WEHRHEIM
SCHOOL OF NURSING

Millersville University

Doctor of Nursing Practice Handbook
Updated January 2023

The baccalaureate degree program in nursing, master's degree program in nursing, Doctor of Nursing Practice program and post-graduate APRN certificate program at Millersville University are accredited by the ***Commission on Collegiate Nursing Education***, 655 K Street NW, Suite 750, Washington, DC 20001, 202-887-6791.

TABLE OF CONTENTS

WELCOME

ABOUT MU AND WSON

WSON PROGRAM OUTCOMES

WSON STUDENT LEARNING OUTCOMES

DNP CURRICULUM

ADMISSION & LICENSE REQUIREMENTS

GRADING POLICY

ACADEMIC PROGRESSION

ADADEMIC ADVISING

GRADUATION

POLICIES

PROGRAM ASSESSMENT

POLICIES SPECIFIC TO EXPERENTIAL LEARNING

THE DNP SCHOLARLY PROJECT

STUDENT-FACULTY CO-AUTHORSHIP GUIDELINES

UNIVERSITY SUPPORT SERVICES

Return to Table of Contents

WELCOME

Welcome to the DNP program of Millersville University. Your decision to pursue a Doctor of Nursing Practice (DNP) marks an important step in your career as a professional nurse. The faculty of the Wehrheim School of Nursing (WSON) have developed programs which build upon your previous experiences in nursing practice in an effort to enhance your attainment of the knowledge and skills to practice as a nurse leader and change agent. The DNP program was developed using the *American Nurses Association Nursing: Scope and Standards of Practice*, 4th edition and the ANA Leadership Competency Model as our guiding standards.

The DNP program prepares individuals to lead healthcare change and translate evidence into practice, collaborate intra-professionally to improve patient care outcomes, as well as advocate and provide leadership for health policy. The overall goal of the Millersville DNP program is to *develop the next generation of nursing practice leaders who will have a positive impact on healthcare.*
The program goals are as follows:

- To prepare nurse leaders to use advanced levels of clinical judgment and systems thinking to design evidence-based care to improve the health of our communities.
- To position students to provide leadership in developing health care policy, which will influence access and delivery of services for improvement of care quality and patient outcomes.

This Student Handbook contains specific policies of the Wehrheim School of Nursing. The handbook supplements the Millersville University Student Handbook and the Millersville University Graduate Catalog (both may be found at https://www.millersville.edu/admissions/graduate/index.php)

The purpose of this handbook is to provide information that will assist you as you progress through the graduate programs at Millersville University. You should use this handbook as companion document to the policies and procedures presented in the Millersville University College of Graduate & Adult Learning Catalog and found on Wehrheim School of Nursing website.

Please remember, this handbook reflects the most current program information in effect at the time of publishing. Any changes will be emailed to all students, as well as posted on the WSON website.

Best wishes for success and happiness,

The Faculty of the Wehrheim School of Nursing

Return to Table of Contents

About Millersville University

Millersville University is one of 10 universities within the PA State System of Higher Education (PASSHE). The mission and vision statements of Millersville University were adopted as part of our strategic plan, *Tradition and Transformation*. The university mission affirms that *we are a community dedicated to high quality education at exceptional value*. Our vision states that *we will inspire learners to change the world*. As a community we are dedicated to our EPPIIC Values: Exploration, Public Mission, Professionalism, Integrity, Inclusion, and Compassion.

About the Wehrheim School of Nursing

Academic programs in nursing at Millersville University were first established in 1979 with the initiation of an RN to BSN program and we were formally established as a distinct department in the School of Science and Technology in 1980. Our graduate program was established in 1993, receiving full approval from the PA State Board of Nursing in 1995. The DNP program was approved and launched in 2016.

In 2021, we were officially named the Wehrheim School of Nursing in honor of Ms. Liselotte Wehrheim, an alumnus of MU, who provided an $4.8 million endowment to MU. This incredible gift was earmarked to provide scholarships to non-traditional undergraduate students.

The WSON is one of nine academic departments in the College of Science and Technology, lead by the College Dean, Dr. Marc Harris. The WSON Chair is Dr. Kelly Kuhns. Dr. Cayleigh Minter is the Graduate Program Coordinator. Dr. Kelly Rotondo is the DNP program coordinator, and Dr. Dawn Lambert is the School Nurse Program Coordinator.

Our mission is *to provide high quality education, preparing professional nurse learners to advance the profession of nursing and improve health outcomes.*

And our vision is that o*ur learners will engage in the highest level of practice that elevates the profession of nursing both locally and globally.*

Wehrheim School of Nursing Governance

The WSON is guided by the WSON Rules of Order and has a committee structure including Faculty, Outcomes Assessment, Curriculum, Faculty Performance Review, and Graduate Admissions. Students are invited and encouraged to participate in the Faculty, Curriculum, and Outcomes Assessment committees. Meetings are held in a multi-modal format to all for participants join in person or via Zoom. Students interested in participating should contact the WSON Chair to obtain additional information. Information shared at these meetings is considered confidential; students may be excused from meetings for discussions regarding specific students and/or situations.

