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## 2018-2019 DNP Student Handbook

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Introduction: Message from the DNP Program Director

Welcome to the DNP program at the University of Wisconsin-Milwaukee College of Nursing! We are delighted to have you join us.

What an exciting time to be a student: technology provides unparalleled opportunities to undertake additional education while remaining geographically situated in familiar settings; pursuing the highest practice degree provides opportunities to interact with national and international nurse scholars and clinicians at UWM, as well as around the globe. Faculty members have well-established expertise in clinical specialties, and many have funded programs of research. I encourage you to find opportunities to interact with these outstanding faculty members.

We know that pursuing doctoral education is a significant commitment of your time, energy and resources. Consequently, please know that you will be interacting with faculty members who have extensive experience working with doctoral students, and who are committed to facilitating your success.

This handbook has been designed to help you as you undertake this new path. Take time to become very familiar with it, and feel free to ask your advisor or the Program Director should you have questions. This handbook is your reference during your time with us. It has copies of required forms that you will complete at various points during your program, along with procedures and policies to which you may need to refer.

We hope that you will find your time with us personally and professionally stimulating. Please feel free to contact me should you have any questions.

Sincerely,

Julie Darmody, PhD, RN, ACNS-BS
Clinical Associate Professor
& Interim DNP Program Director
darmodyj@uwm.edu
414-229-5558
Consistent with and evolving from the core values the following principles about human beings, environment, health, nursing, learning, and teaching guide the educational programs of the University of Wisconsin-Milwaukee College of Nursing (UWM-Milwaukee, CON).

Professional nurses are educated at a variety of curricular levels for generation, application, and evaluation of knowledge. The teaching-learning process is interactive. Learning requires active student participation and is enhanced when the instructional environment is respectful and supports personal worth, dignity and self-identity in the teacher and the student and encourages each person to grow and discover meaning.

Each human is a unique, dynamic, integral being. Human beings exist within physical and social environments. These environments are shaped by dynamic events in socio-cultural, natural, local and global political milieus. Actions of individuals and groups also shape these environments that provide the context within which health and nursing systems operate. Nursing is committed to social justice, challenges existing paradigms when appropriate and creates innovative solutions for health care problems.

Nursing is a socially derived profession whose members assist person, families, groups and the larger society to pursue the goal of optimum health. Health is a dynamic state influenced by the constant interaction of internal and external factors. Health status is reflective of the well-being of individuals and aggregates within environments and encompasses wellness, risks, problems, and needs that may be or have the potential to be present.

Through the use of the nursing process, dynamic interactions between the nurse and the client facilitate the promotion, maintenance, or restoration of health. The knowledge base of nursing must be continually developed and evaluated in response to changing environmental health needs. Nursing care is guided by professional standards and requires personal and professional integrity.

Nursing, as a human interaction, is most effective when nurses reflect the population that it serves. The CON seeks to admit and educate a diverse student body in order to enrich the students’ educational experience and to prepare them to meet the health needs of a diverse society. Therefore, a holistic review of applicants to the CON includes an evaluation of academic achievement, work and leadership experiences, personal and professional accomplishments, skills, abilities and personal qualities. Consideration of these factors as well as a wide range of economic, social, racial/ethnic and geographic backgrounds will enhance diversity within the CON and the nursing profession.
Vision, Mission, Core Values and Guiding Principles

Vision Statement
As an innovative, academic, nursing community, the University of Wisconsin-Milwaukee College of Nursing faculty, staff, students, and alumni are renowned leaders in creating bold and effective solutions for advancing local, national and global health.

Core Values
Accountability  Collaboration  Creativity  Diversity
Excellence  Integrity  Human Dignity  Social Justice
We, the University of Wisconsin-Milwaukee College of Nursing community, embrace and demonstrate these core values in our learning, teaching, research, practice, and service.

Guiding Principles
As a diverse Community of Scholars that values passionate, academic discourse and debate in a climate of civility, we live our core values and create opportunities to embrace, welcome, respect, and strive to understand the perspectives of others – colleagues, students, patients/clients, and community partners. As a CON community, we:

• live our core values;
• exhibit respectful, transparent and clear communication;
• expect and embrace shared accountability;
• appreciate and foster innovation; and
• seek collaboration in teaching, research, practice and service.

Mission Statement
The University of Wisconsin-Milwaukee College of Nursing is a premier, urban, academic, collegial, nursing community that acts collaboratively with partners to:

• Prepare a diverse population of students to become science based, compassionate, nurse leaders through innovative, quality, educational programs for all settings and levels of practice;
• Conduct research and scholarship that advance science in nursing and health;
• Address emerging health needs through evidence-based practice and consultation; and
• Develop leaders who transform health care delivery and health policy.
Doctoral Student Scholarships and Financial Assistance

Doctoral students in the College of Nursing are eligible to apply for many types of financial awards and assistance. These include:

1. Graduate School Fellowships and Advanced Opportunity Program Fellowships
2. Teaching and Project Assistantships
3. Loans, work study, and student employment
4. University Travel Awards

Graduate School Fellowships: [http://uwm.edu/graduateschool/financing-your-education/](http://uwm.edu/graduateschool/financing-your-education/)

Fellowships are competitive and are based on scholarly achievement and promise. Attendance must be full-time for any of the Graduate School Fellowships. Fellowship applications can be picked up at the Graduate School or in the College of Nursing Student Affairs Office/Cunningham Hall 135 in late fall for the following academic year.

a. Graduate School Fellowship (This is approximately $11,000 plus remission of the non-resident portion of tuition).

b. Non-Resident Tuition Remission (NRTR), reduces the non-resident portion of tuition. (This may not be available every year).

c. Advanced Opportunity Program Fellowships: These are awarded on the basis of financial need and especially to minority persons, for a 12-month period, and they are renewable for a similar period. (This is approximately $14,000 plus remission of the non-resident portion of tuition).

Teaching Assistants and Project Assistants

a. A teaching assistant is appointed to teach a course(s) in the College of Nursing. Appointments are generally half-time or less and usually permit the student to carry a full load of graduate courses. The stipend varies according to the length and percentage of appointment. For example, the rate range for an academic year’s 50% Teaching Assistantship is between $11,000 to $16,000. Teaching Assistantships of more than 33 1/3% also include payment of the student’s tuition.

b. A project assistant is appointed to assist with a research, training, or other academic project that is not required as part of the person’s graduate degree program. These appointments are made by individual professors within the department. The range for a 50% Project Assistantship for an academic year is between $10,500 to $17,000. Project Assistantships of more than 33 1/3% also include payment of the student’s tuition.

c. Loans, Work Study, and Student Employment

Contact the Department of Financial Aid [finald@uwm.edu](mailto:finald@uwm.edu) for more information about these types of opportunities.
Nurse Faculty Loan Program (NFLP)
Information You Need to Know (2018-19)

It is important that you clearly understand the terms and conditions of this federal, forgivable loan program. Please be aware of the following terms before accepting this loan:

• You must make a commitment to stay in the NFLP program for the duration of your academic program and graduate. You may only borrow money for consecutive 5 years.

• Doctoral students taking classes must be enrolled in six or more credits for at least two consecutive semesters each year that you apply for this program to be eligible for funding. Exceptions:
  ▪ PhD dissertators can enroll in 3 credits and still be eligible for funding.
  ▪ DNP students can enroll in 4 credits of clinical residency and still be eligible for funding.
  ▪ 1st semester of pre-lims/comps is eligible for funding.

• Although a leave of absence is allowed, it must be documented and approved prior to the leave.

• You must take a least two education courses from a list of approved courses. (Check with your advisor.)

• You must have a GPA of at least 3.0 or better

• You must be a U.S. citizen. Foreign students are not eligible for this program.

• Upon graduation, you will be expected to obtain full-time employment. “Full-time” employment is defined as full-time faculty/nurse educator at an accredited school/college of nursing OR ½ time faculty/nurse educator at an accredited school/college of nursing PLUS ½ time preceptor or clinical education position. You must serve in a “full-time” employment position for a consecutive four-year period to cancel the maximum amount which is 85% of the unpaid loan balance.

• Upon completion of each of the first, second and third year of full-time employment, 20% of the principal and interest on the unpaid loan balance may be cancelled. Upon completion of the fourth year of full-time employment, 25% of the unpaid loan balance may be cancelled. The remaining 15% unpaid loan balance will bear interest at a rate of 3%.

• You have 12 months from your graduation date to find employment as a full-time nursing faculty. Repayment of your loan begins nine months after graduation. If employment verification is not submitted within the 12-month period, you will not be eligible for the NFLP loan cancellation provision.

• The loan interest rate is 3%. However, if you fail to complete the course of study or fulfill your obligation to obtain full-time employment as a nurse faculty following graduation from the program, your loan will bear interest on the unpaid balance at the prevailing market rate. (Historically these rates have averaged from about 10% to 15 %.)
• You will need to sign a promissory note and a letter of your rights and responsibilities for each academic year (plus a separate summer note if applicable) that you borrow from the NFLP. And complete a NFLP Loan Commitment Letter prior to any loans being disbursed. Please read the terms carefully.

Please feel free to ask questions.

For additional information about disbursement of funds contact Financial Aid Lolita Edwards at 414-229-3752 or lpe@uwm.edu.

For questions about re-payment of loan (including submission of employment verification forms) contact Accounts Receivable at 414-229-4914. Ask to speak to specialist assigned to NFLP.

College of Nursing NFLP coordinator – Sue Wolff, 414-229-5698 or wolff3@uwm.edu.
Nurse Faculty Loan Forgiveness Program/NFLP
Request for Leave of Absence Form
University of Wisconsin-Milwaukee
College of Nursing

All doctoral nursing students in the NFLP program must be enrolled at the University for at least 6 credits each semester to remain eligible for NFLP funds. Doctoral nursing students are eligible to receive funds for up to 5 years. Students no longer eligible for funds must still be registered each semester for at least 1 credit to avoid entering repayment of their loan. Students not able to avoid this situation must have an approved leave of absence, therefore must complete this form prior to the leave.

DATE OF REQUEST:________________________________________________________

STUDENT NAME:__________________________________________________________

UWM ID: ________________________________

UWM E-MAIL: _____________________________________________________________

I WOULD LIKE TO REQUEST A LEAVE OF ABSENCE FOR THE FOLLOWING TERM AND SEMESTER:

FALL: ___________________________________ SPRING: ____________________________

I PLAN TO RETURN THE FOLLOWING TERM AND SEMESTER:

FALL: ___________________________________ SPRING: ____________________________

JUSTIFICATION FOR LEAVE OF ABSENCE: You must provide a written statement justifying your request for leave of absence. Attach additional sheets as necessary.

Signature of Student:_________________________________ Date:____________________

Signature of Major Professor:_________________________________ Date:____________________

Approved by NFLP Coordinator:________________________________

3/2016
I. Conceptual Framework

The Doctor of Nursing Practice at the University of Wisconsin-Milwaukee provides clinical focused doctoral nursing education for advanced nursing practice. The degree represents the highest academic preparation in clinical nursing. Clinical practice is the core of the program with emphasis on scholarly practice, practice improvement, innovation and testing of interventions and care delivery models, evaluation of health care outcomes, and expertise to inform health care policy and leadership in establishing clinical excellence.

The curriculum builds on the entry-level generalist base of nursing established in the pre-licensure curriculum and provides additional knowledge and clinical expertise. The DNP prepares highly educated and qualified practitioners who are able to use their education and expertise in evidenced based practice in providing outstanding care and collaborative leadership to impact and improve clinical care delivery, patient outcomes, and system management. Important priorities of the program are the development of skills related to critical thinking; advanced clinical decision-making; and effective communication that enable students to integrate nursing science, improve patient and population outcomes, facilitate evidence-based nursing practice, and use technology, information systems, and health policy to improve and transform healthcare.

II. Objectives

Upon completion of the DNP program, the graduate will:

1. Analyze and integrate nursing science with knowledge from diverse disciplines as the basis for the highest level of nursing practice.

2. Demonstrate collaborative leadership in the development and evaluation of models for improving patient and population health outcomes.

3. Utilize the processes of scientific inquiry to explore clinical phenomena and facilitate evidence-based nursing practice.

4. Apply technology and information systems for the improvement and transformation of health care.

5. Influence policy development that shapes health care delivery, financing and regulation.
6. Expand personal and professional competencies to assume emerging advanced nursing practice roles.

III. Curriculum

**Post Baccalaureate Curriculum**
The Doctor of Nursing Practice (DNP) is a three-year, full time, 64-credit post-baccalaureate program, which includes 30 credit hours of DNP core theoretical courses, including the advanced nursing practice core (9 credits), research core (9 credits) and a systems core (12 credits); 30 credits hours of specialty theory and practicum courses; and 4 credits of DNP residency. Part-time study is also an option. Students may be admitted for the Fall or Spring semester. Students complete a specialization in one of the following areas:

- Family Nurse Practitioner
- Clinical Nurse Specialist population focus in Adult-Gerontology, Maternal/Infant/Women’s Health, or Pediatrics,
- Community/Public Health
- Nursing System Leadership (Nurse Executive or Informatics)

**Transcript Designated Concentrations:**
- Family Nurse Practitioner
- Clinical Nurse Specialist- Adult-Gerontology
- Clinical Nurse Specialist-Maternal-Infant
- Clinical Nurse Specialist-Pediatrics
- Community Public Health
- Nursing System Leadership-Nurse Executive
- Nursing System Leadership-Informatics

**DNP Core – 30 credits**

Foundations of Advanced Nursing Practice Core – 9 credits
- NURS 735 Theory for Advanced Practice, 3 cr.
- NURS 810 Leadership for Advanced Practice in Healthcare, 3 cr.
- NURS 727 Epidemiology, 3 cr.

Evidence Based Practice Core – 9 credits
- NURS 725 Evidence Based Practice in Healthcare I, 3 cr.
- NURS 825 Evidence Based Practice in Healthcare II, 3 cr.
- NURS 720 Biostatistics, 3 cr.

Systems Core – 12 credits
- NURS 729 Organizational Systems, 3 cr.
- NURS 750 Outcomes and Quality Management, 3 cr.
- NURS 773 Information Systems to Support Clinical Decision-Making, 3 cr.
- NURS 803 Health Policy, 3 cr.
Specialty Theory and Practicum– 30 credits

FNP and CNS Specializations:

Advanced Practice Specialty Core – 9 credits
- NURS 753 Physiologic Basis of Advanced Nursing Practice, 3 cr.
- NURS 707 Advanced Pharmacology: Application to Advanced Nursing Practice, 3 cr.
- NURS 754 Comprehensive Assessment of Health: Implications for Clinical Decision-Making, 3 cr.

FNP and CNS Specialty Theory Electives-12 credits
Students develop a plan of study that includes a minimum of 12 credits that support their area of focus. For FNP students, 9 credits of these credits are prescribed.

- NURS 767 FNP Theory I, 3 cr. (required for FNP students)
- NURS 768 FNP Theory II, 3 cr. (required for FNP students)
- NURS 769 FNP Theory III, 3 cr. (required for FNP students)

For CNS students, the three theory courses vary by population focus and must provide content across the continuum from wellness through acute care for the selected population. The plan for theory course work must be approved by the CNS option coordinator.

The following courses (all 3 cr.) are examples of those that can be included as specialty support credits. Other courses can be included with advisor approval.

Advanced Practice Nursing I: Health Promotion of Women and Childbearing Families
Advanced Practice Nursing II: Women and Childbearing Families with Acute and Chronic Health Conditions
NURS 762: Family Theory and Intervention Strategies for Advanced Nursing Practice
Advanced Practice Nursing: Theoretical Foundations for Child Health
Advanced Practice Nursing: Health Promotion and Acute Illnesses in Children
Advanced Practice Nursing: Care of the Child with Chronic Health Conditions
NURS 779 Advanced Practice Nursing: Adult-Gerontology: Chronic Illness
NURS 779 Advanced Practice Nursing: Adult-Gerontology: Acute Illness
COUNS 710: Counseling Theory and Issues
COUNS 714: Counseling Practice Essentials
NURS 705: Instructional Strategies for Patient Education
NURS 760: Processes of Aging
NURS 763: Issues in Women’s Health and Development
NURS 764: Changing Health Behaviors
NURS 774: Trauma Counseling I Theory and Research
NURS 775: Trauma Counseling II Diagnosis and Treatment
NURS 779: Special Topics: Palliative Care Ed Psych 743: Human Development: Infancy & Early Childhood
Ed Psych 746: Adolescence

FNP or CNS Practicum in the area of specialization - 9 credits

Community Health and Nursing Systems Leadership Specializations

Students in these areas develop a plan of study that includes a minimum of 21 credits that support their area of focus. The following courses (all 3 cr.) are examples of those that can be included in the 21 credits. Other courses can be included with advisor approval.

NURS 835 Theoretical Basis for Advanced Community/Public Health Nursing (required for Community/Public Health option)
NURS 836 Advanced Community Health Nursing – Community Assessment, Program Planning and Evaluation (required for Community/Public Health option)
NURS 779 Economics of Health Care and Health Care Systems (required for Systems/Leadership option)
Healthcare Finance
BUSAD 733 Organizational Development
BUS MGMT 706 Managing in a Dynamic Environment
BUS MGMT 720 Strategic Planning in Health Care Organizations
NURS 770 Nursing Administration (required for Systems Leadership-Nurse Executive)
ADLDSP 667 Program Planning in Adult Education
ADLDSP 647 Evaluation of Adult and Continuing Education Program
PH 740 Special Topics: Program Evaluation

Community/Public Health or Nursing Systems Leadership Practicum - 9 credits
NURS 995 DNP Residency, 4 cr.: All students, regardless of specialty, complete a residency.

Post Masters Curriculum Entry Points

1. Post Advanced Practice Masters Curriculum

The Post Advanced Practice Masters Doctor of Nursing Practice (DNP) is a 22 to 28-credit, Post-Masters program, which builds upon the required entry point of advanced practice specialization in nursing. The variable credits reflect the credit intensive load of traditional Masters programs preparing Advanced Practice Nurses (generally greater than 40 credits). Up to six credits from the previous Advanced Practice Master’s program may be recognized based on review of the previous Masters Program coursework and transcript if courses are duplicative of required courses.
The program includes 24 credit hours of DNP core theoretical courses, including the advanced nursing practice core (6 credits), evidence-based practice core (9 credits), and a systems core (9 credits); and 4 credits of DNP residency.

**DNP Core – 24 credits**

**Foundations of Advanced Nursing Practice Core – 6 credits**
- NURS 810 Leadership for Advanced Practice in Healthcare, 3 cr.
- NURS 727 Epidemiology, 3 cr.

**Evidence Based Practice Core – 9 credits**
- NURS 725 Evidence Based Practice in Healthcare I, 3 cr.
- NURS 825 Evidence Based Practice in Healthcare II, 3 cr.
- NURS 720 Biostatistics, 3 cr.

**Systems Core – 9 credits**
- NURS 750 Outcomes and Quality Management, 3 cr.
- NURS 773 Information Systems to Support Clinical Decision-Making, 3 cr.
- NURS 803 Health Policy, 3 cr.

**NURS 995 DNP Residency, 4 cr.** (may be done over 1 or 2 semesters)

2. **Post Generalist Masters Curriculum (MN or equivalent)**
   The Post Generalist Masters Curriculum is a minimum of 37 credits that builds upon the required entry point of a Generalist Masters in Nursing (MN or equivalent). Where course background varies, an individual plan of study will be developed based on review of the previous Master’s Program coursework and transcript.

   The program includes:

   **Foundations of Advanced Practice Core-6 credits**
   - NURS 735 Theory for Advanced Practice, 3 cr.
   - NURS 810 Leadership for Advanced Practice in Healthcare, 3 cr.

   **Evidence Based Practice Core-3 credits**
   - NURS 825 Evidence Based Practice in Healthcare II, 3 cr.

   **Systems Core-3 credits**
   - NURS 729 Organizational Systems, 3 cr.

   **Specialty Theory and Practicum-21 credits**

   **NURS 995 DNP Residency, 4 cr.**
3. Post Masters Curriculum (Other Nursing Masters Degrees)

The Post Masters Curriculum includes Nursing Masters Degrees that are not Advanced Practice or a Generalist Masters (MN or equivalent). Examples may include a Masters in Nursing Education or Nursing Leadership. An individual plan of study will be developed based on review of the previous Master's Program coursework and transcript.

IV. Admission

The admission requirements of the DNP program in Nursing are consistent with those requirements specified by the Graduate School of the University of Wisconsin-Milwaukee. In addition, students must also meet the following requirements for the College of Nursing:

1. A bachelor's degree in Nursing from a professionally accredited program, with a minimum undergraduate grade point average of at least 2.75 (4.0 scale) for the post baccalaureate DNP option.
2. A master's degree in Nursing with an advanced practice focus from a professionally accredited program, with a minimum grade point average of 3.2 (4.0 scale) for the post master's DNP option.
3. Completion with a grade of B or higher of an upper-level undergraduate course in statistics within the last five years.
4. Current registration as a professional nurse.
5. Completion of the Graduate Record Examination (GRE) if the previous GPA calculated by the Graduate School is less than 3.2.
6. Three (3) letters of recommendation for graduate study in nursing, two (2) of which are from persons most knowledgeable about the applicant's recent academic and work experiences.
7. Completion of an autobiographical sketch.
8. Submission of two writing samples
9. Personal interview with a faculty member may be requested.

Previous Fac Doc # (09-10)126B, #(09-10)126D retired in its original form to become new GPC # 05-06-16, Approved by CON Faculty 5/20/16, Revised doc with Changes Requested by GCC 11/2/16, 4/21/17 retained & reaffirmed by GPC, 8/25/17 GPC approved updates, 9/15/17 CON faculty approved, 11-13-17 GPC Doc. No. 1497 to become GPC # 05-06-16A
Program of Study

All students in the DNP program, BS-DNP and PM-DNP will have core courses in the three areas of:

- Foundations of Advanced Practice
- Research
- Systems

The **FOUNDATIONS OF ADVANCED PRACTICE CORE** includes Theory for Advanced Practice (NURS 735), Leadership for Advanced Practice in Healthcare (NURS 810) and Epidemiology (NURS 727). As PM-DNP students have completed the Theory course as part of their MS degree, it is not required in the PM-DNP curriculum. If a student took Epidemiology as part of their MS degree, that course, is also not required.

