Graduate Nursing Handbook

Doctor of Nursing Practice Program
Master of Science Program

2019-2020

for
Students and
Faculty Advisors
PREFACE

The graduate program in nursing at the University of Missouri is part of the Graduate Studies at the University. This handbook was developed for students and faculty advisors to define the philosophy and mission of the graduate program and to provide a comprehensive document about the doctor of nursing practice, Master of Science, and post-master certificate programs in nursing. Information on requirements and coursework; research options and document preparation; and advising, financial aid, professional organizations, and policies and procedures are included. It is essential that students understand the information presented in this handbook to facilitate their progression through the School of Nursing. This handbook, the School of Nursing student affairs staff, and the student's faculty advisor are excellent resources. The student handbook has been designed to be used in conjunction with other University of Missouri publications, including the M-Book, the Office of Research and Graduate Studies website, and the current Schedule of Courses.

All information in this handbook is in accordance with policies of the Office of Research and Graduate Studies and the Sinclair School of Nursing. Questions and suggestions for additions are encouraged and should be directed to the School of Nursing Associate Dean for Academic Affairs.

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Associate Dean for Academic Affairs

July, 2019
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SECTION I: INTRODUCTION

The University of Missouri

The University of Missouri system includes campuses in Columbia, Kansas City, Rolla, and St. Louis with a total enrollment of over 75,000 students. Founded in 1839, the University of Missouri (MU) is the oldest and largest of the University's four campuses and the first state university west of the Mississippi. Designated a land-grant university in 1870, the University has extended its educational benefits to all sections of the state as it carries on three essential functions: teaching, research, and public service. MU is one of only 60 public and private U.S. universities invited to membership in the prestigious Association of American Universities. Mizzou has an enrollment of over 33,000 students, offering more than 300 degree programs – including 89 online options – through 18 colleges and schools, providing an excellent opportunity for interdisciplinary studies and research.

Statement of Values

The University of Missouri, as the state's major land-grant university, honors the public trust placed in it and accepts the associated accountability to the people of Missouri for its stewardship of that trust. Our duty is to acquire, create, transmit, and preserve knowledge, and to promote understanding.

We the students, faculty, and staff of MU hold the following values to be the foundation of our identity as a community. We pledge ourselves to act, in the totality of our life together, in accord with these values.
Respect
Respect for one's self and for others is the foundation of honor and the basis of integrity. A hallmark of our community is respect — for the process by which we seek truths and for those who engage in that process. Such respect is essential for nurturing the free and open discourse, exploration, and creative expression that characterize a university. Respect results in dedication to individual as well as collective expressions of truth and honesty. Respect is demonstrated by a commitment to act ethically, to welcome difference, and to engage in open exchange about both ideas and decisions.

Responsibility
A sense of responsibility requires careful reflection on one's moral obligations. Being responsible imposes the duty on us and our university to make decisions by acknowledging the context and considering consequences, both intended and unintended, of any course of action. Being responsible requires us to be thoughtful stewards of resources — accountable to ourselves, each other, and the publics we serve.

Discovery
Learning requires trust in the process of discovery. Discovery often fractures existing world views and requires acceptance of uncertainty and ambiguity. Therefore, the university must support all its members in this life-long process that is both challenging and rewarding. As we seek greater understanding and wisdom, we also recognize that knowledge itself has boundaries — what we know is not all that is.

*These statements are mere words until we integrate them as values in our individual lives and reflect them in our institutional policies and practices. We pledge ourselves to make them effective in the very fabric of our lives, our community, and all our relationships with others, thereby enhancing the development of individuals and the well-being of society.*

MU Graduate Studies

Policies and procedures of the graduate nursing programs have been developed in compliance with MU Graduate Studies policies. MU Graduate Studies Catalog should be used as the primary reference for information concerning graduate education at the University of Missouri.

The MU Sinclair School of Nursing

The MU Sinclair School of Nursing, one of 18 colleges/schools at the University of Missouri, offers baccalaureate, master's, doctoral, and continuing education programs. The graduate nursing programs are offered in conjunction with MU Graduate Studies and are part of a long tradition in graduate education at the University, which granted its first master's degree in 1846 and now offers 150+ graduate degree programs and is designated “Doctoral/Research Extensive” by the Carnegie Foundation for the Advancement of Teaching.

The master's nursing program admitted its first students in 1968. More than 1100 students have graduated from this Commission on Collegiate Nursing Education (CCNE) accredited program. The PhD nursing program admitted its first students 1994. More than 60 students have graduated from the PhD nursing program. The post-master’s certificate program was recognized by MU in August 2009 and stopped accepting enrollment during the spring of 2015. The doctor of nursing practice
(DNP) program admitted its first class in Summer 2010 and had the first graduates in 2013. The Leadership DNP program began in Summer 2014.

**Vision**
The Sinclair School of Nursing at the University of Missouri will be a premier school in the nation. Our school will be the school of choice for undergraduate and graduate students as well as for faculty. The scholarly work of our faculty will exponentially expand new knowledge for nursing and health care with specific discovery in the areas of healthy aging, managing symptoms, promoting healthy behaviors, and preventing/treating trauma across the lifespan. In addition, contributions to health care systems will continue to be made related to quality patient safety, information systems, and other technologies. We will create, implement, and evaluate innovative methods of teaching and program delivery. Excellence, moral integrity, and respect for diversity will characterize all that we do. An ongoing spirit of inquiry and the creation of an optimal climate for learning will be a top priority. Inter-professional collaboration will provide the foundation for research, teaching – learning, practice, and entrepreneurship. Faculty will be national leaders in research, clinical practice, and education.

**Mission**
The University of Missouri, Sinclair School of Nursing is committed to preparing students at the baccalaureate, masters, and doctoral levels and to the ongoing professional development of practicing nurses to meet care needs of the citizens of Missouri and beyond. The School of Nursing is dedicated to discovering new knowledge and implementing best practices in teaching, research, scholarship, service, and entrepreneurship. The School of Nursing embraces diversity among faculty, staff, and students to best prepare nurses and scientists for current and future roles.

**Purposes of the MU Sinclair School of Nursing**
The purposes of the MU Sinclair School of Nursing reflect a strong commitment to the education, practice, research, service, and extension missions of University of Missouri Health Care as an academic health center and the University. The activities of the MU Sinclair School of Nursing are purposefully designed to:

- Educate students at the baccalaureate, master’s, doctoral, and post-doctoral level.
- Provide professional continuing nursing education for Missouri and beyond to foster continuing competence among nursing professionals.
- Advance nursing and health disciplines through theory development, research endeavors, and scholarly practice.
- Provide nursing and healthcare leadership in education, research, practice, and public policy formation.
Values
The following core values are central to our work at the Sinclair School of Nursing:

- Excellence
- Collaboration
- Scholarship
- Leadership
- Innovation
- Integrity
- Diversity
- Compassion

(Approved by Faculty Assembly 04/2015)

The Graduate Programs in the School of Nursing

Curricula for the graduate programs use the following standards of education and practice: The American Nurses’ Association Code of Ethics for Nurses with Interpretive Statements (ANA, 2015) and the Nursing: Scope and Standards of Practice (ANA, 2010) and the Missouri Nursing Practice Act (2014). Specific standards of practice for each program include: The Essentials of Master's Education in Nursing (AACN, 2011), The Essentials of Doctoral Education for Advanced Nursing Practice (AACN, 2006), and Criteria for Evaluation of Nurse Practitioner Programs (National Task Force on Quality Nurse Practitioner Education [NTF], 2016).

In addition, the Practice Doctorate Nurse Practitioner Entry- Level Competencies (AACN, 2006) and the Consensus Model for APRN Regulation: Licensure, Accreditation, Certification and Education (July 2008) serve as guidelines for DNP programming in four advance practice areas of study: Family Nurse Practitioner [FNP], Pediatric Nurse Practitioner [PNP], Psychiatric - Mental Health Nurse Practitioner [MHNP], and Adult- Gerontology Clinical Nurse Specialist [AG-CNS]. The American Organization of Nurse Executives (AONE, 2015) Nurse Executive Competencies provides guidance for our fifth area of DNP study: Nursing Leadership and Innovations in Health Care.

Specific standards of practice for clinical specialty areas are also incorporated, including core competencies put forth by organizations such as the National Organization of Nurse Practitioner Faculties (NONPF, 2014, updated 2017), the National Association of Clinical Nurse Specialists (NACNS, 2010), Psychiatric-Mental Health Nursing: Scope and Standards of Practice and Pediatric Nursing: Scope and Standards of Practice. Curricular implications of other current professional resources such as Essentials of Genetic and Genomic Nursing: Competencies, Curricula Guidelines, and Outcome Indicators, 2nd Edition (Consensus Panel on Genetic/Genomic Nursing Competencies, 2009) are integrated as appropriate.
Master's Program Outcomes

Upon completion of the master's program in nursing, the learner will:

1. Practice professional accountability and behavior consistent with master’s level nursing practice standards. (Essential I)
2. Integrate essential knowledge from nursing and other disciplines into master’s level nursing practice. (Essential IV)
3. Communicate and collaborate effectively to promote health and improve healthcare delivery. (Essential III, Essential VII)
4. Apply and integrate master’s level nursing practice concepts to serve designated populations. (Essential VIII, Essential IX)
5. Critique and assimilate research, technology and informatics as a basis for promoting health and improving healthcare delivery. (Essential IV, Essential V, Essential IX)
6. Advocate, through leadership and policy, for all persons in need of nursing or health care regardless of race, religion, color, national origin, sex, sexual orientation, age, disability, and military veteran or socioeconomic status. (Essential II, Essential VI)

(Approved by Sinclair School of Nursing Faculty Assembly, 2011)

DNP Program Outcomes

Upon completion of the DNP program in nursing, the learner will:

1. Integrate advanced knowledge of nursing theories, methods of inquiry, humanities, and related sciences in the delivery of care to rural and other underserved populations. (Essential I, Essential VIII)
2. Serve as leaders, in collaboration with multiple disciplines to improve quality of health care outcomes for individuals, populations, and systems. (Essential II, Essential IV, Essential VI, Essential VIII)
3. Systematically evaluate a defined area of nursing using technologies in order to advance cost effective health care delivery. (Essential II, Essential III, Essential IV, Essential VIII)
4. Appraise scientific data from various domains in order to translate best evidence into nursing practice and health care delivery. (Essential III, Essential VII, Essential VIII)
5. Analyze the social, economic, cultural, environmental, political, and policy components of health care to advocate for improved health outcomes and reduce health disparities. (Essential VII, Essential VIII)

(Approved by Sinclair School of Nursing Faculty Assembly, August 2009)

Graduate Areas and Plans of Study

Master's Areas of Study

- Leadership in Nursing and Healthcare Systems
- Nurse Educator
See the [MS(N) Areas of Study page](#) to learn more.

**DNP Areas of Study**
- Adult-Gerontology Clinical Nurse Specialist
- Family Nurse Practitioner
- Psychiatric Mental Health Nurse Practitioner
- Pediatric Clinical Nurse Specialist (No new applications accepted after Summer 2017)
- Pediatric Nurse Practitioner
- Nursing Leadership and Innovations in Health Care

See the [DNP Areas of Study page](#) to learn more.

**Admission Information**

Please refer to the MU Sinclair School of Nursing website for admission information:

- [Apply to the MS Program](#)
- [Apply to the DNP Program](#)
Section II: THE GRADUATE DEGREE PROCESS

Registering for Classes

Newly admitted or re-enrolling (those who are not currently enrolled) graduate students may enroll after pre-registration during identified registration periods. Currently enrolled students are given the opportunity to pre-register for the next semester's classes. Pre-registration usually begins in October and March; the specific dates are widely publicized.

- Upon acceptance into the MU SSON, students need to consult with their academic advisor to develop a Program Plan specific to their degree program and Area of Study. The Program Plan must be approved by their advisor, signed, dated, and submitted to the Office of Student Affairs prior to registering for any coursework.
- Students must have an approved Program Plan on file in the MU SSON. Any change in the Program Plan must be approved by advisor.
- Any change in the Program Plan may result in course(s) being unavailable and may delay graduation.
- All graduate students must register on the computer through myZou. (See myZou for First-Time Users.)
- Some courses may require a permission number that can be obtained from the Office of Student Affairs.

The MS and DNP curricula are subject to change based upon professional or accreditation standards and/or national certification requirements. Students will be notified when changes occur.

Adding, Dropping, & Withdrawing from Classes

During specified periods each semester, students may add, drop or withdraw from a course. See the Academic Calendar page from the Office of the University Registrar. Students must consult their academic advisor prior to adding, dropping, or withdrawing from a course. Courses are added or dropped through myZou. See the Add/Drop and Withdrawal page from the Office of the University Registrar.

If a student wishes to drop a course after the last day to drop a course without a grade, the process is referred to as withdrawing from a course. To withdraw from a course, students must contact the Office of Student Affairs to complete the notice of withdrawal form (PDF). Following the approval from the Associate Dean for Academic Affairs, the form goes to the Office of the University Registrar-Registration, 125 Jesse Hall.

A student who is registered for only one course may not withdraw from the course via myZou as this is officially considered a withdrawal from the University. To withdraw from the University, students must contact the Office of Student Affairs to complete the University Withdrawal form. Once that course is dropped, the student is considered to have withdrawn from the University (refer to the Withdrawal from the Term/University page from the Office of the University Registrar).
Administrative Drop Policy for Online Courses

Purpose
Participation in class discussions and posting is critical for success in an online course. In order to facilitate an online environment that encourages learning and decreases disruption, students who fail to meet minimum course participation requirements may be administratively dropped from the course.

Criteria
The course instructor may initiate the administrative drop process if either of the following situations exists:

A. The student does not post or otherwise participate in online class by the end of the first week* of the semester, regardless of the number of visits to the course site.

B. The student does not post or otherwise participate in online class discussion for two consecutive weeks* anytime during the semester, regardless of the number of visits to the course site.

Process
The process for administratively dropping a student will be as follows:

1. When a student fails to participate in class, the course instructor will first attempt to contact the student via MU course e-mail, requesting that the student respond to the email and begin class participation within a specific time frame (e.g., 24-48 hours) or by a specific date/time.

2. If the student does not respond to the instructor or begin class participation by the deadline, the instructor should attempt to contact the student a second time per email. This email should contain a specific date and time for the student to contact the instructor in order to avoid being dropped from the course, and a statement that if the instructor does not hear from the student within the time frame, the student will be dropped from the course.

3. If the student fails to respond to the instructor’s e-mails within the timeframe provided, the instructor will notify Student Affairs to notify Mizzou Online and the University Registrar of the administrative drop and request that Mizzou Online remove the student’s access to the course and that the Registrar drop the student from the course. The Registrar will send a final email to the student noting the dropped status.

4. All correspondence between the instructor and student mentioned in this policy should be copied to the student’s advisor and the MU SSON Student Affairs staff.

* For summer course offerings, the appropriate timeframe is ½ that stated.

(Approved by Faculty 12/7/07; Amended 4/28/14)

Faculty Advisor Responsibilities

A student accepted into one of the graduate nursing programs will be assigned a faculty advisor. Advisement begins prior to the student's first registration.
Responsibilities of the faculty advisor include:

1. Develop an individualized plan of study with the student to meet student’s academic professional goals based on current curricular guidelines.
2. Communicate with the student to facilitate registration (e.g., discuss changes in courses, overall program, approve course selections).
3. Keep informed of student progress through:
   a. communicating with the student;
   b. communicating and discussing progress with other faculty members;
   c. monitoring grades and academic standing each semester;
   d. communicating with the Associate Dean for Academic Affairs for approval of course waivers, transfer credits, course substitutions;
   e. referring the student to the appropriate campus resources if requested;
   f. initiating and forwarding the student’s appropriate program of study form to MU Graduate Studies at the completion of the second semester of course work;
   g. guiding the student through the process of completing their Master’s Exam, Thesis, or DNP Residency Project.
   h. assuring student update of the Graduate Student Progress information.

Student Advisee Responsibilities

Communication between faculty and student is central to success in the graduate program. Student advisee’s have the following responsibilities:

1. Clarify with the faculty advisor their preferred method of contact (email or phone), virtual or office hours, and when to expect a response to email or voice mail.
2. Sign their individualized, internal plan of study (POS), developed by the faculty advisor, and submit it to them by the end of N7087.
3. Communicate with the faculty advisor any concerns regarding course registration.
4. Contact the faculty advisor if they wish to change the sequence of their POS.
5. Communicate with the faculty advisor about their progress every semester.
6. Contact the faculty advisor if their cumulative GPA for the semester is less than 3.0.
7. Obtain approval from the faculty advisor for course waivers, transfer credits, and course substitutions.
8. Contact the faculty advisor for questions about campus resources to assist them with their academic work.
9. Complete the Graduate D2 POS and submit to the faculty advisor by the end of N9080-01.
10. Maintain regular contact with the faculty advisor via email, telephone, Collaborate Classroom, or face-to-face meetings when working on their DNP Residency Project.
11. Update their Graduate Student Progress information at the end of each academic year.

Change of Advisor

A change of advisor may occur when an advisor leaves the MU SSON or an advising load needs readjustment, when a student changes area of study or when an advisor or advisee feels the
relationship would be enhanced by changing to another faculty member. A change of advisor may be initiated by an advisor, an advisee, or the Associate Dean for Academic Affairs.

The Application for Graduate Change of Program, Degree, Emphasis, or Advisor form (PDF) is available from the MU Office of Research and Graduate Studies. The change of advisor must be approved by the Associate Dean for Academic Affairs and the following form must be submitted with all appropriate signatures.

**Master’s Program of Study (M-1)**

The Master’s Graduate Plan of Study form (M-1) (PDF) is a campus form that lists the coursework required for completion of the student’s degree program. If transfer credits are approved, the courses should be noted, with the name of the institution where the courses were taken. The form should be signed by the faculty advisor and the Associate Dean for Academic Affairs and forwarded to MU Graduate Studies, 210 Jesse Hall. The Master’s Program of Study (M1) should be filed by the end of the second (2nd) semester of study.

**Doctor of Nursing Practice Program of Study (DNP-2)**

The Doctor of Nursing Practice Plan of Study form (DNP-2) (PDF) is a campus form that lists the coursework required for completion of the student’s degree program. If transfer credits are approved, the courses should be noted, with the name of the institution where the courses were taken. The form should be signed by the faculty advisor and the Associate Dean for Academic Affairs and forwarded to MU Graduate Studies, 210 Jesse Hall. The Doctor of Nursing Practice Program of Study (DNP-2) should be filed during enrollment in N9080 section 01.