Return to Table of Contents

WSON Program Outcomes

In order to actualize our mission and vision, we have established program outcomes and student learning outcomes for our students.

Our program outcomes for the MSN program:

1. Graduation rates: 75% of the base cohort will complete the program within 3 years (150% completion time)
2. Employment: 75% of graduates will be employed in the area of nursing program preparation within 12 months of graduation
3. Overall program outcome: Graduates are prepared to function at their highest level of practice, with a focus on advancing the profession in order to improve health outcomes for individuals, families, and populations

Data reflecting our achievement of these outcomes can be found on the WSON website.

WSON Student Learning Outcomes

In order to support the achievement of the program outcomes, the WSON faculty have established student learning outcomes for each program level. The Student Learning Outcomes are focused on the broad concepts of **Exploration, Professionalism, Advocacy and Action, Embracing Diversity, and Leadership.** The table below defines the core concept and provides the specific student learning outcomes for each. Content, assignments, and activities are woven throughout the curriculum to assist you in meeting these learning outcomes.

Core Concept	DNP Student Learning Outcomes
Exploration WSON embraces a culture of exploration in which students are encouraged to exhibit critical thinking and a spirit of inquiry. This intellectual curiosity helps develop knowledge and science that leads to innovation, and integration of evidence-based practice, and technology that transforms professional nursing practice leading to improved patient outcomes and enhanced health care delivery.	Exhibit a spirit of inquiry through formulating evidence-based proposals that enhance nursing practice and healthcare delivery Disseminate knowledge to improve healthcare outcomes and find potential solutions Integrate technology, data, and innovative methods to improve nursing practice and healthcare outcomes
Professionalism WSON is founded on the tenets of professional nursing practice, in which all students are accountable to nationally established standards of practice and ethical behavior. Students are mentored to engage in personal and professional	Foster the development of others' professional nursing identity through actions that reflect the *ANA Scope and Standards of Professional Practice*

Return to Table of Contents

development, commitment to lifelong learning, and self-care, and are subsequently empowered to impact the future of the profession.	Lead others toward accountability to self through engagement in self-care and commitment to lifelong learning Practice in a safe and ethical manner as guided by the *ANA Code of Ethics* and the *Professional PA State Practice Act*
Advocacy and Action WSON is committed to advocacy and active engagement of nurses in the public mission of the University and the profession. Students are empowered through knowledge and mentoring to promote safe and quality care as well as advocacy for self, patients, profession, and the global community.	Lead others in the analysis and integration of the impacts of Social Determinants of Health (SDOH) on the health outcomes of individual, families, and populations Promote advocacy activities to address policy and practice issues that impact healthcare delivery, patient outcomes, and quality of care Implement changes in healthcare delivery practices based on knowledge of the impacts of environmental, fiscal, societal, and other factors to improve healthcare outcomes
Embracing Diversity WSON program is committed to the application, implementation, advancement, and evaluation of diversity. Person-centered care and global citizenship serve as the foundation to support equity and social justice. We embrace students' diverse backgrounds and their contributions to the learning community. Students seek to learn, grow, appreciate, be accountable to and reflect on their role(s) in providing equitable and person-centered care.	Demonstrate respect for all individuals and population by integrating cultural diversity, inclusivity, ethical standards, social justice, and a global perspective in the provision of care Engage in ethical and professional nursing practice that embraces diversity and recognizes the need to promote equity and social justice in health and healthcare
Leadership WSON is committed to building the next generation of nursing leaders through supporting meaningful communication, as well as interprofessional and intra-professional collaboration and teamwork. Students use context and an understanding	Assumes complex and advanced leadership roles to initiate and guide change Displays professional comportment in all written and verbal communication

Return to Table of Contents

of the environment of care delivery to be agents for positive change through skilled resource stewardship in order to provide quality patient-centered healthcare.	Provides leadership to foster inter- and intra-professional collaboration to improve quality of care

Return to Table of Contents

DNP Curriculum

The DNP program is a practice-focused doctorate designed to prepare experts in advanced nursing practice. The DNP is a post-master's program and builds on your previous education and experience. The program has an administrative-leadership focus and will prepare graduates to lead healthcare change, translate evidence into practice, collaborate with others to improve patient outcomes, and advocate for policy change in healthcare.