The **RESEARCH CORE** includes Biostatistics and Applications or Advanced Nursing Practice (NURS 720), Evidence Based Practice in Healthcare I (NURS 725) and Evidence Based Practice II (NURS 825). If a PM-DNP student has completed their research course after 2008, EBP I (NURS 725) is not required in the PM-DNP curriculum.

The **SYSTEMS CORE** includes Nursing Science and Public Policy (Health Policy) (NURS 803), Information Systems to Support Clinical Decision Making (NURS 773), Outcomes and Quality Management (NURS 750) and Organizational Systems (NURS 729). As PM-DNP students have completed Organizational Systems as part of their MS degree, it is not required in the PM-DNP curriculum.

**BS-DNP students will choose one of these four options:**

- Clinical Nurse Specialist (Adult-Gero, Pediatrics, or Maternal-Infant/ Women’s Health)
- Family Nurse Practitioner
- Community-Public Health
- Leadership/Systems (Nurse Executive or Informatics)

**It is at this point in the BS-DNP that the plans of study vary.**
Clinical Nurse Specialists and Family Nurse Practitioner students will complete the ADVANCED PRACTICE CORE, which includes Pathophysiology, Pharmacology and Advanced Assessment. These students will then complete 12 credits of specialty theory courses (4 classes) for a total of 21 credits.

The Community Public Health and Leadership Systems students will complete 21 graduate credits of specialty theory in consultation with their faculty advisor. Students in the Community/Public Health option must include NURS 835 Community Theory and NURS 836 Community Assessment as part of their 21 credits. Students in the Leadership Systems Nurse Executive option must include NURS 770 Nursing Administration and NURS 711 (Healthcare Economics) as part of their 21 graduate credits. Students in the Leadership Systems Nursing Informatics option must include NURS 776 Clinical Informatics and NURS 711 Healthcare Economics as part of their 21 graduate credits.

ALL students will then complete 9 credits of specialty practicum and 4 credits of residency. The practicum requires 540 hours, while the residency is 460 hours, for a total of 1000 hour of clinical time. All students will have completed the Foundations of Advanced Practice and Research core courses prior to the start of clinical specialty practicum. All core courses will be completed prior to the start of residency.

All DNP students must follow the Graduate Residency Policy. This policy states that students must take 6 or more graduate credits in each of three consecutive semesters or 8 to 12 graduate credits in each of two consecutive semesters, excluding summer term. The goal of this requirement is to help students become more immersed in their nursing studies with the hope of fostering greater participation within the community of scholars.

Your responsible for your Plan of Study
It is VERY important that you follow your prescribed plan of study. This plan of study is used to guide your progression placing courses in order in consideration of need and prerequisites, as well as in consideration of certification requirements. The College of Nursing uses these plans of study to schedule courses, and many of these courses are only offered once a year, making it critical that you stay on schedule.

Your plan of study was included within your admission letter. Any change in your program of study should be communicated to your faculty advisor and to the academic advisor in Student Affairs, Jennifer Daood, daood@uwm.edu.

The course schedule is subject to change based on enrollment need. Essentially, the college is not able to offer a class for only limited number of students.
# BS-DNP: Family Nurse Practitioner

## Fall Start

**64 credits**

### Full Time (3 years)

<table>
<thead>
<tr>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 720 Biostatistics</td>
<td>3 cr</td>
<td>NURS 725 Evidenced Based Practice</td>
</tr>
<tr>
<td>NURS 735 Theoretical Foundations of Advanced Nursing</td>
<td>3 cr</td>
<td>NURS 753 Physiologic Basis for ANP</td>
</tr>
<tr>
<td>NURS 729 Organizational Systems</td>
<td>3 cr</td>
<td>NURS 727 Epidemiology</td>
</tr>
<tr>
<td>NURS 707 Advanced Pharmacology: Application to APN</td>
<td>3 cr</td>
<td>NURS 803 Health Policy</td>
</tr>
<tr>
<td>NURS 750 Outcomes and Quality Management</td>
<td>3 cr</td>
<td>NURS 767 FNP Specialty Theory</td>
</tr>
<tr>
<td>NURS 754 Comprehensive Assessment of Health</td>
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### Specialties

- **NURS 832** CNS Adult/Gerontology Specialty Practicum I
- **NURS 814** CNS Maternal/Infant Specialty Practicum I
- **NURS 817** CNS Pediatrics Specialty Practicum I
- **NURS 833** CNS Adult/Gerontology Specialty Practicum II
- **NURS 815** CNS Maternal/Infant Specialty Practicum II
- **NURS 818** CNS Pediatrics Specialty Practicum II
- **NURS 834** CNS Adult/Gerontology Specialty Practicum III
- **NURS 816** CNS Maternal/Infant Specialty Practicum III
- **NURS 819** CNS Pediatrics Specialty Practicum III
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BS-DNP: Community/Public Health
Spring Start
64 credits

2018-2019 DNP HANDBOOK-UWM College of Nursing
### Full Time (3 years)

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2018-2019 DNP HANDBOOK-UWM College of Nursing
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Post-Master’s Doctor of Nursing Practice Program of Study

Post-MS-DNP Program of Study
Each student plans with his/her faculty advisor a course of study that constitutes a unified program. It is planned within the framework of doctoral program requirements and the student’s clinical interests and career goals. The major components of the doctoral program course of study are described below:

Foundations of Advanced Practice Core Courses
6 Credits
Within the required core courses (Leadership for Advanced Practice, Epidemiology), students develop conceptual skills in analyzing theoretical frameworks for leadership. In addition, students gain an understanding of the distribution and determinants of health and disease in populations.

Research Core Courses
9 Credits
Through the required research core courses (Biostatistics, Evidence-based Practice in Healthcare I & II), students are provided with the necessary skills to evaluate research relevant to their area of specialization, including the social context within which it occurs.

Systems Core Courses
9 Credits
The required courses (Health Policy, Information Systems for Clinical Decision Making, Outcomes and Quality Management) provide the student with the knowledge and skills needed to understand health care systems, employ the concepts and tools of health care policy development, use clinical information systems to implement evidence-based practice recommendations, and implement outcome and quality management programs.

All courses must be completed prior to the start of NURS 995 Residency.

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Note: pre–reqs: NURS 720 must be completed prior to NURS 725. And NURS 725 must be completed prior to NURS 825
Post-Masters DNP (online)
28 credits

Fall Start, Full Time (2 years)

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Doctor of Nursing Practice Master of Business Administration (DNP-MBA)

The Lubar School of Business and the University of Wisconsin-Milwaukee College of Nursing collaboratively offer a program designed to provide a combined nursing and business curriculum to strengthen the graduate’s performance as a leader and manager in nursing and health care administration.

Admission
Students are admitted to both the University of Wisconsin-Milwaukee graduate programs in nursing and business administration. The admission requirements are consistent with those specified by the UWM Graduate School, College of Nursing and Lubar School of Business. Applicants may choose to complete either the GMAT or GRE and must have a BS in nursing degree and at least two years’ practice in a health care setting. Three letters of reference are required including one from a former faculty and one from a health care employer.

MBA foundation coursework provides the basis for the theory and practice of business. The MBA program requires Bus Adm 701 Business Mathematics (2cr), Bus Adm 703, Financial Accounting. Bus Adm 701 is waived for individuals who have completed an appropriate academic course in their background, or have earned an appropriate Quantitative sub-score on the GMAT or GRE, or have passed the proficiency exam. Bus Adm 703, Financial Accounting is waived for individuals who have completed an appropriate course in their background, or have passed the proficiency exam. Bus Adm 701 and Bus Adm 703 do not count toward the degree. Students are also assumed to have basic proficiency in information technology (IT), including the use of work processing, spreadsheets, presentation software, and web browsers, Online resources are available for Bus Adm 701, 703 and IT.

Credits and Courses
Students accepted into the MBA/DNP program complete the following courses:

Nursing (43 Credits) Core
NURS 725 Evidence Based Practice in Healthcare I, 3cr NURS 727 Epidemiology, 3 cr
NURS 729 Organizational Systems, 3 cr
NURS 735 Theoretical Foundations of Advanced Nursing Practice, 3cr NURS 750 Outcomes and Quality Management, 3 cr
NURS 770 Nursing Administration, 3 cr
NURS 773 Information Systems to Support Clinical Decision Making, 3cr NURS 803 Health Policy, 3 cr
NURS 810 Leadership for Advanced Practice in Healthcare, 3cr NURS 825 Evidence Based Practice in Healthcare II, 3 cr NURS 826 Nurse Executive Practicum I, 3cr
NURS 827 Nurse Executive Practicum II, 3cr NURS 828 Nurse Executive Practicum III, 3cr
NURS 995 Doctor of Nursing Practice Residency, 4 cr

Advanced Core (18 Credits)
BusMgmt 704 Accounting Analysis and Control, 3cr
BusMgmt 705 Corporate Finance, 3 cr
BusMgmt 707 Information Technology Management in International Businesses, 3 cr
BusMgmt 708 Marketing Strategy: Concepts and Practice, 3 cr
BusMgmt 709 Predictive Analytics for Managers, 3 cr
BusMgmt 711 Global Supply Chain Strategies & Competitive Operations, 3 cr
**Dual Applied Courses (18 Credits)**
NURS 720 Biostatistics and Applications for Nursing Practice, 3 cr
BusMgmt 706 Managing in a Dynamic Environment, 3 cr
BusMgmt 720 Strategic Management in Health Care Organizations*, 3 cr
*intergrading course for the coordinate degree programs
Bus Adm 738 Human Resources Management, 3 cr **Must**

**complete two courses (6 credits) below:**
Bus Adm 755 Health Care Administration and Delivery Systems, 3 cr
Bus Adm 757 Managed Care and Integrated Health Networks, 3 cr
Bus Mgmt. 727 Health Care Accounting Law, and Ethics, 3 cr
NURS 711 Economics of Health Care and Health Care Systems 3cr.

**Total Program**
For the coordinated degree program, students will complete 79-degree credit hours. A student not completing the requirements for the coordinated degree program would need to complete all requirements of an individual program—MBA or DNP—in order to earn a degree.

**DNP Clinical Project**
The candidate will complete a final comprehensive clinical project as part of the residency experience, which demonstrates the ability to implement the principles of evidence-based practice and translation under the direction of the major professor. The candidate must, as the final step toward the degree, pass an oral examination in defense of the clinical project. A candidate who does not pass this examination may apply for reexamination within one year from the initial examination date. This reexamination may occur only one time. A candidate who does not pass this examination within program time limits may be required to undergo another comprehensive preliminary examination and be readmitted to the program and/or candidacy.

**Time Limit**
Students in the coordinated MBA/DNP degree program must complete all degree requirements within seven years of the first enrollment semester as a degree student.

**GPC approved credit change from 86 to 79 2/3/17**
**GFC approved credit from 86-79 credits 10/24/2017 (effective spring 2018)**
# DNP-MBA Plan of Study

College of Nursing and Lubar School of Business  
University of Wisconsin-Milwaukee

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<tr>
<th>Fall 9 credits</th>
<th>Spring 9 credits</th>
<th>Summer 6 credits</th>
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<tbody>
<tr>
<td>NURS 735 Theory Fnds. of Adv. Practice Nursing 3cr</td>
<td>NURS 720 Biostats. 3cr</td>
<td>NURS 727 Epidemiology 3cr</td>
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<tr>
<td>BUS ADM 701 Foundations for Managerial Quantitative Analysis 3 cr <em>(PRE REQ)</em></td>
<td>NURS 725 Evidenced Based Practice 3cr</td>
<td>NURS 750 Outcomes and Quality Management 3crs</td>
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<tr>
<td>BUS ADM 703 Financial Accounting 3cr <em>(PRE REQ)</em></td>
<td>BusMgmt 704 Accounting Analysis and Control 3cr</td>
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<th>Fall 9 credits</th>
<th>Spring 9 credits</th>
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<tr>
<td>NURS 729 Organizational Systems 3crs</td>
<td>BusMgmt 707 Information Tech. Mgt. in Contemporary Bus. 3cr</td>
<td>NURS 825 Evidenced Based Practice II 3cr</td>
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<tr>
<td>BusMgmt 705 Corporate Finance 3crs</td>
<td>BusMgmt 709 Predictive Analytics for Managers 3cr</td>
<td>Specialty Elective 3cr</td>
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<tr>
<td>BusMgmt 706 Managing in a Dynamic Environment 3crs</td>
<td>NURS 770 Nursing Administration 3cr <em>(Freq. odd year, spring only)</em></td>
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<tr>
<td>NURS 810 Leadership for Adv. Practice in Healthcare 3cr</td>
<td>BusMgmt 720 Strategic Mgt in Health Care Organizations 3cr</td>
<td>NURS 827 Practicum II 3cr</td>
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<tr>
<td>BusMgmt 708 Marketing Strategy Concepts and Practice 3cr</td>
<td>NURS 803 Health Policy 3cr</td>
<td>Specialty Elective 3cr</td>
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<tr>
<td>BusMgmt 711 Supply Chain Strategies and Competitive Oper. 3cr</td>
<td>NURS 826 Practicum I 3cr</td>
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<th>Spring 4 credits</th>
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<tr>
<td>NURS 773 Information Systems 3cr</td>
<td>NURS 995 Residency 4cr</td>
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<tr>
<td>BUS ADM 738 Human Resource Mgt. 3cr</td>
<td><em>(DNP Project Implementation)</em></td>
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<tr>
<td>NURS 828 Practicum III 3cr</td>
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*(DNP Proposal)*

**Complete two specialty electives (6 credits) from the following list below:**

- Specialty Elective BusMgmt 727 Health Care Acct., Law, and Ethics 3crs *(Freq. odd years, fall only)*
- Specialty Elective Bus ADM 755 Health Care Adm., and Delivery Systems 3crs *(Freq. even years, fall only)*
- Specialty Elective Bus ADM 757 Managed Care and Integrated Health Networks 3 crs *(Freq. odd years, spring only)*
- Specialty Elective NURS 711 Economics of Health care, 3 crs. *(Freq. even years, spring only)*

79 credit dual degree program  
Revised 3/2017
Request for Change in Faculty Advisor DNP Program

Student Name: ________________________________________________________________

Name of Current Faculty Advisor: ______________________________________________

Name of New Faculty Advisor: _________________________________________________

Rationale for Change in Faculty Advisor: _________________________________________

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Current Faculty Advisor: __________________________________ Date: ____________

                      Signature

New Faculty Advisor: __________________________________ Date: ______________

                      Signature

Approved by DNP Program Director: __________________________ Date: ____________

                      Signature

After all signatures are secured, forward a copy to the Academic Advisor for Doctoral Students Cunningham Hall 135

Previous doc # was GPC # 12-5-14
Revised & Approved by GPC 5-5-17 to have separate form for DNP & PhD
Foundations of Advanced Nursing Practice Core
NURS 735 Theory for Advanced Practice (Not required in the PM-DNP Program): 3 credits, graduate level: This course is designed to enable the student to examine the use of theoretical frameworks and models that form the foundation for advanced nursing practice nursing roles in the delivery of health care. Theoretical foundations for advanced practice are explored with emphasis on critique, evaluation, and use of a wide range of theories from nursing and related fields. Prerequisite: Graduate standing; admission to Nursing Degree Program or consent of instructor. **
NURS 810 Leadership for Advanced Practice in Healthcare: 3 credits, graduate level. Examines role development of advanced practice nursing, including a strong focus on ethical practice. Emphasis is on working with multiple disciplines and leading multiple constituencies. Prerequisite: Graduate standing; admission to Nursing Degree Program or consent of instructor.
NURS-727 Epidemiology, 3 credits, graduate level. Study of the distribution and determinants of health and disease in populations including related methods and applications. Prerequisite: Graduate standing; admission to Nursing Degree Program; or consent of instructor.

Research Core
NURS 720 Biostatistics, 3 credits, graduate level. Emphasis on common analysis procedures relevant to nursing practice. Prerequisite: Graduate standing; admission to Nursing Degree Program or consent of instructor.

NURS-725 Evidence-Based Practice I: 3 credits, graduate level. Introduction to evidence-based practice including examination of research processes and methods. Emphasis on critique and use of research in healthcare, including the evaluation of changes made in practice. Prerequisite: Graduate standing; admission to Nursing Degree Program or consent of instructor.

NURS 825 Evidence-Based Practice II. 3 credits, graduate level. In depth exploration of approaches to development of practice guidelines and protocols, and evaluation of practice change. Prerequisite: Graduate standing; NURS 725(P); NURS 720 or grad level course in biostatistics admission to Nursing Degree Program or consent of instructor.

Systems Core
NURS 803 Health Policy: 3 credits, graduate level. Explores the roles and accountability of nursing scientists in responding to the health and social needs of the public and shaping of public policy, Prerequisite: Graduate standing, admission to Nursing Degree Program, or consent of instructor

NURS 773 Information Systems for Clinical Decision Making: 3 credits, graduate level. Provides fundamentals in integrating nursing science with information and computer sciences to support practice and administrative decision-making. Prerequisite: Graduate standing; admission to Nursing Degree Program or consent of instructor.

NURS 750 Outcomes and Quality Management: 3 credits, graduate level. Evaluation of nursing interventions and nursing sensitive outcomes, with emphasis on accountability for quality in practice. Prerequisite: Graduate standing; admission to Nursing Degree Program or consent of instructor.

NURS 729 Organizational Systems (Not required in the PM-DNP Program): 3 credits, graduate level: The purpose of this course is to enhance student knowledge of the systems of health care delivery for populations and communities. Emphasis is on relevant concepts, theories, and research on emerging health care models,
health care financing, and regulation of health care. Students will explore the multifaceted role of the advanced practice nurse in organizing care to address practice issues, creating change at the organizational level, promoting positive organizational and professional cultures, and evaluating cost-effectiveness of health care delivery strategies. **

**Advanced Practice Core**
The Advanced Practice Core is required for BS-DNP students selecting the CNS or FNP Option.

NURS 753: Physiological Basis of Advanced Nursing Practice: 3 credits
Human physiological responses to actual and potential health problems, methods of measurement, developmental and environmental influences, and implications for advanced nursing practice.

NURS 707 Advanced Pharmacology: Application to Advanced Nursing: 3 credits
Advanced knowledge related to the use of pharmacotherapeutics in management of common health problems, nursing prescriptive authority, and development and use of clinical practice guidelines

NURS 754 Advanced Health Assessment: 3 credits
Approaches to comprehensive assessment of health of individuals including evaluation of health status, analysis of environmental contexts, and development of diagnostic strategies.

Advanced Practice Specialty Courses 21 credits
Both Clinical Specialist and Family Nurse Practitioner students will complete the Advanced Practice Core --9 credits) plus 12 specialty credits (FNP or CNS TRACK).

The DNP curriculum will offer the following advanced practice specialty foci:
- Family Nurse Practitioner
- Clinical Nurse Specialist (CNS) with options for focus in the following: Adult-Gerontology
  Pediatrics and Maternal/Infant

Leadership Systems and Community-Public Health Specialty Courses 21 credits
The nursing systems leader or community/aggregate specialty area will support student development as community health nursing specialists and as nursing system leaders. Courses will be selected from nursing, business, public health, informatics, health sciences and/or other departments with permission of your advisor. Students in the Community Public Health track must include Theory (NURS 835) and Community Assessment (NURS 836) in these 21 credits. Students in Leadership Systems with a Nurse Executive track must include NURS 770 Nursing Administration and NURS 711 Health Economics in these 21 credits. Students in the Leadership Systems with a Nursing Informatics track must include NURS 776 Clinical Informatics and NURS 711 Health Economics in these 21 credits.

**Specialty Practicum**
9 credits
All students will complete three consecutive semesters of practicum (540 hours).

**Residency (NURS 995)**
4 credits
This residency experience will include 460 hours in the student’s specialty focus area and will include an emphasis on the evidenced-based practice, leadership and system competencies of the DNP prepared graduate. The residency experience will include the required DNP Project. The residency hours, plus the practicum hours, total 1000 hours. Students may choose to complete the residency over two semesters, in this case, 2 credits each semester. **If the residency is not completed within 4 credits, students will be required to take one credit per semester until the residency project is completed.**
Required Specialty Theory Course List

Each Specialty track includes 9 credits of specialty theory courses. Below are the required courses.