**Changes to Graduate Nursing Programs of Study**

If the student's program changes after the M-1, PM-1, or DNP-2 is filed, the student must complete the Request for Substitution in Graduate Degree Plan of Study form (PDF).

The form should be signed by the faculty advisor and the Associate Dean for Academic Affairs and forwarded to MU Graduate Studies, 210 Jesse Hall.

**Changing Area of Study within the Same Graduate Nursing Program**

If a graduate nursing student wishes to transfer from one area of study to another area of study within the same graduate nursing program (e.g. changing from Master’s program – Nurse Educator area of study to Master’s program – Nurse Leader area of study), they will need to submit a written request to their advisor, area coordinators, and program director. Students may be required to supply additional written materials upon request. Approval is granted by the area coordinator and program director. Requests will be reviewed competitively against all other applicants applying for that area of study.
Changing Graduate Nursing Programs

If a graduate nursing student wishes to transfer from one graduate nursing program to another graduate nursing program (e.g. Doctor of Nursing Practice program – Family Nurse Practitioner to master’s program Nurse Educator), they will need to withdraw from DNP program and apply to the master’s program at the next application deadline. The application will be reviewed competitively against all other applicants applying for that area of study.
Section III: MU GRADUATE STUDIES AND MU SINCLAIR SCHOOL OF NURSING POLICIES FOR GRADUATE PROGRAMS

Minimum Master’s Degree Requirements

A minimum of 30 hours beyond the bachelor's degree is required. Students must take a minimum of 15 hours of 8000-9000 level course work. No more than forty percent of the total required credit hours may be problems, readings and research hours. For example, in a 38-hour master's degree program, 15 hours may be from problems, readings and research hours.

Transfer Credit Policy for Master’s Degree Students

A maximum of 20 percent of the number of credit hours required for a student's degree may be graduate credits transferred from another university, including another campus of the University of Missouri system upon the recommendation of the advisor, the approval of the academic program director of graduate studies and MU Graduate Studies. Students are expected to earn no less than a “B” grade (3.0 on a 4.0 scale) for transfer courses and are responsible for providing documentation of course equivalency and ensuring that official transcripts are sent to the MU Graduate Studies and the MU Sinclair School of Nursing.

The Office of MU Graduate Studies will need to make the final review of the transfer request to determine if the credit meets the minimum guidelines. If so then MU Graduate Studies will process the request so that each transfer course will appear on the student's transcript.

See the MU Office of Research and Graduate Studies page on Master’s Graduation Requirements to learn more.

Minimum Doctoral Degree Requirements

MU requires a minimum of 72 semester hours beyond the baccalaureate degree for a doctoral degree. The student's doctoral program committee must approve all course work used to satisfy the credit-hour requirement and may require additional course work beyond these minimums.

School of Nursing Transfer Credit Policy for Post-Master’s DNP Degree Students

The doctoral committee may recommend up to 38 hours of graduate credit from an accredited Master’s in Nursing program be transferred toward the total hours required for the DNP degree. Students are expected to earn no less than a “B” grade (3.0 on a 4.0 scale) for transfer courses and are responsible for providing documentation of course equivalency, ensuring that official transcripts are sent to the MU Graduate Studies and the MU Sinclair School of Nursing. It is the responsibility of the doctoral committee to determine the appropriateness of course work for transfer credit.
MS and DNP Course of Study and Residency Requirements

An MS student’s program plan must include a minimum of 30 hours beyond the bachelor’s degree (or its equivalent) selected from courses carrying graduate credit within the student’s selected area of study. Within these 30 hours, the student must complete a minimum of 24 semester hours in MU graduate courses as approved by the department or area program and MU Graduate Studies.

A post-baccalaureate DNP student’s program plan must include a minimum of 74.5 hours beyond the bachelor’s degree selected from courses carrying graduate credit within the student’s selected area of study. Within these 74.5 hours, the post-baccalaureate DNP student must complete a minimum of 36.5 semester hours of MU graduate courses as approved by the department or area program and MU Graduate Studies.

A post-master’s DNP student’s program plan must include a minimum of 36.5 semester hours beyond the master’s degree selected from MU graduate courses within the student’s selected area of study as approved by the department or area program and MU Graduate Studies. Additional semester hours may be required to meet the minimum 72 hour requirement for a doctoral degree depending on previous master’s course work. In addition, DNP post-master’s students may need additional faculty/preceptor supervised academic clinical hours beyond those identified in the standard post-master’s program plan in order to meet the American Association of Colleges of Nursing’s requirement of documentation of a minimum of 1000 faculty/preceptor supervised academic clinical hours (DNP-5).

Residency requirements for all graduate programs can be completed by taking distance education courses, attending courses at the MU Sinclair School of Nursing, taking off-campus courses taught by MU faculty or a combination.

APA Publication Manual

The official writing style for student papers and theses should follow the guidelines of the Publication Manual of the APA, 6th edition. Each student is expected to purchase and use this manual as a reference for written assignments unless otherwise indicated by the course instructor. All written assignments should be presented in APA style and any thesis must meet MU Graduate Studies directives. See the following page for example title page.
Title of Paper
Name of Student
MU Sinclair School of Nursing
Class Number and Name
Faculty Name
Date

If submitting electronically please send file as follows:
Last name_First name
Course number
Title of Paper or Assignment
Grading and Scholastic Requirements

Grades in all Graduate courses are reported as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>GPA</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>coursework is of outstanding merit</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>coursework is entirely satisfactory</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>acceptable only to a limited extent in fulfilling the requirements for an advanced degree (not acceptable for a clinical or role nursing course)</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>the work has not satisfied the minimum requirements of the course</td>
</tr>
</tbody>
</table>

There is no D grade for graduate students. “W” denotes withdraw passing and does not affect a student’s grade point average. Graduate nursing students must achieve a grade of B or higher in all specialty clinical and specialty role nursing courses. If a student fails to achieve an A or B, in a specialty clinical or role course, the course must be repeated before progressing to the next course in the sequence. **Graduate courses may be repeated one time only.**

Only graduate courses offered on an S/U basis (satisfactory or unsatisfactory) can be taken with the S/U grading option. Graduate nursing courses that are offered on S/U basis include the following:

- N8090 Research in Nursing
- N8900 Research Practicum
- N8950 Teaching Practicum
- N8954 Distance Mediated Teaching Nursing Practicum
- N8960 Leadership in Nursing and Healthcare Systems Practicum
- N8980 Advanced Clinical Nursing Practicum
- N9070 DNP Clinical Residency
- N9080 DNP Project

With faculty consent, N8085 Problems can be taken on an S/U grading option. Grades of S/U do not count in the calculation of a student’s GPA, as per university regulations.

Grade Point Average

The student's Grade Point Average (GPA) in MU Graduate Studies is based on the student's entire graduate record in courses numbered 7000 and above taken at the University. To remain in good standing, a graduate student must maintain a cumulative GPA of 3.0 or better. To graduate, a student must have a minimum cumulative graduate GPA of 3.0.

Grade Appeal Procedure

1. A student who believes her/his final course grade was determined in an arbitrary and capricious manner and has not reached satisfactory resolution with the instructor may appeal the grade to the MU SSON Associate Dean for Academic Affairs. The appeal must be initiated in paper copy and must include:
a. the course in which the grade was received;
b. the instructor whose grade is being challenged;
c. the semester in which the grade was received;
d. specific facts showing why the student considers the grade to be arbitrary and capricious;
e. the outcome sought;
f. the signature, address, and local phone number of the student.

Arbitrary and capricious grades are those as defined in Article VII, I, iii University of Missouri Academic Regulations: A grade may be considered arbitrary and capricious under these rules only if one of the following is shown:

a. the grade is assigned on some basis other than the performance in the course;
b. the grade was assigned by reference to more exacting or demanding standards than were applied to other students in the course, except that for undergraduates in 4000 level courses, a different, but similarly uniform, grading standard may be applied than for graduate students in the course;
c. the grade was assigned by reference to a performance standard which substantially deviated from the performance standard previously announced by the instructor;
d. the grade was assigned after the instructor refused to correct mathematical or mechanical grading errors.

The following non-exclusive allegations would not be grounds for appeal under these provisions:

a. a challenge to the instructor's standards of academic performance;
b. a challenge with respect to the instructor's judgment of the substantive quality of the student's academic performance;
c. a challenge with respect to other purely judgmental determinations made by the instructor.

2. Within ten working days of receipt of the paper copy of the appeal, the Associate Dean for Academic Affairs will:

a. acknowledge the appeal in writing to the student;
b. provide a copy of the appeal to the instructor whose grade is being contested; and,
c. name two to three faculty members to serve as independent reviewers of the student's coursework.

Faculty reviewers will be provided with materials submitted by the student and by the faculty member who assigned the contested grade. Such materials will include:

a. the complainant's work;
b. course syllabus;
c. relevant student handouts (such as grading/evaluation criteria for papers or clinical performance); and

d. other relevant materials (e.g., examples of work submitted by other students in the class).

3. The reviewing faculty members will conduct an independent blind review of the above named materials. A written report of their findings and recommendations must be forwarded to the ADOSA within 14 working days of receipt of the materials.

4. The ADOSA will review the findings and make a determination of whether or not there is clear and convincing evidence the grade was assigned in an arbitrary and capricious manner. Within ten working days of receipt of the faculty reports, the ADOSA will state in writing the grounds for granting or denying the outcome requested by the student. This written document is communicated to the student, the instructor who assigned the contested grade, and the Dean of the School of Nursing.

5. If the student is dissatisfied with the ADOSA's decision, he/she may request a review at the campus level.

Graduate Student Progress Monitoring

Graduate student progress will be monitored annually to support communication and feedback between a student and their advisor. All students should complete an Individual Development Plan (IDP), a goal-setting tool to assist graduate students (as well as scholars and professionals of all stages) to meet short- and long-term career goals. Graduate students should use an IDP to: reflect on career goals, make actionable plans to achieve those goals, and track progress in academic performance and professional development. It is expected that all graduate students will utilize an IDP throughout their graduate experience. This also allows the academic programs to generate aggregate reports on their student's achievements.

Probation

A Graduate student whose cumulative GPA is below 3.0 at end of a semester is placed on academic probation. Probationary status is removed if, at end of the following semester, the cumulative GPA is 3.0 or better. A student on academic probation failing to raise the cumulative GPA to 3.0 may, on recommendation of the Student Admission and Progression Committee, be allowed a second and final probationary semester. A student will be dismissed upon failure to raise the cumulative GPA to 3.1 by the end of the second probationary semester, or at any time the semester or cumulative GPA falls below 2.0. When a student's cumulative GPA falls below 3.0, the student must contact the advisor and MU Graduate Studies.

In the MU Sinclair School of Nursing, the faculty advisor, the MS DNP Committee, and the Office of Student Affairs handles probation situations. MU Graduate Studies informs the faculty advisor of a student on probation; the advisor consults with the Office of
Student Affairs and the MS DNP Committee. The MS DNP Committee considers the probationary status and makes decisions regarding continuation of probation. The student and the faculty advisor are notified of the action.

**Incomplete Coursework**

A grade of “I” (incomplete) may be recorded when the student’s work is incomplete but otherwise worthy of credit, or when the instructor feels unable to assign a grade at end of the semester. The grade of “Incomplete” may be assigned in **rare instances** when a student cannot complete course work **due to illness or other special circumstances beyond the student’s control**. To obtain credit for the course, the incomplete grade must be converted to a grade within one year. Incomplete grade reports must be submitted with grade roll sheets. When conditions for removal are satisfied, a change of grade form is completed and signed by the instructor and the Associate Dean for Academic Affairs. If more than one calendar year has elapsed, a letter addressed to the registrar and signed by the instructor justifying the delay must accompany the change of grade form.

For research courses numbered N8090 and N8900, the determination of the grade is made at the completion of the student's research option. All research options (N8090 and N8900) will be graded on satisfactory/unsatisfactory basis.

For the N9070 DNP Clinical Residency and N9080 DNP Residency Project, the determination of the grade is made at the completion of each section/semester. The student's clinical and residency project will be graded on satisfactory/unsatisfactory basis.

*Note: A grade of “I” is not figured into the student’s grade point average.* Students should not re-enroll in a course for which they have been assigned a grade of “I”.

**Sinclair School of Nursing Incomplete Clinical and Specialty Role Course Policy**

Graduate nursing students must achieve a grade of B or higher in all clinical and/or specialty role nursing courses. If a student fails to achieve an A or B, in a clinical and/or role course, the course must be repeated before progressing to the next course in the sequence. Graduate courses may be repeated one time only. Students will not be allowed to progress into the next clinical and/or specialty role course when the pre-requisite course has been awarded an “I”. Once the “I” has been removed and a final grade has been awarded, the student will be able to then progress to the next clinical and/or specialty role course. (*Approved faculty assembly, April 2017*)

In accordance with State statute, students called to Active Military Duty may complete work upon their return from service or may choose to maintain an “I” grade. Therefore, “I” grades for students called to Active Military Duty will remain listed as "I" until a change of grade is submitted by the faculty member, or indefinitely, if so desired by the student. *(amended 8/2/07 and 11/17/11)*
Satisfactory Academic Progress and Student Financial Aid

Federal regulations require the University of Missouri to establish, publish, and apply standards of satisfactory academic progress (SAP) for financial aid eligibility. The purpose of measuring and enforcing these standards is to ensure financial aid recipients progress toward graduation. Students who fail to meet the SAP requirements become ineligible to receive financial aid until they are in compliance with these requirements.

SAP Criteria for Graduate Students

- Earn passing grades in 75 percent of all credit hours of graded coursework attempted.* Transfer credit hours count in the total attempted/completed credit hours calculation.
- Maintain a minimum cumulative MU grade point average of 3.00.
- The MU Graduate Studies office determines the maximum time limit for completion of a graduate degree.

*Attempted hours are defined as the total number of hours in which you are enrolled as of the first day of classes. All dropped courses as well as all F, FN, Incomplete (I), Not Recorded (NR), Withdrawn (W), and Unsatisfactory (U) grades are factored into the 75% completion rate, meaning dropping of courses and/or accumulation of I and U grades count against a student’s ability to borrow.

For additional details, please see the Student Financial Aid office’s page on Satisfactory Academic Progress.

UM Visiting Graduate Student Program

The UM Visiting Graduate Student Program offers eligible graduate students a streamlined process for applying and registering for graduate courses on other UM campuses.

To participate in the UM System Visiting Graduate Student Program, a graduate student must be a degree-seeking graduate student and in good standing on the home campus and host campus.

To apply for this program, a UM System Visiting Graduate Student Application Form (PDF) should be completed and submitted to the home campus Graduate office for certification, at least two weeks before the beginning of the semester. The graduate student’s home campus Graduate office will review the form; if approved, the home campus Graduate office will transmit the approved form to the host campus Graduate office. The host campus will notify the student when they are eligible to register for courses.

All course fees are paid to the host campus. Graduate students should contact their home campus Financial Aid office for more information on financial aid.
Note* The course is listed on the program of study applicable graduate nursing program (M-1, PM-1, DNP2) with the campus notation.

**Waiver of Course**

Students must make a request in writing to the faculty advisor for a waiver of a specific course. The student must provide documentation demonstrating course equivalency. The request is acted upon by the faculty advisor, in consultation with the Associate Dean for Academic Affairs and the course instructor.

**Continuous Enrollment**

Students admitted to the Graduate Nursing Program must maintain continuous enrollment (excluding summers) and an acceptable academic standing each semester until completion of program requirements. Master’s students choosing the Thesis option who have not completed their Thesis in the 3 or 6 required hours must be enrolled in at least 1 credit hour of research (excluding summers) until the research requirement is met. Credit will be received for only the 3 or 6 required hours. Master’s students choosing the master Exam option who do not pass on their first attempt and have completed all of their other course work must enroll in at least one credit of N8085 Problems until they submit their second and final attempt. DNP students who have not completed their DNP Clinical Project need to continue to enroll in one credit of N9080 DNP Residency Project until their project is completed.

**Leave of Absence**

Students who plan to not enroll in courses over two consecutive semesters (not counting summers) may apply for a one year leave of absence (LOA). Students must request a LOA prior to the enrollment deadline for the first semester in which the leave may be granted. Students requesting an LOA may contact the Student Affairs Office for the Leave of Absence Request form (PDF). The form should be completed and returned to the Student Affairs Office who will obtain signatures from the faculty advisor and the Associate Dean for Academic Affairs. In addition, graduates should submit a letter with the Leave of Absence Form addressed to the Associate Vice Chancellor for Graduate Studies. The letter should provide an explanation for the LOA request as well as the anticipated departure and return date. At least 30 days prior to the completion of the LOA, the student must notify the Associate Dean for Academic Affairs, MU Graduate Studies, and the faculty advisor of the intent to return so that a revised curriculum plan can be developed.

See the Leaves of Absence page from the MU Office of Research and Graduate Studies to learn more.

**Master's Time Limitation**

All requirements for the Master's degree must be completed within a period of 8 consecutive calendar years from the date of first enrollment in courses applicable to the degree. A written
request for extension must be submitted by the student and approved by the faculty advisor, the Associate Dean for Academic Affairs and the Associate Vice Chancellor for Graduate Studies.

**DNP Time Limitation**

All requirements for the DNP post-baccalaureate degree and post-master’s degree must be completed within a period of 8 consecutive calendar years from the date of first enrollment in courses applicable to the degree. A written request for extension must be submitted by the student and approved by the faculty advisor, the Associate Dean for Academic Affairs and the Associate Vice Chancellor for Graduate Studies.

**Graduate Student Termination Policy**

See the following pages from the MU Office of Research and Graduate Studies to learn more:

- Probation and Termination Policies for Graduate Students
- Requests for Extension and Appeals in Graduate Student Progress

**Withdrawal from the University**

Students wishing to withdraw from the University in good standing should communicate the action and reasons to the MU Sinclair School of Nursing by submission of Term Withdrawal Form. Refer to the MU policy on Withdrawal from the Term (University). If coursework is in progress, the course grade is influenced by the point in the semester the student withdraws. The student is expected to discuss the grade with the instructor before withdrawing.