Required Courses in the DNP Curriculum

Course Number	Course Name	Credits	Experiential Learning Hours
NURS 700	Advanced Practice Nursing: Transformational Leadership	3	
NURS 701	Health Policy and Healthcare Economics	3	
NURS 702	Applied Nursing Research	3	
NURS 703	Epidemiology and Health Promotion	3	
NURS 704	Complex Healthcare Systems	3	
NURS 705	Evidence-Based Practice Process	3	
NURS 706	Statistics Methods	3	
NURS 707	Scholarly Project Design Seminar	3	110
NURS 708	Informatics and Data Management	3	
NURS 709	Scholarly Project Implementation Seminar	3	110
NURS 710	Transforming Healthcare	3	
NURS 711	Scholarly Project Evaluation Seminar	3	110

Course descriptions can be found in the Graduate Catalog

Return to Table of Contents

ADMISSION & LICENSE REQUIREMENTS

To be eligible for admission to the WSON DNP program, potential candidates must complete the online application and provide evidence of the following:

- Current RN licensure
- Program goal statement
- Writing sample defining a specific issue or problem in nursing practice (APA 7th ed)
- Current resume/CV
- Letter of verification of graduate level clinical hours
- Completed MSN, MPH, or other related graduate degree with a GPA of 3.5 or higher
- Successful interview

Registered Nurse Licensure Policy

All students must possess RN licensure. The license must be valid for the state in which the student will engage in any experiential and/or clinical experiences. It is the student's responsibility to report to the Wehrheim School of Nursing if they have been denied licensure or if licensure has been deemed encumbered by a state board of nursing.

Students who possess an encumbered license or are without a license may be unable to progress in the program and/or may be denied experiential experiences which would result in delayed graduation or in the inability to graduate from the program. Graduate students must provide a copy of their license at the time of application.

Return to Table of Contents

GRADING POLICY

Only faculty can assign grades and final grades are recorded at the end of each term. Students can access final grades in MAX. You will be graded on the following scale.

Grade	Percentage	Quality Point Equivalent
A	94 – 100	4.0
A-	90 – 93	3.7
B+	87 – 89	3.3
B	83-86	3.0
B-	80 – 82	2.7
C+	77 -79	2.3
C	73-76	2.0
C-	70 – 72	1.7
D+	67-69	1.3
D	63-66	1.0
D-	60-62	.7
F	59 or less	0

Grading Policy for the Courses with Experiential Learning components

- NURS 707, 709, and 711 are graded on a pass/fail basis
- All required student experiential learning paperwork must be submitted in order for a grade to be assigned.
- Students who fail the experiential learning component of any of the above course will fail the course.
- Students who demonstrate impairment behaviors and/or for whom a report of impairment behaviors is received from an experiential learning site will be dismissed and will fail the experiential learning component of the course and consequently, will fail the course.

Return to Table of Contents

ACADEMIC PROGRESSION

Graduate degree students are ***required to maintain a B grade average***. A student who fails to meet the scholarship requirements may be dismissed from the program. If a student falls below a 3.0 average, they will be placed on academic probation. Failure to raise the grade average will result in dismissal from graduate studies at Millersville University (Summer is considered a semester).

A grade of ***C or above*** must be achieved for all required nursing courses. Any grade below a C (C- and below) will not count toward the student's degree requirements and the course must be repeated.

Graduate students, ***who earn two grades of C+, C, or C-, or any combination thereof***, will receive an academic warning, regardless of GPA. This includes any courses which have been repeated and replaced with a higher grade. A C+, C, or C- grade earned at Millersville University may not be made up at another institution of higher learning for the same course.

A graduate student earning an F grade in any course will be dismissed from graduate study at Millersville University. An F grade earned at Millersville University may not be made up at another institution of higher learning for the same course.

Dismissal Appeal

Students may appeal dismissal to the Graduate Academic Appeals Committee (GAAC). Students who have been dismissed and believe specific, unusual circumstances affected their academic performance may request a review by writing a letter of appeal to the GAAC. For the appeal to be considered before the next semester, it must be received by the committee by the date specified in the notice of dismissal. Information and forms regarding graduate appeals may be found at www.millersville.edu/graduate or by calling 717-871-4723. After GAAC's decision, if an appellant believes the appeal process was not administered as prescribed herein, the appellant may pursue an appeal of the process, but not the academic decision, in writing, to the dean of the College of Graduate Studies and Adult Learning. Such an appeal must be made within 10 business days from the date of the decision letter from the chairperson of the GAAC. The appellant is advised to provide as much written documentation as possible, describing why the process was not administered as prescribed herein, and any supporting materials. The decision of the dean of the College of Graduate Studies and Adult Learning regarding the process appeal is final and not subject to further review.

Incomplete Grades

Students are expected to complete all coursework in the semester in which the course is taken. When extenuating circumstances are noted, faculty have the option to grant students an extension to complete coursework beyond the end of the semester. In this case, the student is assigned a grade of incomplete (I). The decision to allow for an incomplete grade is solely the faculty member's and is based on the student's progress in the course, as well as any extenuating circumstances identified. As per MU Graduate Studies policy, incomplete grades must be resolved within one year. However, if the course is a pre-requisite to other courses, those future courses can not be taken until the incomplete is resolved.