**CNS: Adult /Gerontology Track**
NURS 760 – Processes of Aging
NURS 779 – Special Topics: Advanced Nursing Adult Gerontology Acute Illness
NURS 779 - Special Topics: Advanced Nursing Adult Gerontology Chronic Illness

**CNS: Maternal Infant Women’s Health Track**
NURS 763: Issues in Women’s Health and Development
NURS 779: Advanced Practice Nursing: Maternal-Infant and Women's Health
NURS 779: Global Maternal and Child Health

**CNS: Pediatrics Track**
NURS: Pediatric Chronic Illness
NURS: Pediatric Acute Illness
NURS: Pediatric Health Promotion and Development

**FNP: Family Nurse Practitioner Track**
NURS 767 FNP Theory I
NURS 768 FNP Theory II
NURS 769 FNP Theory III

**System Leadership: Informatics Track**
NURS 776 Clinical Informatics
NURS 711 Economics of Healthcare and Healthcare Systems
For additional courses choose from the following:
PH 709 Public Health Informatics
BUS ADM 741 Decision Support Systems and Groupware
BUS ADM 746 Data Warehousing
BUS ADM 749 Advanced Data and Information Management
BUS ADM 817: Infrastructure for Information Systems
BUS MGMT 715 Leadership, Team building and Effective Management
BUS MGMT 720 Strategic Management in Health Care Organizations
COMPSCI 747 Human-Computer Interaction
HCA 721 Health Information Technology Procurement
HCA 722 Legal., Ethical, and Social Issues in Health Care Informatics
HCA 723 Health Care Systems Applications – Administrative and Clinical
HCA 760 Biomedical and Healthcare Terminology and Ontology
URB STD 840 Community Health Planning

**System Leadership: Nurse Executive Track**
NURS 711 Economics of Healthcare and Healthcare systems
NURS 770 Nursing Administration
For additional courses choose from the following:
Bus Adm 733 Organizational Development, 3 cr
Bus Adm 755 Health Care Administration and Delivery Systems, 3 cr
Bus Adm 757 Managed Care and Integrated Health Networks, 3 cr
Bus Adm 744: Information Technology Strategy and Management, 3 cr
BusMgmt 706 Managing in a Dynamic Environment, 3 cr
BusMgmt 715: Leadership, Team Building, and Effective Management, 3 cr
BusMgmt 727 Health Care Accounting, Law, and Ethics
HCA 722 Legal, Ethical and Social Issues in Health Care Informatics

**Community Public Health Track**
NURS 835 Community Nursing Theory 3 cr
NURS 836 Community Nursing Assessment

For additional courses choose from the following:
NURS 774: Trauma Counseling I: Theory and Research
NURS 775: Trauma Counseling II: Diagnosis and Treatment
PH 701: Public Health Principles and Practice
PH 706: Perspectives on Community & Behavioral Health
PH 727: Program Planning & Implementation in Public Health
PH 740: Special Topics in Public Health (specific topics vary)
PH 743: Environmental Risk Assessment
PH 745: Developmental Toxicology
PH 750: Seminar in Environmental Health Sciences
PH 752: Public Health and Mental Health
PH 820: Maternal and Child Health Foundations, Policy and Practice
ED PSY 711: Cultural Context of Children's Mental Health
SOC WRK 713: Community Organization, Planning and Human Service Administration I
SOC WRK 771: Development of the Family Over the Life Span
SOC WRK 851: Social Issue and Policy Analysis (specific topics vary)
SOC WRK 932 Theories and Research on Behavior Change
**Graduate Level Certificates**

**Applied Gerontology**
The Helen Bader School of Social Welfare’s Department of Social Work offers an 18 credit Applied Gerontology certificate program. More information about admission and program requirements can be found at this url: http://uwm.edu/catr/academics/agingcertificate/

**Clinical Nurse Specialist Post-Graduate**
"The Clinical Nurse Specialist Post-Graduate Certificate is designed to provide advanced practice preparation as a Clinical Nurse Specialist (CNS) for nurses with a Master's degree in Nursing prepared for other roles or population groups. The student will choose one of the following populations: adult/gerontology, *pediatric, or *maternal/infant. The majority of the program will be taught online with clinical preceptor placements as close as possible to a student's geographic location. *For Maternal Infant Women’s Health and Pediatric CNS Specialty, contact Dr. Julie Darmody, the CNS Option Coordinator, darmodyj@uwm.edu More information about admission and program requirements can be found at this url: http://uwm.edu/nursing/academics/certificates/clinical-nurse-specialist/

**Health Professional Education**
The College of Nursing together with the School of Education and the College of Health Sciences offers the Health Professional Education certificate program that involves educational theory and pedagogy to support students in teaching roles with a focus on adult education, teaching strategies and changing health behaviors. More information about admission requirements and program details can be found at this url: http://uwm.edu/nursing/academics/certificates/health-professional-education/

**Post-Master's Family Nurse Practitioner**
Nurses prepared with a master’s degree in nursing from an accredited program can enhance their degree through our Post-Masters Family Nurse Practitioner Certificate program. More information about admission requirements can be found on this url: http://uwm.edu/nursing/academics/certificates/family-nurse-practitioner/

**Interprofessional Graduate Certificate in Public and Population Health**
The 16-credit certificate program is a collaborative program between the College of Health Sciences, College of Nursing, and the Zilber School of Public Health, and is coordinated through the Zilber School of Public Health. The Interprofessional Graduate Certificate in Public and Population Health is designed for students and working professionals involved in program planning and implementation, evaluation, education policy, health policy, engineering administration, research, and other areas related to public and population health. More information about admission requirements and program details can be found at this url: https://uwm.edu/publichealth/certificates/

**Trauma Informed Care**
The College of Nursing together with the Helen Bader School of Social Welfare, School of Education, and College of Health Sciences offer a 15-credit certificate program in Trauma Informed Care. The primary goal of the program is to train graduate students from the helping professions in specialized knowledge and skills related to psychological trauma. More information about admission requirements can be found on this url: http://uwm.edu/nursing/academics/certificates/trauma-informed-care/
The DNP curriculum will offer the following advanced practice specialty foci:

Family Nurse Practitioner (18 credits)

Family Nurse Practitioner option prepares graduates to meet educational eligibility requirements for the national certification examination for Family Nurse Practitioner.

Eligibility criteria for national certification as a family nurse practitioner include:

- Hold a current, active RN license in Wisconsin state
- Hold a master’s or doctoral degree from a family nurse practitioner program accredited by the Commission on Collegiate Nursing Education (CCNE) or the Accreditation Commission for Education in Nursing (ACEN) (formerly NLNAC | National League for Nursing Accrediting Commission). A minimum of 540 faculty-supervised clinical hours, with exposure across the lifespan with health promotion, acute, and chronic illnesses and diseases, are required for the family nurse practitioner program.
- Three separate, comprehensive graduate-level courses to be completed with a grade of B or better in:
  - Advanced physiology/pathophysiology, including general principles that apply across the life span within 5 years of starting the program.
  - Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts, and approaches within 5 years of starting the program.
  - Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents within 3 years of start of program. Evidence of prescriptive authority in the state of Wisconsin will be accepted in place of graduate pharmacology course.
- Content in:
  - Health promotion and/or maintenance
  - Differential diagnosis and disease management, including the use and prescription of pharmacologic and nonpharmacologic interventions.

Candidates may be authorized to sit for the examination after all coursework and faculty-supervised clinical practice hours for the degree are complete, prior to degree conferral and graduation, provided that all other eligibility requirements are met.
Student Transfer of Credit (doctoral students)

Course(s) taken at UWM as a Non-Degree student must complete a the “Transfer Credit Evaluation Form” to have the non-degree course(s) formally count toward your DNP program. It is best to do this early in your program.

- Forms are available online through the UWM Graduate School Website: Refer to this url: Go to Forms/Applications to “Transfer Credit Evaluation”. [http://uwm.edu/graduateschool/student-forms/](http://uwm.edu/graduateschool/student-forms/)

If you completed a course with at least a B or better and think it might be equivalent to a course you need to take as part of your Doctoral program, submit the syllabus in the term the course was completed and the transcript denoting the completion of that course to the Student Affairs Academic Advisor by email: daoed@uwm.edu

The course will be reviewed for equivalency by the faculty teaching the comparable UWM course. The faculty member reviews the course determines whether the course will transfer.

If the course transfers to UWM as part of your doctoral program, notation of the transfer course will be posted on the Formal Plan of Study and/or noted in your student file. All documentation will remain in your academic file located in the Student Affairs Office, Cunningham Hall room 135.

Questions can be directed to Jennifer Daoed, the Student Affairs Academic Advisor by email: daoed@uwm.edu
897 Independent Study for Doctor of Nursing Practice (DNP) Students

Go to The DNP SPOT on SharePoint to find the Independent Study-NURS 897 form.

I. Overview:
Independent Study in Nursing for DNP is an opportunity to pursue a topic or project with the guidance of a College of Nursing graduate faculty member. The student enrolled in an Independent Study is expected to assume primary responsibility for learning. The faculty member's role is to challenge and guide the student in intellectual efforts.

II. Procedure:
A. Prior to registration, mutual agreement is necessary between the student and the faculty member in terms of the topic, objectives, and evaluation for the Independent Study. The course plan must be appropriate for the content and credit (1-6 cr.).
   1. Pursuant to Graduate Programs Committee action of September 20, 1977, it is determined that contact hour allocation per credit in graduate courses be on the basis of 1 contact hour per credit in lecture; contact hour per credit in seminar; and 3 contact hours per credit in practicum.
   2. The student is expected to:
      a. Identify the title of study
      b. State the objectives
      c. Outline the plan for action and evaluation
      d. Obtain the Application for Independent Study and obtain the faculty member's signature on the Faculty Member Agreement form and forward both original forms to the Director of the DNP Program.
   3. Any clinical component must be cleared through the agency with the faculty member responsible for informing the Associate Dean for Academic Affairs to assure contractual and insurance coverage.
   4. Credit earned in Independent Study applies to elective credit.
B. Student Responsibilities
   1. The student is responsible for scheduling regular conferences with faculty.
   2. All work is expected to be completed within the semester. Independent Study that requires more than one semester to complete must be divided into two or more semesters. In such cases, a separate grade will be awarded for each semester's work.
   3. Creative dissemination of completed work is encouraged such as presentation, publication, and colloquium.
   4. The student completes a faculty evaluation form according to UWM College of Nursing departmental policy and procedures.
C. Faculty Responsibilities
   1. The faculty approves the student's objectives, topic area, and evaluation plan.
   2. The faculty assures quality learning experiences through the provision of
      a. Individual conference time
      b. Challenging questions, comments and feedback
      c. Promoting critical thinking
   3. The faculty prepares an Independent Study Evaluation Summary of the student's experiences and submits the grade in accord with UWM policy and procedures, to the Student Affairs Office for placement in student’s file.

Approved by the Doctoral Faculty March 17, 1986; Revised by the Doctoral Faculty May 13, 1986 Docs\dp002.
NURS 897 Doctoral Independent Study Form

Name:_________________________________________Student ID #________________

List # of credits assigned to study __ Course # NURS 897 ______ Semester and Year:__________

Graduate Students: PhD DNP

Faculty Member Selected:__________________________________________________________

Did s/he agree to work with you? YES___________________________NO__________________

TITLE of Independent Study:_______________________________________________________

OBJECTIVES:

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

PLAN FOR MEETING THE OBJECTIVES (brief explanation):

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

EVALUATION PLAN (brief explanation):

_____________________________________________________________________________
_____________________________________________________________________________
_____________________________________________________________________________

Please discuss your plans for Independent Study with the faculty member you selected. When you and the faculty member have reached agreement and this form is complete, return with the Faculty Member Agreement form, to the DNP Program Director. The original will be placed in your file.

To be completed by the DNP Program Director:

Signature:_________________________________________Date:__________________________

DNP Program Director
Faculty Member Agreement Form

Print Student Name:________________________________________________________

For Independent Study in Nursing NURS-____________________________________

(course #) - (Instructor #)

I have discussed the proposed independent study with ________________________ and am willing to supervise this student’s work. We shall arrange for regular conferences and will submit an evaluation of this learning experience at the end of the semester.

_________________________________________  ________________________________
Date  Faculty member’s signature

Please forward this form with the Application for Independent Study to the DNP Program Director. The original will be placed in the student’s file.

To be completed by the DNP Program Director:

_________________________________________  ________________________________
Signature DNP Program Director  Date:
Independent Study Evaluation Summary

Directions: To be completed upon completion of the Independent Study course as stated below. See DNP SharePoint for link to form. Supervising professor should complete the form below to evaluate student’s performance. A copy of this completed form should then be sent to the Student Affairs Office/Cunningham Hall 135 for placement in the student’s file.

Name of Student ___________________________ Name of Professor ___________________________

Semester/Year ___________________________ Number of Credits ___________________________

Evaluation/Summary of Independent Study (to be filled out by the faculty member):

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

To be completed by the faculty member:

Grade Earned: __________ Signature of Professor: ___________________________ Date: __________

Make a copy, and forward original to the Student Affairs Office/Cunningham Hall 135

Isform.doc 7/13
DNP Advisory Process and Procedures

I. The Faculty Advisor
The Faculty Advisor represents a vital link between the entering student and the doctoral program. This advisor plays an important role in orienting the student to the school and the program, assisting with clarification of goals, helping the student to structure a meaningful and integrated learning experience, and monitoring the student’s progress in and adjustment to doctoral study.

The specific responsibilities of the Faculty Advisor are:
1. Interpret to the student the doctoral program design, requirements, and policies.
2. Assist the student in planning objectives for doctoral study.
3. Assist the student in developing a plan of study in accordance with program requirements and individual research interests.
4. Monitor student progress consistent with the plan of study.
5. Assist the student in identifying additional opportunities as appropriate for professional development including sources of financial assistance.
6. Help the student choose a Residency Mentor.
7. Provide ongoing support and assistance in professional development, including support for funding applications and scholarships.
8. Serving as the Chairperson of the following student Committees: Comprehensive Examination, and DNP Project including:
   a. Assisting the student in selecting committee members for the comprehensive examination and DNP Project.
   b. Determining the student’s readiness to take the comprehensive examination.
   c. Complete the DNP Project Proposal form to reflect the Doctoral Preliminary Examination to the DNP Program Director for signature and disposition. Go to the DNP Faculty Resources on SharePoint to locate the DNP Project Proposal Planning form.
9. To assume primary responsibility for guiding the student throughout the DNP Project.

II. Student Affairs Advisor
The Student Affairs advisor assists students with questions related to admission, plan of study, appeals, and graduation. The Student Affairs Advisor helps the student orient to the school and the program.

III. Student Responsibilities
In general, it is the student's responsibility to plan a program that is unified rationally with all parts contributing to a coherent program of study. Specifically, the student is responsible for:

1. Meet with your Faculty Advisor for annual review in April-May to discuss progress, goals, and plans. See The DNP Spot on SharePoint for the Annual Review form.
2. Meet regularly with your Faculty Advisor especially prior to residency to plan the Comprehensive Exam and DNP Project.
3. Work with your Faculty Advisor to identify DNP Project Proposal/ Comprehensive Exam Committee members including the agency mentor and CON faculty member.
4. You are expected to attend a regional or national conference that is relevant to your specialization every year that you are in doctoral study. This should be documented in your annual review.
5. Any changes to your plan of study must be communicated to the Student Affairs Academic Advisor: Jennifer Daoood, daoood@uwm.edu to avoid delays in progression.
III. Change in Faculty Advisor

A request for change in Faculty Advisor (and, if appropriate, DNP Project Committee membership) is indicated if the substantive area of the student's focus changes markedly. Either the advisor or the advisee may initiate a change of advisor. A change of membership on the DNP Project Proposal/Comprehensive Examination Committee must be recommended by the student and approved by the Faculty Advisor and the DNP Program Director. The DNP Program Director will coordinate reassignment of the student to another faculty advisor when a change of advisor occurs.

IV. Scope of Policy

These policies are supplemental to those of the Graduate School and describe those policies in the College of Nursing Graduate Program, which, in addition to all graduate school policies, apply to students in this program.
DNP Milestones and Program Expectations

**Preamble:**
Students are admitted to the DNP program with the expectation that they will complete their program of study in a timely fashion. In order to facilitate student realization of completion in a timely fashion, several milestones have been identified. These timelines are offered as a guide to faculty and students as a means of evaluating the timeliness of student progress. The expectation is that students should be progressing in an expeditious manner. Failure to meet these milestones will initiate a critical review of student progress, and the creation of a written plan identifying strategies to meet the milestones.

**BS-DNP Students**
Time from enrollment to Specialty Practicum: Complete 36 credits of required coursework by the end of the 4th semester (full-time student/Fall start) or by the end of the 5th semester (Full-time student/spring start) or the end of the 7th semester (part-time student/Fall start) or by the end of the 8th semester (part-time student/Spring start).

**Time from start of specialty practicum to comprehensive exam:**
Complete the three semesters of specialty practicum and required courses (full-time students). Complete the three semesters of specialty practicum and required courses over a total of four semesters (part-time students). Students must meet the comprehensive examination requirement prior to starting residency, and usually during their last semester of course work. UWM Graduate School policy requires that comprehensive examinations be completed within five years of the start of admission.

**Time from the start of DNP Project to Program Completion:**
1-2 semesters. Students should be able to defend their final DNP Project during the last weeks of their residency.

**PM-DNP students** are expected to complete required coursework by the end of the 4th semester. Students must meet the comprehensive examination requirement prior to starting NURS 995 Residency. UWM Graduate School policy requires that comprehensive examinations be completed within five years of the start of admission.

**Time from DNP Proposal (Comprehensive Examination) to Completion of the Program:** 1-2 Semesters. Students should be able to defend their final DNP Project during the last weeks of their residency.

All students are expected to complete all degree requirements within **seven years** of entering the program.
DNP Student Learning Portfolio Guidelines

A learning portfolio is a tool used by professional nursing students to display their learning achievements as they progress through their educational program, including periodic written reflections assessing and analyzing the quality of their learning and learning goals for the following semesters. Portfolios are also used by nursing schools for program evaluation. They provide a mechanism by which students and instructors monitor the development of key skills, abilities, and attitudes necessary for professional nursing practice. Each student in the graduate program will create and maintain a learning portfolio to document the development of professional competencies as described below in the program learning outcomes and key program competency outcomes.

PROGRAM OBJECTIVES/STUDENT CHARACTERISTICS:

1. Analyze and integrate nursing science with knowledge from diverse disciplines as the basis for the highest level of nursing practice.
2. Demonstrate collaborative leadership in the development and evaluation of models for improving patient and population health outcomes.
3. Utilize the processes of scientific inquiry to explore clinical phenomena and facilitate evidence-based nursing practice.
4. Apply technology and information systems for the improvement and transformation of healthcare.
5. Influence policy development that shapes health care delivery, financing, and regulation.
6. Expand personal and professional competencies to assume emerging advanced practice nursing roles.

KEY PROGRAM COMPETENCY OUTCOMES WITH DEFINITIONS:
The Nursing Programs are designed to produce critical thinkers who can communicate effectively with others as they perform the following competencies:

- **Clinical Problems** – Gather and analyze data and determine solutions to clinical problems
- **Impact Examination** – Examine the impact of information, frameworks, theories, problems, and issues on nursing and health care
- **Role Function** – Function effectively in the roles consistent with preparation.

STUDENT LEARNING PORTFOLIO OBJECTIVES:
The development of a student portfolio serves to

1) Document the student’s growth and development while progressing through the graduate curriculum.
2) Foster development of the student’s lifelong personal and professional growth.
3) Provide a record of evidence demonstrating progress at specific points in the program of study:
   a. For BS-DNP students: At the beginning of clinical course work [within the first week of CNS I/FNP I/ Systems/ Community-Public health practicum], prior to starting residency, and at the completion of the program. [Total of 3 times]
   b. For MS-DNP students: Prior to starting residency [at least 1-2 weeks prior to residency], and at the completion of the program [Total of 2 times].
EXPECTATIONS:
The student portfolio will be created in the first semester of enrollment in DNP courses, with additional materials submitted every semester. Guidelines will be provided each semester on required and suggested materials to be included in the portfolio. Students use the portfolio guidelines provided during orientation to the DNP program and included in the student handbook to compile and add to the portfolio examples that provide evidence to support a critical self-evaluation.

There are two parts to the portfolio. Part 1 includes a brief commentary on each item / course product included in the portfolio to explain how the example selected demonstrates achievement of the program objectives and/or key program outcomes. Students provide a commentary and items/ course products every semester. Part II includes a narrative that provides a more general self-evaluation of:
1) evidence of progress towards attainment of overall program learning outcomes, and key program competency outcomes;
2) analysis of growth from the previous semester, and
3) identification of personal learning goals for next semester.
The self-evaluations and the evidence to support the self-evaluation as well as any required portfolio materials will remain in the learning portfolio until graduation. Students provide an electronic copy of their portfolio which includes evidence they believe reflects achievement of learning.

PROCESS:
For BS-DNP Students
1. While students maintain the portfolio on an ongoing basis, they are required to submit their portfolio for review by faculty at designated points:
   a. At the beginning of clinical course work [within the first week of practicum],
   b. Prior to starting residency, as part of the comprehensive exam
   c. And at the completion of the program. [Total of 3 times]

2. Representative samples of learning achievements from all courses must be included. Examples include papers from NURS 725, 735, etc.
   a. Prior to starting the clinical sequence of courses, students will include in their portfolios a 3-5 page written reflective/integrative paper that summarizes their achievement, to this point, of the level one program objectives, key program outcome competencies, and individual learning outcomes, including comments about how their graduate and advanced practice, systems, or aggregate core courses have helped them work toward mastery of these learning outcomes and competencies.

   b. At 1-2 weeks before starting residency, student will submit a detailed plan for their residency, including identification of the Residency Mentor.

   c. Completion of the program: Students will include in their portfolios a 3-5 page written reflective/integrative paper that summarizes their achievement of the program objectives, key program outcome competencies, and individual learning outcomes, including comments about how their graduate and advanced practice, systems, or aggregate core courses have helped them work toward mastery of these learning outcomes and competencies. In addition, students will include a summary of their residency experience and a copy of their scholarly project.

For MS-DNP Students
1. While students maintain the portfolio on an ongoing basis, they are required to submit their portfolio for review by faculty at designated points:
   a. Prior to starting residency:
   b. At the completion of the program [Total of 2 times].
2. Representative samples of learning achievements from all courses must be included. Examples include papers from NURS 725, 803, etc.

a. At least 1-2 weeks before starting residency, student will submit a detailed plan for their residency, including identification of the Residency Mentor.

b. Completion of the program: Students will include in their portfolios a 3-5 page written reflective/integrative paper that summarizes their achievement of the program objectives, key program competencies, and individual learning outcomes, including comments about how their graduate and advanced practice, systems or aggregate core courses have helped them work toward mastery of these learning outcomes and competencies. In addition, students will include a summary of their residency experience and a copy of their scholarly project.
**DNP Procedure for Review Portfolios**

**When:** Student portfolios are reviewed at specific times during the course of the student’s program of study:
- For BS-DNP students: At the beginning of clinical course work [within the first week of CNS I/FNP I], prior to starting residency, and at the completion of the program. [Total of 3 times]
- For MS-DNP students: Prior to starting residency [at least 6 months prior to residency], and at the completion of the program [Total of 2 times].

**What:** The following documents are reviewed. There are two parts to the portfolio.

**Part I** includes a brief commentary on each item / course product included in the portfolio to explain how the example selected demonstrates achievement of the program objectives and/or key program outcomes. Students provide a commentary and items/ course products every semester.

**Part II** includes a narrative that provides a more general self-evaluation of:
- evidence of progress towards attainment of overall program learning outcomes, and key program competency outcomes;
- analysis of growth from the previous review [if appropriate],
- identification of personal learning goals for next semester.
- A formal plan, including objectives and measurable outcomes, for their residency and capstone clinical project.