**Formal Complaint Policy**

One way that the MU Sinclair School of Nursing assures constituents of our efforts to achieve excellence is to establish a mechanism for reporting formal concerns or complaints about the program to our accrediting agency, the Commission on Collegiate Nursing Education.

Any internal or external constituency who is (a) directly affected by the policies or actions of the MU SSON and (b) wishes to register a concern regarding the MU SSON, its academic offerings, or policies may contact the Commission on Collegiate Nursing Education at this address and telephone number:

Commission on Collegiate Nursing Education  
655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791  
(202) 463-6930
Section IV: CLINICAL PRACTICUM POLICIES

Overview of Clinical Requirements for MS(N) and DNP Courses

Clinical practice requirements are essential to the education of nurses in advanced nursing roles. Specific courses within the graduate MS(N) and DNP areas of study require students to attend clinical in an accepted clinical site with an approved preceptor.

See the MU SSON website for a complete list of MS(N) and DNP courses that include clinical practica (PDF), as well as requirements for meeting those practica in each course.

Clinical Hours for DNP Degree

All DNP students must complete a minimum of 1000 faculty/preceptor supervised academic clinical hours. Post-master’s students seeking a DNP degree may transfer in clinical hours completed in their previous master’s degree pending approval of their academic advisor. Total number of clinical hours may vary depending upon the student’s emphasis area, proof of national certification in an advanced practice role, and previous graduate clinical coursework completed.

According to the AACN (2015)

“…schools may credit practice hours to a post-master’s DNP student who holds current national certification:

1. In an area of advanced nursing practice, as defined in the DNP Essentials; and
2. Requires a minimum of a graduate degree” (p. 9).

The AACN recommends that the remaining faculty supervised practice hours should be spent in practices that support achieving the DNP Essentials.

The AACN also notes, “practice as a nurse educator should not be included in the DNP practice hours. The focus of a DNP program, including practicum and DNP Project, should not be on the educational process, the academic curriculum, or on educating nursing students” (p.10).

Therefore, the clinical hour verification form serves as a basis in which faculty advisors may distinguish if the post-baccalaureate hours obtained from a previous graduate degree or coursework may count toward the 1000 total practice hours required. Students may be requested to provide further paperwork/evidence or explanation of the verified clinical hours to determine their eligibility toward the 1000 hours.

A minimum of 360 practice hours to be completed during the program is required for post-masters DNP students. Students with a national certification may have up to 500 credit hours counted toward their total 1000 DNP practice hours upon proof of certification as supported by the AACN’s “Report from the Task Force on the Implementation of the DNP” (PDF) (August 2015).
APRN Students and Indirect clinical time (on= campus activities)
Indirect clinical time (e.g. on-campus day activities) hours are not counted in the total number of hours required for advanced practice certification. Therefore students should not count on-campus activities as “clinical time” for specialty clinical courses.

Requirements before You Begin Clinical Practica

If you are enrolled in a course that contains a clinical component, you must have documentation that you have met all of the following requirements. Students who fail to submit or update evidence of compliance within the first week of the semester may be administratively dropped from the clinical course for which they are registered.

Using CastleBranch to Document Your Requirements
You must present documentation of all of the following requirements to CastleBranch, the designated, non-affiliated vendor for the MU SSON. To get started for the first time, go to CastleBranch.com and click the “Place Order” button. Enter package code UN16x. You will be prompted to agree to the Terms and Conditions of Use before you can create your myCB account. (Then, when you need to update your information, you can click the “Sign In” button to access your account.)

As of May 2018, the cost is $149.75. Students are responsible for all fees associated with the background check, drug screening, and other compliance requirements.

If you need assistance with your CastleBranch account, visit the CastleBranch Service Desk.

Criminal Background Check and 14-panel Drug Screen
As a result of Joint Commission guidelines, healthcare agencies are requiring background checks and drug test for nursing students working in clinical settings. Therefore, all graduate nursing students entering the MU Sinclair School of Nursing (MU SSON) or returning after more than two consecutive semesters not including summer, will complete a Certified Background check and a panel 14 urine drug screen. Failure to submit a Certified Background and drug screening check will suspend the matriculation process and/or enrollment in any graduate courses.

Type and Scope of Information to Be Obtained
The criminal background check will include a local and national review of relevant records including county of residence criminal records, residence history, Social Security alert, nationwide sexual offender registry, nationwide healthcare fraud and abuse scan, and Nationwide Patriot Act violations.

The 14-panel urine drug screen tests for the following substances: amphetamines, barbiturates, benzodiazepines, cocaine, ethanol, ketamine, marijuana, meperidine, meprobamate, methadone, opiates, oxycodone, propoxyphene and tramadol.
To order a drug screen:

- Place your order through CastleBranch, and a specimen form will be emailed to you (photo ID required).
- Quest Diagnostic facility is our primary, so if you use a LabCorp facility, contact CastleBranch Customer Service to request a LabCorp form.
- You cannot use another company or private facility.
- Visit [Quest Diagnostics](https://questdiagnostics.com) to find the nearest location.
- For any questions, contact Student Support Team for CastleBranch: (888) 666-7788 ext. 1

**Required Immunizations**

- **Measles, Mumps, & Rubella**
  One of the following is required: 2 vaccinations or positive antibody titer for all 3 components or the University of Missouri Allergic Reaction Form completely filled out. If you were born prior to January 1, 1957, you are exempt from this requirement. In this case, please choose “Not Applicable.” If the titer is negative or equivocal additional, vaccinations are required.

- **Tetanus, Diphtheria, and Pertussis (Tdap)**
  Documentation of a Tdap within last ten years or the University of Missouri Allergenic Reaction Form completely filled out. The next action date will be set for ten (10) years from the administered date of the vaccine.

- **Hepatitis B series**
  One of the following is required: three (3) vaccinations or positive antibody titer or the University of Missouri Allergenic Reaction Form completely filled. If the series is in process, the next action date will be set accordingly. If the titer is negative or equivocal, additional vaccinations are required.

- **Varicella**
  One of the following is required: two (2) vaccinations or positive antibody titer or medically documented history of disease or the University of Missouri Allergenic Reaction Form completely filled out. If the titer is negative or equivocal, additional vaccinations are required.

- **Annual Influenza (Flu) vaccine(s)**
  Submit documentation of a flu shot administered for the current flu season or the University of Missouri Allergenic Reaction Form completely filled out or a doctor’s note stating you are allergic. The next action date will be set for one (1) year.

- **TB Skin Test**
  If you do have a copy of an Annual TB test, there must be documentation of one of the following: 1step TB Skin test (TST) is required to be completed annually. QuantiFERON Gold Blood Test (or T-Spot Test) will be accepted in place of the TST. If the TB test is positive (TST >10 mm induration), an Annual Symptom Review/Risk Assessment must be submitted annually. Follow-up chest x-rays are required only if tuberculosis symptoms are identified in the Symptom Review.
If you do not have a copy of an Annual TB test, there must be documentation of one of the following: 2 step TB Skin test (1-3 weeks apart), QuantiFERON Gold Blood Test OR T-Spot test (lab report required). If positive results, provide a clear Chest X-Ray (lab report required).

RN Licensure
Only the printout of online verification of licensure through the state website will be accepted. The card does not contain an expiration date and therefore will not be accepted. The next action date will be set according to the expiration date of your license on the printout.

All students are responsible for maintaining a current unencumbered nursing license and must abide by their state's Nursing Practice Act, rules, and regulations. Students who have a disciplined license MUST inform the Sinclair School of Nursing Associate Dean for Academic Affairs within 10 working days of being notified by their state board of nursing. Students with a disciplined license may be unable to progress in their program of study. Failure to notify the School of Nursing may result in immediate dismissal from the program.

APRN Certification
Only the printout of online verification of certification through the state website will be accepted. The card does not contain an expiration date and therefore will not be accepted. The next action date will be set according to the expiration date of your license on the printout. Only required for post-master’s APRN students; for non-APRN certified students, please choose “Not Applicable.”

CPR=AED/BLS Certification
Current infant, adult, and child CPR certification must be maintained during enrollment and submitted after each renewal process, if required by mentor for research practicum. The copy of the card must be the front and back, and the back must be signed. The course must be the American Heart Association Healthcare Provider or American Red Cross Professional Rescuer. Online courses that do not require return demonstration will not be accepted. The next action date will be set based on the date provided on the card.

Code of Conduct
Students are expected to adhere to all guidelines related to the Code of Conduct, including patient confidentiality. Annual renewal of the Code of Conduct training is required.

- Log in to eCompliance (https://ecompliance.missouri.edu/login?x=/health_compliance) with your PawPrint and password.
- Choose “Module1: Code of Conduct FY 2019.”
- Review all materials in the training module and complete the quiz.
- When you have passed the quiz with a score of 80% or higher, you will be able to download a PDF certificate of completion. Submit this certificate to CastleBranch.

If you encounter any technical difficulties, please contact: Dawn Moorehead, Compliance Training Coordinator Office of Corporate Compliance, University of Missouri Health System, Email: mooreheadd@health.missouri.edu Phone: (573) 884-1148
Clinical Agency Agreements

The MU Sinclair School of Nursing has written agreements with each agency used for clinical practice. These agreements are established and maintained through the Office of the Associate Dean.

The agreement states the University's responsibility with the clinical agencies when students and faculty are present. The MU SSON and clinical agencies assume shared responsibilities for the students' educational experiences in the clinical setting. Selected portions of the clinical agreement directly related to student responsibility are as follows:

- The university will instruct all nursing students assigned to the clinical agency regarding the confidentiality of records and patient/client data imparted during the educational experience.

- Unsatisfactory performance in the didactic component of a course resulting in an F or C or in the clinical component, regardless of the grade in the didactic portion of the class, will be assigned an F or a C as determined by faculty. A remediation plan should be developed with course faculty, student advisor, and area coordinator requiring repeat of the course, didactic and clinical component, and the number of additional clinical hours.
• The university will not assign students who do not have documented proof of immunization for tetanus, diphtheria (DT), and polio; Tuberculin Skin Test (chest x-ray if appropriate); and proof of immunity to rubella, chickenpox and MMR.

• If the clinical agency deems a student's performance to be unsatisfactory and detrimental to its health care responsibilities, it may temporarily suspend the student from utilizing the clinical agency for clinical experience.

• The clinical agency will retain full responsibility for the care of patients and will maintain overall administrative and professional supervision of students and faculty of the University to the extent that their presence affects the operation of the clinical agency and/or the direct or indirect care of patients.

• The nature of this cooperative agreement is such that each party undertakes obligations to the other without passage of funds between the University and the clinical agency or between the personnel of their respective staffs.

Guidelines and Process for Selecting a Clinical Agency

1. Arrangements need to be initiated well in advance of the time of the practicum (12 weeks) if no prior contract exists with the agency the student wishes to use for clinical practice.

2. Students must be licensed as a registered nurse in the state where the clinical site is located if required by that state’s board of nursing. Students are responsible for contacting the state board of nursing in designated state to determine licensure requirements. State requirements vary from state to state. Due to changes in higher education requirements, the MU Sinclair School of Nursing does not have permission for students to perform clinical within certain states. Please see Mizzou Online’s State Authorization for Distance Education page for details.

3. You must verify that the agency has a current contract with MU. The contract list (an Excel file that is sortable by agency name, address, city, state, or ZIP code) can be found on the Clinical Experience page of the MU SSON website under List of Clinical Agencies.

4. Telehealth clinical hours are allowed for select courses. Students may include clinical hours in a telehealth setting providing direct patient care as long as they are located in the same practice site as the preceptor and carry a license in the state where the preceptor is located.

Working with a Preceptor

When you are enrolled in a course that includes clinical hours, it is your responsibility to make contact with a potential clinical agency to explore preceptorship opportunities (your faculty might be able to assist you).

Preceptors are employed in clinical agencies with signed, current clinical agreements made between the Curators of the University of Missouri contracting on behalf of the MU Sinclair School of Nursing and clinical agency's board of directors or executive officer authorized to sign on behalf of the agency's governing body.

Go to the MU SSON website to review the complete Clinical Preceptors Policy (PDF).
Students **cannot** begin clinical work at an agency without faculty approval and a signed contract that has been approved by the University of Missouri–Columbia and the sponsoring agency.
Preceptor Qualifications
1. Education
   • Master's degree or higher is preferred
2. Licensure
   • Current unencumbered license in state of practice
3. Expertise
   • Advanced practice authorization in state of practice
   • At least one (1) year experience in the area of specialty and role
   • National board certification is preferred

Establishing a Preceptor Relationship
1. Send the links to the Preceptor Application and the Graduate Preceptor Guide (PDF) to the preceptor.
2. Your preceptor will electronically submit the form to your faculty member.
   • If a clinical agency contract is needed, a SON administrative assistant will initiate the contract process.
3. Upon receipt of the aforementioned form, the course faculty will evaluate the appropriateness of the clinical agency and qualifications of the clinical preceptor.

Additional Requirements
• Advanced Practice Nursing (APN) students are required to complete a minimum of 33% of the total clinical hours required for advanced practice certification in their role and specialty area of study under the direct supervision of a master's (or higher) prepared nurse
• All graduate students are required to be supervised by a minimum of 2 different preceptors during their program of study.
• In the event that no master's prepared preceptors are practicing in the student's geographic location, students may be required to travel to another geographic location or come to the MU campus for clinical supervision, or seek faculty approval for an alternate precepted experience.

DNP Leader Clinical Requirements
Acceptable preceptors for Leadership DNP students must be individuals with advanced degrees who are experts in the student’s leadership interest area. Preferred preceptors would include working professionals who are educationally prepared as a DNP graduate. However, due to the limited number of current DNP graduates other potential clinical leadership preceptors may include: advanced practice nurses or other professionals with doctoral degrees; an advanced practice nurse with considerable leadership expertise; a nurse with a high level administrative position as the director, vice president, president, or CEO within a health care organization; a doctorally prepared nurse educator, or a nurse with an advanced business or policy degree. Preceptors with an advanced degree in areas such as public health or business administration may also be considered as leadership preceptors if this matches student’s leadership interests and academic goals.

MS in Care Management Requirements
Ideal preceptors for MS Care Management students are Master’s prepared individuals who are experts in the care management practice area of interest. However, due to the variety of educational preparation of care managers, other potential preceptors will be considered. Examples include professionals with health related baccalaureate degrees who have considerable practice experience in the setting and population of interest.
Populations served may be diverse and settings could include acute, primary, and tertiary care settings, community-based care or organizations, private practices, as well as for-profit and non-profit agencies.

Approved by Faculty Assembly 12.7.18
Expectations during Clinical Practice

Working with your Preceptor
The student and the practicum adviser are responsible for determining the work to be done to meet the course requirements. During your clinical practica, you will be expected to meet the following requirements:

- If appropriate or required for the course, submit an initial draft of goals and objectives to the responsible faculty member for approval. Revise these goals and objectives as directed by faculty member prior to beginning clinical experience.
- Discuss course objectives and clarify goals for clinical experience you’re your preceptor. Provide a written copy of approved goals and objectives to preceptor prior to beginning clinical hours.
- Negotiate clinical schedule and activities, as appropriate.
- Discuss and provide preceptor with copy of the tool used to assess your clinical performance.
- Comply with policies of agency and SSON, including pre-clinical compliance paperwork, training, professional attire and identification.
- Negotiate a change with faculty and preceptor when a project or activity is not fulfilling course requirements.
- Maintain regular contact with faculty member and inform faculty promptly when problems related to the clinical experience arise.
- Keep all scheduled appointments with preceptor and faculty.
- Provide clinical log and/or journaling to faculty at regular intervals as indicated by course requirements.

Preceptor Responsibilities
- Agrees to serve as student preceptor; acts as role model, resource person, and mentor.
- Completes and electronically submits Preceptor Application and Agency Contract Form to course faculty prior to student starting clinical hours.
- Approves and agrees to jointly set goals and objectives for the student's clinical experience, as appropriate.
- Informs student and faculty of available learning activities and projects likely to fulfill the student's learning objectives.
- Encourages initiative, individuality, self-expression, self-assessment and increasing autonomy, as appropriate, by the student.
- Shares expertise necessary to function in this clinical site.
- Provides regular feedback to student regarding progress, strengths and limitations.
- Completes assessment of student's performance at mid-semester and at the end of the semester. Submits final written assessment form to faculty member within the specified course timeline.
- Confers routinely with faculty member directly regarding student's progress during the clinical experience. Immediately notifies the faculty member if the student's performance is unsatisfactory.
- Electronically submits or emails clinical assessment form directly to faculty member. Evaluation form must be on file before course completion.
Faculty Responsibilities

- Assures all clinical requirements are complete prior to student beginning clinical hours.
- Ensures course information, course and/or clinical objectives, course timeline, and assessment criteria for student's clinical performance are received by the preceptor.
- Monitors student performance regularly and identifies progress, strengths, and limitations that may impact student's completion of the clinical requirements. Contacts student as needed during the semester to discuss the preceding.
- Contacts the preceptor regarding the student's performance at least twice during the semester and as needed.
- Utilizes a variety of data, including preceptor input to assign final clinical grade.

Clinical Practica during Semester Breaks

Graduate students may engage in clinical practica during semester breaks under the following conditions:

- The student must be enrolled or pre-enrolled in a clinical course (if the student is pre-enrolled, at least one tuition payment must be made in advance of starting the practicum).
- The student must have satisfactory academic standing (3.0 GPA).
- The supervising faculty members have agreed to provide supervision, and a contract between the student and faculty is on file.
- The clinical contract with the preceptor and/or clinical agency is on file.
- The preceptor/clinical agency are informed in writing on how to reach the supervising faculty member.

Safe Clinical Practice

The faculty and staff of the Sinclair School of Nursing support the University of Missouri “Statement of Values.” The faculty and administration have the expectation that these values—Respect, Responsibility, Discovery, and Excellence—will be reflected in the interactions and actions of all individuals involved with the activities of the School of Nursing. The entire statement is on public display at the center of our campus, under the columns, on a plaque gifted to the university by the MU Parents Association in 1999.

Safety in nursing practice and research is required of all professional nurses and all students of professional nursing.

The following are absolute grounds for course failure and may result in dismissal from the program.