Time to Complete Degree

Students must complete their degree within five years from the first semester of enrollment. Special consideration for additional time will be given on an individual basis.

Return to Table of Contents

ACADEMIC ADVISING

The WSON views the advisee/advisor relationship as a critical aspect of graduate education and preparation. DNP students are generally advised by the DNP Program Coordinator, Dr. Kelly Rotondo. In addition, you will be assigned a project advisor during the third term of the program.

Your academic advisor is your primary contact with the Wehrheim School of Nursing. You are strongly encouraged to develop a close working relationship with your advisor. Areas for discussion include but are not limited to the following: course selection, adjustment to graduate life, deficiencies in preparation, clinical competency, administrative affairs, and professional guidance. You can find your academic advisor in MAX.

REGISTRATION

Students should consult their academic advisor each semester to identify courses for registration. Generally, students are provided with an academic plan at the time of admission and this plan should be followed. Changes in your plan must be discussed with your academic advisor. Registration occurs via MAX and dates for registration availability are found on the Academic Calendar.

TRANSFER OF CREDITS INTO THE DNP PROGRAM

Up to a maximum of six credits of relevant courses taken prior to admission to the DNP Program may be transferred into the DNP Program. Students will be asked to submit an official transcript including the course grade, as well as a course syllabus. These courses will be reviewed, and a decision on transfer credits will be made. Prior courses must have an equivalent course at MU in order to be considered for transfer.

Students are not usually permitted to take courses outside Millersville University for credit toward the DNP degree once admitted to the DNP Program.

GRADUATION

Students who plan to graduate at the end of any semester must complete an application for graduation which can be found at http://www.millersville.edu/graduate/current-student-resources/forms-center.php by the deadline printed in the registration information each semester. A $30 graduation fee is charged. A student who applies for graduation but does not complete degree requirements by the anticipated date must reapply in the semester when they expect to graduate. Students are billed by the Bursar for the graduation fee. Additional details and appropriate forms are available on the Millersville Commencement web page.

Return to Table of Contents

POLICIES

Attendance Policy

Students are expected to attend all classes. It is the student's responsibility to complete all course requirements even if a class is missed. If a student misses class for an officially excused reason, then they are entitled to make up the missed work, but only at the convenience of the faculty member. Responsibility for material presented in, assignments made for, and tests/quizzes given in regularly scheduled classes, lies solely with the student.

The University policy is that faculty will excuse absences for the following reasons:

- personal illness,
- death or critical illness in the family,
- participation in a university-sponsored activity,
- jury duty,
- military duties, or
- religious holidays

Faculty judge the validity of student absences from class within the University's approved guidelines and may require documentation for excused absences. Faculty will evaluate any reason, other than those listed above, for a student missing class and determine whether the absence is justified. In these circumstances, a student may make up missed work at the discretion of the instructor. Any unauthorized absence from a class can result in a final grade of 'F'.

Email

All students are required to check their Millersville University assigned email on a regular basis. Only email originating from a Millersville account will be acknowledged by faculty.

Graduate Programs Written Assignments

Students must obtain and use the **7th edition of the American Psychological Association's Style Manual** for the completion of **ALL** written assignments. All papers must follow APA guidelines for formatting, citations, and should be written in a scholarly and respectful manner. This includes literature review papers, research papers, scholarly projects, case studies, on-line assignment, and any other material composed for completion of course work.

Plagiarism and Academic Integrity

All students are expected to know and comply with the University policies related to academic integrity, academic dishonesty, and plagiarism. Plagiarism is defined as the act of *using or closely imitating* the written words of another source or individual without permission or citation. Student work will be submitted to TurnItIn (a plagiarism detection program). Any incidence of plagiarism may result in a grade of 0 for the assignment and may result in a failing grade for the course. All appropriate University policies related to cheating and academic dishonesty will be followed. See the Graduate Student Catalog and for disciplinary action as provided in the Student Code of Conduct: https://www.millersville.edu/studentconduct/index.php

Appeal of Department Policies

Students who have a problem with a department policy may petition the department, through their advisor, for consideration of their concern at the Department of Nursing meeting.

Return to Table of Contents

Formal Complaint Process

A formal complaint is viewed as an occasion whereby a nursing student voices an issue and follows the procedure of involving several levels of administration within the College and University. Complaints within the College generally fall into three categories: faculty performance, grade disputes, and a variety of course related concerns. Whenever possible, these types of complaints are resolved at the Department level, prior to be elevated to the level of formal complaint.