**Who:** Portfolios are reviewed by different people, depending on the point at which the review occurs:

<table>
<thead>
<tr>
<th>DNP OBJECTIVES</th>
<th>WHEN</th>
<th>BY WHOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNP Level I Objectives</td>
<td>Start of FNP/CNS or Leadership/Systems or Community Public Health specialty practicums</td>
<td>Practice / Option Coordinator</td>
</tr>
<tr>
<td>DNP Level II Objectives</td>
<td>Start of Residency</td>
<td>Comprehensive Committee</td>
</tr>
<tr>
<td>DNP Program Outcomes</td>
<td>End of Program</td>
<td>Committee and GPC (selected)</td>
</tr>
</tbody>
</table>

Previous GPC #10-02-09(3) Revised
& Approved by GPC 3-3-17
Directions: As part of the evaluation of the student’s portfolio review for evidence of attainment of level objectives, this form is to be completed by the DNP Program Director or Option Coordinator. Please evaluate student performance on the portfolio for the attainment of level objectives as a whole using the following rubric. For each objective, indicate the evaluation option that best fits the student’s performance specific to that objective. If inadequate, provide comments.

<table>
<thead>
<tr>
<th>DNP Level I Portfolio Review: Completed at the start of the first practicum.</th>
<th>Adequate Provides examples with brief commentary on each item/course product included to explain how the example demonstrates achievement of the program objective with critical self-evaluation</th>
<th>Inadequate No or limited examples provided Unable to tie course product to objective Limited self-evaluation</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Part I: Level I Objectives</strong></td>
<td></td>
<td></td>
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<tr>
<td>1. Evaluate existing and developing theories and models as they relate to a advanced nursing practice in a variety of settings</td>
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<tr>
<td>2. Develop a foundation in advanced practice nursing knowledge, processes and practices for the provision of culturally competent primary, secondary and/or tertiary care to individuals, families, communities and populations.</td>
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<tr>
<td>3. Apply the processes of scientific inquiry to explore clinical phenomena and facilitate evidence-based nursing practice.</td>
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<tr>
<td>4. Examine technology and information systems for the improvement and transformation of health care.</td>
<td></td>
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</tbody>
</table>
5. Analyze leadership and collaborative roles with nursing, other professionals and health care consumers.

6. Develop personal and professional competencies to assume emerging advanced practice nursing roles.

**Part II: Reflective/integrative Paper** summarizing achievement to date, of the level one objectives, key program outcome competencies, and individual learning objectives with comments about how their graduate core courses have helped them work towards mastery of these objectives.

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>Present</th>
<th>Need Improvement</th>
<th>Not Present</th>
</tr>
</thead>
</table>

Overall Decision: Adequate______________ Inadequate________________

Reviewer Signature: _______________ Date of review: ____________________
### Evaluation of Student Performance: Portfolio Review Level II DNP

**DNP Level II Portfolio Review Completed at Comprehensive Exam**

**Part I: Level II Objectives**

<table>
<thead>
<tr>
<th>Adequate</th>
<th>Inadequate</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides examples with brief commentary on each item/course product included to explain how the example demonstrates achievement of the program objective with critical self-evaluation</td>
<td>No or limited examples provided. Unable to tie course product to objective. Limited self-evaluation</td>
<td></td>
</tr>
</tbody>
</table>

1. Apply nursing science with knowledge from diverse disciplines as the basis for the highest level of nursing practice.

2. Apply collaborative leadership in the development and evaluation of models for improving patient and population health outcomes.

3. Evaluate the processes of scientific inquiry to explore clinical phenomena and facilitate evidence-based nursing practice.

4. Integrate technology and information systems for the improvement and transformation of health care.

5. Demonstrates leadership and collaborative roles with nursing, other professionals and health care consumers.

6. Demonstrate personal and professional competencies to assume emerging advanced practice nursing roles.
<table>
<thead>
<tr>
<th>Part II: Reflective/integrative Paper</th>
<th></th>
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<tbody>
<tr>
<td>summarizing achievement to date, of</td>
<td></td>
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<tr>
<td>the level two objectives, key program</td>
<td></td>
</tr>
<tr>
<td>outcome competencies and individual</td>
<td></td>
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<tr>
<td>learning objectives with comments</td>
<td></td>
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<tr>
<td>about how their graduate core courses</td>
<td></td>
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<tr>
<td>have helped them work towards</td>
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<tr>
<td>mastery of these objectives</td>
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</table>

<table>
<thead>
<tr>
<th>Part III: Project Proposal</th>
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</table>

<table>
<thead>
<tr>
<th>Part IV: Residency Plan</th>
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</tr>
</tbody>
</table>

Student Name: _______________________________________________________

Overall Decision: ________________ Adequate ________ Inadequate __________

Advisor Signature: ________________ Date of review: _____________________
## Evaluation of Student Performance: Portfolio Review Level III DNP

### Directions:
As part of the evaluation of the student’s portfolio review for evidence of attainment of program objectives, this form is to be completed by the advisor and DNP committee immediately following the portfolio review. Please evaluate student performance on the portfolio for the attainment of program objectives as a whole using the following rubric. For each objective, indicate the evaluation option that best fits the student’s performance specific to that objective. If inadequate, provide comments. Also include overall evaluation of the capstone project paper and residency summary.

<table>
<thead>
<tr>
<th>DNP Level III Portfolio Review Completed at Defense Part I: Level III Final Program Objectives</th>
<th>Adequate: Provides examples with brief commentary on each item/course product included to explain how the example demonstrates achievement of the program objective with critical self-evaluation</th>
<th>Inadequate: No or limited examples provided Unable to tie course product to objective Limited self-evaluation</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Analyze and integrate nursing science with knowledge from diverse disciplines as the basis for the highest level of nursing practice.</td>
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<tr>
<td>2. Demonstrate collaborative leadership in the development and evaluation of models for improving patient and population health outcomes</td>
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<tr>
<td>3. Utilize the processes of scientific inquiry to explore clinical phenomena and facilitate evidence-based nursing practice.</td>
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<tr>
<td>4. Apply technology and information systems for the improvement and transformation of health care.</td>
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<tr>
<td>5. Influence policy development that shapes health care delivery, financing and regulation</td>
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<td></td>
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<tr>
<td>6. Expand personal and professional competencies to assume emerging advanced nursing practice roles</td>
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</tbody>
</table>
**Part II: Reflective/Integrative Paper**
Summarizing achievement to date, of the level three objectives, key program outcome competencies and individual learning objectives with comments about how their graduate core courses have helped them work towards mastery of these objectives.

**Part III: DNP Project Defense and Final Paper**

**Part IV: Residency Summary**

| Student Name: .................................................................................... |
| Overall Decision: Adequate: _______ Inadequate: __________________________ |
| Advisor Signature: ______________________ Date of review: __________________ |

2018-2019 DNP HANDBOOK-UWM College of Nursing
Annual Review of DNP Student

For the Annual Review form to The DNP Spot on SharePoint.

Name of Student: __________________________________________ Year of Evaluation: _____________________________

The purpose of this form is to give doctoral students a chance to document briefly their progress toward the DNP degree during the current academic year, and then to have this documentation serve as the basis for an extended conversation (before April 30) with their Faculty Advisor about accomplishments and future plans.

Directions: Students should:
• complete Section A before the meeting,
• submit the form to their Faculty Advisor
• and make an appointment [in person or via telephone] to discuss their evaluation.

Faculty Advisors should:
• complete Section B of the form prior to meeting with the student.

Both the student and the advisor should sign the form at the end of the conference. One copy of the signed form is kept by the student, one by the advisor, and one is sent to the Director of Graduate Programs to be placed in the student’s file.

SECTION A (to be completed by the student)

I. PROFESSIONAL DEVELOPMENT
Write a brief integrative narrative describing your professional development this year. This description should place the experiences you delineate in Section II within the context of your overall professional goals and concerns.

II. ACCOMPLISHMENTS
In each of the following areas, please provide a brief description of experiences and examples of your accomplishments during the past academic year. In the ensuing discussion, compare this year with your previous year in graduate school, if applicable.

A. Courses taken, comprehensive exams completed, or portfolio reviews undertaken. Indicate grades received and status of incomplete or deferrals, if applicable. A brief plan of action for attending to the deferrals should be included.
B. Participation in local, regional, or international clinical or specialty conferences and events. (Identify the conference or event including dates and describe your participation)

C. Work-related experiences.
   1. Teaching Assistantship:
   2. Program Assistantship
   3. Clinical practice
   4. Professional memberships

D. Papers, presentations, and publications (Include relevant information).

E. Awards and Honors received

F. Service (e.g., committee work within the university, community agencies and professional organization.

III. AREAS OF GROWTH AND DEVELOPMENT
A. What are the areas in which you have developed and grown this year?

B. What are some areas that need improvement or development?
IV. FUTURE PLANS
A. Plans for the next year such as courses, work experiences, etc. How do these relate to your professional growth?

B. Pragmatic concerns.

SECTION B (to be completed by the Faculty Advisor)

Please comment about student’s accomplishments and areas for improvement and development.

Summary of Conference (to be completed by advisor and student):

STATUS:
Progress Satisfactory_______ Consultation Required ______ Plan Required Review Required _________

_________________________________________  ______________________________
Student Signature & Date                Faculty Advisor Signature & Date
DNP Comprehensive Preliminary Examination Guidelines

I. Purpose of the Comprehensive Preliminary Examination
This examination immediately precedes admission to candidacy for the doctoral degree. Successful completion is required to achieve candidacy. The comprehensive examination consists of the successful review of portfolio materials and successful defense of the DNP project planning documents.

II. Composition of Comprehensive Preliminary Examination Committee
The Comprehensive Committee is comprised of three members, including one CON faculty with graduate faculty status who serves as the advisor, one CON or UWM faculty with at least a terminal degree, and a third member will be the agency mentor. At least one member of the comprehensive examination committee should be a nurse. An additional member maybe added to meet that requirement.

III. Policies Regarding the Comprehensive Examination
A. Each student shall complete the comprehensive examination requirements prior to the start of residency, and upon the recommendation of the faculty advisor.

B. The Graduate Program Committee has the ultimate responsibility for the development, administration, and evaluation of the comprehensive examination process. The faculty delegates to the DNP Program Director the responsibility to approve the student's examining committee, which in turn, is responsible for developing and administering the examination to the student in order to evaluate the student's performance.

C. The comprehensive examination is comprised of a written and oral component, completed in that sequence. The oral component may not be taken until the written component is completed successfully. Both written and oral components of the examination are graded as either pass or fail, requiring a pass from at least two of the three committee members. Successful completion of the comprehensive examination requires a grade of pass on both the written and oral components.

D. Students must complete all components of the comprehensive examination successfully to achieve candidacy. The written component [portfolio, residency plan, and project proposal] may be retaken only one time and must be retaken within six months of the initial failure. The oral component may be retaken only one time and must be retaken within three months of the initial failure. The form and content of these reexaminations will be comprised of the portfolio, residency plan and project proposal. A student who fails the reexamination in either component of the comprehensive examination may be terminated from the doctoral program.

E. The results of both comprehensive examination components must be communicated to the student in timely fashion. The faculty advisor is responsible for this communication and all other procedural communications appropriate to the comprehensive examination process. Such communications are forwarded to the DNP Program Director and Associate Dean for Academic Affairs as appropriate.

F. Students must pass the preliminary examination within 5 years of initial enrollment.
IV. Process for Completion of Written Component

A. The student, in consultation with the faculty advisor and examining committee members, develops a written plan for both the residency and capstone clinical project. See the guidelines for the development of the DNP Project Proposal the DNP Residency Plan, and the DNP Level II Portfolio in the DNP Student Handbook.

B. All written documents are submitted to the faculty advisor for review. The advisor approves that the documents may be sent to the other two committee members for review. Committee members will review documents and communicate any concerns to the advisor regarding student readiness for the oral component.

V. Process for Completion of Oral Component

A. The oral component of the comprehensive examination is scheduled and conducted by the student's examining committee upon successful completion of the written component of the examination.

B. It must be scheduled within six weeks from the date of submission of the portfolio, residency plan, and project proposal.

C. The examination will not exceed two hours in length of time. The oral examination is attended only by the members of the examining committee and the student.

VI. Procedure for the Oral Comprehensive Preliminary Examination

A. After the advisor and team members agree on a date and time, the student submits the Room Scheduling Request form to reserve a room and equipment for the DNP Project Plan Approval Meeting (Comprehensive Preliminary Oral Exam). Go to The DNP Spot to locate the form “Room Scheduling Request”.

B. The Student Affairs advisor receives an e-mail when the scheduling request is submitted and will review the student transcript to verify the student has completed or is in the process of completing all credit requirements prior to the DNP project.

C. At the project approval meeting, the advisor completes the DNP Project Proposal Approval Form and the DNP Level II Portfolio Evaluation Form and submits them to the DNP Program Director after the meeting.

D. DNP Program Director signs the Approval Form and sends to the Student Affairs advisor.

E. Student Affairs advisor notifies the Graduate School of DNP “prelim status” to be noted in PAWS.
DNP Residency Guidelines

**Description:** This immersion experience, during which students are mentored and supervised, provides students with the opportunity to further synthesize and expand on learning developed to this point. Students are provided with opportunities to expand their leadership influence, translate research into practice, further develop clinical skills, make operational the DNP competencies, and work on specific initiatives or projects. It is expected that students will accomplish the requirements of the residency within one semester. Students may elect to undertake the residency over a two-semester period with approval from the Comprehensive Examination Committee. All course work and comprehensive examination must be completed successfully prior to the start of residency. The DNP project is an integral part of the residency.

**Objectives:** During this immersion experience the student will have the opportunity to:

1. Demonstrate leadership within the clinical residency practice setting.

2. Translate research and data to anticipate, predict, and explain variance in practice and healthcare policy.

3. Apply knowledge of organizational systems and health policy to clinical practice.

4. Exhibit the role competencies of a DNP.

**Residency Plan:** Students should begin to plan the residency early in their program. Planning occurs in consultation with their faculty advisor and Residency Mentor. The student is responsible for arranging their residency and for identifying the Residency Mentor. Residency sites vary and are chosen to facilitate achievement of residency and student objectives.

**Time Requirement:** Students must complete 460 clock hours. While residency may be completed in the setting in which the student is employed, completion of residency hours must be achieved separate from the employment role.

Original GPC # 10-02-09(4)
Revised & Approved GPC # 5-5-17
Organization Mentor Agreement Form
Nursing 995 DNP Residency and Project

Provide the following information to complete the Organization Mentor Agreement.

Student Name: ___________________________ Semester and Year: ___________________________

Name of Mentor: ___________________________

Name of Organization: _____________________ Location of Organization: _______________________

Address of Organization: ________________________________

Mentor’s E-Mail: ___________________________ Mentor’s Telephone #: __________________________

The Nursing 995 DNP Project course requires the student to implement a project that addresses a complex practice, process, or systems problem within a practice setting. The student uses evidence to improve the practice, process, or systems problem. Examples of possible project methods may include quality improvement, evidence-based practice, or program development and evaluation.

The student works with a DNP Project Committee including the faculty advisor, a second faculty member, and an organization mentor to plan and implement the project. The organization mentor needs to be Masters prepared and is expected to facilitate the student’s implementation of the project within the organization. In conjunction with the faculty advisor, the organization mentor responsibilities include:

1. Assist the student and faculty advisor to identify possible practice, process, or systems problems within the organization that could become the focus for a DNP Project.
2. Provide feedback to the student and faculty advisor during the planning phase about the feasibility of potential project plans/methods within the organization.
3. Participate on the DNP Committee for the DNP Proposal (Comprehensive Exam) to review and approve the student’s portfolio, residency plan, and project proposal. Mentors may participate in the proposal (comprehensive exam) meeting by phone, skype, or in person.
4. Assist the student as needed during the implementation phase to address unanticipated problems and implement the project.
5. Participate on the DNP Committee for the Project Defense to review and approve the student’s final portfolio, residency summary, and project final paper. Mentors may participate in the project defense meeting by phone, skype, or in person.

I am aware of these responsibilities and agree to participate as an organization mentor.

______________________________________  __________________________
Organization Mentor Signature  Date  

______________________________________  __________________________
Faculty Advisor Signature  Date  

Return this completed form, with a copy of your CV/Resume to the DNP student. The DNP student will submit these materials to the faculty advisor, who signs the form. The DNP student will then upload CV and completed mentor agreement to D2L Comps site. Revised 2018
Review for the Protection of Human Subjects in Research

The University of Wisconsin - Milwaukee’s Human Research Protection Program (HRPP) is the home of the Institutional Review Board (IRB) for the protection of human subjects. The IRB holds autonomous decision making when reviewing human subject research studies under the jurisdiction of the University of Wisconsin - Milwaukee. The mission of the IRB is to ensure the adequacy of the research plan, to minimize risks and to maximize the potential for benefit from human subjects’ who participate in research. The IRB’s decisions are based on the ethical principles in the Belmont Report, Declaration of Helsinki, Wisconsin State Laws, UWM Policies, and the Code of Federal Regulations. The IRB reviews research conducted by UWM faculty, staff, and students. The IRB is comprised of UWM faculty, staff, and community representatives.

You will find all policies, procedures and forms available on the internet using the website https://uwm.edu/irb/
3 Semester Recommended Timeline for Residency and DNP Project

Guidelines for the Residency/DNP Project are in the DNP Program Student Handbook. The DNP Student Handbook is available in Office 365 on SharePoint. Log in to your Office 365 e-mail account, go to SharePoint, and search for “The DNP Spot”.

This is a recommended timeline that applies to any student schedule (part-time, full-time, BS-DNP, PM-DNP). It outlines 2.5 semesters of planning followed by the final semester when the student is enrolled in the Nursing 995 DNP Residency and will implement and evaluate the project.

2.5 semesters before DNP Residency: Overall Plan and Background

1.0 semesters before DNP Residency: Detailed Plan and Approval (Prelims/Comps & IRB) Semester enrolled in Nurs 995 DNP Residency: Implement and Evaluate the Plan

2.5 Semesters before DNP Residency: Overall Plan & Background

0.5 Semester: Review guidelines, explore clinical questions/problems/issues, potential sites, and potential mentors for the residency/DNP project

1. Review the Nursing 995 DNP Residency Syllabus available on the DNP Comps D2L site. The syllabus provides specific guidelines for the residency/project and completing the required 460 clinical hours.
2. Identify possible health care or community settings for a residency/DNP Project.
3. Identify possible clinical questions, problems, issues, and needs in a clinical setting and patient population.
4. Meet with your Faculty Advisor. Discuss these problems/issues and possible health care settings with your Faculty Advisor and narrow the possibilities to the most feasible options.
5. After discussion with your Faculty Advisor, make contacts within a specific health care or community setting to identify a potential mentor for the residency/DNP project. The mentor must be at least Masters prepared and could be a health care provider or a leader in the organization (manager or director).
6. Meet with a potential mentor to discuss possible clinical question, problem, issue, or need that you might focus on for a residency/DNP project. Note: the residency/DNP project should be a partnership in which you are addressing a specific need for practice change within the health care or community setting.
7. Meet with your Faculty Advisor. Report your findings. Identify the specific problem, health care or community setting, and mentor you will work with to conduct your residency/DNP project.
8. After approval of the mentor by your Faculty Advisor, request that your organization mentor complete the mentor agreement form and provide a current resume or Curriculum Vita (CV). The residency mentor agreement form is available on SharePoint at “The DNP Spot” under Proposal. The mentor and your Faculty Advisor need to sign the form. The signed mentor agreement form and the mentor CV/resume should be uploaded to the dropbox of the DNP Comps D2L.

1.0 Semester: Review of Literature and Initial Draft of DNP Project Proposal

9. Conduct a critical review of literature to identify current evidence related to the clinical problem/issue.
11. Prepare the initial draft of the proposal according to the “Guidelines for the DNP Project Proposal” available through the DNP Spot (Proposal). The first draft may be only 4-8 pages. As you further develop the proposal, it will be about 15-20 pages.
12. Meet with the organization mentor to discuss background information and feasibility of potential project methods.
13. Continue to edit and refine your DNP Project Proposal.
14. Develop a draft of the overall Residency Plan with Timeline following the “Guidelines for the Nursing 995 DNP Residency Plan” available in the Student Handbook or on the DNP Spot site. The residency plan includes a timeline, planned activities, and estimated hours.
15. Develop the Level II DNP Portfolio using the “DNP Level II Portfolio Guidelines” available in the Student Handbook on SharePoint in the DNP Spot. You may present your sources of evidence in one of the following ways:
   a) D2L ePortfolio;
   b) individual electronic files; or
   c) hard copy binder (ePortfolio or electronic is preferred).

One Semester before DNP Residency:
Detailed Plan and Approvals (Prelims/Comps/Project Approval & IRB Approval) Finalize documents needed for the Preliminary Exam (Comprehensive Exam or Comps). The following documents are needed for the Preliminary Exam: a) residency plan; b) DNP project proposal; and c) Level II Portfolio. (Weeks 1-7)

1. Submit drafts of all 3 documents to your Faculty Advisor by no later than Week 1 of the semester. Allow 2 weeks for your advisor to provide feedback on Draft 1 of your documents. Expect that you will need to submit a Draft 2 and a Draft 3 based on your Faculty Advisor’s feedback. Additional drafts may be needed.
2. Discuss with your Faculty Advisor a potential faculty member to serve on your committee and determine who will ask that faculty member to participate. Your DNP committee includes these 3 people: Faculty Advisor, faculty member, and your organization mentor.
3. Revise the residency plan, DNP project proposal, and Level II portfolio as requested by your Faculty Advisor.
4. Once your documents are approved by the Faculty Advisor, send them to the committee members. Documents should be sent to committee members two weeks before the comps/prelims meeting is scheduled to allow time for them to review and provide feedback.

Scheduling & Completing Prelims/Comps (Weeks 8-10):
5. Communicate with your Faculty Advisor, faculty member, and mentor to identify a tentative date and 2-hour time frame for your oral prelim/comp meeting (DNP Project Plan Approval Meeting). Also verify whether members will join the meeting in person, by phone, or skype.
6. To request a room and equipment, you must complete an online request form to schedule a room. Go to SharePoint and find “The DNP Spot”. Select “Schedule a Room” and follow steps for completion. Under event type select Project Approval (DNP). Indicate the date/start time of the meeting, how you will attend, DNP committee members (3), and how they will attend the meeting. Your DNP committee members include your Faculty Advisor (Chair of your Committee), your organization mentor, and a second faculty member. For the DNP project approval meeting, you will not have an abstract to submit. Click submit.
7. With your Faculty Advisor’s approval, send the residency plan, DNP project proposal, and Level II Portfolio to the other two committee members. This must be done at least two weeks prior to your scheduled oral preliminary exam (comps) to allow time for them to review the documents.
8. On the scheduled date for your oral preliminary exam (comps), you will be asked to provide a brief overview of your planned residency and project. Then your Faculty Advisor and committee members will...
ask questions, provide feedback, and make recommendations related to your residency plan, project proposal, and Level II Portfolio. You will be asked to leave the room briefly while the committee deliberates on your readiness to implement the project. The decision will be shared immediately with you.

