

The background of the cover is a photograph of the University of Washington campus. In the foreground, there is a large fountain with several water jets. Behind the fountain, there are green trees and a large, historic brick building with a crenelated roofline. The sky is a clear, bright blue. A large, white, stylized letter 'W' is superimposed over the bottom right portion of the image, partially covering the fountain and the building.

DNP AND GRADUATE CERTIFICATE PROGRAM IN ADVANCED PRACTICE NURSING STUDENT HANDBOOK

**2023-2024 ACADEMIC
YEAR**

SCHOOL OF NURSING
UNIVERSITY *of* WASHINGTON

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1 | ABOUT THE DNP STUDENT HANDBOOK

The Doctor of Nursing Practice (DNP) and Graduate Certificate Program in Advanced Practice Nursing (GCPAPN) Student Handbook is designed to help you navigate your graduate degree or certificate from program start to completion. This handbook is a great place to start whenever you have questions about your degree, the School of Nursing, UW policies and procedures, and other student needs. It is a living document and is reviewed and updated annually.

2 | MISSION, VISION, AND VALUES OF THE SCHOOL OF NURSING

Our **mission** is to advance nursing science and practice through generating knowledge and preparing future leaders to address health.

Our **vision** is to pioneer improvements in health and health care through innovative nursing science, education and practice.

Our **values** include:

- Collaboration*
- Social responsibility
- Integrity*
- Respect*
- Accountability
- Diversity*
- Excellence*

Note: those values with an asterisk are held in common with the overall University of Washington values.

3 | CREATING AND MAINTAINING A CLIMATE THAT IS SUPPORTIVE OF DIVERSITY, EQUITY AND INCLUSION

A fundamental purpose of nursing is the provision of quality and equitable health care to all members, groups, and communities of society. Nursing knowledge and practice must be sufficiently broad in perspective and content to meet the requirements of a diverse, multicultural population. To this end, the University of Washington School of Nursing seeks to attract, admit/hire, and support diverse and racially representative students, staff and faculty members.

A central activity to support this diverse community is adequate preparation to interact with people from all cultures. This focus requires that nursing be responsive to, explicitly value, and incorporate a wide variety of perspectives and experiences. This open and flexible approach is based on respect for all cultures and their members, on examination of our own perspectives, biases, and socialization, and on the ability to examine and adjust our own perspectives, beliefs and behaviors.

We are committed to fostering a climate that is inclusive and welcoming of all groups. We recognize that this effort is a multi-dimensional one that includes: recruitment efforts, policies, curriculum, pedagogy, norms, practices, faculty/staff promotions, decision making, and continuing multicultural and anti-oppression education for faculty and staff members. We also recognize that nursing education and practice in the United States occurs within the social, cultural, and historical context of institutionalized racism (among other forms of oppression). Meeting our purpose thus requires a sustained and multi-dimensional effort.

We are committed to eliminating all forms of oppression resulting from socially and culturally constructed differences in race/ethnicity, sex/gender identity or orientation, socioeconomic status, language, age, physical characteristics, disability, pregnancy, veteran status, country of origin, citizenship, religious or political beliefs, military status, and others.

[Read the latest draft of our Strategic Action Plan.](#)

UW School of Nursing principles of inclusion

- We affirm the inherent dignity of each individual and group.
- We affirm that group differences are socially, culturally, and historically constructed and hierarchically arranged, resulting in the inequitable distribution of resources among groups. This construction and distribution can be changed and we commit to change it.

- We affirm our commitment to address difference, privilege and power at the School of Nursing. We will address privilege and power using anti-racist and anti-oppression principles of on-going education, open dialogue, skill building, challenging the status quo, and accountability to people of color and other social groups.
- We affirm our commitment to increase the numbers of faculty, students and staff from underrepresented groups, and to support their leadership within the school.
- We affirm our commitment to work toward a climate of inclusiveness on all levels of the School of Nursing.