- Preceptor or agency refusal to continue working with the student due to clinical safety issues.
- Under the influence of alcohol, recreational drugs, or medications that impair judgment in the clinical, classroom, and/or research setting.
- Positive drug test for non-prescribed or illegal drugs; or refusal of drug testing.
• Abuse or inappropriate behavior, including but not limited to intimidation, threats or acts of violence to patient, staff, faculty, or student.
• Patient/research subject neglect.
• Breach of patient/research subject confidentiality.
• Dishonesty with patient/research data or with own actions.
• Other unsafe clinical/research practice (as deemed by faculty).

Administrative Drop Policy for Failure to Submit Evidence of Compliance with Clinical Practice Requirements

Purpose
It is essential that all graduate students are in compliance with clinical practice requirements for Code of Conduct, immunizations, TB testing, RN Licensure, credentialing, CPR Certification, criminal background check and drug screen (see the MS/DNP or PhD Handbook for details on the specific requirements). Students enrolled in a course that contains a clinical component (i.e., has clinical hours required as part of the course) are required to ensure all requirements for Code of Conduct, immunizations, TB testing, RN Licensure, Credentialing, CPR Certification, criminal background check and drug screen are submitted as required and are up to date. Students who fail to submit or update evidence of compliance with required items within the first week of the semester may be administratively dropped from the clinical course for which they are registered.

Criteria
Students enrolled in clinical courses are required to submit a copy of their compliance report to the course instructor in the course Blackboard site within the first week of the semester, in order to facilitate assessment of student compliance with Code of Conduct, immunizations, TB testing, RN licensure, credentialing, CPR certification, criminal background check and drug screen.

The course instructor may initiate the administrative drop process if a student does not submit a copy of their compliance report documenting that the required Code of Conduct, immunizations, TB testing, licensure, credentialing, certifications, background checks and drug screens are complete and up to date, as required in this Handbook.

Process
The process for administratively dropping a student for failure to submit evidence of the above requirements will be as follows.

1. When, after completion of the first week* of class, a student fails to submit a copy of their compliance report documenting that all required Code of Conduct, immunizations, TB testing, licensure, credentialing, certifications, background checks and drug screens (as outlined in the MS/DNP or PhD Handbook) are complete and up to date; the course instructor will contact the student via MU student e-mail and/or course BB Mail, reminding the student of the submission requirement and notifying the student they are out of compliance and that they have 1 more week* in which to submit the required documents.
2. If the student fails to submit the required documents, the instructor will notify the SSON Student Affairs office and request that the student be administratively dropped from the course and their access to the course be removed.
* For summer course offerings, the appropriate timeframe is half that stated.

Approved by Faculty Assembly 11/7/11
Section V: MU POLICY ON MASTER’S DEGREE GRADUATION REQUIREMENTS

Each candidate must pass a final examination to demonstrate mastery of the fundamental principles of the work included in the course of study offered for the degree.

Thesis Option

Where a thesis is presented in partial fulfillment of graduation requirements, students must form a thesis committee. In the final semester, the student must successfully present (defend) the thesis. Three members of the student’s committee must sign the Report of the Master’s Examining Committee (M-3) (PDF), which is then forwarded through the academic program’s director of graduate studies to MU Graduate Studies by the semester deadline.

Non-Thesis Option

Where no thesis is presented by the candidate, the final examination committee is designated by the department or area Associate Dean for Academic Affairs with the approval of the graduate dean. During the final semester, the Report of the Master’s Examining Committee (M-3), signed by the Associate Dean for Academic Affairs, is forwarded to MU Graduate Studies by the semester deadline. All candidates for the MA or MS degrees must complete either a thesis or a substantial independent project that cannot be coauthored (MU Graduate Catalog, 2010).

Sinclair School of Nursing Policy on Master's Degree Graduation Requirements

Students must complete a Master’s Exam or a Thesis. Please check with your advisor regarding these options. The student should meet with the advisor and request more information regarding preparation for the MS Exam. Guidelines for these two options are on the following pages.
Section VI: MASTER’S EXAMINATION GUIDELINES

Introduction

The Master’s Examination (MS exam) consists of a paper that should reflect the graduate student's grasp and synthesis of the clinical and theoretical knowledge gained in the course of study. The MS exam is offered on a pass/fail basis. Students are required to discuss the focus of their MS exam early in their master’s program with their faculty advisor. The master’s exam is a critical review of the literature in an integrative review format on a healthcare topic of your choice related to your area of study. As the MS exam is a comprehensive paper that assists in evaluating students meeting program outcomes, minimal assistance from faculty or support centers on campus, such as the Nursing Online Writery, may be used during writing. Students should submit a comprehensive outline and the first two pages of their paper to their faculty advisor the semester prior to when the exam will be taken. No additional assistance with writing may be given by faculty.

Purpose

The overall purpose of the MS exam is to evaluate the student's ability to 1) apply advanced theoretical knowledge in a selected area of specialization, and 2) critique research as it relates to the area of specialization.

Orientation

An introductory seminar about the MS exam is offered during summer orientation. The slides from the presentation along with sample MS exams may be found on the MS(N) Program Requirements page of the MU SSON website.

Student Guidelines for the Master’s Examination

Eligibility for the Examination

1. To be eligible for the examination, all MS students must have successfully completed graduate level statistics, N7100, N7150, and N8910 with a grade of C or higher prior to beginning their Master’s Exam. In addition, students must have completed all core course work and the majority of their specialty course work with a cumulative GPA of 3.0 or higher, prior to submitting the Master Exam application form. Students may not take the Master’s Exam if they have more than 7 hours of coursework remaining.

2. The MS exam is generally not available in the summer semester. Exceptions may be considered on a case by case basis depending on availability of resources. Requests should be submitted per email to the Master’s Exam Staff Coordinator before the end of spring semester. The Master’s Exam Coordinator, in consultation with the faculty advisor, makes the final determination as to whether the student can take the MS exam during the summer.
Administrative Process
1. The student may obtain an application for the exam from the MS Exam Staff Coordinator the first day of the semester. Students must be enrolled in a nursing course during the semester they take the MS exam. If no classes remain in the plan of study, the student must register for 1 credit of N8085 section 01.

2. The completed application should be emailed to the MS Exam Staff Coordinator no later than the posted application date. Students will then be sent their MS exam blinded ID number and instructions for submission.
   - Following receipt of the exam, it will be assigned to faculty readers.
   - Master’s Exam results will be e-mailed to the student via student e-mail only.

Written and Procedural Expectations of the Student
1. The completed MS exam must be 20-30 double-spaced typewritten pages (excluding cover sheet, title page, abstract, references, and appendices), with 1 inch margins. Type must be no smaller than readable, standard, uncompressed 12-point font. If an MS exam is longer than 30 pages, only the first 30 pages will be read and scored by the faculty readers.
2. The title should reflect the focus of the paper’s content. The MS Exam Coordinator will assign readers on the basis of the title. The exams are sent out to faculty by the MS Exam Staff Coordinator.
3. The student must complete the cover sheet. The student must type the assigned ID on the cover sheet and at the top right hand corner of every page of the MS exam. All MS exams are identified by a blinded number only.
4. The students should comply with the style format from the Publication Manual of the American Psychological Association –Sixth Edition. Papers should be consistently organized and clearly structured.
5. The MS exam must have a professional appearance. The exam will be returned to the student without review, and thus without either pass or fail designation, if technical expectations are not met (i.e., accuracy of APA format, grammar, spelling, typing). If a paper does not meet these expectations, the student may resubmit the MS exam the following semester.
6. The MS exam should be submitted to Turnitin through the MU SSON Graduate Student Resource & Collaboration Center on the campus Learning Management System. All issues related to plagiarism must be addressed prior to submitting the exam to the MS Exam Staff Coordinator.
7. Evidence of plagiarism will constitute failure of the MS exam and may become grounds for dismissal from the School of Nursing.
   - Webster's Third New International Dictionary of the English Language defines plagiarism:
     "To steal or pass off as one's own (the ideas or words of another); use (a created production) without crediting the source; to commit literary theft; to present as new and original an idea or product derived from an existing source."
8. An original electronic Word document is to be submitted to the MS Exam Staff Coordinator. The student is requested to retain a copy of the MS exam for his/her own files.
9. MS exams must be submitted by 10:00 a.m. on the scheduled date. Late submissions will not be accepted. Submit exam to:

MS Exam Staff Coordinator  
School of Nursing University of  
Missouri Columbia, MO 65211

Review of the Master’s Examination
1. The MS Exam Staff Coordinator will distribute the MS exam electronically to 2 readers who will use a standard scoring system to score it independently. The readers will return their scores and written comments electronically to the MS Exam Staff Coordinator.
2. In case of a reader variance on the pass/fail status of an MS exam, the MS exam will be submitted to a third reader selected by the MS Exam Coordinator.
3. The MS Exam Staff Coordinator will record the results of the MS exam, and communicate to the MS Exam Coordinator. The readers’ comment sheets will be emailed to the students and their faculty advisor along with a letter. The scoring sheets, which are a worksheet for assisting faculty in determining the pass/fail grade, will not be returned to students.

Circumstances Requiring Petitions

Extension of the Deadline
1. In case of an emergency, a request for an extension must be filed to the MS Exam Coordinator at least 48 working hours before the MS exam due date. Emergency is defined as an occurrence over which the student has no control (e.g., grave illness or death in the family).
2. The student must state the reason and length of time for the requested extension. An extension will not be granted beyond the date for final grades submission for the semester and will be granted only if the request meets the extension criteria.
3. The MS Exam Coordinator has the authority to grant an extension or to reject the request. The student will be notified of the decision within 48 business hours by email.
4. The MS Exam Coordinator will grant only one extension.

Oral Examination
1. Students may opt to take an oral MS exam (approximately two hours) if English is their second language or if they are retaking the MS exam after an initial failure.
2. The student should submit a request stating the reasons for desiring an oral MS exam to the MS Exam Coordinator.
3. Upon approval of the request, the student will submit to the MS Exam Staff Coordinator the following documents one week before the MS oral exam:
   a. A copy of the PowerPoint slides to be used in the presentation,
   b. A summary table of the literature including strengths and weakness of each study, and
   c. A reference list in APA format;
4. The oral MS exam will be evaluated by the standards for the written MS exam but modified by these technical criteria:
   a. Organization of information;
   b. Structure of discussion (logical sequence of topic);
   c. Documentation (preparation and knowledge of field);
   d. Delivery of presentation (clarity and voice projection);
   e. Choice of visual aids.

Retaking the Master’s Examination
1. A candidate who has failed the MS exam may retake the exam no earlier than the fall or spring semester following the initial MS exam. The student must be enrolled in a nursing course the semester the exam is retaken. If no classes remain in the plan of study, the student must register for 1 credit of N8085 section 01.
2. If additional course work or other stipulation is to be completed before retaking the MS exam, the student must submit evidence of satisfying these expectations to the MS Exam Staff Coordinator who will forward to the MS Exam Coordinator for review.
3. The student’s faculty advisor may provide assistance with revision of the exam for a MS exam retake.
4. On retaking, the student may choose an oral or a written MS exam format.
5. A student may retake the Master’s Examination once only. A second failure will result in failure of the program.
My area of specialization is: ________________________________

The problem, within my area of specialization that I have addressed, is:

________________________________________________________________________________________

The MS Exam Coordinator assigns the readings of examinations to faculty on the basis of availability and/or appropriateness of readers.

This cover sheet MUST be attached to your examination when you submit.
Master’s Examination
Faculty Comment Sheet
MU Sinclair School of Nursing
Semester - Year

Master’s Examination (blinded) Number

- Positive comments regarding the examination:

- **Constructive Comments** - Items rated a 4 or below MUST receive a comment. Additional comments regarding areas for improvement:
Steps for Preparing the Master’s Exam Critical Review of Literature

I. Prepare
   A. Identify a topic significant to nursing or health relevant to your area of study.
   B. Search multiple reference databases (e.g., CINAHL, MEDLINE, PsycINFO, Scopus, Cochrane Database of Systematic Reviews). Identify all articles on your topic.
   C. Screen all identified articles for relevancy to your topic.
   D. Locate the relevant articles. Your topic should have 10-15 quality research articles to critique. These articles should be published primary research studies; not systematic reviews, reviews of literature, or secondary sources. If you find more than 15, consider narrowing your topic. If you find less than 10, consider broadening your topic.
   E. Read and make notes of relevant articles
      1. Read entire article
      2. Record the full citation
      3. Summarize the contents of each article in a literature matrix table to use when writing the paper. Include:
         a) Theoretical framework (if used)
         b) Research methods
         c) Key findings (results)
         d) Strengths and limitations of the study method
      4. Record any other important information from the article
         a) Main points
         b) Author’s arguments
         c) Collaborating evidence
   F. Identify themes within your articles, then organize review according to each theme.

II. Organize
   A. Use full citations
   B. Identify your problem statement or hypothesis
   C. Develop an outline of your complete paper
      1. Develop a logical and meaningful organizational structure
      2. Decide on section headings and sub-headings
      3. Review notes on individual references
      4. Match articles to specific areas of the outline
      5. Organize and critically review the references based on the identified themes
      6. Summarize key aspects of studies
      7. Identify inconsistencies and contradictions in the published research findings
      8. Discuss/offer explanations for the inconsistencies and contradictions
      9. Conclude with a summary of the “state of the science” of the topic under consideration
         a) What has been studied
         b) How adequately has it been studied
         c) Identify remaining gaps in existing knowledge of the topic
         d) Integrate diverse studies in your own words
III. Write
   A. Write your first draft
   B. Set your paper aside for a few days, then read it out loud
   C. Revise and rewrite your paper
   D. Have one or more peers or colleagues (not MU SSON faculty) read your paper and provide critical comments/suggestions for revision
   E. Address all questions raised by your reviewers as you revise your paper again.
   F. Refer to each detail in the Comprehensive Self-Editing Checklist for Refining the Final Draft in Galvan (current edition.)
   G. A minimum of 30 references must be included for the overall paper; references are current and appropriate (classic or landmark articles may be used if justified)
   H. Ensure current appropriate APA format through entire paper

Suggested Outline for ME Critical Review of Literature

- Title page
- Abstract (level 1 heading) – 150 words required
- Introduction section – the beginning of this section requires a title, not in bold (level 1 heading)
  o Identification of the Topic (level 1 heading)
    ▪ Background of issue with relevance to area of study (level 2)
    ▪ Definitions of key concepts (level 2)
    ▪ Etiology (level 2) [if pertinent to topic]
    ▪ Diagnosis of issue (level 2; if pertinent to topic) [include diagnosis through use of tools and/or questionnaires]
    ▪ Current management (level 2) [if pertinent to topic]
  o Significance of the Topic (level 1 heading)
    ▪ Quantify significance of problem or issue in terms of incidence, prevalence, morbidity, mortality, health care costs, or other appropriate measures
  o Purpose of the Paper (level 1 heading)
- Search Method (level 1 heading)
  o Describe the search strategy you conducted including databases searched and key words used to guide the search. Include inclusion/exclusion criteria. Include the number of articles initially identified and the final number of articles selected based on your selection criteria.
  o Include search table
- Critical Review of the Literature (level 1 heading)
  o Presentation of study findings organized by recurring themes. Use the themes as the headings (level 2)
  o Inclusion of statistical results within integration of literature for all quantitative studies
  o AVOID annotation by discussing each article individually; integrate the findings under each theme
o Begin the different theme sections with wording such as “The concept of burnout was examined in five studies…” and “Two of the studies in this review found…”.
  ▪ Cite the authors after the opening sentence. i.e. “Two of the studies in this review found…” (Smith, 2015; Taylor et al., 2016)

• Relationship between Studies (level 2 heading)
  o Are the studies predominately experimental or non-experimental?
  o Are the studies predominately of a certain design, i.e. RCT, cohort, case-controls, meta-analysis, or metasynthesis?
  o Were the studies predominately of a certain quality or level of evidence?
    ▪ Use the exact terminology, i.e. - The level of evidence was Level I and the quality of evidence was GRADE code A - High.

• Similarities across Studies (level 2 heading)
  • Was only a certain population studied?
  • Was the geographical location only in a certain area?
  • Was only a certain setting included?

• Theoretical Framework (level 2 heading)
  • Briefly discuss the theories, frameworks, and models noted in the articles
  • If theories/models were not used, briefly discuss an appropriate nursing and non-nursing theory pertinent to the selected topic

• Methodological Strengths and Limitations (level 2 heading)
  • Limit to 2 pages
  • For quantitative studies, have a separate paragraph for reliability, validity, and bias
  • For qualitative studies, include a section related to saturation, trustworthiness, researcher reflexivity, and triangulation of findings

• Major Gaps in Knowledge of the Topic (level 2 heading)

• Summary and Conclusions (level 1 heading)
  • Briefly reiterate the topic and recurring themes you found in your review of the literature
  • Briefly present the clinical implications

• Areas for Future Research (level 2 heading)

• References
### Critical Review of Literature Grading Rubric – Effective Fall 2016

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Possible Points</th>
<th>Points Given</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction: of Topic (20%)</strong></td>
<td>0 – 10</td>
<td>0 – 10</td>
</tr>
<tr>
<td>Topic appropriate for student’s field of study and clearly stated; thesis or purpose statement specified. Identification of the topic is documented including background and definitions. Include etiology, diagnosis, and current management of issue if pertinent to topic. Significance to nursing and/or health care using appropriate quantitative data is described.</td>
<td>0 – 10</td>
<td>0 – 10</td>
</tr>
<tr>
<td>Specifies the purpose of the review and describes how it is organized. Documents the scope of the review (e.g., topics, years), and how it was conducted (e.g., databases).</td>
<td>0 – 10</td>
<td>0 – 10</td>
</tr>
<tr>
<td><strong>Literature Review (50%)</strong></td>
<td>0 – 10</td>
<td>0 – 10</td>
</tr>
<tr>
<td>Logical integrated presentation of relevant research themes with inclusion of statistical results. Current literature is used with primary sources; landmark or classic studies are identified.</td>
<td>0 – 10</td>
<td>0 – 10</td>
</tr>
<tr>
<td>Relationships between studies are identified and discussed.</td>
<td>0 – 10</td>
<td>0 – 10</td>
</tr>
<tr>
<td>Similarities across studies noted.</td>
<td>0 – 10</td>
<td>0 – 10</td>
</tr>
<tr>
<td>Theoretical frameworks described. Identifies the methodological strengths and weaknesses of the studies included in the review; addresses reliability, validity, bias, and/or saturation, trustworthiness, researcher reflexivity, and triangulation of findings.</td>
<td>0 – 10</td>
<td>0 – 10</td>
</tr>
<tr>
<td>Important gaps in the literature are accurately identified and adequately discussed.</td>
<td>0 – 10</td>
<td>0 – 10</td>
</tr>
<tr>
<td><strong>Summary and Conclusions (20%)</strong></td>
<td>0 – 10</td>
<td>0 – 10</td>
</tr>
<tr>
<td>A summary of the topic and current research literature themes that leads logically to concise conclusions is presented; clinical implications addressed.</td>
<td>0 – 10</td>
<td>0 – 10</td>
</tr>
<tr>
<td>Future research needs and logical research questions that flow from the identified knowledge gaps are presented.</td>
<td>0 – 10</td>
<td>0 – 10</td>
</tr>
<tr>
<td><strong>Style, Format, Grammar, Coherence (10%)</strong></td>
<td>0 – 10</td>
<td>0 – 10</td>
</tr>
<tr>
<td>APA used throughout; Writing is clear, coherent, and flows logically; References are current, adequate number, and from appropriate disciplines.</td>
<td>0 – 10</td>
<td>0 – 10</td>
</tr>
</tbody>
</table>

**Total** (A score of ≥ 70 is considered a Pass)
Section VII: MASTER'S THESIS (N8090)

The Master's Thesis (N8090) requires the student to use the research process to discover and/or further develop new knowledge applicable to nursing practice. A formal written report using MU Graduate Studies guidelines and the *American Psychological Association Manual, 6th edition* is required.

