://uca.edu/sponsoredprograms/responsibleconductofresearch/>). If the student has already completed CITI training, printed proof of successful completion can be sent as well.
  - HIPAA Training: Students are required to adhere to the guidelines of the Health Insurance Portability and Accountability Act of 1996 (HIPAA). DNP students are required to provide documentation of current HIPAA training. Documentation can be obtained from the student's current place of employment or by completing an online training course (<http://www.hipaatraining.com/>).

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## **Guidelines for Clinical Mentors**

**Definition of Clinical Mentor:** A clinical mentor is defined as a person employed at the site or agency that can facilitate the student's entry and progress toward meeting their clinical internship objectives. The clinical mentor should be the most qualified person available and may or may not be doctorally prepared.

**Clinical Mentor agreements** are individual contractual arrangements for clinical internship activities. Arrangements are initiated by the student and approved by the DNP advisor.

### **Role of the DNP Advisor**

- Assist the student with identification of learning goals and objectives for the clinical internship.
- Provide student with Mentor Guidelines for distribution to mentor.
- Approve planned activities, in conjunction with the clinical mentor, consistent with course objectives.
- Monitor student progress in achieving course objectives and provide feedback, as required, to the student and mentor.
- Evaluate each student's achievement and progress in relation to the internship objectives with input from the clinical mentor.

### **Role of the Mentor**

- Discuss learning needs with student related to internship objectives.
- Review Mentor Guidelines and complete Mentor Contract.
- Provide a CV to the student to be kept on file (electronic).
- Facilitate access to clinical site.
- Provide resources and contacts for student to accomplish planned activities.
- Provide direction for student consistent with learning objectives.
- Assist student with professional development, with opportunities to explore the doctoral level role.
- Provide feedback to faculty regarding student performance and experiences.
- Complete an evaluation of the student at the end of the experience.

### **Role of the DNP Student**

- Clearly identify learning needs, planned activities, and planned outcomes.
- Distribute written plan to faculty and clinical mentor for approval prior to beginning clinical internship activities.
- Provide clinical mentor with evaluation forms.
- Maintain professionalism in all aspects of clinical experience.
- Seek assistance as needed to complete planned activities and deliver planned outcomes.
- Communicate on a regular basis with faculty and clinical mentor.
- Seek regular feedback regarding clinical activities and completion of objectives.
- Obtain all needed evaluations at the end of the clinical experience and deliver to the course faculty.
- Provide feedback to mentor following completion of the clinical experience.

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**University of Central Arkansas  
Doctor of Nursing Practice**

**Clinical Mentor Agreement and Data Form**

**To be completed by the DNP Student:**

Course # \_\_\_\_\_ Course Title: \_\_\_\_\_  
DNP Advisor: \_\_\_\_\_ Term/Year: \_\_\_\_\_

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Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**To be completed by the Clinical Mentor:**

**Clinical Mentor Information: (attach CV)**

Name: \_\_\_\_\_ Credentials: \_\_\_\_\_ Years in Practice: \_\_\_\_\_

Certification (as applicable): \_\_\_\_\_ Certification Date: \_\_\_\_\_

License type, State, Number & Expiration Date: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Clinical Location Name: \_\_\_\_\_ Number of Clinical Hours Contracted: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

If Clinical Location (site/agency/offices) is owned by another agency:

Name of Parent Organization: \_\_\_\_\_

Contact Person: \_\_\_\_\_

Mailing Address: \_\_\_\_\_ City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_ Fax #: \_\_\_\_\_

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Clinical Mentor Signature \_\_\_\_\_ Date \_\_\_\_\_

**I verify accuracy of all information and have received and reviewed the course objectives for the clinical internship of this student.**

**University of Central Arkansas  
Doctor of Nursing Practice Clinical Internship Contract**

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Mentor: \_\_\_\_\_

- Copy of CV on File
- Copy of license on file
- Copy of certification on file (if applicable)

Site or Sites for Clinical Internship: \_\_\_\_\_

- Facility Contract on file

Number of clinical internship hours for this contract: \_\_\_\_\_

Please describe how you plan to meet the clinical internship hours, outline specific objectives and discuss how these objectives will help you accomplish the DNP program objectives and competencies.

1. Clinical Learning Objectives for this DNP Clinical Internship
2. Which DNP Essentials will you address?
3. Which DNP Competencies will you address?
4. Clinical Learning resources, activities proposed and strategies
5. Expected outcomes and methods of evaluation.

This contract must be agreed upon and signed by the graduate student, the clinical mentor, and the faculty advisor prior to the student begins clinical internship activities.

Final Completion Date Anticipated: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Clinical Mentor: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Advisor: \_\_\_\_\_ Date: \_\_\_\_\_