**Obtain Approvals to Conduct the Project (Week 11-14)**

9. At the comprehensive exam or immediately following, discuss with your Faculty Advisor and mentor the approval process necessary to conduct the planned project. The approval process includes both a) administrative approval to conduct the project in a setting; and b) Institutional Review Board (IRB) approval from both UWM and the health care or community setting. These approvals should be obtained in writing.

10. Obtain administrative approval to conduct your project in the organization or setting. This approval is often from a manager or director, but the appropriate process depends on the setting and should be discussed with your organization mentor.

11. Obtain IRB approval to conduct your project from UWM and the organization or setting where you plan to conduct the project. The appropriate process will depend on the type of project you are planning and the organization or setting where you will implement the project. The first step will be to submit a Human Subjects Determination Form to UWM and the organization IRB. Based on the information you provide about your project, the IRB will determine whether your study involves research with human subjects. The majority of DNP projects will use a quality improvement or evidence-based practice method and the IRB will determine the project is not human subjects research and no further IRB review or approval is required. Depending on the level of review required for your project, it may take 1 to 4 weeks to receive an IRB decision about your project from both the UWM and site IRBs.

12. With approval of your Faculty Advisor, you may obtain a statistical consult if appropriate to plan for the data analysis needed in your project. Discuss your data analysis needs with your Faculty Advisor and whether or not you may need statistical support. The statistical support can be requested through the Harriet H. Werley Center for Nursing Research and Evaluation (WCNRE) at the College of Nursing. The online request form is available at: [http://uwm.edu/nursing/research/support/request-services/](http://uwm.edu/nursing/research/support/request-services/)

**Semester of DNP Residency/Project: Enroll in Nurs 995 & Implement the Plan**

**Note:** This is the semester the student is enrolled in Nurs 995 Residency for 4 credits. **Another option:** the required 4 credits of residency can also be taken over two semesters. If the student has chosen to do the residency in two semesters, the credits can be divided up in any combination to equal 4 credits (i.e. 2 credits/2 credits). If a student chooses to take the residency in more than one semester, the activities below occur across two semesters rather than one semester.

**Weeks 1-7: Implement Residency Plan and Project**

1. By Week 1 of the semester, obtain approval from the Institutional Review Board (IRB) at UWM and the health care setting as appropriate.
2. By Week 1 of the semester, obtain administrative approval to conduct your project in the health care setting.
3. Apply for graduation in PAWS by Week 3 of the semester (if you plan to complete the residency this semester).
4. Once IRB and administrative approvals have been obtained, implement your residency plan and DNP project following the steps and timeline as planned.
5. For any unexpected challenges or barriers encountered, communicate with your mentor and advisor for guidance.
6. Conduct data analysis. Seek assistance of a statistician as appropriate as described previously.
7. Write the first draft of the results and discussion sections of your DNP project final paper. Revise the introduction and methods sections of the proposal and add the results and discussion sections to form Draft 1 of the DNP project final paper. Use the “Guidelines for DNP Project Final Paper” posted in SharePoint DNP SPOT or Student handbook.

8. Send Draft 1 of the DNP Project Final Paper to your advisor on or before Week 7. Weeks 8-12: Complete DNP Residency and DNP Project Defense. The following documents are needed for the DNP Project Defense: a) DNP residency summary; b) DNP project final paper; and c) Level III Portfolio.

10. Your Faculty Advisor reviews and student revises DNP Project Final Paper drafts as needed. Expect that you will need to submit multiple drafts of the final DNP project paper based on your Faculty Advisor’s feedback.

11. Write the residency summary and send Draft 1 to your Faculty Advisor. Follow the “Guidelines for DNP Residency Summary” posted on the Nursing 995 D2L site under Content.

12. Write the Level III Portfolio Narrative/Reflection and send Draft 1 to your advisor. Present your sources of evidence in one of the following ways: a) D2L ePortfolio; b) individual electronic files; or c) hardcopy binder. Follow the “DNP Level III Portfolio Guidelines” and the “DNP Level III Portfolio Narrative Template” posted on the Nursing 995 D2L site.

13. Set a date and time with your committee for the DNP Project Defense.

14. Your Faculty Advisor must approve your project title and abstract.

15. To request a room and equipment for the defense, you must complete an online request form to schedule a room. Go to SharePoint and find “The DNP Spot”. See Schedule a Room then complete and electronically submit the form. Under event type select Project Defense (DNP). Indicate the date/start time of the meeting, how you will attend, DNP committee members (3), and how they will attend the meeting. Your DNP committee members include your Faculty Advisor Chair of your Committee), your organization mentor, and a second faculty member. For the DNP project defense meeting, you will need to submit an abstract. The abstract can be submitted later but must be sent at least 2 weeks before the scheduled defense so that it can be included with the defense announcement.

16. Develop ppt slides for your DNP Project Defense. Plan for a 20-minute presentation or approximately 20 slides. Send the ppt to your faculty advisor for feedback.

17. With approval of your faculty advisor, send the DNP project final paper, residency summary, and Level III Portfolio to your committee at least two weeks before the scheduled defense date.

Weeks 13-15: DNP Project Defense and Submit Final Documents

18. DNP Project Defense: Your defense will begin with you presenting a 20-minute PowerPoint presentation of your project to your committee and a public audience. This is the public part of your defense. The room will be open to the public, including faculty and students, and any guests you would like to bring. Following your presentation, the committee members will ask questions. Following questions from your committee members, members of the audience may ask questions. Once all questions related to your project have been asked and answered, the public portion of the defense is over. Everyone except you and your committee members will leave the room. At this time, the committee will do a final review of your DNP project paper, residency summary, and Level III portfolio. Once that is completed, you will be asked to leave the room for the committee members to vote. You will then be asked back into the room to hear the results of the vote.

19. Make any revisions to your documents as requested by your committee at the defense. Request final approval of your Faculty Advisor.

20. Submit final versions of residency summary, DNP project final paper, and Level III Portfolio to the Nursing 995 D2L Dropbox. (2017)
Overview of the DNP Project Plan Approval Process (Comps or Prelims)

The DNP Project Plan Approval Process is also referred to as the Comprehensive Exam (also called “comps”, preliminary exam, or “prelims”). Students will not be allowed to register for Nursing 995 DNP Residency until the DNP Project Plan Approval Meeting is held and the advisor and committee have approved all planning documents and agree that the student is ready to implement the residency and project.

DNP Project Committee Members (3)
1. DNP Project Advisor: Chair of the DNP Committee
2. Nursing Faculty Member (identify the second faculty member in consultation with your advisor)
3. Organization Mentor (must be master’s prepared; sign the Mentor agreement form and provide a CV).

Note: The student should upload the mentor agreement form and CV to the DNP Comps D2L site Dropbox.

DNP Project Plan: Written Documents
The 3 required documents for the DNP Project Plan (also referred to as the written comps or prelims requirement) are developed with advisor feedback and interaction over several months. The 3 required documents include:
1. DNP Level II Portfolio
2. DNP Project Residency Plan (includes overall plan and timeline)
3. DNP Project Proposal

Guidelines and examples for all the documents are on the DNP Comps D2L site. Once the advisor approves the 3 documents, they may be sent to the other 2 committee members. Written documents should be approved by the advisor and sent to the other committee members a minimum of two weeks before the date of the DNP Project Plan Approval Meeting (also called comps or prelims meeting).

Scheduling a DNP Project Plan Approval Meeting (also called oral comps or prelims)
1. The student communicates with the advisor and team members to obtain agreement on a date and time (2 hours) for the meeting. The student also verifies whether they will attend the meeting in person, by conference phone, or via Zoom (video conference).
2. The student requests a room and equipment for the agreed upon date by using the link to the online form on the DNP Comps course website: “Online Form to Schedule a Room for DNP Comps”. You will be asked to sign in to your Office 365 account and will be taken to the “Graduate Student Forms” page in Share Point. Click on “Schedule a Room”.
3. On the form you will need to indicate the date/time of the meeting, DNP Committee members (3), contact information, and how everyone will be joining the meeting (in person, teleconference phone, or Zoom videoconference). Click submit on the form.
4. The Program Associate will reserve the room and send an Outlook calendar invite to everyone.

DNP Project Plan Approval Meeting (Comps or Prelims)
Agenda for the Meeting:
1. The student provides the committee with a brief overview of the overall DNP residency plan with timeline and the specific DNP project proposal. This only needs to be 10-15 minutes since the committee has reviewed the documents in advance. Use of power point slides is optional (consult your advisor).
2. The DNP Committee will ask questions, comment on, and discuss the portfolio, overall project plan/timeline, and the project proposal. Some questions may be more general about overall learning and growth in the program so far. The majority of discussion will be more specific related to the overall project plan and proposal.
3. Once all key aspects of the portfolio, overall project plan/timeline, and project proposal have been discussed, the student will be asked to leave the room. Team members will deliberate and make a decision about the student’s readiness to proceed with the overall plan and project proposal.
4. The student will be asked to return and the advisor will share the team decision.
5. The advisor will complete two forms including the “DNP Project Plan Approval Form” and the “DNP Level II Portfolio Evaluation Form” and submit them to the DNP Program Director.
The DNP Level II Portfolio is due two weeks before the DNP Project Approval Meeting (also called oral comprehensive exam or preliminary exam). For further detail, refer to the DNP Student Handbook. The portfolio is a way for you to reflect on how you have achieved the level II program objectives through your course work so far in the DNP program.

**Step 1: Write your Narrative**

The main part of the portfolio is a narrative paper in which you summarize how you have achieved the objectives and give examples of your accomplishments. In the portfolio narrative, you describe how you have met each of the 6 Level II Objectives for the DNP program. Use the DNP Level II Narrative Template posted under Content in the DNP Comps D2L site. Download the form, fill in your name and information, and then under each objective, provide a few paragraphs to summarize how you have achieved the objective. Use examples of your papers, projects, presentations, and also annual evaluations completed in the program so far. Reflect on your learning and growth from these accomplishments.

**DNP Program Level II Objectives:**

1. Apply nursing science with knowledge from diverse disciplines as the basis for the highest level of nursing practice.

2. Apply collaborative leadership in the development and evaluation of models for improving patient and population health outcomes.

3. Evaluate the processes of scientific inquiry to explore clinical phenomena and facilitate evidence-based nursing practice.

4. Integrate technology and information systems for the improvement and transformation of health care.

5. Demonstrates leadership and collaborative roles with nursing, other professionals and health care consumers.

6. Demonstrate personal and professional competencies to assume emerging advanced practice nursing roles.

**Step 2: Sources of Evidence**

After writing the narrative, you should gather the evidence (papers, presentations, projects, annual evaluations) you discussed in your narrative. Choose one of these three options for combining the narrative and sources of evidence:

- **Electronic:** Upload the portfolio narrative and the sources of evidence as individual files to the Dropbox folder in the DNP Comps D2L site.

- **ePortfolio Presentation:** This is the preferred option. In your DNP Comps D2L site, complete the following steps: a) upload the portfolio narrative and sources of evidence to My Items in ePortfolio; b) create an ePortfolio Presentation; and c) upload the ePortfolio Presentation to the D2L Dropbox folder. Detailed instructions for these steps are available under D2L Content in the document: Instructions for ePortfolio Presentation in D2L.
Nursing 995 DNP Residency Plan

The residency is an immersion experience in which the DNP student applies skills in leadership, evidence-based practice, outcomes, quality, health policy, and technology to implement a project with a group or population within a specific setting. The outcome of the immersion experience (residency) is the DNP project.

Plan for Achieving Residency Objectives
For each Nursing 995 DNP Residency objective below, provide a brief explanation with specific examples of how you plan to achieve the objective while implementing the residency and DNP project.

1. Demonstrate leadership within the clinical residency practice setting.
   (suggestions: identify the organization mentor and how they will facilitate your project; describe the rationale and support for the project in the setting and “why now”; identify other stakeholders, groups, or committees you will plan to work with to implement the project)

2. Translate research and data to anticipate, predict, and explain variance in practice and health care policy.
   (suggestions: describe resources that will be needed to implement the project including data collection and analysis; resources may include personnel, equipment, time, financial, etc)

3. Apply knowledge of organizational systems and health policy to clinical practice.
   (suggestions: assess feasibility of conducting the project in the organization; discuss potential challenges or difficulties that may be encountered with implementing the project and how you plan to manage them)

4. Exhibit the role competencies of a DNP.
   (suggestions: discuss how this project will provide you the opportunity to demonstrate leadership, implement evidence-based practice change, and improve outcomes)

Plan for Residency Activities and Timeline
Complete the following table including major activities or steps to be accomplished during the residency with the estimated timeline and time commitment for each (460 hours required). Add rows as needed.
Refer to the Nursing 995 Syllabus for guidelines on clinical hours.

<table>
<thead>
<tr>
<th>Activity or Step</th>
<th>Estimated Timeline (start date-completion date)</th>
<th>Estimated Time Commitment (total hours)</th>
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Plan for Dissemination of Capstone Project

- Dissemination within the organization/setting: describe how you will share project outcomes and recommendations with stakeholders in the health care setting.
- Dissemination outside the organization/setting: describe plans for a) presenting the project as a poster or podium presentation at professional conferences and b) submitting the project as a manuscript to a professional journal.
Guidelines for DNP Project Proposal Paper

The DNP Project Proposal is due two weeks before the comprehensive exam (also called preliminary exam). A recommended outline is provided below. Your paper format may vary depending on the type of project and recommendations of your advisor. The paper should follow formatting guidelines of the APA Publication Manual, 6th edition.

Recommended Sections of the DNP Project Proposal

Title Page:

Project Title
By
Student Name and Credentials

A Doctor of Nursing Practice (DNP) Project Proposal

Submitted as Part of the DNP Comprehensive Exam

At
University of Wisconsin-Milwaukee
Date

Note: The project title summarizes the main topic in no more than 12 words (APA, 2010).

Table of Contents

Abstract
Overall summary of project in 150 to 250 words (APA, 2010).
Include the following:
• problem/significance
• background
• purpose
• method

Introduction
• Description of the problem
• Significance of the problem
• Purpose of the project with specific objectives

Review of the Literature
• State the clinical question in PICOT format. (Fineout-Overholt & Stillwell, 2015)
• Describe the literature review process including key words used, databases searched, years searched, and inclusion/exclusion criteria (Bonnel & Smith, 2014).
• Create an evidence table summarizing the key articles in the literature review that answer the PICOT question. Rate the strength of evidence for each article and cite the rating scale used (UWM Library, 2018).
• Evidence synthesis: Summarize the strength of the evidence, describe what is known about the problem, and the gaps in knowledge.
• Theoretical framework used for the study. The theory or framework is used to provide a foundation, guide the project, and establish the boundaries of the project (Bonnel & Smith, 2014).

Method
Describe in detail how the project will be conducted using future tense, including the following as appropriate:
• Design: Overall approach that will be used, such as quality improvement, evidence-based practice, change implementation, program evaluation, program development, or others.
• Setting: type of health care setting and patient population
• Sample: potential participants, recruitment strategies, desired sample size
• Approval Processes: describe the process that will be used for obtaining both administrative approval from the setting and human subject approval from the IRB (UWM and setting IRB) to conduct the project.
• Tools: describe any tools that will be used to collect data and provide a copy in the appendix
• Procedures: Project Steps
Describe in detail the steps to be completed for the project using the specific design as an outline. For example, when using a QI model, the plan-do-study-act steps could be used.

References (in APA format)

Appendices

References


Proposal Development: The proposal is developed through multiple drafts reviewed by your advisor and revised with feedback. Allow up to two weeks for your advisor to review each draft and provide feedback. Be sure to provide a date on the title page and file name for each draft to avoid confusion. The proposal evolves over time...the first draft may be only a 1-2 page outline of the major ideas; the next draft may be 6-8 pages; and the final draft of the project proposal will be 20-30 pages.

Submitting the DNP Project Proposal: The DNP project proposal is submitted to the DNP committee two weeks prior to the date of the oral comprehensive exam (also called preliminary exam). After any revisions requested by the committee are made and approved by the advisor, the DNP project proposal is uploaded to the Dropbox of the DNP Comps D2L course site.
The DNP Level III Portfolio is due two weeks before the DNP Project Defense Presentation. For further detail, refer to the DNP Student Handbook. The portfolio is a way for you to reflect on how you have achieved the level III end of program objectives through your course work during the DNP program.

**Step 1: Write your Narrative**

The main part of the portfolio is a narrative paper in which you summarize how you have achieved the objectives and give examples of your accomplishments. In the portfolio narrative, you describe how you have met each of the 6 Level III Objectives for the end of the DNP program. Use the [DNP Level III Narrative Template](#) posted under Content in the Nursing 995 course website. Download the form, fill in your name and information, and then under each objective, provide a few paragraphs to summarize how you have achieved the objective. Use examples of your papers, projects, presentations, and the DNP Project documents. Reflect on your learning and growth from these accomplishments.

**DNP Program Level III Objectives:**

1. Analyze and integrate nursing science with knowledge from diverse disciplines as the basis for the highest level of nursing practice.

2. Demonstrate collaborative leadership in the development and evaluation of models for improving patient and population health outcomes.

3. Utilize the processes of scientific inquiry to explore clinical phenomena and facilitate evidence based nursing practice.

4. Apply technology and information systems for the improvement and transformation of health care.

5. Influence policy development that shapes health care delivery, financing and regulation.

6. Expand personal and professional competencies to assume emerging advanced nursing practice roles.

**Step 2: Sources of Evidence**

After writing the narrative, you should gather the evidence (papers, presentations, projects, annual evaluations, DNP Project documents) you discussed in your narrative.

Choose one of these options for combining the narrative and sources of evidence:

- **Electronic:** Upload the portfolio narrative and the sources of evidence as individual files to the Dropbox folder in the Nursing 995 D2L site.

- **ePortfolio Presentation:** This is the preferred option. In your Nursing 995 D2L site, complete the following steps: a) upload the portfolio narrative and sources of evidence to My Items in ePortfolio; b) create an ePortfolio Presentation; and c) upload the ePortfolio Presentation to the D2L Dropbox folder. Detailed instructions for these steps are available under D2L Content in the document: [Instructions for ePortfolio Presentation in D2L](#).
DNP Residency Summary (Final)

The residency is an immersion experience in which the DNP student applies skills in leadership, evidence-based practice, outcomes, quality, health policy, and technology to implement a project with a group or population within a specific setting. The outcome of the immersion experience (residency) is the DNP project. The Residency final summary should describe how overall residency objectives were met, document clinical activities and hours, and provide a plan for dissemination.

Title Page

Accomplishment of Residency Objectives
For each residency objective below, provide a brief explanation and specific examples of how the objective was achieved during residency. Note: You do not need to provide a detailed description of what you did in your project. You will do that in the project final paper. The focus of the residency summary is to describe your learning and growth as a result of planning, implementing, and evaluating the project and how that impacts your future practice.

1. Demonstrate leadership within the clinical residency practice setting.

   (Suggestions: Describe who you collaborated with to accomplish the project including your mentor, any committees, work groups, and other stakeholders. What leadership skills did you demonstrate as you implemented the project?)

2. Translate research and data to anticipate, predict, and explain variance in practice and health care policy.

   (Suggestions: Describe what you learned during the development of any data collection tools used in your project. What challenges did you encounter during the data collection? Did you have a statistics consultation and how did that assist you with the data analysis? What did you learn from the data analysis and creating graphs to display your data? How will you use these skills in your future practice?)

3. Apply knowledge of organizational systems and health policy to clinical practice.

   (Suggestions: What did you learn about implementing change within an organization? What were the challenges and barriers encountered? What would you do differently next time? What are the policy implications of your project?)

4. Exhibit the role competencies of a DNP.

   (Suggestions: How will the skills you developed during this project implementation impact your future practice?)
Residency Activities and Time

Complete the following table including specific activities or steps that were accomplished during the residency with the actual time commitment for each (460 hours required). Add rows as needed.

Refer to the Nursing 995 Syllabus for guidelines on clinical hours.

<table>
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<th>Residency Activity</th>
<th>Timeline Date(s) Completed</th>
<th>Time Commitment (total hours)</th>
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Dissemination of DNP Project

- Dissemination within the organization/setting: describe how you have shared project outcomes and recommendations with stakeholders in the health care setting. Describe further dissemination you plan to do within the health care setting.
- Dissemination outside the organization/setting: describe plans for a) presenting the project as a poster or podium presentation at professional conferences and b) submitting the project as a manuscript to a professional journal.
DNP Project Final Paper (Guidelines)

The DNP Project Final Paper combines the project proposal developed for the comprehensive exam with the results, discussion, implications, and conclusions of the project. The method section of the original project proposal will need to be changed to past tense and report what was done instead of what was planned. A recommended outline is provided below. Your paper format may vary depending on the type of project and recommendations of your advisor. The paper should follow formatting guidelines of the APA Publication Manual, 6th edition.

Recommended Sections of the DNP Project Final Paper

Title Page: The project title summarizes the main topic in no more than 12 words (APA, 2010).

Project Title
By
Student Name and Credentials

A DNP Project Submitted in Partial Fulfillment of the Requirements for the Doctor of Nursing Practice Degree At
University of Wisconsin-Milwaukee
Date

Table of Contents

Abstract
Overall summary of project in 150 to 250 words (APA, 2010). Include the following:
• problem/significance
• background
• purpose
• method
• results
• conclusion/implications

Introduction
• Description of the problem
• Significance of the problem
• Purpose of the project with specific objectives

Review of the Literature
• State the clinical question in PICOT format. (Fineout-Overholt & Stillwell, 2015)
• Describe the literature review process including key words used, databases searched, years searched, and inclusion/exclusion criteria (Bonnel & Smith, 2014).
• Create an evidence table summarizing the key articles in the literature review that answer the PICOT question. Rate the strength of evidence for each article and cite the rating scale used (UWM Library, 2018).
• Evidence synthesis: Summarize the strength of the evidence, describe what is known about the problem, and the gaps in knowledge.
Theoretical framework used for the study. The theory or framework is used to provide a foundation, guide the project, and establish the boundaries of the project (Bonnel & Smith, 2014).