**General Guidelines**

By the end of the second semester (12-18 hours), the student should identify a researchable problem and thesis advisor. The student is strongly urged to develop a thesis topic in N7150. The student must be enrolled in N8090 to receive faculty assistance with thesis research (1-6 credits per semester- graded S/U only).

**Responsibilities**

*The First Reader* (thesis advisor) selection is based on a mutual area of interest and the availability of faculty. The process is initiated by the student. The first reader must be a member of the graduate faculty in the School of Nursing, but is not limited to the same area of study as the student. The first reader is responsible for:

- assisting the student in formalizing a researchable question
- critiquing drafts and revisions of the thesis proposal and final reports
- assisting the student with selection of second and third readers
- initiating the request for appointment and approval of the thesis advisory committee, form M-Thesis-A), wherein committee members are named
- approving the thesis proposal for submission to the second and third readers
- guiding the student through the institutional processes (Institutional Review Board Committee (IRB), MU Graduate Studies deadlines, forms, etc.)
- assisting the student in going through the subsequent steps of thesis development
- signing the M-Thesis-B form recommending approval for the student defense of the thesis (prior to scheduling of orals)
- assisting the candidate in selecting and arranging the time and place for the examination and in notifying the readers and the Associate Dean for Academic Affairs
- conducting the oral examination of the thesis
- completion of the M-2 form (Report of Oral Examination) and ensuring the signatures on the thesis approval form
- submitting the change of grade forms for incompletes in research (N8090)
- assisting the student in finalizing the thesis abstract

*The Second Reader* should be on the graduate faculty in the MU Sinclair School of Nursing. If the second reader is not on the graduate faculty, the first reader must send a written justification of the qualifications of the second reader to the Dean of MU Graduate Studies. The second reader is responsible for:
The Third Reader must be a ranked (assistant professor or higher) graduate faculty member in a department outside the MU Sinclair School of Nursing. The third reader represents the University and is officially selected by MU Graduate Studies on recommendation of the thesis advisor. The third reader is responsible for

- critiquing the final report, suggesting appropriate revisions;
- communicating with the thesis advisor and the second reader;
- approving the thesis for defense on the appropriate form from MU Graduate Studies;
- participating in the oral examination.

The student is responsible for

- selecting the second and third readers and submitting the request for appointment and approval of the thesis advisory committee, with the assistance of the thesis advisor
- taking a copy of the thesis and carrying the M-Thesis-B form to the three readers for signatures. The thesis and the M-Thesis-B form should be turned in to the Office of Student Affairs, S235 in a large envelope labeled with the student's name. The student should also obtain the form for University Microfilms, Inc. from MU Graduate Studies, 210 Jesse Hall.
- scheduling the oral examination and conference room at MU SSON by calling (573) 882-0201 prior to the deadlines posted each semester
- picking up a completion packet from the Student Affairs Office (S235) prior to orals, including
  - M-3 Report of Oral Examination
  - Post Graduation Data Form
  - Incomplete Grade Forms
  - Thesis Advisor Evaluation
- submitting to the degree coordinator in MU Graduate Studies, 210 Jesse, in a box labeled with name:
  - corrected original, unbound copy of thesis (on approved 50% rag paper) with signed cover sheet. The thesis will be hard bound by MU Graduate Studies and becomes a permanent part of the thesis collection at J. Otto Lottes Health Sciences Library.
  - signed thesis approval form (M-3)
  - 50-character title (yellow sheet)
  - an abstract of 150 words and the appropriate form for forwarding to University Microfilms, Inc.
  - change of grade forms for incomplete (N8090) grades from prior semesters, signed by instructor and Associate Dean for Academic Affairs.
  - presenting softbound copies of the thesis to each reader. Copies may be softbound at Kinko's, University Printing Services, or elsewhere. Plastic, nonspiral covers are preferred.
Guidelines for Thesis Proposal

The following are intended only as guidelines, not as the exclusive format followed in the proposal development. Faculty thesis advisors may recommend different formats that may be more appropriate to the particular thesis topic. (EXCEPTION: Follow guidelines exactly as stated in the section dealing with the Protection of Human Rights.)

The proposal text, not including appendices, should ordinarily be no more than 10 to 15 pages. The proposal will eventually become the first and third chapters of the thesis.

A title page example which takes precedence over the APA Manual title page guidelines follows:
Title Page Example
Master’s Degree Candidates

Sample Title Page: The Thesis

A STUDY OF HEALTH CARE DELIVERY COSTS  (must be caps)

A Thesis
presented

to
the Faculty of MU Graduate Studies
University of Missouri

In Partial
Fulfillment of the
Requirements for the
Degree

(Master of Arts)  (no
parentheses) or
(Master of Science)  (no parentheses)

by
CAROLYN HEYMeyer  (must be caps)

Dr. Larry Jalowiec, Thesis Supervisor

MAY 2011*  (must be use caps,
month of
graduation)
Chapter 1 - Introduction

Rationale and Summary of Literature
How does the study meet the "so what" test? Relate theory to hypothesis(es). Summarize research (i.e., completed and in progress) as results that might be reported in a journal article. Anticipate all possible results, those supporting and those rejecting research hypothesis(es), and lay groundwork for discussion of results. If the thesis committee requests a complete literature review, include it as an appendix given to them but not to the IRB or any other committees, unless specifically requested. (5-page maximum recommended.)

Problem and Purpose of the Study
State briefly in one or two sentences.

Predictions, hypothesis, or research question State briefly.

Define Variables
What are the characteristics, traits, elements, actions, and/or responses being studied? What are their definitions? Include operational definitions here or in Chapter 3. If it is an experimental study, what are the independent and dependent variables?

Chapter 3 – Method

Begin the chapter with a brief paragraph stating what is to be included

Method
Describe how the variables will be measured and/or manipulated to answer the research questions or to test the hypothesis(es). Include the results of any pilot testing. This section is usually divided into several subsections, depending upon the nature of the study.

Sample
Identify the selection process (e.g., random, stratified random, sequential, cluster, convenience.) for subjects. From what larger population does the sample come? Will they be pretested? Must they have certain characteristics to be included (e.g. a subject protocol)? How many subjects will be solicited and why is this an adequate number? Remember to report later the number refusing to participate and their reasons for refusal.
Would a large number of refusals affect generalizations? Are incentives offered to participate?

Protection of Human Rights

Describe the risks, the method of obtaining informed consent, and the manner in which subjects may withdraw from the study without jeopardy to themselves. How will anonymity and privacy of subjects be protected? If appropriate, include the method of obtaining agency approval. Include copies of the written consent forms and/or agency approval, if any, as an appendix. All studies involving human subjects must be approved by the University of Missouri Health Sciences Section Institutional Review Board prior to any data collection.

Measurement of Variables

How will each variable be measured or quantified? State the reliability and validity of the instruments and the samples used to establish these. What additional measures of reliability and validity would be useful? If this is a new instrument, has it been adequately pretested? What are the plans for further establishing reliability, validity, appropriateness, and objectivity of the instruments? If an observational method is to be used, is it appropriate to establish both intra- and inter-reliability? Are training sessions planned? What level of measurement results? Describe, if appropriate, the scoring and handling of missing data. Include as an appendix finalized copies of all instruments to be administered.

Research Design and Procedure

How will data be gathered? Is this study longitudinal, cross-sectional, or retrospective? Depending upon the type of study (descriptive survey correlations, comparative, experimental, or a combination of these), describe how subjects will be assigned to groups. Are intact groups used as controls, and if so, how will their comparability be established? Are subjects measured more than once? When, where, and by whom will data be gathered? In what setting(s) and over what time period will data be gathered? If the design is experimental or quasi-experimental, what threats to internal or external validity are inherent in the design? Which ones will be controlled and which ones are actually present?

Data Analysis

How is the accuracy of data verified? If not described in another section, describe the handling of missing data, scoring, and cutting points. What summary statistics will be computed and what will be the alpha level? What statistical tests will be used to test hypothesis(es)? Give sample table shells, if appropriate. Remember to plan how all data will be used. This section has been the weakest section of past proposals and has presented the most problems later. Seasoned researchers have often skipped over this step only to later discover they had not gathered data that could be analyzed to test their hypothesis. Set up a data coding plan. This quickly points out flaws in measures and in analysis plans. Take time to think about this step and consult classmates, the thesis committee, and others if there are questions.
Assumptions, Limitations

This subsection is based upon all preceding subsections. What confounding variables are present? Are there any implied or basic assumptions that might affect results and conclusions? What limits must be placed upon the generalization of results? With this study design, what will be permissible conclusions and recommendations for nursing practice?

References

Include only references cited in the paper.

Checklist for Thesis Students and N8900 (With Oral Defense)

NOTE: Check deadlines for forms for the semester you plan to graduate.

_____ M-1, Program of study form, submitted after completion of 18 hours of coursework.

At Proposal Stage
   _____ Request for Approval of Thesis Advisory Committee or Oral Defense Committee, M-Thesis-A

   _____ Institutional Review Board approvals

When Thesis or Oral Defense is Completed
   _____ M-Thesis-B, with signatures of all three readers, and thesis or paper in "near-final form" submitted for the approval of the Associate Dean for Academic Affairs to go to the Student Affairs Office, S235.

   _____ After oral examination for either thesis or N8900, final unbound thesis or paper on 50% rag paper is submitted to MU Graduate Studies in a box with the following:

      _____ original, signed approval page

      _____ original and one copy of the short abstract

      _____ short title (maximum 50 characters) for bound edge of thesis

      _____ University Microfilm form and 150-word maximum abstract

Submit to Office of Student Affairs (S235)
   _____ grade change forms for incomplete grades

   _____ M-2 (Request for Thesis Committee Form) or M-3 (Report of Committee Form), signed by the readers and Associate Dean for Academic Affairs

   _____ Evaluation of Thesis or N8900 Advisor
Post-graduation data form

Student Data Form for Graduation

1 soft-bound thesis or N8900 paper for each reader

**Research Proposal/Institutional Review Board Approval**

When a research proposal has been approved by the first and second readers, the student submits to Director of Office of Research (S316):

- paper proposal (4 copies if human subjects are involved);
- long IRB form if human subjects involved are placed at risk (1 original and 1 copy) or short IRB form if proposal meets exempt criteria. If the proposal for the study suggests no risks to subjects, the student may use the "Request for Exemption from Review by the Institutional Review Board for Research Involving Human Subjects." If the proposal involves the use of patients and/or staff from the University of Missouri Hospital and Clinics, approval from the University Hospital Division of Nursing Research Committee must be obtained and submitted to Associate Dean for Academic Affairs.

The Director of Office of Research reviews the proposal and forwards it to the chair of the Institutional Review Board (IRB). For an institution other than the University, the Director of Nursing Services and the research review committee of that institution may also require approval reviews of the project. Once the IRB and the institutional approval have been received, data collection may begin.

**Oral Examination**

Only graduate students taking N8900 or thesis option will take an oral examination in partial fulfillment of the graduation requirements. The examination will measure:

1. knowledge and skills associated with subject matter relevant to nursing;
2. knowledge of a theoretical basis for expanding professional nursing through the research process; and
3. mastery of research methodology(ies).

The examination will be scheduled prior to the deadlines posted each semester. Arrangements for the date and time will be initiated by the student and established with the student's research committee. The oral examination is usually about one hour in length, but the time scheduled should be long enough to ensure an adequate examination. This examination should include, but is not limited to:

- exploring the implications of the findings of the study;
• determining the student's understanding of the research process and his or her ability to justify the tools and techniques employed;
• ascertaining how this learning experience contributed to the total graduate experience; exploring further research activities from questions raised by the study; exploring the contribution this research offers to nursing.

Members of the examination committee generate questions dealing with each area to be measured. At the completion of the examination, the student will be asked to leave the room while the committee arrives at a pass/fail decision. Should a student fail the examination, she or he may schedule a retake. The student must confer with his or her advisor before scheduling a retake. If the student should fail a second time, he or she will be required to take additional coursework as deemed necessary by his or her committee before taking the oral examination a third time.

A student may appeal the results of the examination through the Associate Dean for Academic Affairs to a committee of three faculty members (representative of the clinical area, role area, and research component) and two students appointed by the Student Admission and Progression (SAP) Committee.
SECTION VIII: DOCTOR OF NURSING PRACTICE RESIDENCY PROJECT

School of Nursing Policy on DNP Degree Graduation Requirements

The Doctor of Nursing Practice (DNP) Residency Project is an integral requirement of the DNP degree conferred by the MU Graduate Studies. DNP students must complete a DNP Residency Project, write a scholarly paper or executive summary, defend the project results with their DNP Residency Committee, and publically present their project.

Introduction

Nurses prepared at the DNP level translate evidenced-based research into their own practice and provide leadership for the organizational, system, and/or policy changes necessary to improve healthcare quality, safety, and performance outcomes. The DNP Residency Project is an in depth, evidence-based practice change project that will focus on a theoretically and clinically relevant problem impacting a rural or other underserved population or critical healthcare system need.

Purpose

The DNP Residency project is a faculty-guided scholarly experience that provides evidence of the student’s critical thinking and ability to apply research principles through identification of a significant practice problem, systematic appraisal of relevant scientific literature and outcome data; design of cost-effective, evidence-based, therapeutic interventions or programs; successful implementation of the selected interventions or program, and comprehensive evaluation of specific, measurable, and appropriate outcomes. The project will reflect the culmination of knowledge and skills developed during the DNP program.

The DNP Project represents the culmination of the clinical knowledge and competencies expected in the Doctorate of Nursing Practice curriculum. The Residency Project process is based on the American Association of Colleges of Nursing’s (AACN) Essentials of Doctoral Education for Advanced Nursing Practice and the National Organization of Nurse Practitioner Faculty (NONPF) Recommended Criteria for NP Scholarly Projects in the Practice Doctorate Program. The project incorporates evidence-based strategies for implementing and achieving improved health care outcomes such as a significant pilot study, a program evaluation project, a quality improvement project, a policy analysis, or a practice change initiative. Students will be expected to create, implement and evaluate a project that improves outcomes for defined groups, communities, or populations while addressing a health care issue through scholarly inquiry, evidence-based data, and leadership-focused competencies. The process is integrated within select courses throughout the planned curriculum represented in the following table.
## Timeline of Core Activities to Complete the DNP Residency Project

<table>
<thead>
<tr>
<th>Course*/Core Content</th>
<th>BS to DNP</th>
<th>MS to DNP</th>
</tr>
</thead>
</table>
| **N7087 Leadership Institute I**  
  ** Considerate theory or model to provide background or to guide DNP project** | " Identify potential topics and populations for DNP project" | " Confirm topics and populations for DNP project" |
| **N7100 Theory**  
  "Varied theories and models (grand & mid-range nursing, health promotion, health change, environment/society, learning, and organizational systems)" | " Consider a theory or model to provide background or to guide DNP project" | " N/A course-completed with MS  
  ** Review theories or models independently to provide background or to guide DNP project** |
| **N7150 Research**  
  "Research methods, reading and critiquing research, review of literature" | " Begin reviewing literature for DNP project" | " N/A - course completed with MS  
  ** Begin reviewing literature for DNP project** |
| **N8100 Epidemiology**  
  "Public health concepts  
  "Epi research designs  
  "Trend analysis  
  "Clinical research  
  "Population risk calculations  
  "Epidemiological research proposal" | " Write mini-proposal" | " Write mini-proposal" |
| **N8910 Translational Research (BSN-DNP)**  
  "Translational research models and methods  
  "Practice-based problems  
  "Application of EBP concepts  
  "Literature evidence table" | " Collect and analyze literature on topic chosen for DNP Project" | " Collect and analyze literature on topic chosen for DNP Project" |
| **N9080 Residency Project sec 1**  
  "Complete CITI training  
  "Submit D 1 Form  
  "Orally present DNP project idea to graduate faculty and classmates (virtual presentation)  
  "Obtain project topic and study design approval" | " Complete CITI training  
  "Submit D 1 Form  
  "Orally present DNP project idea to graduate faculty and classmates (virtual presentation)  
  "Obtain project topic and study design approval" |
<table>
<thead>
<tr>
<th>Course*/Core Content</th>
<th>BS to DNP</th>
<th>MS to DNP</th>
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</thead>
<tbody>
<tr>
<td>from DNP Project Committee ** Identify a theory or model to provide background or to guide DNP project ** Submit D 2 Form ** Begin DNP project time log</td>
<td>from DNP Project Committee ** Identify a theory or model to provide background or to guide DNP project ** Submit D 2 Form ** Begin DNP project time log</td>
<td></td>
</tr>
<tr>
<td>** N8920 Quality, Safety, &amp; Outcomes ** Informational systems to effect systems change ** Measuring system outcomes in primary and acute settings ** Measuring APRN role outcomes ** CQI practicum</td>
<td>** Identify specific population, setting, significance of project problem, and outcome measure to implement in DNP project ** Develop timeline for project implementation</td>
<td>** Identify specific population, setting, significance of project problem, and outcome measure to implement in DNP project ** Develop timeline for project implementation</td>
</tr>
<tr>
<td>** N8930 Health Program Design ** Analyze issues impacting program development and improvement ** Determine strategies for program development, implementation, and evaluation ** Logic model development ** Organizational change considerations and importance of stakeholder involvement</td>
<td>** Continue to build/design project elements including: evaluation plans, information/data management plans, and project budget. ** Update revise project timeline as needed</td>
<td>** Continue to build/design project elements including: evaluation plans, information/data management plans, and project budget. ** Update revise project timeline as needed</td>
</tr>
<tr>
<td>** N9080 Residency Project sec 2 **Write formal DNP project proposal with project committee guidance **Present formal DNP project proposal to committee and peers (virtual presentation) **Obtain committee approval of proposal **Submit proposal to HSIRB</td>
<td>** Write formal DNP project proposal with project committee guidance ** Present formal DNP project proposal to committee and peers (virtual presentation) ** Obtain committee approval of proposal ** Submit proposal to HSIRB</td>
<td></td>
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</tbody>
</table>
## Course*/Core Content