As per University policy, when students believe problems they have had at the University have not been addressed adequately, they have the option of bringing the matters to the attention of the appropriate University personnel via the student complaint process (https://www.millersville.edu/saem/student-resources/grievance.php.) When doing so, a student should first contact the person or faculty member whose decision/action is the cause for concern. If the student does not believe the matter has been resolved at that level, the student can then proceed to speak with a staff member's immediate supervisor or a faculty member's academic department chairperson. If the issue cannot be resolved by the Nursing Department Chair, the student can then begin the formal complaint process by making an appointment and discussing with the appropriate member of University administration.

Millersville University Chapter Sigma Theta Tau International

Xi Chi Chapter membership will be open to qualified graduate nursing students. Students are invited to join annually, based on their academic record.

Graduate Assistantships

The graduate assistantship in nursing is designed for highly motivated individuals who have a desire to engage in academic activities. Students should be well organized, work well in groups, and have well-developed computer skills. Students can apply for an assistantship through the Office of Graduate Studies.

Change of Name, Address, and Telephone Number

The student must complete a Name or Address Change Form in order to officially change their name, address or telephone number. The Name or Address Change Form is available in the Registrar's Office. The student must also notify the Department of Nursing secretary (nursing@millersville.edu or 871-4274) if there is a change of name, address, or telephone number. The student's timely completion of the form and notification of the Department of Nursing office will ensure ongoing communication from the University and the Department of Nursing with the student.

Ethical Responsibilities

Throughout enrollment in the graduate programs at Millersville University, students are expected to maintain the highest ethical standards. In that regard, students are held to the standards of the 2015 *ANA Code of Ethics* as well as the Professional Mandates of the Pennsylvania State Board of Nursing.

Title XI Information

Millersville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment, comply with Title IX of the Education Amendments of 1972, 20 U.S.C. §1681, et seq., and act in accordance with guidance from the Office for Civil Rights, the University requires faculty members to report to the University's Title IX Coordinator incidents of sexual violence shared by students. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a university-approved research project. Faculty members are obligated to report to the person designated in the University Protection of Minors policy incidents of sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred.

Return to Table of Contents

Information regarding the reporting of sexual violence, and the resources that are available to victims of sexual violence, is available at http://www.millersville.edu/sexualviolence/index.php.

Student Records Policy

The WSON maintains individual files on all students, using an electronic system. As per PA State Board of Nursing Regulations, FNP student files are maintained for at least 50 years. Students may have access to their student file upon request to the Graduate Program Coordinator or the WSON Chair. Files must be reviewed in person in the WSON

Return to Table of Contents

Program Assessment

As a part of our continuous quality improvement process, students are provided with several opportunities to provide ongoing feedback to the WSON. All surveys are collected via Qualtrics, a secure survey platform. All data is collected anonymously and reported in aggregate.

Course Evaluations
At the end of each course, students are provided with a link to complete a course evaluation. Following completion of the term and submission of grades, the results of these evaluations are reviewed and presented to the faculty in aggregate form. These evaluations are used to identify areas of strength and improvement in the courses are a vital aspect of our quality improvement process.

Current Student Survey
Once a year, typically in the fall term, a link to the current student survey is distributed to all students. This survey allows us to assess the adequacy of resources, as well as students' overall satisfaction with the program. We encourage every student to participate in this survey to assist us in our ongoing improvement efforts.

Alumni Survey
Once a year, typically in the spring term, an alumni survey is sent to graduates from the previous year. At the time of graduation, students are asked to provide a personal email address so this survey can be sent. We value the feedback of our alumni and encourage each graduate to compete this survey.

Employer Survey
Once a year, typically in the spring term, a link to an employer survey is sent to graduates from the previous year. Students are asked to forward this email to their current employer so that employer satisfaction with our gradates can be reviewed. You should forward this to someone in your institution who is in a position to evaluate the preparation and effectiveness of you, as an MU graduate.

Return to Table of Contents

POLICIES SPECIFIC TO THE DNP EXPERENTIAL LEARNING REQUIREMENTS

DNP students will engage in 330 indirect experiential learning hours in the MU DNP program. These hours are not to be spent in direct patient care, but rather they are intended to be spent in the development and execution of the scholarly project.

DNP students must adhere to the specific requirements of the agency / state / country in which you will be conducting your evidence-based project. It is the student's responsibility to discern the specific institutional requirements and ensure all necessary materials are submitted to the agency, with copies submitted to the WSON. This includes background checks, malpractice insurance, health form requirements and other as specified by the agency. The costs for all components of the background check process are the responsibility of the applicant or student.

It is the responsibility of the student to act in a professionally prescribed manner during interactions with preceptors, personnel, and clients, at all times. Importantly, no discriminatory, judgmental, and racist remarks or behaviors targeted towards any individual will be tolerated. This pertains to persons who belong to various ethnic or cultural groups as well as persons belonging to various socio-economic groups. Any student who cannot understand or behave in a non-discriminatory manner is subject to dismissal of the program.