Method
Describe in detail how the project was conducted using past tense, including the following as appropriate:
- **Design:** Overall approach that was used, such as quality improvement, evidence-based practice, change implementation, program evaluation, program development, or others.
- **Setting:** type of health care setting and patient population
- **Sample:** participants, recruitment strategies, desired sample size
- **Approval Processes:** describe the process that was used for obtaining both administrative approval from the setting and human subject approval from the IRB (UWM and setting IRB) to conduct the project.
- **Tools:** describe any tools that were used to collect data and provide a copy in the appendix
- **Procedures:** Project Steps
  Describe in detail the steps that were completed for the project using the specific design as an outline. For example, when using a QI model, the plan-do-study-act steps could be used.

Results
Report the data collected and the analysis performed on those data. Summarize the key findings in the text of the paper and use tables or graphs to provide the detailed results as appropriate. This section is an objective reporting of findings and does not include inferences or interpretations of the results (Benton, 2014).

Discussion
Discuss the meaning of the results, why the results turned out the way they did, how the results fit into the current knowledge base, and how the findings can be used in practice (Polit & Beck, 2010).
- **Summarize the major findings/outcomes of the project and provide interpretation or reaction to the findings.** Compare the similarities and differences of your findings with the current literature and theoretical framework (APA, 2010).
- **Limitations:** Describe limitations of the study such as sample deficiencies or problems with the design or data collection (Polit & Beck, 2010).
- **Implications of the findings for the organization/setting:** describe how findings were shared within the setting; propose a plan for how the project outcomes could be used within the organization or setting of your project.
- **Implications of the findings for nursing practice, nursing education, nursing research, and health policy.**
- **Conclusion:** A conclusion is not a restatement of results. The conclusion describes the potential value of the study and how the findings can be applied in practice to improve care (Benton, 2014).

References (in APA format)

Appendices
References


Submitting the DNP Project Final Paper: The DNP project final paper is submitted to the DNP committee two weeks prior to the DNP project defense. After any revisions requested by the committee are made and approved by the advisor, the DNP project final paper is uploaded to the Dropbox of the Nursing 995 Residency D2L course site for program evaluation and review.
Go [The DNP Spot](#) to locate the “Room Scheduling Request”. Your defense will begin with you presenting a 20-minute, PowerPoint presentation of your project to your committee.

This is the public part of your defense. The room will be open to the public, including faculty and students, and any guests you would like to bring. Following your presentation, the committee members will ask questions.

Following questions from your committee members, members of the audience may ask questions. Once all questions related to your project have been asked and answered, everyone except you and your committee members will leave the room. At this time, the committee will do a final review of your portfolio. Once that is completed, you will be asked to leave the room for the committee members to discuss your total package: Presentation, residency, project and portfolio, and to vote. You will then be asked back into the room to hear the results of the vote.

To prepare, make sure you have your faculty advisor and then your committee review your written work, in advance, for editing. Your committee members need at least two weeks to do this. This includes your DNP Project paper and your final portfolio. Your faculty advisor should also approve your PowerPoint Presentation.
Participation by Students with Disabilities. If you need special accommodations in order to meet any of the requirements of a course, please contact your instructor as soon as possible. Accommodation for Religious Observances. Students will be allowed to complete examinations or other requirements that are missed because of a religious observance. (UWM Faculty Document #1853)

Academic Misconduct. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors. (UWM Faculty Document #1686)

Complaint Procedure. Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaining occurred or to the appropriate university office responsible for enforcing the policy. Grade Appeal Procedure. A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides. These procedures are available in writing from the respective department chairperson or the Academic Dean of the School. (UWM Faculty Document #1234)

Incomplete. A notation of “Incomplete” may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester, but who, because of illness or other unusual and substantiated cause beyond the student’s control, has been unable to take or complete the final examination or to complete some limited amount of term work. An incomplete is not given unless you prove to the instructor that you were prevented from completing course requirements for just cause as indicated above. (UWM Faculty Document #1558 & #1602)

Discriminatory Conduct Policy. The University will not tolerate discriminatory conduct as defined: 1) intentional conduct, either verbal or physical by a member of the faculty, staff or student body, which 2) occurs on property under the jurisdiction of the Regents or under circumstances where an affiliation with UWM is significant in the occurrence; and 3) is predicated on considerations of any of the following: race, color, national origin, creed, ancestry, sex, sexual orientation, age, religion, disability, or other status protected under the law; and 4) which has the purpose and effect of adversely affecting any aspect or condition of an individual’s education, employment, housing, or participation in a university activity. (UWM Faculty document #1670)

Sexual Harassment. Sexual harassment is reprehensible and will not be tolerated by the University. It subverts the mission of the University and threatens the careers educational experience, and wellbeing of students, faculty, and staff. The University will not tolerate behavior between or among members of the University community which creates an unacceptable working environment. (UWM Faculty Document #1605)

Financial Obligation. The submission of your registration form and your subsequent assignment to classes obligates you to pay the fee-tuition for those classes or to withdraw your registration in writing no later than the date specified in the schedule of classes. It is important to both you and the University to make payment on time.
Inclement Weather. UWM students should contact the University at 229-4444 to ascertain the status of class cancellation due to inclement weather. Even when classes are canceled, University offices and services remain available, unless the entire University is closed by the Governor.

Academic Policies and Information

If you need special accommodations in order to meet any of the requirements of this course, please contact the professor as soon as possible. The University has a Student Accessibility Center that you might want to contact. Within the College of Nursing there is an Academic Enrichment Center, and the College participates in the Writing Across the Curriculum Program.

Learning Environment
Every student is responsible for taking an active part in the learning process and for working to ensure that the environment in the on-line classroom is suitable for learning. Creating an appropriate environment for learning involves demonstrating respect for others, actively discussing class-related concepts and ideas, promoting the active participation of classmates, and avoiding behaviors that are disruptive to others. Disruptive actions will not be tolerated.

Accommodation or Religious Observances
Students will be allowed to complete course requirements that are missed because of a religious observance.

Academic Misconduct
The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others’ academic endeavors.

A more detailed description of Student Academic Disciplinary Procedures may be found in Regents Policy Statements, UWS Chapter 14 and UWM Faculty Document #1686.

Complaint Procedures
Students may direct complaints to the head of the academic Lesson or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department of academic Lesson in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.

Grade Appeal Procedures
A Student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School. A more detailed description of the Grade Appeal Policy may be found in UWM Selected Academic and Administrative Policies, Policy #S-28 and UWM Faculty Document #1243.

Sexual Harassment
Sexual Harassment is reprehensible and will not be tolerated by the University. It subverts the mission of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. The University will not tolerate behavior between or among members of the University community that creates an unacceptable working environment.
A more detailed description of Sexual Harassment Policy may be found in UWM Selected Academic and Administrative Policies, Policy #S-36.1 and UWM Faculty Document #1605.

Incomplete’s
A notation of “Incomplete” may be given in lieu of a final grade to a student who has carried a subject successfully until the end of the semester but who, because of illness or other unusual and substantiated cause beyond the student’s control, has been unable to take or complete the final examination or to complete some limited amount of term work. An incomplete is not given unless you prove to the instructor that you were prevented from completing course requirements for just cause as indicated for just cause as indicated above.
A more detailed description of the Incomplete Policy may be found in UWS in UWM Selected Academic and Administrative Policies, Policy #S-31 and UWM Faculty Documents #1558 and #1602. Also, a description of the policy may be found in the UWM Schedule of Classes.

Financial Obligation
The submission of your registration form and your subsequent assignment to classes obligates you to pay the fee-tuition for those classes or to withdraw your registration in writing no later than the date specified in the class schedule. It is important to both you and the University that you make payment on time. A complete description of UWM fee policies may be found in the Schedule of Classes.

Student Responsibilities
The student is expected to:
• Demonstrate initiative and self-direction,
• Complete required readings as assigned,
• Participate in all discussions,
• Learn to use the many class-related resources available on campus,
• Identify academic problems to the instructor
• Submit assignments when they are due, and
• Participate in structured evaluations (instructor evaluation and course evaluation)

Copying materials
It is inappropriate to copy or use the work of others without appropriate citations and references.
Professional Expectations of Students in Academic and Clinical Settings Policy

A. All students in the College of Nursing programs (or taking program courses) are expected to demonstrate that they are prepared to practice nursing. This preparation results from the combination of successful completion of university coursework and the demonstration of important human characteristics and dispositions that all nursing professionals should possess. Students will demonstrate patterns of professional behavior consistent with the UWM College of Nursing Core Values which include accountability, collaboration, human dignity, integrity and diversity.

Throughout this document there are references to “others”, which can include peers, faculty, staff, clients and their families.

1. General Requirements

a. Attends all classes and clinical (includes skills lab and simulation) experiences as required. Preparedness and punctuality are expected at all times for class and clinical experiences

b. Completes assignments according to timelines designated by the course instructor.

c. Scholastic Integrity
   Demonstrates honesty and integrity by being truthful about doing one’s own work; giving credit for ideas and work of others; and providing proper citation of source materials.

d. Communication Skills
   Demonstrates the written and oral skills expected of a nursing professional and demonstrates the ability to comprehend information and communicate ideas and feelings appropriately.

   (1) Written: Writes clearly, uses correct grammar and spelling. Demonstrates professional level skills in written English to convey content presented in the program and to adequately complete all written assignments.

   (2) Oral: Communicates effectively with others. Expresses ideas and feelings clearly and demonstrates a willingness and an ability to listen to others. Demonstrates professional level skills in spoken English to understand content presented in the program and to adequately complete all written assignments.

   (3) Inappropriate Communication: Refrains from inappropriate communication with others including verbal, written or electronic communications by cell phone, text messaging, email, instant messaging, blogging, “Facebooking”, and other social media.

2. Personal and Professional Requirements
a. Synthesizes previously learned knowledge, new knowledge, and safety and quality principles into the care of all clients.
b. Does not reveal confidential information concerning others unless disclosure is consistent with the law and serves professional purposes or is required by law.
c. Meets the needs of the client from a biological, psychological, sociological and cultural standpoint.
d. Practices within the boundaries of the Wisconsin Nurse Practice Act, the guidelines set forth in the course syllabus, the UWM College of Nursing Student Handbook, and the rules and regulations of the health care agency or agencies that are the site(s) of the clinical practicum.
e. Practices according to the American Nurses Association Code of Ethics and the Standards of Practice.
f. Demonstrates behaviors that are congruent with the ANA Position Statement on Incivility, Bullying, and Workplace Violence in all class related interactions.
g. Demonstrates consistency in the responsible preparation, documentation, communication, and promotion of continuity in the care of clients.
h. Demonstrates interpersonal skills that are required for successful nursing practice. These skills include the abilities to:
   (1) seek, accept and act upon constructive feedback.
   (2) participate thoughtfully in the self-evaluation process
   (3) recognize own limitations and seek appropriate assistance
   (4) respect individuals, families and communities' perspectives about health care.
   (5) separate personal and professional issues in the classroom and in the clinical setting.
   (6) work collegially with others in the classroom (individually or in groups) and within teams in the clinical setting in a manner that demonstrates civility and respect
   (7) act always for the benefit of clients by advocating for equitable care.
i. The student maintains professional relationships with others and does not abuse or bully others in physical, emotional, verbal, or sexual ways or otherwise cause physical or emotional harm.
j. The students demonstrates good personal hygiene habits and dresses appropriately for professional contexts.

3. Cultural and Social Attitudes and Behavior

a. Exhibits respect for people in all settings.

b. Understands and appreciates the value of diversity and looks beyond themselves in interactions with others; respect differences of race, gender, ethnicity, sexual orientation, religion, social class, national origin, and disability.
c. Works productively with their peers.

d. Speaks in a manner appropriate to the context of all settings.

e. Demonstrates positive social skills in professional and social interactions with others.

4. Social, Emotional, Cognitive and Physical Skills

a. Stress Management
   The student demonstrates the ability to deal with life stressors through the use of appropriate coping mechanisms. The student handles stress effectively by using appropriate self-care and developing supportive relationships with peers, and others, seeking assistance as necessary.

b. Emotional, Physical and Cognitive Capabilities

   (1) Uses sound judgment.

   (2) Demonstrates the emotional, physical and mental health required to function effectively as a nursing student.

   (3) Is not impaired by the use of any substances (e.g. alcohol and drugs)

   (4) Thinks critically about patient centered care, professional nursing practice and evidence based practice.

   (5) Demonstrate reflective practice.

   (6) Is flexible, open to new ideas, and willing and able to modify their beliefs and practices based on in the classroom and clinical settings.

B. Student Review Process for Unprofessional Behavior

Students exhibiting unprofessional and/or disruptive behaviors may be asked to leave the classroom by faculty and later referred for further assessment and intervention. This may include referral to the Dean of Students Office for possible disciplinary action per the UWS Chapter 17. Additionally, academic misconduct (i.e. plagiarism, etc.) will be handled in accordance with UWM policies and procedures. These are specified in UWS Chapter 14 and the UWM implementation provisions of Faculty Document 1686. These provisions can be found at:
http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/

All students referred for review are expected to participate in the review process. These are elements of the process:

- There are three different levels of review that are not necessarily progressive in nature. (Informal, Level I and Level II).
- An informal review may not go beyond the informal review
- If students refuse to participate in the review, it will proceed without the benefit of their input.
- The level of review will depend on factors such as the nature, severity, frequency of the incident or concern. For example, serious repeated violations may result in immediate Level II review.
- Any behavior that is clinically unsafe and endangers patients, staff or others can result in immediate removal from clinical and Level II Review. Behavior that endangers the ongoing UWM partnership with a clinical site will result in immediate Level II Review.

1. Informal Review

An informal review involves a faculty/teaching staff member and a student. When a faculty/teaching staff member has concerns about a student meeting any of the professional expectations criteria, the faculty/teaching staff member will:

a. discuss the concerns directly with the student and seek to work with the candidate to resolve difficulties;

b. advise the program director in order to identify potential patterns and issues related to the student;

c. document dates and content of meetings with student using the Informal Review Summary form;

d. provide the student with a copy of the Informal Review Summary form, and place a copy of the form in the student’s program file. Informal reviews of students in pre-nursing courses will be referred to the Dean of Students office.

2. Formal Review: Level I

When a faculty/teaching staff member is sufficiently concerned about a student’s behavior, s/he will fill out the Formal Review - Level I form. These forms are to be turned in to the appropriate Program Director or his or her designee. A three-way conference will then be scheduled with the faculty/staff member, the student and the appropriate Program Director or his or her designee. During this conference, a plan for remediation will be developed using the Remediation Plan form. The nature and content of the plan will depend on the specific situation. However, all remediation plans will be stated in measurable, objective terms, include a reasonable timeline, and be signed by all parties involved. If the student fails to meet the requirements of the remediation plan(s) he/she will be placed on Level II Formal Review. If the student successfully completes the remediation plan, probationary/remedial status will be removed. The remediation plan may continue for more than one semester, depending on the individual circumstances.

3. Formal Review: Level II

If a second incident or concern is reported involving the same student, the student has failed a remediation plan during the Level I Review, or the seriousness of the incident or concern warrant it, the appropriate Program Director, the faculty/teaching staff member
and/or the Level Coordinator will be convened. This group will meet to:

a. review the paperwork,

b. interview the faculty/staff members who have instructed/had contract with the student,

c. interview the student, and

d. make a determination regarding the student’s ability to continue in the program.

e. document the review using the Formal Review – Level II form

f. provide student with a copy of the Formal Review – Level II form, and place a copy of the form in the student’s program file.

The Student Advisor assists the student in preparing an appeal with the appropriate forms and logistics for an appeals meeting directing students to the appropriate resources throughout the process.

The student is afforded due process throughout these proceedings. Following a Level II review, an appeal may be requested using the procedure established by the appropriate program committee (UPC or GPC) using a sub-committee for student appeals from the appropriate committee.

I have reviewed and understand the UWM College of Nursing Professional Expectations of Students in Academic and Clinical Settings Policy

________________________________________
Signature

________________________________________
Printed Name

________________________________________
Date

UPC & GPC approved to become new Curricular Policy CP # 05-01-17, May 2017
College of Nursing  
Professional Expectations of Students in Academic and Clinical Settings Policy ~ Level II  
Formal Review

Student’s name: ____________________________ Course Number: ____________________________

Is the concern? (Check all that apply.)

- Academic Requirements
- Personal & Professional Requirements
- Clinical Requirements
- Social Emotional Skills
- Cultural & Social Attitudes and Behavior

Directions:

1. Check (above) the category subheadings from the Professional Expectations Policy document that apply to the situation.
2. Briefly describe (on page 2) the behavior, situation, or class requirement that motivated you to complete this form and the setting(s) in which it was recognized. Please be factual and specific.
3. Address (on page 2) how the behavior, situation, or class requirement described above impacts the student’s ability to meet specific course objectives.
4. Attach any additional relevant documentation.

Academic requirements or clinical requirements: Disposition of case:

Following the review of the evidence presented from the previous professional expectations meetings, and after interviewing the student in question and the instructor involved with this case, the College of Nursing Program Committee has made the following recommendation:

- Student is allowed to proceed in program without further remediation plan.
- Student is allowed to proceed in the program with remediation plan (attached).
- Student is not allowed to proceed in the program and is being dismissed from the program effective immediately.

*Student signature indicates notification regarding the College of Nursing (CON) Program Committee’s decision and is not an indication of agreement.*

Student Signature: ____________________________ Date: ________________

CON Prog. Comm. Chair Signature: ____________________________ Date: ________________
College of Nursing
Professional Expectations of Students in Academic and Clinical Settings Policy
Informal Review Summary

Nursing student’s name: __________________________ Course number: __________________

Is the concern? (Check all that apply.)

☐ Academic Requirements  ☐ Personal & Professional Requirements
☐ Clinical Requirements  ☐ Social Emotional Skills
☐ Cultural & Social Attitudes and Behavior

Directions:

1. Check (above) the category subheadings from the Professional Expectations Policy document that apply to the situation.
2. Summarize the concern and the discussion with the student about the concern. Attach any additional relevant documentation.

I have discussed the concern(s) and possible solutions with the student.

Instructor Name: _____________________________________________________________

Instructor Signature: ________________________________ Date: __________

Student Signature: ________________________________ Date: __________

Curriculum Coordinator Signature: ______________________ Date: __________

Program Director’s Signature: ______________________ Date: __________

Provide the student with a copy of this form and give a copy to the Program Director to place in the student’s program file.
College of Nursing
Professional Expectations of Students in Academic and Clinical Settings Policy
Level I-Formal Review

Student’s name: ____________________________ Course number: __________

Is the concern? (Check all that apply.)

☐ Academic Requirements       ☐ Personal & Professional Requirements
☐ Clinical Requirements       ☐ Social Emotional Skills
☐ Cultural & Social Attitudes and Behavior

Directions:

1. Check (above) the category subheadings from the Professional Expectations Policy document that apply to the situation.
2. Briefly describe (on page 2) the behavior, situation, or class requirement that motivated you to complete this form and the setting(s) in which it was recognized. Please be factual and specific.
3. Address (on page 2) how the behavior, situation, or class requirement described above impacts the student’s ability to meet specific course objectives.
4. Attach any additional relevant documentation.
5. Complete the Remediation Plan form.

Student Signature indicates notification regarding concerns(s) and is not an indication of agreement.

Student Signature: ____________________________ Date: ________________

Instructor signature indicates that the student has been informed in writing of the concern(s) and of the Professional Expectations Level 1 referral.

Instructor Signature: ____________________________ Date: ________________

Curriculum Coordinator Signature: ______________________ Date: __________

Program Director’s Signature: ______________________ Date: __________

Please provide the student with a copy of this form and the remediation form. Return this form and the Remediation Plan to the Program Director to be placed in the student’s file.
College of Nursing
Professional Expectations of Students in Academic and Clinical Settings
Policy
Remediation Plan

Student’s name: ____________________________ Course number: __________________

Is the concern related to: (Check all that apply)

☐ Academic Requirements ☐ Personal & Professional Requirements
☐ Clinical Requirements ☐ Social Emotional Skills
☐ Cultural & Social Attitudes and Behavior

Directions: Indicate below the remediation plan for this student. Include timelines and benchmarks if appropriate.

Student signature indicates the agreement with remediation plan and consent to follow the plan.

Student Signature: ____________________________ Date: _____________

Instructor Signature: ____________________________ Date: _____________

Curriculum Coordinator Signature: ______________ Date: ______________

Program Director Signature: ______________________ Date: ______________

Please provide the student with a copy of the remediation plan and return this form to the Program Director to place in the student’s file.
Technology Use and Electronic Media Policy

Electronic communications as well as online social media platforms allow UWM nursing students to engage in both professional and personal conversations. The ability to connect, collaborate, and communicate with the learning community is important for professional growth. The goal of this policy is to protect both UWM nursing students as well as the College of Nursing by providing standards of conduct which must be followed when nursing students use social media platforms.

Social media platforms are technology and online spaces for integrating and sharing user-generated content that allow individuals to engage in conversations with others and to participate in content creation. Examples of social media platforms include, but are not limited to, Facebook, Myspace, Twitter, LinkedIn, YouTube, Flickr, blogs and e-mail.

Students are personally responsible for the content they publish on blogs, wikis, social networks, forum boards, or any other form of user-generated media. It’s important to remember that all content contributed on online platforms becomes immediately searchable and is immediately shared. This content may leave the contributing individual’s control forever and may be traced back to the individual after long periods of time.

Standards for Online Professional or Personal Activity: The below technology use and social media standards apply to all students affiliated with the College of Nursing:

1. **Protect confidential information!** Students must follow University and UW System policies and procedures and state and federal laws, including the Health Insurance Portability and Accountability Act (HIPAA), and state privacy laws.

   Nursing students are prohibited from publishing or otherwise disclosing any confidential information including patient health information without first obtaining written authorized consent from the patient, written permission from the clinical agency’s designated officer, and written permission from the College of Nursing clinical instructor. This includes, but is not limited to, patient records, conversations, photographs of clients, and/or videos. Do not post any information about your clinical rotations or clients in any online forum or webpage.