<table>
<thead>
<tr>
<th>Course*/Core Content</th>
<th>BS to DNP</th>
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<tbody>
<tr>
<td><strong>Obtain project site approval</strong></td>
<td><strong>Obtain project site approval</strong></td>
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<tr>
<td><strong>Submit D 3 Form</strong></td>
<td><strong>Submit D 3 Form</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Continue time log</strong></td>
<td><strong>Continue time log</strong></td>
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</tr>
</tbody>
</table>

### N9070 Clinical Residency

- Clinical site is congruent with future role and DNP project
- Development of professional role responsibilities
- Spring semester on campus days

**Clinical residency should immerse student in settings that enhances APRN role development (75% of total hours) and expertise pertaining to DNP project (25% of total hours)**

### N9080 Residency Projectsec3

- Complete project minimum 180 total hours recorded on DNP project time log
- Presentation of final project to faculty and peers

**Implement proposal**

**Data collection and analysis**

**Identify potential journal for publication and writes publishable manuscript on project**

**OR**

Submit an Executive Summary with abstract

**Presents electronic poster to peers and committee members**

**Presents project findings to clinical site**

**Submit D 4 Form**

**Implement proposal**

**Data collection and analysis**

**Identify potential journal for publication and writes publishable manuscript on project**

**OR**

Submit an Executive Summary with abstract

**Presents electronic poster to peers and committee members**

**Presents project findings to clinical site**

**Submit D 4 Form**

### N9087 Leadership Institute II

- Professional development
- Disseminating scholarly works

**Role transition**

**Certification**

**State recognition**

**Career Planning**

**Role transition**

**Certification**

**State recognition**

**Career Planning**

---

### Characteristics of Well-Designed Residency Projects

Well-designed DNP Residency projects are:

- Setting/population specific
• Grounded in clinical practice and interdisciplinary collaboration
• Independent, sustainable projects led by the student
• Designed to solve practice problems and inform practice directly
• Developed in conjunction with a committee and a clinical preceptor/mentor
• Conducted according to ethical principles

**Examples of Appropriate Residency Projects**
DNP Residency projects include, but are not limited to the following:

• Practice change initiatives
• Program needs assessment, development and evaluation
• Evaluation of an existing program
• Development of an assessment instrument/protocol for a specified population
• A cost/benefit analysis of program models
• Performance/quality improvement project
• Research utilization project
• Practice management project
• Healthcare policy project
• Other scholarly projects as approved by committee

A common theme to all DNP scholarly projects includes the use of evidence to improve practice or patient outcomes (AACN, 2006). Some specific examples of scholarly DNP projects completed include:

• Screening for Depression in Coronary Heart Disease Patients Using the Patient Health Questionnaire
• Assessing for Female Sexual Dysfunction
• Increasing Primary Care Screening for Childhood Obesity
• Intimate Partner Violence (IPV): Vigilance of Screening, Treatment, and Referral in the Primary Care Setting
• Type II Diabetic Clinical Guideline Implementation
• Integrating Mindful Eating as a Diet Management Resource for Patients with Diabetes in an Outpatient Clinic
• Health Policy and Missouri APRNs
• Evaluating Barriers to Advance Care Planning Among Heart Failure Patients
• Screening and Brief Intervention for Alcohol Misuse with AUDIT: A Critical Evaluation and Summary of the Evidence
• Evaluation of Vitamin D Screening In a Pediatric Severe Asthma Clinic
• School-based Screening for Clustering of Cardiovascular Risk Factors
• Evaluation of Group Therapy as a Treatment for Depression: A Program for Community Mental Health Center Adult Patients
• Improving the Knowledge and Comfort Level of Emergency Department Nurses
• Caring for Pediatric Diabetic Emergencies.
• A Pilot Project to Reduce Episodes of Seclusion and Physical Restraint on an Inpatient Child Psychiatric Unit
• Reducing Antipsychotic Use in Dementia Treatment
• Improving Suicide Risk Screening for Depressed Adults
Additional examples of DNP Residency Projects can be found on the [DNP Scholarly Projects](#) page of the MU SSON website.

See [The Essentials of Doctoral Education for Advanced Nursing Practice](#) (AACN, October 2006) to learn more.

**DNP Residency Project Committee**

The DNP Residency Project Committee requires a minimum of three members. The DNP Residency Project Committee Chair must be a doctorally prepared faculty member in the School of Nursing with expertise in the student’s area of study. The second committee member should be an additional graduate faculty member of the school of nursing, who may be outside the area of specialization. The third committee member must have a clinical affiliation with the clinical agency in which the project will be implemented. The third member should be a clinical expert, expert in population health, expert in program development or methods of evaluation. The second and third committee members should have a minimum of a Master’s degree with appropriate clinical expertise in the topic area.

The student should submit the [DNP Residential Project Committee Appointment Request (DNP-1)](#) form (PDF) with signatures of their committee members to their Committee Chair for signature. The Chair will sign and then forward to the Director of the DNP Program for final signature and approval.

The student must present a formal defense to the DNP Residency Project Committee, and the [Approval of DNP Residency Project Proposal and the Institutional Review Board Protocol (DNP-3)](#) form (PDF) must be completed, prior to the student implementing the project. This is typically done when the student is enrolled in N9080 sec 2 DNP Project Residency. The DNP Residency Project Committee also is responsible for evaluating the quality of the scholarly paper or executive summary, poster presentation, and oral defense and completing the [Report of the DNP Residency Project Defense (DNP-4)](#) form (PDF).

**Role of Project Committee, Expert Advisors and Course Faculty Facilitators:**

The Project Process is facilitated by a process of co-mentoring between faculty and students. Co-mentoring is defined as collaboration among Project Committee, Expert Advisors and Course Faculty Facilitators for mentoring of doctoral students. In this process Advisors, Expert Advisors, and Course Faculty Facilitators work together sharing ideas, expertise and providing feedback and consultation to students throughout the identification, development, implementation, evaluation and dissemination of the final scholarly products. The Project Committee Chair is the primary advisor for the student’s project and is involved from the beginning of the process. Course faculty facilitators in the project related courses work with the Project Committee to facilitate the student’s accomplishment of the course objectives related to the project.

See [The Essentials of Doctoral Education for Advanced Nursing Practice](#) (AACN, October 2006) to learn more.
DNP Project Committee Roles

Chairperson (DNP doctoral nursing faculty)

1. Assists the DNP student in defining a realistic and specific topic for project.
2. Collaborates with student on a regular basis and provides mentoring to guide project. Assists student with institutional processing of required forms.
3. Critiques the readiness of the proposal and final paper to send to 2nd and 3rd readers in a timely manner.
4. Assures HSIRB compliance.
5. Provides constructive feedback to student with specific expectations for improvement.
6. Assures appropriate implementation of project and final paper.
7. Communicates with other committee members as needed.
8. Collaborates with student to schedule project defense.
9. Attends (in person) student defense of project.
10. Leads committee through defense presentation of DNP Residency Project.
11. Reports outcome of defense on D4 form.

Second Reader (master’s or doctoral prepared faculty)

1. Provides expertise in project selection as relevant and feasible to institution.
2. Collaborates with student to coordinate project with clinical site.
3. Critiques readiness of proposal for implementation and final paper for presentation in a timely manner.
4. Provides constructive feedback to student with specific expectations for improvement.
5. Communicates effectively with other committee members as needed.
6. Attends (in person or via teleconference) student defense of project.
7. Reports outcome of defense on D4 form.

Third Reader (clinical site)

1. Collaborates with student as needed to assist in guiding of project.
2. Critiques readiness of proposal for implementation and final paper for presentation in a timely manner.
3. Provides constructive feedback to student with specific expectations for improvement.
4. Communicates effectively with other committee members as needed.
5. Attends student presentation of project at designated clinical site.
6. Reports outcome of defense on D4 form.

DNP Project Proposal Guidelines

DNP student projects will be developed, implemented, and evaluated during the DNP program. Students must select a specific problem and develop a project to address the particular issue. All students must submit a written DNP Project Proposal and orally present their project to their committee chair and members for project approval, prior to project implementation.
To facilitate the development of the DNP project proposal, it is suggested that the following elements be included as appropriate:

**Background and Significance**
- Problem clearly identified and changes expected (state problem specifically as it relates to the population, its importance to health care, and affected stakeholders)
- Data from the specific population or entity supports the need for change
  - Provide specific statistics on the impact to the population including morbidity, mortality, lost days of work, increased LOS, and other measures.
  - Provide specific statistics on the costs to the population, individual, organization, and/or nation.

**Statement of Purpose and /or PICO**
- Clear, concise statement and description of the specific goal of the project
- Scope of proposed change relevant to the population or organization (is realistic/feasible, evidence-based, and evaluable)

**Review of Literature**
- Brief summary of the state of the science, integrating data, research literature, and other key resources. Summary substantiates problem and supports suggested change. (Note – this section should be no more than 3-4 pages of integrated supporting literature that may have 5+ references per paragraph)

**Project Objectives to Be Achieved**
- Objectives outlined and stated in feasible and measurable terms

**Methods/Implementation Plan**
- Research/project design (if applicable) or model of evidence-based practice (if applicable)
- Setting clearly identified (ensure confidentiality of site)
- Participants/population demographics
- Sample and Sampling (type of sample as well as sampling method. i.e convenience sample with systematic random sampling). Sample size calculations.
- Inclusion/exclusion criteria
- Intervention to be used aligned with project outcomes
- Barriers to implementation and sustainability
- Tools/measures described including detailed data collection plan, plan for data analysis (statistical methods), and outcome evaluation
- Ethical considerations including: Potential risks/benefits to subjects (physical, emotional, social, economic, legal)

**Timeframe for Completion**
- Longitudinal timeframe presented, feasible and complete

**Finances and Resources**
- Resources (human, capital, physical) available and sufficient to meet objectives/outcomes
- Budget outlined according to project timeframe
- Provides rationale for resources, revenues, and expenditures
- Describes funding sources as applicable

**Approvals for Implementation**
- Evidence of IRB application/approval
- Include needed approvals for project implementation.

**References**
Appendices
Writing and Organization

• APA format followed correctly including writing style; concisely and clearly written and edited; copyrights obtained as appropriate, 8-12 page text limit (excluding title page and reference list).

Institutional Review Board (IRB) Procedures

See the Health Sciences Institution Review Board website for requirements and forms. The Health Sciences IRB requests that you first submit the HS QI Determination Questionnaire. Your responses be reviewed, and you will be provided with information on your next steps in the process.

Follow these steps to access the HS QI Questionnaire:

1. Go to the HSIRB link above.
2. Click the eCompliance Login link in the left-hand navigation and log in with your PawPrint and password.
3. Click Institutional Review Board.
4. Click IRB Forms.
5. Complete the QI Questionnaire form.

DNP Project Process

Following the appropriate DNP project proposal approval mechanisms, the project is then implemented, evaluated, and described in a scholarly paper or executive summary and presented as an electronic poster.

All students must submit an abstract, orally present an electronic poster, and submit either an Executive Summary or DNP Project Final Scholarly Paper to their committee chair and members for final project approval in order to successfully graduate from the DNP program.

Following are the specific guidelines and checklist students are to utilize when writing and developing their abstract, Executive Summary or Scholarly Paper, and electronic poster:

<table>
<thead>
<tr>
<th><strong>DNP Project - Abstract, Poster, and Executive Summary Checklist</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Abstract</strong></td>
</tr>
<tr>
<td>1. Format the 250 word abstract in the required format</td>
</tr>
<tr>
<td>2. Upload the abstract to the gradebook in the Assignment Upload link as designated in the N9080 Blackboard Course for Section 03</td>
</tr>
<tr>
<td>3. Submit final abstract to your DNP Project Committee.</td>
</tr>
<tr>
<td><strong>Poster</strong></td>
</tr>
<tr>
<td>1. Utilize the required template for the poster and create the poster in PowerPoint</td>
</tr>
<tr>
<td>2. Format the poster as required</td>
</tr>
<tr>
<td>3. Make a PDF of the completed poster</td>
</tr>
<tr>
<td>--------------------------------------</td>
</tr>
<tr>
<td>4. Submit your pdf to the designated N9080 Section 03 Blackboard Course Assignment Section</td>
</tr>
<tr>
<td>5. Submit the PDF to your DNP project Committee</td>
</tr>
</tbody>
</table>

**Executive Summary**

1. Format the Executive Summary in the required format
2. Two pages, front and back; single spaced
3. Upload the Executive Summary to the gradebook in the Assignment Upload link as designated in the N9080 Blackboard Course for Section 03
4. Submit final Executive Summary to your DNP Project Committee.

**Scholarly Paper**

1. Format the Scholarly Paper in the required format
2. 8-12 pages, (excluding title page, reference page, and appendices), using APA format
3. Upload the Scholarly Paper to the gradebook in the Assignment Upload link as designated in the N9080 Blackboard Course for Section 03
4. Submit final Scholarly Paper to your DNP Project Committee.

**Note all students are to submit an abstract and poster. Students may choose whether they want to submit an executive summary or the scholarly paper.**
## DNP Project Abstract Instructions

1. Text should be in a **Microsoft Word** document only – doc or docx format  
   - Single-spaced  
   - 12 point Times New Roman font  
   - Side margins of 1 inch

2. Maximum of **250** words including headings within the abstract

3. No tables or computer graphics

4. Abstract headings and names are to be centered in the following format. The body of the abstract is to be left justified.

   **TITLE IN UPPER CASE**, centered  
   Name of author, with current standing (MSN, DNP, or PhD student)  
   Committee Chair name and credentials  
   Committee member name and credentials  
   Committee member name and credentials

   **Introduction:**  
   **Methods:**  
   **Results:**  
   **Conclusions:**

5. Examples of wording abstracts are shown on the following pages. While there can be variations in the wording as shown in the examples, you are required to use the format and headings shown above. Additional wording examples can be found in the [2014 Health Sciences Research Day Guide](#) (PDF).

6. The completed abstracts are in the required format for the yearly University of Missouri's Health Sciences Research Day

7. If you choose to submit your abstract to a different conference the headings and content can be modified for the conference requirements.

*While not required, we strongly urge you to consider submitting your abstract to a conference of your choice!*
Abstract Wording Examples

OUTCOMES EVALUATION OF YOUTH MENTAL HEALTH FIRST AID
Nicola Keeth, BSN, RN, DNP Student

Introduction: Mental health disorders in youth are highly prevalent and often go untreated. Youth Mental Health First Aid (YMHFA) is a program designed to improve public and service professionals’ confidence helping, intervening, and offering resources to youth experiencing mental health difficulties.

Method: A convenience sample of public and service professional’s in a Midwestern state, who attended a YMHFA course in 2014 or 2015, were evaluated using an eight-item, Likert-scale survey.

Results: Immediately after the YMHFA class, the proportion of participants that agreed with the eight-survey items evaluating their ability to help adolescents experiencing a mental health problem ranged between 95.4% and 99.5% class; the proportion ranged between 91.9% and 98.4% at one-month follow-up. The calculated effect size, based on participants’ paired responses at immediate and one-month follow-up, was small to moderate ($A = .57$ to $.60$), demonstrating the clinical effectiveness of YMHFA. Twenty-six percent of participants reported using ALGEE when surveyed one-month after YMHFA training.

Conclusion: Two out of three objectives established for the project were achieved. Findings are consistent with previous studies, and support the continued delivery of YMHFA. Absence of a baseline evaluation was a limitation of the project, and should be included in future evaluations.

PHYSICIANS’ PERCEPTIONS OF PROBLEMS IN THE SNF TO HOME TRANSITION
Mamdouh Hanna, M2
Lori Popejoy, PhD, APRN, GCNS-BC
Amy Vogelsmeier, PhD, RN
Deborah Mercier, MS, RN
(David Mehr, MD, MS)

Department of Family and Community Medicine

Introduction: Chronically ill older adults frequently require post-hospital care in a skilled nursing facility (SNF); nearly two-thirds of older adults will spend some time in a SNF prior to death. However, while improving hospital discharge transitions is a major area of study, little work has focused on SNF to home transitions.

Methods: As part of the AHRQ funded SNF To Home Discharge Study, we interviewed 9 physicians about their perception of the quality of discharge communication from SNFs. We interviewed 5 primary care physicians (PCPs), 2 SNF physicians, and 2 PCPs who also did SNF care. Recorded interviews were transcribed and analyzed using Dedoose qualitative analysis software. Transcripts were coded and themes identified.

Results: Analysis of physician interviews revealed three major categories of transition problems: 1) Communication, including communication between providers, extra work created by poor communication, and primary care providers not being informed about the patient progress while in the SNF or that they had been discharged; 2) Medication and treatment issues, including patient confusion about medications, problems with medication reconciliation, and failure to communicate the rationale for treatment changes; 3) A care
gap between SNF discharge and first appointment with the primary care physician, contributing to problems with care management in the community.  
**Conclusion:** Physicians identified multiple problematic issues in SNF discharge transitions. Creating good quality care transitions requires a joint effort between nursing home staff and primary care physicians.

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**PRIMARY CARE READINESS TO ADDRESS SLEEP DISTURBANCES IN CHILDREN WITH AUTISM SPECTRUM DISORDER**  
Katie Kwedar, M2  
Christopher R. Engelhardt, PhD  
(Kristin Sohl, MD)  
Department of Child Health

**Introduction:** The current study examined knowledge and comfort in addressing sleep disturbances in children with autism spectrum disorder (ASD) compared to children with typical development (TD) and investigated preferences for sleep education among primary care physicians (PCPs).