Return to Table of Contents

THE DNP SCHOLARLY PROJECT

All DNP students will complete an evidence-based practice scholarly project as a requirement for graduation. Through the completion of the project, students will demonstrate a culmination of the knowledge acquired through the DNP program. This quality improvement project is expected to be a scholarly endeavor, where students will apply the principles of evidence-based practice. In this project, students will focus on the identification and resolution of practice problems through the application and translation of evidence-based recommendations.

It is expected that sufficient rigor and integrity will be applied to all projects. While not a research dissertation, the DNP Scholarly Project will employ sufficient data and analysis techniques to demonstrate the impact on patient outcomes and safety.

Unlike a PhD dissertation, the DNP scholarly project is not designed to test hypotheses, develop new theories, or test new models. The scholarly project is a quality improvement process focused on the translation of evidence into practice.

The DNP curriculum has been created to assist students in developing their scholarly projects through a series of assignments and critical inquiry. These assignments begin in the initial course and allows students to scaffold their ideas and investigation throughout the program. While it is possible to change topics, it is highly discouraged after the first two semesters. Significantly changing topics may delay graduation and may impact the student's ability to remain within the admission cohort.

Several resources have been developed by the WSON faculty to assist in DNP project development. The DNP Milestones, Project Table of Contents, and DNP Project Rubric are available in the Cohort Resources D2L course. These documents should be reviewed frequently and used to guide your process. You will work closely with your DNP Project Advisor (assigned in the 3rd term of the program) and committee member closely throughout this process. It is your responsibility to schedule frequent meetings with your project advisor. During the DNP project development phase, you will be assigned to a Microsoft Team, along with your advisor, committee member, and DNP Program Coordinator. All drafts and other materials related to your project will be shared with your committee via Teams; likewise, feedback will be provided in the same way. Use of Teams allows for seamless communication between you and your committee but does not replace frequent meetings. Once your committee has approved your project proposal, proposal presentation, final project, and final presentation, you will upload these into the D2L Cohort Resources course. This will allow the other faculty to review your materials prior to your defense.

<u>Project Proposal Defense</u>

Proposal defense will take place during NURS 707. This is a required campus-based presentation, and the date is provided at the start of the program. Prior to oral defense, the DNP student must have their written proposal approved by their DNP Project team. At the proposal defense, each student will have a specified period of time to provide an overview of their project. All faculty and other attendees will have time to ask questions regarding the proposed project. There will be a time of private discussion between the faculty and the student. During this time, questions will be asked about the project, as well as other comprehensive questions designed to ensure the student has mastered doctoral competencies based on previous courses and content. At the completion of the defense, the faculty will make a recommendation regarding acceptance of the defense.

- Accepted with no revisions (submit to IRB)

Return to Table of Contents

- Accepted with minor revisions (submit to IRB following revisions approved by the Project Advisor)
- Accepted with major revisions (must be approved by the Team and readers prior to IRB submission
- Not accepted

Students will be notified both orally and in writing of the decision on the day of the defense.

Project Final Defense

The final project defense will take place during NURS 711. This is a required campus-based presentation, and the date is provided at the start of the program. Prior to oral defense, the DNP student must have their final DNP Scholarly Project paper approved by the DNP Project team. At the final defense, each student will have a specified period of time to discuss their project, along with time for public comment and questions. There will be a time of private discussion between the faculty and the student. During this time, questions will be asked about the project, as well as other comprehensive questions designed to ensure the student has mastered doctoral competencies. The Project team and readers will make a recommendation regarding acceptance of the project.

- Approved with no revisions
- Approved with minor revisions (revisions can be approved by the Project Advisor)
- Conditionally approved with major revisions (revisions must be approved by Team and readers)
- Not approved

The Program Director will sign the degree completion form which is transmitted to the Office of the Registrar in the semester of the student's actual graduation from the University. Students will be notified that they have successfully completed the degree.

The degree will be awarded according to the usual schedule of the University for awarding of degrees. The University conducted one graduate level graduation ceremony at the conclusion of the spring semester. Successful degree completion can be documented in a letter by the Graduate Dean.

Institutional Review Board

All DNP projects must be reviewed by the appropriate IRB prior to implementation. If the project is occurring in an outside facility, the facility in which the project is taking place should be the primary IRB. Approval from the primary IRB must be submitted with the application to the MU IRB. If there is no IRB at the outside facility, the MU IRB will be the primary IRB.

Guidelines for the DNP Project Team

The appointed faculty advisor will serve as the chair of the DNP Project Team.

The Director of the DNP Program will appoint the second faculty member. Any full-time faculty with an earned doctorate can serve in the second faculty member position. The second faculty member will be selected based on expertise and familiarity with the proposed scholarly project.