2. **Maintain academic integrity!** A variety of web-based technologies are used to facilitate and evaluate your learning. In order to provide a fair evaluation for all students, do not share any details of competency evaluation scenarios and/or course examinations including test questions with other students. Do not post any performance evaluation or simulation scenario videos in any online forum or webpage. Failure to maintain this confidentiality standard will be considered cheating.
3. **Do not speak on behalf of UWM or the College of Nursing!** In your communications, you need to ensure that it is clear that you are not speaking for UWM, and what you say represents your own individual personal views and opinions and not necessarily the views and opinions of UWM. Whenever you identify yourself on social media and/or the web as a UWM nursing student or use a UWM email address, your postings and personal web pages may be viewed by your colleagues, clinical agencies, and even clients/patients.

4. **Use good judgment!** As a UWM nursing student, you are preparing for a career providing services to the public. The College and future employers hold you to a high standard of behavior. Ensure that any content associated with you is consistent with your professional goals.

5. **Be civil and respectful!** Civility is an important component of online communication. There is great value in sharing and communicating one’s opinion. The College of Nursing is an organization whose students, faculty, and clients have a diverse set of customs, values, and points of view. Don’t be afraid to be yourself, but respect others. This includes not only the obvious (no ethnic slurs, personal insults, obscenity, pornographic images, etc.) but also proper consideration of privacy and of topics that may be considered objectionable or inflammatory.

Failure to abide by this policy, other University and UW System policies and procedures, including UWM’s Acceptable Computer Use Policy, state and federal laws, including the Health Insurance Portability and Accountability Act (HIPAA), and state privacy laws could lead to discipline or other adverse action.
The University of Wisconsin–Milwaukee (UWM) College of Nursing generally represents that the recipient of a baccalaureate or higher degree from a professional nursing program has been educated to competently practice nursing in all healthcare settings and to apply for RN licensure in the State of Wisconsin. In light of this, UWM’s College of Nursing’s programs leading to licensure or advanced practice in nursing require students to engage in a variety of complex and specific experiences. The successful completion of these experiences is necessary for the nursing student to demonstrate the integration and application of a broad body of knowledge and suite of skills necessary to deliver safe and effective professional nursing practice across the spectrum of health and illness experienced by patients.

To this end, nursing requires a combination of physical abilities and motor skills, sensory abilities, affective, interpersonal, and communicative skills, cognitive abilities, behavioral and emotional sensitivity, and professionalism in order to satisfactorily practice. These abilities and skills are essential not only to deliver safe and effective professional nursing to patients, but also to ensure the health, safety, and well-being of the nursing student, fellow nursing students, faculty, other healthcare providers, and the community. As such, nursing students must possess the following essential abilities, which are necessary to possess and demonstrate competence in professional nursing, in order to be admitted to, continue, and successfully complete professional programs at the UWM College of Nursing:

**Physical Abilities and Motor Skills**
Nursing students should have sufficient physical abilities and motor function so that they are able to execute movements required to provide general care and treatment to patients in all healthcare settings. For example: For the safety and protection of individuals, the nursing student must be able to perform basic life support, including CPR, and function physically in an emergency situation. The nursing student must have the ability, within reasonable limits, to safely assist an individual in moving, for example, from a chair to a bed, or from a wheelchair to a commode, using appropriate bioengineering equipment consistent with national guidelines (e.g., the National Institute of Occupational Safety and Health) and to hold or otherwise care for infants and small children to meet their healthcare, emotional, and developmental needs. Fine motor skills and other psychomotor skills, including the use of one or both upper extremities, hands, and fingers, are needed for some essential tasks.

**Sensory Abilities**
The nursing student must have sufficient: visual acuity to see details near and at a distance, as well as be able to discriminate colors accurately; auditory acuity to hear conversation and other sounds in order to assess and protect the health and safety of individual patients and others in the vicinity; and intact tactile sensation to assess (e.g., hot/cold; rough/smooth) and perform appropriate professional nursing functions. Sight and hearing are also necessary to communicate
accurately and effectively. Auditory-visual-tactile perception and integration are needed to perform most essential nursing functions.

**Situation-Appropriate Affect, Communication, and Interpersonal Skills**

A nursing student must be able to communicate effectively with others, and effective communication requires consistency of message, integration of information, and synchrony with circumstances and other data. Situation-appropriate affect is necessary to convey emotions appropriate for the circumstances, and at the same time, to engage in interpersonal communication effectively and sensitively with others. The nursing student must express his or her ideas clearly and appropriately. (See also Behavioral/Emotional section below.) A nursing student must be able to convey or exchange information to conduct an appropriate health history; identify problems presented; explain alternative solutions; and give directions during treatment and post-treatment. The nursing student must be able to communicate effectively in oral and written forms and interpret non-verbal communication. He or she must be able to process and communicate information on the patient’s status with accuracy in a timely manner to other members of the healthcare team.

**Cognitive**

A nursing student must have sufficient cognitive abilities to be able to measure, calculate reason, analyze, integrate, and synthesize in the classroom and a variety of nursing practicum settings. The nursing student must be able to quickly read and comprehend extensive written material, as well as comprehend oral communication. He or she must also be able to effectively gather information to assess and evaluate individuals, families, groups, and community/environmental situations, and act in a timely fashion using critical thinking. Likewise, the nursing student must be able to select from a plethora of existing information to assess and evaluate the same and take action that shows evidence of integrative functions and critical thinking. Clinical judgment requires the integration of information that results in rational, timely, and informed action, and the anticipation of consequences associated with those actions (or inactions). He or She must be able to engage in critical self-evaluation, including demonstrating a willingness and ability to give and receive feedback and to make a correct judgment in seeking supervision and consultation in a timely manner.

**Behavioral/Emotional Sensitivity**

A nursing student must have the emotional ability required to fully use his or her cognitive abilities, employ good judgment and carry out all responsibilities in a timely manner with respect to his/her professional nursing functions. In addition, the nursing student must be able to develop and maintain professional, sensitive, and effective relationships with individual patients, families, students, and others with whom he or she has professional contact, regardless of the circumstances, which frequently can be stressful. The nursing student must be able to control impulsive behaviors and act in a socially responsible way regarding his/her own behavior and recognize the same in others and take appropriate action as warranted. The nursing student must have the emotional stability to function effectively under stress and to adapt to the environment, which can change rapidly and unpredictably. The nursing student must be able to experience empathy for the situations and circumstances of others and effectively communicate that empathy. The nursing student must be cognizant of his or her values, attitudes, beliefs, affect, and experiences and how these things may influence his/her own perceptions, behaviors, and relationships with others. The nursing student must be able and willing to examine and change
his or her behavior when it interferes with relationships with others so that he or she can function effectively and collaboratively in diverse academic and work environments.

**Professional Conduct**
The nursing student must be able to practice nursing in an ethical and professional manner adhering to the professional code of ethics and professional standards. S/he must possess characteristics including integrity, honesty, compassion, empathy, altruism, responsibility, and acceptance of differences. Nursing students must be able to engage in healthcare delivery in all settings and be able to deliver care to all client populations including but not limited to children, adolescents, adults of all ages, developmentally disabled persons, medically compromised individuals, individuals from all socioeconomic strata, and other vulnerable populations. Professional conduct is expected in both the academic and clinical/community environments. A nursing student must meet UWM’s attendance requirements in all didactic courses and clinical activities.

**Reasonable Accommodation for Disabilities**
UWM provides reasonable accommodation to qualified students with a disability. Upon admission, a nursing student who discloses a disability and requests accommodation may be asked to provide documentation of his or her disability for the purpose of determining appropriate accommodations, including modification to the program. The UWM College of Nursing will provide reasonable accommodations but is not required to make modifications that would substantially alter the nature or requirements of the program or provide auxiliary aids that present an undue burden. To matriculate or continue in the curriculum, the nursing student must be able to perform all the essential functions either with or without accommodation. Requests for accommodation should be directed to:

**UWM Accessibility Resource Center (ARC)**
Mitchell Hall Room 112
P. O. Box 413
Milwaukee, WI 53201-0413 V/tty (414) 229-6287
Fax: (414) 229-2237 [http://www4.uwm.edu/sac/zforms.html](http://www4.uwm.edu/sac/zforms.html)

**Acknowledgements and References**
The aforementioned policy has been significantly modified from Katz, J.R., Woods, S. L., Cameron, C.A., & Millam, S. (2004). Essential qualifications for nursing students. Nursing Outlook, 52, 277-288, as well as informed by these other key sources:

**Progression in Graduate Level Programs and Certificates**

Students must earn a grade of B- in all required nursing courses as the minimum acceptable level of performance for progression in a graduate level program or certificate. Any student receiving a grade below the minimum acceptable level will be reviewed by the College of Nursing Graduate Admissions and Progressions Subcommittee for a recommendation about continued progress in the program.

Once a student in the College of Nursing graduate program is enrolled in the sequence of clinical practicum courses it is expected that she/he will complete these courses in consecutive semesters. If a student steps out of the sequence of clinical courses and is absent for two or more semesters (excluding summer or UWinteriM sessions), she/he must reapply to re-enter the College of Nursing. The College of Nursing has the following requirements for a re-entering student:

- Cumulative graduate GPA of 3.0
- Approval of the College of Nursing Associate Dean for Academic Programs with recommendation from the Admissions and Progression Subcommittee of the College of Nursing Graduate Programs Committee

These requirements are in addition to UWM Graduate School *Academic Rules and Procedures: Re-entering the Graduate School.*

Approved by GPC 12/1/00
Revised by GPC 10/5/01
Revised by GPC 2/1/02
Affirmed by GPC 2/2/07
Revised by GPC 10/03/14
Retained & Reaffirmed by GPC 5-5-17
**Undergraduate/Graduate Program Grading Scale**

The grading scale for all undergraduate/graduate courses will be:

- **A** = 95 - 100
- **A-** = 93 - 94
- **B+** = 91 - 92
- **B** = 87 - 90
- **B-** = 85 - 86
- **C+** = 83 - 84
- **C** = 79 - 82
- **C-** = 77 - 78
- **D+** = 75 - 76
- **D** = 72 - 74
- **D-** = 70 - 71
- **F** = Below 70

Approved by UPC, 11/12/99
Approved by GPC, 12/10/99
Affirmed by GPC, 5/4/07
Affirmed by UPC, 5/4/07
Revised by UPC/GPC 5/6/11
Retained & Reaffirmed by GPC 5-5-17
Graduate Appeals Subcommittee Procedure Statement

I. Procedure to File an Appeal for an Exemption from Rules and Regulations of the College of Nursing.

A. Appeals must be in writing and delineate precisely:
   1. The rule or regulation being appealed.
   2. The unusual, unique, or uncontrollable situation that led to the request to be exempt from normal application of rules or regulations.
   3. The actions and efforts taken and plans to correct the situation.
   4. Other factual information including name, current address and telephone number, student number, semester and courses taken during last semester enrolled at UW-Milwaukee, and semester of next enrollment.

B. Any further appeal by the student or instructor shall be directed to the Office of the Associate Dean for Academic Affairs of the College of Nursing.

C. The decision of the Associate Dean may be appealed to the Dean of the College of Nursing as the final step within the College of Nursing.

II. Procedure to File an Academic Appeal for Reversal of an Adverse Decision in an Academic Matter.

A. Graduate students who wish to file such an appeal must comply with the procedures listed in the current Graduate College Bulletin under “Academic Appeals Procedure.” Appeals of academic decisions proceed through a 3-step procedure beginning in the student’s program or department and ending with the Dean of the Graduate School and Research. A graduate student who chooses to appeal an academic decision (e.g., grades, scholastic standing, graduation decisions) initiates the appeal with the appropriate authority within the department or program in which the decision was made. As dean of the college administering graduate programs, the Dean of the Graduate School and Research is the final authority on appeals of academic decisions. An appeal to the Dean of the Graduate School and Research is the third and final step in the appeal procedure and is made only after the first two steps in the appeals procedures have failed to produce a result which the student considers satisfactory.
In pursuing an appeal, the student must observe the following sequence:

Step 1:
The student appeals to the faculty member responsible for making the initial decision within 30 working days of the action which prompted the appeal. This appeal must be made in writing with substantiating reasons for the appeal. If requested by the student, the faculty member must provide the student with a written statement of the reason for the adverse decision.

Step 2:
If the Step 1 decision is not in the student’s favor, the student may, within ten working days from the date the Step 1 decision is communicated to the student, appeal to the Graduate Appeals Subcommittee. This appeal must be in writing with substantiating reasons given for the appeal. In the event that any of the members of the Graduate Appeals Subcommittee hearing the Step 2 appeal were involved in rendering the Step 1 decision being appealed, they must be replaced for the purpose of hearing the Step 2 appeal. Substitute members will be chosen by the program using established program appeal procedures. If necessary, the dean of the college or college in which the program is located may be asked to appoint replacement members of the committee.

Step 3:
If the Step 2 decision is negative, the student may, within ten working days from the date of notification of that decision, appeal to the Dean of the Graduate School and Research. The student must provide information on the reason for the appeal, substantial evidence in support of the appeal, and the solution sought. All documentation must be forwarded to the Associate Dean (Academic Programs) of the Graduate School. The Associate Dean reviews the case and forwards the appeal with a recommendation to the Dean of the Graduate School and Research who may choose to seek advice from the Graduate Faculty Council’s Subcommittee on Appeals.

B. Requests for consideration of an academic appeal must be in writing and delineate precisely:
   1. The nature of the academic appeal, that is, a description of the action which prompted the appeal.
   2. The salient facts that led to the circumstances of the appeal. Include the rationale for claiming that the action was inappropriate.
   3. The actions and efforts taken to correct the situation.
   4. Other factual information including name, current address and telephone number, student number, semester and courses taken during last semester enrolled at UW-Milwaukee, and semester of next enrollment.
   5. The specific remedy sought.
   6. A rationale explaining why the remedy sought is appropriate.

C. A student may appeal to the Subcommittee only once for a specific matter.

D. A decision made by another faculty committee is not appealable to the Subcommittee.
III. Other Considerations

A. Forms

Go to The DNP Spot to locate the Graduate Student Request to Appeal a College of Nursing Rule or Regulation forms or Academic Appeal forms and should be used for each request. Requests must include the student’s signature and be submitted to the Chairperson, Graduate Appeals Subcommittee. Requests for appeal are placed in the student’s file.

B. Open/Closed Meetings

The student has the right to be present when her/his appeal or academic appeal is being considered. The meeting will be open unless it is determined that it should be closed according to Wisconsin Statutes, Chapter 19, Subchapter IV. The student may request in advance to have her/his appeal or academic appeal considered in a closed session, and the Subcommittee will determine if the appeal or academic appeal is to be heard in open or closed session.

C. Faculty Named in an Academic Appeal

The faculty named in an academic appeal will be informed and provided the opportunity to respond.
Grade Appeal Statement and Procedures

GRADUATE APPEALS SUBCOMMITTEE

Procedure Statement

I. Procedure to File an Appeal for an Exemption from Rules and Regulations of the College of Nursing.

A. Appeals must be in writing and delineate precisely:

1. The rule or regulation being appealed.
2. The unusual, unique, or uncontrollable situation that led to the request to be exempt from normal application of rules or regulations.
3. The actions and efforts taken and plans to correct the situation.
4. Other factual information including name, current address and telephone number, student number, semester and courses taken during last semester enrolled at UW-Milwaukee, and semester of next enrollment.

B. Any further appeal by the student or instructor shall be directed to the Office of the Associate Dean for Academic Affairs of the College of Nursing.

C. The decision of the Associate Dean may be appealed to the Dean of the College of Nursing as the final step within the College of Nursing.

II. Procedure to File an Academic Appeal for Reversal of an Adverse Decision in an Academic Matter.

A. Graduate students who wish to file such an appeal, must comply with the procedures listed in the current Graduate School and Faculty Handbook under "Appeals of Academic Decisions."

- Appeals of academic decisions proceed through a 3-step procedure beginning in the student’s program or department and ending with the Dean of the Graduate School and Research. A graduate student who chooses to appeal an academic decision (e.g., grades, scholastic standing, graduation decisions) initiates the appeal with the appropriate authority within the department or program in which
the decision was made. As dean of the school administering graduate programs, the Dean of the Graduate School and Research is the final authority on appeals of academic decisions. An appeal to the Dean of the Graduate School and Research is the third and final step in the appeal procedure and is made only after the first two steps in the appeals procedure have failed to produce a result which the student considers satisfactory.

- In pursuing an appeal, the student must observe the following sequence:

**Step 1:** The student appeals to the faculty member responsible for making the initial decision within 30 working days of the action which prompted the appeal. This appeal must be made in writing with substantiating reasons for the appeal. If requested by the student, the faculty member must provide the student with a written statement of the reason for the adverse decision.

**Step 2:** If the Step 1 decision is not in the student's favor, the student may, within ten working days from the date the Step 1 decision is communicated to the student, appeal to the College of Nursing Graduate Appeals Subcommittee. This appeal must be in writing with substantiating reasons given for the appeal. In the event that any of the members of the Graduate Appeals Subcommittee hearing the Step 2 appeal were involved in rendering the Step 1 decision being appealed, they must be replaced for the purpose of hearing the Step 2 appeal. Substitute members will be chosen by the program using established program appeal procedures. If necessary, the dean of the school or college in which the program is located may be asked to appoint replacement members of the committee.

**Step 3:** If the Step 2 decision is negative, the student may, within ten working days from the date of notification of that decision, appeal to the Dean of the Graduate School. The student must provide information on the reason for the appeal, substantial evidence in support of the appeal, and the solution sought. All documentation must be forwarded to the Associate Dean (Academic Programs) of the Graduate School. The Associate Dean reviews the case and forwards the appeal with a recommendation to the Dean of the Graduate School and Research who may choose to seek
advice from the Graduate Faculty Council's Subcommittee on Appeals.

B. Requests for consideration of an academic appeal must be in writing and delineate precisely:

1. The nature of the academic appeal, that is, a description of the action which prompted the appeal.

2. The salient facts that led to the circumstances of the appeal. Include the rationale for claiming that the action was inappropriate.

3. The actions and efforts taken to correct the situation.

4. Other factual information including name, current address and telephone number, student number, semester and courses taken during last semester enrolled at UW-Milwaukee, and semester of next enrollment.

5. The specific remedy sought.

6. A rationale explaining why the remedy sought is appropriate.

C. A student may appeal to the Subcommittee only once for a specific matter.

D. A decision made by another faculty committee is not appealable to the Subcommittee.

III. Other Considerations

A. Forms
Graduate Student Request to Appeal a College of Nursing Rule or Regulation forms or Academic Appeal forms are available in the Student Affairs Office and should be used for each request. Requests must include the student's signature and be submitted to the Chairperson, Graduate Appeals Subcommittee. Requests for appeal are placed in the student's file.

B. Open/Closed Meetings
The student has the right to be present when her/his appeal or academic appeal is being considered. The meeting will be open unless it is determined that it should be closed according to Wisconsin Statutes,
Chapter 19, Subchapter IV. The student may request in advance to have her/his appeal or academic appeal considered in a closed session, and the Subcommittee will determine if the appeal or academic appeal is to be heard in open or closed session.

C. Faculty Named in an Academic Appeal
The faculty named in an academic appeal will be informed and provided the opportunity to respond.
STATEMENT OF GRADE APPEAL
UNIVERSITY OF WISCONSIN – MILWAUKEE
COLLEGE OF NURSING

Student’s Name _____________________________ ID# _________________

Phone _____________________________ Email _______________________

Address _________________________________________________________

Please review the Appeals Procedures in the College of Nursing Graduate Student Handbook.


2. Specific Decisions/Actions which are being appealed.
3. What outcome/resolution is being sought?

4. Evidence in support of student’s position. (Also attach any written documentation you desire the committee to consider).

Student Signature ____________________________ Date ___________
Graduate Student Request to Appeal a
College of Nursing Rule or Regulation form

Go to The DNP Spot to locate this form.
The Graduate Appeals Subcommittee will be influenced by the information you provide on this request. The Subcommittee’s recommendation on your appeal is forwarded to the Associate Dean for Academic Affairs, who will notify you of the action taken.

Name: ___________________________ Date: ______________
Address: ___________________________ Student ID#: _______
____________________________________ Phone #: ___________

Semester and Year last attended at UW-M: _________________________

Courses completed in that semester: _______________________________

Semester and Year of next enrollment at UW-M: _______________________

1. State what rule or regulation is being appealed. Request to Appeal for each rule or regulation (Complete a Request to Appeal for each rule or regulation).

______________________________________________________________

______________________________________________________________

______________________________________________________________

2. What are you asking the Committee to do? (What is your appeal?)

______________________________________________________________

______________________________________________________________

3. Cite the circumstances or situations which led to this request for release from the normal adherence to rules and regulations.

______________________________________________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________
4. Cite any actions and efforts taken and plans to correct the situation.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

________________________________________________________________________

Student Signature: ___________________________ Date: ____________________

Return to:
Chairperson, Graduate Appeals Subcommittee
C/o Student Affairs Office
Cunningham Hall 135
UWM College of Nursing
P.O. Box 413
Milwaukee, WI 53201

For office use only: Date received: ____________________

Revised GPC 11/19/90
Revised GPC 10/16/92
Revised GPC 3/14/97
Affirmed GPC 5/4/07
Graduate Student Request for Filing an Academic Appeal for Reversal of an Adverse Decision in an Academic Matter Graduate Appeals Subcommittee form

Go to The DNP Spot to locate this form. The Graduate Appeals Subcommittee will be influenced by the information you provide on this request. The Subcommittee’s recommendation on your appeal is forwarded to the Dean who will notify you of the action taken.