**Methods:** Participants included general pediatricians (n = 52), family physicians (n = 23), developmental pediatricians (n=2), nurse practitioners (n=5), and pediatric subspecialists (n=7). Questionnaires were administered through an internet-based survey and addressed: 1) knowledge and comfort in managing sleep concerns among individuals with ASD and TD individuals, 2) factors affecting the ability to address sleep concerns, 3) educational topics most useful for practice, and 4) preferences for sleep education.

**Results:** PCPs reported lower perceived knowledge and comfort in assessing and treating sleep disturbances in children with ASD compared to TD children. Although 86% of PCPs expressed a desire to address sleep concerns in children with ASD, only 31% reported feeling competent to do so. Moreover, a large majority of PCPs (more than 90%) wanted to increase their knowledge of medical conditions and disordered sleep in children with ASD. PCPs also preferred that sleep education training take place at their practice.

**Conclusion:** Results suggest that PCPs want to address sleep disturbances in children with ASD but believe that they lack the knowledge and comfort in assessing them. In a time of significant subspecialty shortage to address sleep concerns in children with ASD, it is imperative that PCPs bridge the gap between their desire to help and their expertise.
DNP Project Electronic Poster Instructions

1. Poster general instructions
   - Download the required poster template with Sinclair School of Nursing logos from the Course Documents provided in the N9080 course.
   - Use the MU primary and secondary branding colors for your poster
   - The example shown below is done in the MU primary gold with red and orange from the secondary color palette
   - Use a single background color to unify the poster. Lighter pastel colors are best as backgrounds
   - Avoid using too many colors, which distracts the reader
2. General formatting instructions

- Orientation - Landscape view
- Size = 36 inches height × 48 inches width
- To ensure your poster is correctly sized in PowerPoint, go to Design -> Slide Size -> Custom Slide Size and input the required parameters

3. The poster should read top to bottom, left to right. The required elements are:

1. Title panel (title, authors, affiliations)
   - Title should be in largest letters, preferably not less than 1”, in all capitals
   - Names should be listed as first, MI, then last name. Use a smaller font than the title with upper/lower case letters
   - Affiliation can be the smallest font in size on the title pane

2. Introduction
   - Discuss the background and significance of the topic
   - Provide a very brief review of the literature on the topic

3. PICOT/Purpose Statement and Project Objectives

4. Methods
   - Study design and brief discussion of methods
   - Tables, charts, graphs, drawings
   - Illustrations

5. Results

6. Conclusions

7. References
4. Inserting your information into the poster
   - Insert your information into the textboxes – be concise!
   - You can increase or decrease the size of the textboxes as needed
   - You can drag the textboxes to different locations but do not change the order of the headings
   - Emphasize keywords by using Bold or Italic styles, avoid underline
   - Present the text in short paragraphs within textboxes. **Do not** have one long running paragraph of text.
   - Use bullet points to emphasize within the paragraphs
   - Left justify the wording within the textboxes
   - Include your e-mail address and the website address for your institution in the bottom right corner of the poster

5. Your poster should be self-explanatory so that you are free to discuss various points raised by viewers
   - Have PDFs available to hand out to interested persons
   - To make a PDF of your poster in PPT, go to **Save as** and in the **Save as Type** pulldown menu chose PDF

6. Printing your poster for a conference (Optional)

   **Students will present their DNP Final Scholarly Poster electronically. No need to print.**
   The following are instructions for students who wish to print their posters for a future conference:

   This poster is formatted in PowerPoint according the requirements of [University of Missouri’s Health Sciences Research Day](#) held in November of each year

   If you will be presenting at another conference be sure to review their poster size requirements and resize if necessary.
   - Additional poster templates are available for free download at [MakeSigns.com](#).

   Once you have finished your PowerPoint poster, **save as a PDF** which can also be used for printing.

   You may have the poster printed at University of Missouri Printing Services or another printer of your choice.

   Ensure that you have your poster printed at least 5 days before the required date in case you need to revise sections of the poster!

   **Always ask for a preview of the poster and review carefully for mistakes prior to the final printing!**
Poster Example

*** You must use the required template and headings for your poster***

The examples are not to be used for formatting

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**Outcomes Evaluation of Youth Mental Health First Aid**

Nicola Keeth, BSN, RN, DNP Student

**Background**

Programs to help youth experiencing mental health difficulties are necessary because:

- 50% have a lifetime prevalence of at least one mental disorder (Merkangas, He, Buerstein et al., 2010).
- Approximately 50% have not made contact with a mental health professional (Merkangas, He, Buerstein et al., 2010, Merkangas et al., 2011).
- 4000 complete suicide each year (Centers for Disease Control and Prevention, National Center for Injury Prevention and Control, Division of Violence Prevention, 2015).

**Implementation**

- Collaborated with the Missouri Institute of Mental Health.
- Recruited six Regional Support Centers from across Missouri.
- Evaluated 13 YMIHA classes.
- Implemented two data collection points: immediate post-intervention and one-month follow-up.
- Surveyed 106 class participants (60.6%) using the existing Youth Mental Health First Aid course evaluation form.
- Received 62 surveys at one-month follow-up (31.6%).

**Conclusion**

- Even though the clinical effect of the YMIHA training was small to moderate, the program is valuable given the high prevalence of mental disorders and suicide in youth.
- The absence of a baseline assessment is a limitation to concluding that YMIHA made an impact on recipients.
- The evaluation of YMIHA provides little meaningful data to support the ongoing funding and dissemination of the training.

**Recommendations**

- Implement a baseline assessment.
- Add employment categories to the Youth Mental Health First Aid course evaluation form to understand the job roles of YMIHA training recipients.
- Evaluate the congruity of YMIHA training with statements four and six.

**Purpose**

To evaluate whether Youth Mental Health First Aid training:

- Improves recipients’ perceived confidence recognizing, intervening, communicating, and offering support and professional resources to youth experiencing mental health difficulties.
- Results in recipients using ALGEE, the five-step action plan (Assess for risk of suicide or harm, Listen nonjudgmentally, Give reassurance and information, Encourage appropriate professional help, and Encourage self-help, support strategies, and evidence-based treatment).

**Outcomes**

- **Outcome 1:** 72% of participants will “agree” or “strongly agree” to eight survey statements immediately after YMIHA training.
- **Outcome 2:** Participants’ paired responses to the eight statements at one-month follow-up will, at minimum, demonstrate a small effect size (A = .56).
- **Outcome 3:** 38% of participants will respond “yes” to the following statement at one-month follow-up: “Have you had an occasion to use or apply ALGEE (the five-step action plan) with a child or adolescent?”

**References**


**Acknowledgements**

The project directors would like to thank Dr. Jana Stojić (Committee Chair); Dr. Leela Kaurwalla (Committee Member); Annell Abernathy; Islam; Member Health First Aid Project; Project; Community Partnership of the Greater Fort Worth, Community Connections, Healthcare Network; Children’s Advocacy Network; and Salad Akele; Preferred Family Healthcare; Southeast Missouri Behavioral Health, and Tri-County Mental Health Services.
DNP Project Executive Summary Instructions

The Executive Summary is one of the options students may select as their final scholarly writing product. Students are to use the following headings/guidelines when writing the Executive Summary:

1. Introduction
   - Background/Significance
   - Statement of Purpose/PICOT
   - Problem is clearly identified along with expected changes (state problem specifically as it relates to the population, its importance to health care, and affected stakeholders)
   - Clear, concise statement and description of the specific goal of the project
   - Scope of proposed change relevant to the population or organization, (is realistic/feasible, evidence-based, and evaluable)

2. Literature Review
   - Brief summary of the state of the science, integrating data, research literature and other key resources. Summary substantiates problem and supports suggested change.

3. Methodology
   - Plan or research design (if applicable) or model of evidence-based practice (if applicable)
   - Intervention used
   - Setting clearly identified
   - Tools/measures described including detailed data collection plan, plan for data analysis, and outcome evaluation

4. Evaluation
   - Project results and comparison of predicted and actual outcomes
   - Include if objectives were met or not met

5. Conclusions
   - Data are used to inform decisions and make recommendations to stakeholders
   - Strategies for maintaining and sustaining change are discussed

6. References

Formatting Guidelines and Writing Tips for the Executive Summary (ES)

1. Include a title page.
2. APA format followed correctly including writing style; concisely and clearly written and edited; copyrights obtained as appropriate.
3. 1” margins
5. Single Spaced
6. Two (2) pages front and back (four pages single spaced one sided)
7. An effective ES analyzes and summarizes the most important points of the project and includes recommendations based upon project results.
8. Isolate the main points of the DNP Project and consider who your audience/stakeholders are.
9. Write with clarity and conciseness; use strong and positive language.

**DNP Project Scholarly Paper**

The DNP Project Scholarly Paper is an option for students whom anticipate writing for publication in a peer-reviewed journal. Students may follow the guidelines provided or use guidelines selected from a peer reviewed nursing journal with consent of their committee chair.

**Title Page:** Follow guidelines on page 69 of MSN/DNP Graduate Handbook.

**Introduction**
- Problem and proposed change clearly identified
- Background data, research literature, and other data sources support the problem

**Project PICOT/Purpose Statement & Objectives**
- Project PICOT statement and/or purpose statement
- Project objectives are specific, measurable, attainable, and realistic, with a time frame.

**Review of Literature**
- Brief synthesis and analysis of supporting and related literature

**Methods**
- Setting and target population clearly described
- Description of actual project implementation strategies: including activities/interventions performed
- Description of data collection and methods of data analysis
- Evolution of project is described and analyzed (what worked, what did not work and why; any changes made to implementation strategies during project implementation and why)
- Discussion of any outside influences (economic, social, political) which may have impacted project implementation

**Results**
- Describe project results comparing the predicted and actual outcomes
- Inferences based on data analysis are accurate, credible and relate to project objectives
- Gaps, if any, between expected and actual outcomes are analyzed and discussed relative to project objectives and effectiveness
- Unanticipated consequences analyzed and discussed relative to project decisions
- Include if objectives were met or unmet

**Conclusions**
- Data are used to inform decisions and make recommendations to stakeholders
- Includes discussion of application of project/project findings to other settings
- Strategies for maintaining and sustaining change are discussed

References
Appendices
Writing and Organization
  • APA format; 8-12 page text limit (excluding title page, references, & appendices).

Sample DNP Title Page for Executive Summary and/or Final Scholarly Paper

TITLE OF PROJECT

Doctor of Nursing Practice Project
Presented to the Faculty of MU
Graduate Studies
University of Missouri

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Nursing Practice
by
STUDENT NAME and CREDENTIALS

Name, DNP Committee Chair
Name, DNP Committee Member
Name, DNP Committee Member
GRADUATION MONTH and YEAR
D Forms

These forms are all available from the DNP Forms page on the MU SSON website:

- [DNP-1 Form – DNP Residential Project Committee Appointment Request](#) (PDF)
- [DNP-2 Form – Plan of Study for the Doctor of Nursing Practice Degree](#) (PDF)
- [DNP-3 Form – Approval of DNP Residency Project Proposal and the Institutional Review Board Protocol](#) (PDF)
- [DNP-4 Form – Report of the DNP Residency Project Defense](#) (PDF)
- [DNP-5 Form – Doctor of Nursing Practice Clinical Hour Verification](#) (PDF)
Section IX: STUDENT RIGHTS AND RESPONSIBILITIES

Criminal Background Check and Drug Screening

All graduate nursing students entering the MU Sinclair School of Nursing (MU SSON) will complete a background check and a panel-14 urine drug screen. Failure to do so will suspend the matriculation process and/or enrollment in any graduate courses. See Section IV of this handbook for instructions.

- New students: Matriculation will be conditional on completion of a criminal background check and panel 14 urine drug screen to be conducted according to the below procedures.
- Matriculated students: Supplemental or additional background checks and/or urine drug screens may be required to meet the requirements of a clinical agency.

Consequences for Positive Drug Test or Criminal History

- If a criminal background report indicates any positive criminal history, the Associate Dean for Academic Affairs will send a letter to the student requesting a written explanation of the indicated incident(s).
- If the student challenges the information in the report as erroneous, the Associate Dean for Academic Affairs will ask CastleBranch to investigate further to determine whether the information is accurate.
- If the student responds that the positive criminal history report is accurate, the Associate Dean for Academic Affairs and the appropriate Area of Study Coordinator will review and consider the student’s response. Consideration is given to the relationship between the conviction and the student’s role and responsibilities as a graduate nursing student. Depending upon the nature of the criminal history, the student will be advised regarding the likelihood of future clinical or preceptorship placement.
- All criminal background check reports will be retained separately from the student’s application file and stored in the office of the Associate Dean for Academic Affairs. All criminal background check reports will be destroyed upon either the student’s graduation or withdrawal from the program.
- If the student’s drug screen is positive, the Associate Dean for Academic Affairs will send a letter to the student requesting the student to submit written proof of a prescription for the appropriate medication to the Student Health Center.
- If the student challenges the information in the drug screen report as erroneous, they will be allowed to repeat the 14 panel drug screen a second time, at their own expense.
- If the student’s second drug screen is positive, the Associate Dean for Academic Affairs will advise the student to make an appointment with the University of Missouri Counseling Center or another appropriate agency for drug counseling.
- Upon the student providing verification of participation in drug counseling and/or rehabilitation, the Associate Dean for Academic Affairs may authorize the student to repeat the 14-panel drug screen a third and final time, at their own expense.
Area of Study Coordinators

- Prior to placement in any clinical agency, the Area of Study Coordinator will contact the Office of Student Affairs to determine that the student has completed a background check and satisfactory drug screen.
- Prior to placement in any clinical agency, the Area of Study Coordinator will notify the health care agency of any legal issues revealed by a student’s criminal background check. Clinical sites may elect to deny a student permission to participate in programs at their site.
- The Area of Study Coordinator will notify the student of the health care agency’s decision regarding clinical placement.

Reporting of New Criminal Convictions
If a student is convicted of any criminal offense(s) other than minor traffic violations subsequent to the criminal background check(s) obtained under this policy, the student is required within three (3) days after such conviction to report to the Associate Dean for Academic Affairs the date and nature of the conviction and the court location. In addition, the report of a new criminal offense will be forwarded to the student’s clinical agency(ies), and another criminal background check may be required at the student’s expense. Clinical sites may elect to deny a student with a newly reported criminal offense permission to participate in programs at their site.

Confidentiality
Background checks will be conducted only on students who have been admitted to the MU SSON graduate program. The criminal background report and/or status of the drug screen will be held in the strictest confidence; only those individuals who have a need to know related to the student’s enrollment and academic progress (e.g. clinical agency placement) will have access to this information.

Sinclair School of Nursing Administrative Social Networking/Media Policy

All SSON students (clinical, didactic, research, and teaching) must adhere to regulations provided by HIPPA, Code of Conduct, and assigned clinical agencies regarding any usage of electronic devices in or out of the clinical, classroom, and research setting.

- Permission may be granted by nursing faculty or assigned preceptors to use electronic devices for enhancing learning in the classroom, patient care, and/or research environment.

Some electronic communication, networking and/or postings are subject to public view; therefore, you are responsible for all content and are subject to disciplinary action if you engage in misuse or abuse. Misuse of electronic devices includes but may not be all inclusive:

- Patient information
- Communication or postings of illegal, obscene, defamatory and/or slanderous statements
- Postings of obscene photos or videos
• Discrediting of any person(s) or group(s)

**Social Networking/Media Policy Misuse Disciplinary Actions**

These disciplinary actions **will** accrue throughout your clinical, skills lab, classroom, research, learning experiences and may result in immediate dismissal from the Sinclair School of Nursing.

1. First violation of the policy will result in:
   • Early Alert form sent to the Associate Dean for Academic Affairs or Director of graduate option/area of study and either Academic or Faculty Advisor
   • One-on-one meeting with course faculty
   • Review of SSON Social Media Policy
   • Actions *may* result in immediate dismissal from the SSON

2. Second violation of the policy will result in:
   • One-on-one meeting with the Associate Dean for Academic Affairs or Director of graduate option/area of study
   • Review of said infraction and status in the SSON
   • Actions *may* result in immediate dismissal from the SSON

3. Third violation of the policy will result in:
   • Immediate dismissal from the SSON

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Potential continuation in the MU Sinclair School of Nursing might only be possible with input from instructor or preceptor and review from the Associate Dean for Academic Affairs or Director of Graduate Studies/area of study.

Revised Fall 2013

**Student Health Services**

Student Health Services provide easy access medical care to students on an outpatient basis and emphasize health education through special programs. Gynecology; dermatology; orthopedic; allergy; ear, nose, and throat; immunizations; and other clinics operate on an appointment basis. Psychiatric referrals, internal medicine consultations, and ancillary services are also provided. Arrangements are in effect to provide hospitalization, when necessary, at the University Hospital and Clinics at the student's expense. A voluntary medical insurance policy is available to students for hospitalization and specific emergency care. The Student Health Center offers a voluntary outpatient health plan for a variety of services. Additional information is available through the Student Health Center.

Students who are injured while performing any activity for the University for which academic credit is received are not eligible for Worker’s compensation benefits.
Policy and Guidelines for Addressing Human Immunodeficiency Virus and Hepatitis B Virus Infection

The following is directed to the reduction of the possibility of exposure to Human Immunodeficiency Virus (HIV) and Hepatitis B Virus (HBV) of student nurses, faculty, staff and patients of the School of Nursing. It is based on the 1992 position statement of the American Association of Colleges of Nursing and the 1991 Recommendations for preventing transmission of human immunodeficiency virus and hepatitis B virus to patients during exposure-prone invasive procedures and the 1998 MMWR Management of Health Care Worker exposures to HIV and recommendations for post exposure prophylaxis from the Center for Disease Control, U.S. Department of Health.

Human Immunodeficiency Virus and HBV Guidelines

1. General Policy Guidelines
   • The policy will be reviewed annually to ensure that it reflects sound and current thinking on the transmission of HIV and HBV.
   • The policy generally applies to students, faculty, and staff of the School of Nursing.
   • Inquiry into HIV status will not be a part of the student, faculty, or staff application process.
   • The School of Nursing will inform students of potential infectious hazards inherent in the nursing education program, including those that might pose additional risks to the personal health of HIV positive persons.
   • Qualified persons will not be denied admission to the programs in nursing or employment as faculty on the basis of HIV status unless this disease is a handicap that poses a "direct threat" to others as defined by the Americans with Disabilities Act of 1990.