- Recognizing the expertise of both the PhD and DNP, whenever possible, both degrees will be represented on the committee
- The PhD will serve as the expert resource for the areas related to data collection methods, data analysis and other methodological issues
- The DNP will serve as the expert resource for the areas related to EBP models, implementation strategies and evidence translation

Return to Table of Contents

Students are required to have a community member on the project committee. The community member should minimally be prepared at the master's level. This individual must submit an updated resume/curriculum vitae to the WSON.

All members of the DNP Project team must be identified on the DNP Project Team Appointment Form and the team must be approved by the DNP Program Director and the Department Chair. This form is available in the Cohort Resource D2L course.

Students may consult with anyone at all who has expertise in the student's content area or methodology. If consultation entails expenses, those are the responsibility of the student.

Return to Table of Contents

Student-Faculty Co-Authorship Guidelines

As students engage in the Wehrheim School of Nursing (WSON) nursing programs and seek new roles or opportunities beyond graduation, many students will co-author manuscripts and/or presentations related to their course or program-related scholarly work with their faculty advisors and other members of their project team. Authorship recognizes that an individual has made a substantive contribution to the work. We believe co-authorship with faculty, when handled responsibly and ethically, is an important opportunity for students and graduates to receive mentorship and professional development through the publication and/or presentation process. Accordingly, any scholarly publication/ presentation (abstracts, manuscripts, conference presentations, and funding applications) involving faculty and students arising from academic activities performed under the auspices of Millersville University must include appropriate attribution of authorship.

Student-faculty co-authorship demonstrates mentorship of students by faculty and supports nursing programs of the WSON at Millersville University vis-à-vis the visibility of published materials. Student-faculty publications increase the recognition and reputation of a college for research and scholarly productivity and also promote recognition of a college for research expertise within a particular area (DeJong, Moser, & Hall, 2005). In accepting the role of a faculty advisor or team member, faculty implicitly commit themselves to guiding student scholarship competently, ethically, and with the student's best interests in mind. In accepting admission to the WSON nursing program, students commit themselves to applying and developing knowledge that contributes to the science and to disseminating that knowledge through scholarly publications and presentations. Finally, faculty and students commit to the conduct of ethical practices and other scholarly endeavors including appropriate acknowledgement of sources, accurate observations of phenomena being studied, and comprehensive analysis of scholarship. There is truthful and precise reporting of findings and the appropriate acknowledgement of funding sources (Nguyen & Nguyen, 2006). These ethical tenets serve as the backdrop for initiating conversations related to co-authorship, deciding authorship inclusion and order, honoring authoring commitments, and negotiating authorship disputes.

Authorship Considerations

The WSON guidelines for student-faculty co-authorship are imbedded within the professional values and collegiality of the nursing profession. Authorship should be limited to those individuals who have contributed in a meaningful and substantive way on a project. All authors are responsible for fairly evaluating their roles in a project, based on authorship guidelines, to ensure that authorship is attributed accordingly. The following guidelines for WSON students and their advisors provide guidance on discussing and negotiating co-authorship inclusion and responsibilities for scholarly activities emanating from the WSON nursing programs.

Consistent with accepted standards, students are the first author of all works that are substantially based on their projects and students assume primary responsibility for manuscript and/or presentation development. Certain journals/conferences may have specific requirements for authorship (students are encouraged to read all guidelines carefully); however, requirements for publication of manuscripts/presentations and guidelines on authorship are typically based on ethical considerations outlined in the following two documents, which demonstrate best practice and ethical standards in the conduct and reporting of research.

- Uniform Requirements for Manuscripts Submitted to Biomedical Journals: Writing and Editing for Biomedical Publication, International Committee of Medical Journal Editors (2022) (www.jcmje.org; https://www.icmje.org/recommendations/browse/roles-and-responsibilities/defining-the-role-of-authors-and-contributors.html); and

Return to Table of Contents

- Ethical Principles of Psychologists and Code of Conduct, American Psychological Association (n.d.) (https://www.apa.org/ethics/code#812b)

Both documents identify contributions that substantiate co-authorship and guide authorship order. Although they differ in the specific requirements for co-authors, both sets of guidelines indicate that minor editorial revisions do not constitute substantive contributions.

The **ICMJE Guidelines (2021)** designate an author as someone who has:

1) Substantial contributions to the conception or design of the work; or the acquisition, analysis, or interpretation of data for the work; AND

2) Drafting the work or revising it critically for important intellectual content; AND

3) Final approval of the version to be published; AND

4) Agreement to be accountable for all aspects of the work in ensuring that questions related to the accuracy or integrity of any part of the work are appropriately investigated and resolved

The ICMJE also notes that when those who have made a significant contribution to the paper (and met ICMJE criteria) are not listed as authors, this is not consistent with the ethical standards and the ICMJE guidelines clearly condemn this practice. In summary, the ICMJE recommendations state: "All those designated as authors should meet all four criteria for authorship, and all who meet the four criteria should be identified as authors" (ICMJE, 2021, p. 2).