Name: ___________________________ Date: __________________
Address: ___________________________ Student ID #: __________
__________________________________ Phone#: __________
Semester and Year last attended at UW-M: __________________________
Courses completed in that semester: __________________________
Semester and year of next enrollment at UW-M: __________________________

1. State the nature of the academic action that prompted the appeal.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

2. Cite the salient facts and the rationale for claiming that the action was inappropriate.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Cite the actions and efforts taken to correct the situation.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
4. Cite the remedy you seek and why the remedy is appropriate.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Student Signature                       Date:

Return to:
Chairperson, Graduate Appeals Subcommittee
C/o Student Affairs Office
Cunningham Hall 135
UW-M College of Nursing
P.O. Box 413
Milwaukee, WI 53201

For Office Use Only: Date Received: ________________

Revised GPC 11/19/90
Revised GPC 10/16/92
Revised GPC 3/14/97
Affirmed GPC 5/4/07
Open and Closed Meeting

To comply with the State’s Open Meeting Law, (Statute 19, Subchapter 4) your desire for an open or closed session must be determined. You have a right to be present at either an open or closed session. If you decide to be present, you may be asked some questions related to your appeal by Committee members. You will be given an opportunity to present material related to your request to appeal. In a closed session, attendance at the meeting is limited to members of the Committee and the student whose appeal is being heard. Following presentation of the appeal, the student leaves and the Committee makes recommendations on the appeal.

In an open session, attendance at the meeting is not limited and is open to any interested persons. Following presentation of the appeal, Committee recommendations on the appeal are made.

Please Check the appropriate answer, sign your name and return this form with your Request to Appeal.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will be present when my appeal is considered.</td>
<td></td>
</tr>
<tr>
<td>I will be present when my academic appeal is considered.</td>
<td></td>
</tr>
<tr>
<td>I request an open session at the meeting.</td>
<td></td>
</tr>
<tr>
<td>I request a closed session at the meeting.</td>
<td></td>
</tr>
</tbody>
</table>

Student Signature: __________________________ Date: ____________________

Return to:
Chairperson, Graduate Appeals Subcommittee
C/o Student Affairs Office
Cunningham Hall 135
UW-M College of Nursing
P.O. Box 413
Milwaukee, WI 53201

For office use only: Date received: ____________________

Revised CPC 11/19/90; Revised GPC 10/16/92;
Revised GPC 3/14/97
Affirmed GPC 5/4/07
College of Nursing Academic Policies

Policy Pertinent Undergraduate and Undergraduate/Graduate Courses GPC #02-02-07(2)A
University designated undergraduate courses may not be applied toward the PhD or DNP. University designated undergraduate/graduate courses may not be applied toward the PhD or DNP.

Policy Regarding Students Auditing Courses GPC #02-02-07(1)
While special circumstances may require a student to audit a course, in general, doctoral students are not encouraged to audit courses. The rationale is that active participation in the learning assignment is not part of the auditing process. Further, faculty may refuse auditors in their classes. Though audit credits are counted in credit hours, they should not be listed in the student's formal plan of study.

Policy Pertinent to Credits Taken as a Non-Degree Candidate GPC #02-02-07(3)
No more than twelve credits taken as a non-degree candidate at the University of Wisconsin Milwaukee may be applied toward the doctoral degree. Doctoral core nursing courses may be taken by non-degree students only with the consent of the course faculty.

Policy on Time Limit for Program Completion GPC #02-02-07(4)A
Students enrolled in the Doctor of Philosophy in Nursing Program or Doctor of Nursing Practice must complete all requirements for the degree within seven years from the date of initial enrollment in the program. Further, students must complete all requirements for the degree within four years from the time of attainment of dissertator status.

Policy Pertinent to Changing Program Tracks GPC #02-02-07(5)
Students may request a change from their original choice in program track once during their course of study. Requests should be made in writing to the DNP Program Director and include the reason for the requested change. All changes are subject to approval from the DNP Program Director. Requests for changes at the completion of coursework will not be granted.

Graduate Programs Committee Extra Credit Policy GPC #03-03-17
No extra credit is available for any graduate level courses. Points for any graduate course may not be over 100%.
Request for Exception for Doctoral Students to a College of Nursing Policy

Procedure for requesting an exception to a College of Nursing Policy

Directions
1. Go to The DNP Spot and then Appeals to locate form.
2. Submit the completed form, with any attachments, to the DNP Program Director.
3. A copy of this form, with the decision, is returned to you.

To Be Completed by the Student

<table>
<thead>
<tr>
<th>LAST NAME</th>
<th>FIRST NAME</th>
<th>MIDDLE INITIAL</th>
</tr>
</thead>
</table>

UWM EMAIL ADDRESS

MAILING ADDRESS: | CITY | STATE | ZIP

Exception you are requesting: __________________________

Justification for Exception: The student must supply evidence to support the request for exception. Attach additional sheets and supporting documentation (letters, etc.) as needed.

Student Signature: __________________________ Date: __________

Faculty Advisor Signature __________________________ Date: __________

To Be Completed by the DNP Program Director

DNP Program Director Signature: __________________________ Date Reviewed: __________

Recommendation of Program Director (circle one)  Accept  Deny

Rationale for Denial: __________________________

Associate Dean of Academic Affairs Signature: __________________________ Date Reviewed: __________
Health and Immunization Requirements
University of Wisconsin-Milwaukee
College of Nursing

All DNP practicum students must submit and keep current through graduation the following health records and
Immunizations.

- Physical Examination, Health Immunization, and Accident Insurance
- Caregiver and Criminal Background Check and Enclosure - must be repeated if you leave the program
- Drug Test 10 panel - must be repeated if you leave the program
- CPR for the Healthcare Provider or Healthcare Professional must be through the American Heart Association-
cannot accept CPR BSL Heart Saver

CastleBranch is an online program the college uses to monitor completion of these health requirements.
Instructions on how to use CastleBranch will be sent to the student prior to the start of practicum with published
due dates. In addition to completing the requirements, students wear a UWM ID Badge while in practicum.

Fees will be associated with each of the below requirements. Expenses of the required health and immunizations are
the student’s responsibility. Failure to complete these requirements by the dated listed in *Castlebranch may
result in the student losing practicum placement.

Physical exam. Evidence of a physical examination - to be completed by a nurse practitioner or a physician of
the student’s choice - must be uploaded to Castle branch as instructed by the College of Nursing Student
Affairs Office on a date specified. The examination must be completed within 90 days of start of
practicum. A physical examination and specified immunizations are required of all students prior to
enrollment in practicum courses.

Immunizations. In order to maintain the health and safety of College of Nursing staff, students and the
clients whom they care for, the specific diagnostic tests and/or immunizations are required of all
students. Students must submit immunization records and/or proof of immunity in the form of laboratory
reports within Castlebranch by the appropriate deadline. See Table 1 for diagnostic test and
immunization requirements.

Health Services Availability. The Norris Health Center is available, by appointment, to assist students in
meeting the physical exam and immunization requirements. Students are asked to bring evidence of
recent immunizations to their appointments. A health history will be taken and a physical examination
will be performed by a physician or nurse practitioner. There is no fee for the physical examination
provided through the Norris Health Center for enrolled students, IF the exam is completed prior to the
date designated each semester by the Norris Health Center. After the designated date, nursing students
will be charged per the fee schedule. The following tests and immunizations are available at the Norris
Health Center. A fee will be charged for these tests and immunizations.

TB skin test
Diphtheria-tetanus pertussis vaccine
Rubella titer, rubeola titer, mumps titer, varicella titer (or vaccines)
Hepatitis B Vaccine with the first dose at the time of the physical exam, the second dose one (1) month
after the first dose, and the third dose six (6) months after the second dose.
<table>
<thead>
<tr>
<th>Disease</th>
<th>Primary Schedule</th>
</tr>
</thead>
</table>
| Tuberculosis         | Tuberculosis Screening is to take place within 90 days of starting practicum program and annually thereafter through graduation. Screening may be done via Mantoux tuberculin skin test or Interferon Gamma Release Assay (i.e., Quantiferon Gold, T-spot).  
  - Initially, provide documentation of two Mantoux tuberculin skin tests (“two-step”) administered one (1) to three (3) weeks apart.  
  - Students with a documented 0 mm induration Mantoux skin test within the past 12 months only need one additional skin test done within 90 days of starting the program.  
  - One Mantoux tuberculin skin test annually thereafter.  
  OR  
  An IGRA (Interferon Gamma Release Assay) test within 90 days of starting practicum and annually thereafter.  
  Post TB Skin Test Conversion –  
  Chest X-ray  
  If a student has received a positive tuberculin skin test (TST) or IGRA result, the student must provide the following:  
  - Medical documentation of the positive TST or IGRA results.  
  AND  
  - Negative chest x-ray report dated post positive TB skin test or IGRA.  
  AND  
  - Complete annual TB symptoms survey / questionnaire.  
  If a student is positive for active TB disease, they must participate in treatment plan to be reviewed annually. The student will not be eligible to participate in clinical practicum until such time as his/her medical provider determines that they are not communicable. |
| Hepatitis B          | Hepatitis B vaccine series - (3 doses: 0, 1, and 6 months apart)                                                                                                                                                                                                                                                                                     |
| Diphtheria, Tetanus  | Documentation of one-time dose of the Tdap vaccine and then Td every 10 years.                                                                                                                                                                                                                                                                       |
| and Pertussis (Tdap) |                                                                                                                                                                                                                                                                                                                                                       |
| Rubeola (Measles)    | Two (2) doses of vaccines documented by a health care provider. Vaccines must be appropriately spaced and given according to CDC guidelines (on or after first birthday and must be at least 28 days apart). Wisconsin Immunization Registry (WIR) documentation is acceptable. If student is currently in the process of receiving the vaccine series (has received one dose of the vaccine prior to start), the second dose must be received within one month after starting the program. Doses must be at least 28 days apart. OR Documentation by a health care provider of serologic immunity (titer). |
| Rubella (German Measles) | Two (2) doses of vaccines documented by a health care provider. Vaccines must be appropriately spaced and given according to CDC guidelines (on or after first birthday and must be at least 28 days apart). Wisconsin Immunization Registry (WIR) documentation is acceptable. If student is currently in the process of receiving the vaccine series (has received one dose of the vaccine prior to start), the second dose must be received within one month after starting the program. Doses must be at least 28 days apart. OR Documentation by a health care provider of serologic immunity (titer). |
Mumps
Two (2) doses of vaccines documented by a health care provider. Vaccines must be appropriately spaced and given according to CDC guidelines (on or after first birthday and must be at least 28 days apart). Wisconsin Immunization Registry (WIR) documentation is acceptable. If student is currently in the process of receiving the vaccine series (has received one dose of the vaccine prior to start), the second dose must be received within one month after starting the program. Doses must be at least 28 days apart. **OR** Documentation by a health care provider of serologic immunity (titers).

Varicella (Chicken Pox)
Two (2) Varicella vaccination dates documented by a health care provider. Vaccines must be appropriately spaced and given according to CDC guidelines (after first birthday and must be at least 28 days apart).
**OR**
Positive Varicella titer that is documented by a health care provider.

Influenza Vaccination
Annual influenza vaccine

**Health and Accident Insurance** Students are required to have personal health insurance that is in effect at the time of entry into the clinical portion of the nursing program. This insurance must cover you while you are on location at a facility or institution. **STUDENTS ARE NOT COVERED BY HEALTH OR ACCIDENT INSURANCE BY EITHER THE UNIVERSITY OF WISCONSIN-MILWAUKEE OR THE PRACTICUM FACILITY OR PRACTICUM INSTITUTION.** In addition, **WORKERS’ COMPENSATION INSURANCE DOES NOT COVER STUDENTS. IF YOU BECOME ILL OR INJURED AS A RESULT OF THE FIELD TRAINING PROGRAM, THERE IS NO COVERAGE FOR YOUR COSTS OF MEDICAL TREATMENT.** If you suffer a needle stick or are hurt while in practicum, you need personal health insurance to cover your medical bills. You are not covered by any policy from the University or the practicum site.

**Illness or Prolonged Absence.** Students are expected to be present at all scheduled classes and laboratory experiences. Frequent or prolonged absences from scheduled classes and/or practicum experiences may necessitate that the student drop a nursing course. Any planned interruption in course work should be discussed with the student’s instructor at the earliest possible date.

**Safe Professional Practice in Clinical Settings.** Students are expected to demonstrate patterns of professional behaviors which follow the legal and ethical codes of nursing; promote the actual or potential well-being of clients, health care workers, and self in the biological, psychological, sociological, and cultural realms; demonstrate accountability in preparation, documentation, communication, and continuity of care; and show respect for the human rights of individuals. A student whose pattern of behavior is found to be unsafe may be terminated from a practicum for reasons of unsafe practice at any time during the semester. If the behavior is identified before the drop date, the student will be directed to drop. If the drop date has passed, the student will receive a grade of ‘F’ for the course. In order to continue in the nursing program, a student who is terminated from a practicum must appeal to the Graduate Appeals Sub Committee to request readmission to the program.

**Travel.** Students in nursing are responsible for arranging transportation to and from all agencies or clients’ homes used to provide practicum experience for the program. They are also responsible for related liability. Students are expected to carry insurance on their vehicle
Caregiver and Criminal Background Check  Chapters 48 & 50 of the Wisconsin State Statutes make it a requirement for the College of Nursing to perform rigorous background checks on all students who are required to complete internships or clinical training at a WI Department of Health and Family Services covered facility. Students admitted to the DNP program are required to have a completed Background Information Disclosure form (BID/HFS-64) and an Authorization and Release form through Castlebranch. If there is a break in a student’s enrollment, the Caregiver Background check will need to be repeated.

Drug Test  Southeast Wisconsin health care agencies that provide practicum experiences require pre-placement 10-panel, urine drug screening for all practicum students. The College of Nursing partners with Castlebranch to provide the drug screening for students. Fees will be associated with this test. A negative result will require no further screens unless indications of impairment are present, in which case additional screens may be requested:
- If there is a break in a student’s enrollment, the urine drug screen will need to be repeated.
- If a student has a current positive drug screen result, they will not be able to participate in a clinical placement.

CPR Certification  Current Health Professional certification is required to be kept current through graduation. This cannot lapse during a semester – if so, it must be renewed prior to the start of that semester.

College of Nursing Photo ID Badge  Students are to wear the College of Nursing photo ID badge while on duty at any affiliate or practicum setting. The College of Nursing coordinates ID photo sessions. The initial fee for a photo ID is $5.00. The replacement photo ID fee is $3.00.

Successful completion of the program requires practicum courses as outlined in your course plan. Practicum sites retain the right to accept or reject students based on a subjective evaluation of multiple factors including criminal background check and drug test results. These decisions are beyond the control of the College of Nursing. Consequently, any student with a criminal background or a positive drug test could be denied participation at a practicum site without recourse or appeal.

The College of Nursing will make reasonable effort to place students in a practicum site. If a student cannot be placed at a practicum site, the student will be unable to complete the coursework necessary to progress in the program and receive a degree.

The student accepts that practicum placement is not guaranteed and failure to be accepted by a practicum site due to background check issues, drug test findings, or other factors may result in being unable to complete degree requirements and graduate. If you would like to discuss this issue further, contact Program Director and/or Practicum Coordinator.

Students who do not complete all of these requirements will not be able to enter their practicum site.
Campus and College of Nursing Resources

UWM Virtual Bookstore  Visit: http://bookstore.uwm.edu/home.aspx The UWM Bookstore is located on the 1st floor of the Student Union.

Mental Health Resources  Visit: https://uwm.edu/mentalhealth/forstudents/

Panther card Office located at Union W198, across from the Union Ballroom and next to the Union Art Gallery. Submit your ID photo online, you can even use your selfie  Manage your PantherCard online: add funds, view balances and review spending history at GET UWM

PANTHERCARD

Transportation Services: Prowl Line
Prowl Line is a supplemental bus service that provides direct transportation from the Capitol and Humboldt (UPARK) Surface Lot to the UW-Milwaukee Kenwood Campus, and the North Ave Residence Halls; Cambridge Commons, Riverview Residence Hall, and Kenilworth Square Apartments. To use the service, riders need to present their PantherCard to a scanner for the driver. Guests of UWM Housing residents may accompany a UWM student, and must present photo identification to the driver.

Tuition and Fees Information-UWM
Tuition and fees for each semester are located at https://uwm.edu/onestop/finances/estimating-your-costs/tuition/
NOTE: Doctoral students in the Online PM DNP or Online PhD pay a $935.00 per credit.

The DNP Spot for all student forms, and other related information to help you navigate your DNP degree

Schedule of Classes-UWM
The most up to date schedule is listed on line at: http://www.uwm.edu/schedule/

Academic Calendar-UWM
Calendars for each semester, including holidays, deadlines and other important dates https://uwm.edu/secu/calendars/

UWM E-MAIL: All students are automatically assigned a UWM e-mail account. Contact the Help Desk with email issues: 414. 229.4040.

NOTE
UWM Email address is the vehicle the College of Nursing will use to provide students vital information about scholarships, announcements, class changes, graduation information, etc. Additionally, many faculty and administrators make extensive use of the University’s computers and e-mail system and prefer to use it to communicate with students. Check your UWM email account regularly to remain an informed student.
WRITING EDITORS

Do you have trouble writing papers or expressing your thoughts clearly? The following editors could be consulted to work with you during your writing. For example, they could assist you to state your thoughts more clearly, improve your language and grammatical abilities or integrate your thoughts by helping you improved papers, projects and better long-term writing skills. They will not write the papers for you. Students should contact editors for further information about fees associated with this service.

Please note: These individuals have no affiliations with the University of Wisconsin-Milwaukee.

Ron Kovack
Phone: (414) 708-6328
E-mail: ronkovach@yahoo.com

Mel Bromberg
Phone: (414) 218-2672
E-mail: mel@watershedint.com

Carolyn Washburne
Phone: (414) 961-1779
E-mail: ckw44@wi.rr.com

The UWM Writing Center
Visit: http://www4.uwm.edu/writingcenter/grad-resources.cfm Offers online Tutoring!

Nurse Author Editor
This is an international newsletter dedicated to nurse authors, editors and reviewers which is available as a free quarterly online publication. Each issue consists of articles offering advice on writing quality manuscripts, avoiding rejection, finding publishing opportunities, editing and reviewing. Each issue also has a section containing short articles to update readers on new developments in nursing journals and journal publishing.
http://www.NurseAuthorEditor.com

Purdue Owl
This online writing lab is the most thorough and useful website many CWP instructors have ever encountered. In addition to extremely helpful practice exercises for students, the OWL offers downloadable handouts on a vast variety of writing and research topics, including ESL, APA formatting, professional writing, general writing concerns, and grammar.
http://owl.english.purdue.edu/
Ask Oxford
The Oxford English Dictionary, the most thorough and comprehensive dictionary in print, is not available online. However, its editors have put together this site, which offers valuable and sometimes surprising information on language, including tools for writers and students of writing. http://www.askoxford.com/

Here are more books on writing available from the UWM Libraries.
They are all available as e-books.

Holland, K., & Watson, R. (2012)
Writing for Publication in Nursing and Healthcare Getting It Right

Wanda Bonnel; Katharine Smith (2013)
Proposal Writing for Nursing Capstones and Clinical Projects
New York: Springer. Available as an E-book at UWM Libraries

Nurse's Step-By-Step Guide to Writing Your Dissertation or Capstone
Indianapolis: Sigma Theta Tau International. Available as an E-book at UWM Libraries
Student Participation in College of Nursing Governance

Students at University of Wisconsin campuses have statutory rights of participation in the governance of the University. They have primary responsibility for the formulation and review of policies concerning student life, services, and interests, and also contribute to the development of the University's academic and administrative policies. Students carry on their policy development and decision-making responsibilities through their own governing organizations, and by participating as members of faculty or administrative committees as well as committees contained within the College of Nursing. There are/have been doctoral degree students on the following College of Nursing (CON) standing committees:

College of Nursing Committees
Graduate Programs Committee Research Committee

Each Fall Semester, the Student Affairs Office solicits current graduate student participation in CON standing committees. The office circulates a list of committees with their functions and the number of student representatives required for each, for students to consider. If you are interested in this type of involvement, contact the Student Affairs Office (414-229-5047) as soon as you receive the committee listing. Your name will be forwarded to the UWM Student Association, which nominates student representatives and sends their names to the Chancellor, who appoints them.
Policy for Graduate Student Utilization of Werley Center for Nursing Research and Evaluation Services

The services of the Werley Center for Nursing Research and Evaluation (WCNRE) related to consultation about research methods, data management and analysis, and specific aspects of grant application preparation are available to graduate students with approval and direction from faculty. These services, when utilized appropriately, can enhance the students’ learning experiences and enable students to increase their capacity and facility with research design and data analysis. Students who use WCNRE services are expected to have a working understanding of the specific research approach and analytic method(s) they intend to employ. It is the responsibility of the faculty involved to assure that students have such a working knowledge prior to requesting services.

Request for services must be completed and approved using the mechanism identified on the WCNRE section of the College of Nursing web site prior to any consultation or meeting. WCNRE services for graduate students are dependent on the resources available in the College to support the Center.

When the use of WCNRE resources is associated with coursework or academic requirement, such as independent study, thesis, clinical projects, and dissertation, it is the responsibility of the faculty to communicate with the WCNRE staff, either in person or electronically, the expectations before the student’s first appointment. In cases where the consultation leads to a recommendation that may deviate from the advice or recommendations of the faculty, it is the responsibility of the student to identify this incongruence and enable communication between the WCNRE staff and the faculty involved.

WCNRE staff facilitate the graduate students’ experience. They assist students in all activities either through general directions on how to proceed, or more commonly, through problem solving when the students experience difficulties that were unanticipated or beyond the range of a working knowledge of the process or technique. They are not tutors nor are they responsible for proposal development, researcher decisions, data entry, programming, data analysis, or interpretation of results. It is the responsibility of the student and faculty to utilize the WNRE staff in an appropriate fashion.

NOTE: This policy does not address the use of WCNRE services by graduate students for non-course related purposes or by project or research assistants for work related to their employment.
University Travel Awards
Presenting at national and international professional conferences, or performing or exhibiting
original work, is an important part of the professional development of graduate students.
Involvement in these activities is critical for establishing professional networks and contacts for
collaborative research and can lead to future funding and employment opportunities.

Students enrolled in UWM master's and doctoral programs are eligible for awards from the
Graduate School in support of travel expenses for presenting papers at national or international
professional meetings or conferences, or for performing or exhibiting original work. The student's
presentation must be officially recognized by the sponsoring organization.

The limited funds available for travel support make this a highly competitive program. Check the
Graduate School Website/Current Students/Financial Support for more information and criteria
for awards. http://uwm.edu/graduateschool/types-of-funding/