2. Guidelines on Testing
   • Nursing students, faculty, or staff who believe they may be at risk for or have been exposed to HIV infection, HBeAg, or HBsAg have an obligation to know their status. Testing will be voluntary; confidentiality will be maintained.
   • Pre-and post-testing counseling will be available at the office of the Associate Dean for Academic Affairs and will be confidential. The cost of testing will be the responsibility of the individual involved, but may be done at the Department of Health at no charge.
   • Testing records will be kept by the provider administering the test separate from academic or employment files, and will be available only with the individual's written consent.

3. Education and Management
   • Students will receive written and verbal information and instructions on universal precautions for blood and body infections prior to exposure to patients. Faculty have the responsibility to provide the most recent recommendations for universal
precautions and post exposure prophylaxis published by the Center for Disease Control.

- Students will receive appropriate information regarding personal health habits, HIV and HBV prevention, and risk behaviors prior to clinical experience.
- These instructions will be continually reinforced and clinical supervision will be managed to ensure compliance in all undergraduate and graduate clinical learning experiences. Faculty will serve as competent role-models in the care of HIV and HBV infected patients.
- All faculty and students are professionally and ethically obligated to provide patient care with compassion and respect for human dignity. No faculty member or student may ethically refuse to care for a patient solely because the patient is at risk of contracting, or has, an infectious disease such as HBV, HIV or AIDS. Faculty and students will understand and follow rules of confidentiality.

4. HIV/HBV positive students, faculty, and staff
   - Students who are HIV positive or who have AIDS do not pose a health risk to other students in an academic or residential setting, but in a clinical setting, the CDC guidelines and universal precautions should be followed.
   - Clinical settings that pose additional risk to the personal health of HIV positive students and faculty will be identified, and such persons will be advised of these risks and urged to consult their health care provider to assess the significance of the risks to their own health.
   - Students, faculty, and staff who know they are infected should inform the Associate Dean for Academic Affairs, the designated official of the School of Nursing, who will provide information and referral on health care and counseling, and will assess the need for necessary modification/accommodations in clinical education or job functions.
   - Any modification of clinical activity of HIV or HBV infected students or faculty will consider the clinical activity, the technical expertise of the infected person, the risks posed by HIV or HBV carriers, functional disabilities, and the transmissibility of simultaneously carried infectious agents.

5. HIV post-exposure report and procedures
   - Immediate antiseptic procedures should be followed after possible exposure.
   - A student has an ethical duty to report to the faculty member in charge any accident that exposes him/herself or a patient to a risk of transmission of a blood borne disease. Particularly because post-exposure prophylaxis is most likely to be effective if implemented as soon after exposure as possible.
   - If an accidental exposure occurs, faculty, students, and staff will follow the CDC guidelines for occupational exposure.
   - Notification of patients who have had exposure-prone procedures performed by students or faculty who are HIV positive or have AIDS will be based on policy established by the agency or institution providing the setting for clinical experiences.
• The CDC recommends that this be considered on a case-by-case basis with consideration of specific risks, confidentiality, and available resources.

6. Definition of a significant occupational exposure

• A significant occupational exposure is defined as:
  o A needle stick or cut caused by a needle or sharp that was actually or potentially contaminated with blood or body fluids.
  o A mucous membrane (i.e., splash to the eye or mouth) exposure to blood or body fluids.
  o A cutaneous exposure involving large amounts of blood or prolonged contact with blood -especially when the exposed skin was chapped, abraded, or afflicted with dermatitis.
  o If a significant occupational exposure occurs to a known HIV positive patient, the instructor or supervisor should be notified immediately so that post-exposure prophylaxis can be considered. Post-exposure prophylaxis should be initiated as soon as possible following CDC recommendation.

Technology Requirements

The MS, Post-MS, DNP, and PhD programs are all distance-mediated programs offered online through the Canvas learning management system (LMS).

See the MU SSON Technology Requirements page for a summary of the hardware and software you will need to complete your online course work.

Transportation Requirements

Students are responsible for arranging their own transportation to all required on campus visits and all clinical practicum sites.

University Rules and Regulations for Conduct

The M-Book explains rules and regulations of the University, defines standards of personal and academic conduct expected of students, describes disciplinary procedures and actions, and explains how students may have grievances heard and remedied. It contains information about traffic regulations, parking fines and procedures for appealing them, procedures for reservation of facilities and policies governing their use, parade permits, and other miscellaneous items.
The **M-Book** can be accessed online. Questions about the information in the M-Book should be sent to the Office of Student Conduct via email, [conduct@missouri.edu](mailto:conduct@missouri.edu).

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### Academic Integrity

MU has established a policy for students regarding academic integrity. The MU Sinclair School of Nursing adheres to this policy as it relates to academic dishonesty by nursing students.

Selected portions of the policy, taken from the **M-Book**, are reprinted below:

<table>
<thead>
<tr>
<th>Academic dishonesty refers to any act that is intended to produce an academic assessment that is not commensurate with an individual’s performance, or any act that is intended to unfairly assist or hinder an individual’s academic efforts. Such acts include, but are not limited to, the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Allowing the work of one person to be academically assessed as the work of another.</td>
</tr>
<tr>
<td>2. Allowing academic credit to be assigned to work that was not performed.</td>
</tr>
<tr>
<td>3. Unauthorized possession of resources (e.g., reserved library material, laboratory material, art work, computer software or medical excuses).</td>
</tr>
<tr>
<td>4. Misrepresentation of an academic record (e.g., changing grades, failure to report work done at other institutions).</td>
</tr>
<tr>
<td>5. Denial of access to resources (e.g., reserved library material, laboratory material, art work, computer software) intended to be available to others.</td>
</tr>
</tbody>
</table>

### Disciplinary Action

Any student who commits an act of academic dishonesty is subject to disciplinary action. Nursing students are also taking on professional role responsibilities and are therefore subject to rules of professional conduct. Any student who does not observe professional behavior such as is published in School of Nursing philosophy statements and professional standards and codes of ethics is subject to disciplinary action as published in the University **M-Book**.

### Academic Evaluation

The instructor determines the grade to be awarded to a student and, in making that determination, may take into account academic integrity on the part of the student for academic but not for disciplinary reasons.

### Scholarly Integrity & Ethics

The University of Missouri MU Graduate Studies aims to instill in students an understanding of and an appreciation for academic ethics, professional standards of conduct and personal
integrity. Students complete graduate education at Mizzou prepared to enter the workforce and uphold these values in higher education and beyond.

Mizzou provides policies, training programs and other resources designed to guide graduate students in Responsible Conduct of Research, Copyright, Plagiarism & Intellectual Property, Academic Honesty & Professional Ethics.

**Student and Professional Involvement Opportunities**

**MU SSON Graduate Student Resource & Collaboration Center**
Every graduate student at the MU Sinclair School of Nursing has access to the MU SSON Graduate Student Resource & Collaboration Center in Canvas. Plan to log in regularly for program information and updates; announcements; resources to assist you with research, writing, and statistics; and logistical information for on-campus days (travel, parking, lodging, etc.). This is also where you will complete the required [Code of Conduct training](#).

To access the MU SSON Graduate Student Resource & Collaboration Center, go to the [Courses @ MU](#) website and click the Canvas button. Log on with your PawPrint and password.

**Committee Memberships**
Graduate student representatives serve as active voting participants on the Student Admission and Progression and MS-DNP Curriculum Committees and on ad hoc committees as the occasion arises.

**Organizations and MU Networks**
The Office of Research and Graduate Studies includes a comprehensive list of [Graduate Student Networks](#), including the [Graduate Student Association](#) and the [Graduate Professional Council](#).

**Alpha Iota Chapter, Sigma Theta Tau**
Graduate students who are members of this national nursing honorary society are welcome to participate in local [Alpha Iota chapter activities](#). Graduate students become eligible immediately upon admission into one of the nursing graduate programs.

**National Organizations**
Membership in national nursing organizations such as ANA, NLN, NAACOG, NAPNAP, AANP, and ACCN is encouraged.
Section X: ONWCAMPUS FACILITIES FOR GRADUATE STUDENTS

Clinical Simulation Learning Center

The MU Sinclair School of Nursing maintains a clinical simulation center (S351) for students. Center hours (day and evening) vary and are posted on the bulletin board outside the laboratory. Students may sign out equipment (e.g., sphygmomanometer) for use with clients as part of class assignments. The laboratory is staffed by skilled, experienced professional nurses who can offer suggestions for learning activities.

Computer Facilities

Computers are available for student use in the J. Otto Lottes Health Sciences Library and at several student computing labs throughout campus. See the MU Division of Information Technology (DoIT) for Computer Lab Locations, including hours of operation, location, calendar, map, hardware, and contact information.

The DoIT Tech Support page lists hours of availability and contact methods. DoIT also provides software sales and hardware and software training (some of which can be completed online).

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Section XI: EMPLOYMENT AND FINANCIAL ASSISTANCE

MU Graduate Studies Fellowships

The MU Office of Research and Graduate Studies provides support for graduate students through several fellowship programs sponsored through the university, plus staff assistance to help students identify and prepare proposals for funding from external sources, a voluntary medical insurance subsidy program, and a fee waiver program.

Please note that there are a number of specific fellowships that would be suitable for students pursuing graduate education in nursing, and that there are a number of specific awards offered for under-represented Minority Americans. Opportunities for funding

General information can be found on the Office of Research and Graduate Studies Awards and Funding page. Application forms and information on federal student loans and financial assistance are available from:

Financial Aid Office
11 Jesse Hall
573-882-7506.

Graduate Teaching and Graduate Research Assistantships

Graduate teaching (GTA) and research (GRA) assistantships provide employment opportunities to the mutual benefit of faculty and graduate students. A teaching assistantship (GTA) in an academic program provides a stipend to a student who is typically required to spend 10-20 hours per week (.25 to .50 FTE) during the academic year assisting in the teaching program of an academic program. A research assistantship (GRA) in an academic program is provided to a student from an external grant or academic program or University funds to enable a student to work toward the advanced degree while performing grant-related or University-funded research tasks.

To hold a graduate assistantship, a student must be (a) admitted to a department or area with a specific graduate degree objective and (b) enrolled and making satisfactory progress toward degree attainment during the period of the assistantship, based on that department’s criteria for satisfactory progress.

See the Graduate Assistantships page from the Office of Research and Graduate Studies to learn more.

Graduate nursing student applicants with a high GPA, and requisite knowledge, skills and/or experience usually receive highest priority for GTA/GRA selection. Students’ interests will be considered and assignments will not conflict with regularly scheduled educational experiences. An interview may be required before appointment as a GTA/GRA.
Responsibilities of GTAs include course teaching assignments under supervision of a faculty member with specific objectives and/or specific evaluation tools provided; grading papers with key or criteria provided; assisting in grade records; setting up demonstrations and audio-visual or laboratory equipment; and conducting library research as directed.

Responsibilities of GRAs include collecting, collating, coding and entering, and analyzing data; initiating automated and manual literature searches; reading and abstracting selected reference materials; collecting and setting up equipment and materials; and preparing tables, charts, and graphs of research data.

Hourly reporting GTAs/GRAs must record their time on electronic Time and Labor Timesheets which are found on the System’s myHR module. Submission of these electronic timesheets is required on a weekly basis for review by supervisors.

**Benefits**

Employment and reimbursement practices within the MU SSON are consistent in performance expectations, educationally sound for the student, and in consonance with University policy. Graduate assistants in the School of Nursing will be paid at a rate consistent with the stipend rate of the MU Graduate Studies office and/or the Provost's office.

**Hourly Stipend**

GTAs/GRAs receive an hourly stipend for the number of hours worked per week. The campus minimum hourly stipend varies based on graduate student status (master's-level, doctoral-level). However, academic programs may further differentiate GTA and GRA stipends by graduate student status (master's-level, doctoral-level, first-year or experienced) and/or availability of funds.

**Tuition Remission**

Currently, 100% of the resident tuition expense is waived for all GTAs and GRAs with at least a 0.25 FTE appointment. Tuition is waived only for courses required by each student’s program of study.

If assistantship or fellowship is terminated at any point during the semester, a portion of fee waiver will be lost. The fee waiver will be pro-rated based on the number of days in the semester that assistantship/fellowship was effective, and student will be responsible for the balance of fees that are not covered by the pro-rated fee waiver. This will also occur if GTA/GRA withdraws from the University during the semester. If GTA/GRA is considering terminating assistantship/fellowship or withdrawing from the university, check with the MU Graduate Studies office as to what pro-rated fee waiver would be and what portion of fees GTA/GRA would have to pay.

**Bookstore Discounts**

Students on assistantships are eligible for a 10% discount at the University bookstores. Bookstores will receive a list of students with GTA/GRA appointments at the beginning of each
Parking
GTAs and GRAs are eligible for parking privileges in the Tiger Avenue Garage.

Professional Nurse Traineeships
Federal professional nurse traineeships were legislated to improve the quality and quantity of nursing leadership in the United States by providing an opportunity for qualified nursing students to complete graduate degree requirements under traineeship financial support. The traineeship pays education fees and may include a small monthly stipend. US citizens are eligible to apply for traineeship funds.

An application for the traineeship is submitted to the Student Affairs Office by July 1. Awards will be determined by the Associate Dean for Academic Affairs, based upon the amount of funding available and the regulations of the awarding agency.

Upon notification of receipt of a traineeship, the trainee completes and signs appropriate forms in the Student Affairs Office. Copies of appointment papers and agreements will be furnished to trainees. Supported students needing to be employed while under appointment must submit a "Permission to Work Request."

Scholarships
Several annual MU Sinclair School of Nursing administered scholarships are available to graduate students. Numbers and amounts vary from year to year. Application instructions and deadlines can be found on the School of Nursing website. The Student Admissions and Progression Committee makes recommendations for recipients based on application letters and reference forms. Not all scholarships are financially need based, but to be eligible for the widest array of scholarships students are encouraged to complete at FAFSA application. See the Student Financial Aid website for information and forms.

See the Sinclair School of Nursing website for a complete list of graduate scholarships.

Loans
An education loan is a form of financial aid that must be repaid, with interest. Each loan type comes with certain eligibility requirements and terms that must be met. For information about federal and private educational loans, please refer to the MU Student Financial Aid Office website.

Loans designated specifically for doctoral nursing students include the Nurse Faculty Loan Program (NFLP), a federal program designed to increase the number of nursing students who
pursue careers as full-time faculty teaching in schools of nursing. DNP and PhD students are eligible to apply if they are committed to a faculty role, in good academic standing, are US citizens or permanent residents, and not in default on any prior student loans. Recipients must maintain a GPA of 3.0 or higher, complete at least 4-6 credits/semester, and maintain enrollment for a minimum of two consecutive semesters.

Recipients receive financial awards to offset a portion of the cost of tuition, books, fees and other reasonable educational expenses. Awards may be renewable for a maximum of five years but this is contingent upon ongoing federal funding and therefore subject to change. Recipients must complete the specified education component(s) prior to graduating. Applications are due by July 1 each year.

**Graduate Student Enrollment Requirements for Financial Aid**

Please note the following requirements for graduate students receiving financial aid:

- **Minimum enrollment to be considered for financial aid**: 4 hours in fall/spring semesters or 2 hours in the summer (NOTE: This includes participation in NFLP or MU scholarships as well as any federal financial aid (grants/loans)
- Only graduate-level courses count toward the enrollment requirement for federal aid programs.

**Contact your financial aid adviser if:**
- You plan to take fewer hours than the minimum required for financial aid
- You plan to take self-paced courses (see the Online Classes page on the Student Financial Aid website)
- You plan on dropping or withdrawing from a course(s)

A change of enrollment status at any point during a term could result in a revision of the financial aid package. Federal regulations state that a student who withdraws from a term before completing more than 60% of that term must go through a process that calculates how much financial aid must be returned to the government.

For additional details, please see the Enrollment Changes page from the Student Financial Aid website.

**University Employees Tuition Discount**

University of Missouri employees and their family members can receive discounts on tuition for courses taken at MU. For information about employee tuition discounts, please refer to the MU Student Financial Aid Office website.
Travel Awards

As presenting scholarly work at professional conferences is an expectation for our graduate students, the MU Sinclair School of Nursing, the MU Graduate Studies, and MU Graduate Student organizations (MU Graduate Professional Council and MU Graduate Students Association) provides limited financial assistance for research and presentation travel. The Dean of the School of Nursing supports student poster presenters to attend the Midwest Nursing Research Society Annual Research Conference every spring. Abstracts are solicited and competitively reviewed every fall by the MU SSON Research Office.

The Verna Adwell Rhodes International Travel Endowment within the School of Nursing provides support for students attending and/or presenting at international conferences. Interested students should contact the DNP Director for more information.

Information on travel funding is available through the MU Office of Research, Graduate Studies and Economic Development.
Section XII: RESOURCE PERSONS

The following resource persons are available to assist you with the rules and regulations in completing the master's, or doctor of nursing practice program. Please feel free to call for assistance.

**Dr. Robin Harris**
Associate Dean for Academic Affairs S410
School of Nursing
(573) 882-0228
harrisrc@missouri.edu

**Gabrielle Larson**
Executive Assistant to the Associate Dean
S409 School of Nursing
(573) 882-0228
larsongm@missouri.edu

**Dr. Miriam Butler**
Director of DNP Program S423
School of Nursing
(573) 882-7969
ButlerMD@missouri.edu

**Leslie McPeak**
DNP & PhD Administrative Assistant
S246 School of Nursing Building
(573) 884-0200
mcpealk@missouri.edu

**Sherry Cass**
Executive Assistant
S212 School of Nursing
(573) 882-2416
casss@missouri.edu

**Academic Advisor**
S245 School of Nursing Building
(573) 884-4705
@missouri.edu
Section XIII: DOCTORAL & GRADUATE FACULTY

Please refer to the MU Sinclair School of Nursing website for a list of Graduate and Doctoral faculty, nursing specialties, and interest areas.
Section XIV: GRADUATE NURSING COURSE DESCRIPTIONS

See the MU SSON website for a complete list of Graduate Courses with course descriptions.

Course descriptions are also available from the Mizzou Online Course Search page and the myZou Schedule of Classes.