Publication guidelines synthesized from APA (n.d.) on Faculty-Student Authorship include:

1) Faculty can take the responsibility and credit for work they have actually performed, or in which have made substantial contributions;

2) Scientific or professional involvement constitutes a valid contribution, whereas mere possession of an institutional position does not;

3) Minor contributions to research or writing for publication must be acknowledged in footnotes or in an introductory statement;

4) Students are listed as the principal author on a multi-authored article substantially based on the student's dissertation; and

5) Faculty must discuss publication credit with students as early as feasible on every project.

As WSON students seek to disseminate their course or program-related scholarship, students should discuss with each potential co-author the role of each co-author in the development and publication of any potential manuscripts and/or presentations. Faculty members or content experts outside of the scholarly work may also be co-authors, based on expertise and contributions. If individuals do not meet the requirements for authorship but they have provided a valuable contribution to the work, students should acknowledge these individuals for their contributing role as appropriate to the publication/presentation. As identified in the guidelines, students and faculty should discuss co-authorship credit as early as possible on every project. Students are encouraged to discuss publication and presentation opportunities with their faculty advisors as they move through the program and/or as they seek publication/presentation of their scholarly work after graduation.

References

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Return to Table of Contents

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International Committee of Medical Journal Editors. (2021). *Recommendations for the conduct, reporting, editing, and publication of scholarly work in medical journals, updated December 2021*. https://www.icmje.org/icmje-recommendations.pdf

International Committee of Medical Journal Editors. (2022). *Defining the role of authors and contributors*. https://www.icmje.org/recommendations/browse/roles-and-responsibilities/defining-the-role-of-authors-and-contributors.html

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Return to Table of Contents

UNIVERSITY SUPPORT SERVICES

In order to support our students, Millersville University offers a variety of services to students. These services are available to both online and campus-based students.

Student Service	Description
Academic Advising Generally provided by the WSON faculty Office of Academic Advising	In addition to your assigned WSON Advisor, the Office of Academic Advising offers additional support, such as the assignment of a student success coach. Success coaches can assist with organization, transition to academic expectations, and more. If you would like to assigned to a success coach, please contact your nursing advisor.
Career Services Experiential Learning and Career Management (ELCM)	The ELCM is available for virtual and face-to-face student guidance and career coaching sessions. Their counselors provide individualized assistance searching for jobs or internships, improving your resume, or preparing students for virtual interviews. They offer interviews and resume and negotiation preparation through Electronic Career Document Reviews. The Office of Experiential Learning and Career Management (ELCM) offers a variety of career tests and assessments to help students explore who they are and how their skills, interests, and experiences relate to the world of work and Millersville University.
Counseling Services Center for Counseling and Human Development	Counseling for personal and academic problems is available for virtual and face-to-face students. Using a short-term counseling model, counselors assist students to learn how to manage stress, improve their self-esteem, or handle their interpersonal relationships. All students are entitled to counseling. Other students seek help with academic issues such as study skills, motivation problems, and test anxiety. Counselors may refer students to community agencies or counselors off-campus if the student's needs can be better met in this manner. Group sessions are also available where students work through how to handle anxiety and stress often associated with a life transition. Campus-based or Zoom-based services are available to all students, both online and face-to-face. Counseling appointments are available M, T, TH, F from 8:00AM – 4:30 and W from 8AM – 6PM.
Financial Aid Office of Financial Aid	The Office of Financial Aid assists all students, regardless of their economic resources, in obtaining financial assistance and the collection of student tuition and fees; while maintaining the fiscal and regulatory integrity of the University's financial programs. The Office of Financial Aid office has a full-service website and office hours aimed at guiding the student through the process of obtaining financial assistance to pay for college through different aid programs. The office can provide assistance with FAFSA, financial aid options, Veteran benefits, different tuition or aid calculators and planning, provide information on different funds, payment options, student working opportunities among numerous financial aid workshops.

Return to Table of Contents

Library Services McNairy Library	The McNairy Library and Learning Forum supports students in a variety of ways. The vast majority of library resources are available online. Professor Melissa Gold (melissa.gold@millersville.edu) is the assigned librarian for the WSON. Professor Gold is available for meetings via phone, Zoom, or in person. There are library tutorials included in all introductory nursing classes.
Technology MU IT	The MU Self-Help page provides a vast array of searchable resources. The Help Desk is available M-T from 8AM – 7PM and Friday from 8AM – 5PM. 717-871-7777 There is an after-hours Helpline for D2L 877-325-7778
Tutoring Tutoring Services	We encourage students to use SmartThinking (available via D2L) for writing assistance. Students can also use the University Writing Center.

Return to Table of Contents