4 | UW SCHOOL OF NURSING PHILOSOPHY OF GRADUATE EDUCATION

Initial approval 2009; revised and approved by votes at UW Seattle, Tacoma, and Bothell campuses Autumn 2018

The School of Nursing faculty believes graduate education denotes the critical appraisal of the concepts and theories that underlie the nature and practice of nursing and the extension of the processes of inquiry (problem solving, critical thinking and research) for the development and testing of knowledge, and for the translation of evidence to practice. The organization of graduate programs recognizes the diverse areas of specialized and advanced practice in nursing, is guided by the current state of knowledge and societal needs, provides a foundation for the continuing evolution of new knowledge both in nursing and in other disciplines, and fosters leadership.

The faculty also believes that the diverse and varying educational, personal, and cultural experiences that students bring to their graduate studies are valuable to the programs and that the strengths of such backgrounds must be fostered and nurtured within educational environments that are characterized by free interchange among scholar/teachers. Furthermore, graduate study requires that scholarly exchange, objectivity, and creativity must prevail in the learning environments of the classroom and the laboratory. The faculty believes that the goals of graduate education require that a high level of inquiry be attained through the development of a collaborative role that involves both faculty and students in the discovery and refinement of knowledge. Further, graduate education requires learning experiences and environments that represent the multicultural composition of the world and reflect the broad range of interests and concerns of faculty and students and the communities they serve.

The faculty recognizes that each student also comes with individual goals and that the attainment of these goals will be achieved in various ways. Scholarly inquiry is a component of all graduate programs in the school.

5 | APPROVED LEARNING GOALS FOR UW SCHOOL OF NURSING DNP PROGRAM

The Doctor of Nursing Practice program has nine goals focused on preparing advanced practice nurses who are able to:

1. Provide advanced nursing care to individuals, families, communities, and/or populations.
2. Create, manage, and evaluate innovative programs and practices of care for diverse populations.
3. Appraise and utilize current technologies to advance the quality and accessibility of care.
4. Demonstrate enhanced clinical and health-related investigative competencies.
5. Critique and selectively translate science to guide clinical decision-making and program development.
6. Evaluate and influence health policy and systems.
7. Provide leadership and inter-professional collaboration in multiple health-related arenas.
8. Evaluate and influence accessibility and quality of care across diverse, underserved and vulnerable populations.
9. Demonstrate critical interrogation of positionality, recognition of implicit biases, as well as knowledge and application of anti-racism principles to promote health equity.

6 | ESSENTIAL BEHAVIORS FOR DNP AND GRADUATE CERTIFICATE STUDENTS

a. Essential Behaviors for Master's, DNP, and Graduate Certificate Students

The following qualifications amplify requirements found in the University of Washington [Student Conduct Code](#). For admission, continuation, and graduation in their programs, students must abide by the following specifications for behaviors and abilities. In this document, "student" pertains to all UW Seattle Graduate Certificate Program in Advanced Practice Nursing (GCPAPN) students and DNP students as well as UW Seattle, Bothell and Tacoma master's students, and Bothell and Tacoma RN-BSN students.

Communication

Students must:

- communicate effectively and sensitively with patients and their families as well as with other students, staff, faculty, professionals, agency personnel, community residents, and others relevant to their areas of study
- express ideas and feelings clearly and appropriately
- demonstrate a willingness and ability to give and receive feedback

Cognitive

Students must be able to reason, analyze, integrate, synthesize, and evaluate in the context of the nursing activities of their programs/areas of study.

Behavioral/Emotional

Students must:

- possess the emotional health required for the full utilization of intellectual abilities and the exercise of sound judgment in their programs of study
- demonstrate behaviors consistent with the timely completion of responsibilities in their programs/areas of study
- be able to maintain mature, sensitive, and effective relationships with patients, students, faculty, staff, other professionals, and agency personnel under all circumstances including highly stressful situations

- have the emotional stability to function effectively under stress and adapt to environments that may change rapidly without warning and/or in unpredictable ways as relevant to their programs or areas of study
- be able to demonstrate empathy for the situations and circumstances of others and appropriately communicate that empathy
- acknowledge that values, attitudes, beliefs, emotions, and experiences affect their perceptions and relationships with others
- be accountable for any behaviors or actions that convey racism, bias, or discrimination and engage in reparations as necessary
- be able and willing to examine and change behaviors when they interfere with productive individual or team relationships
- demonstrate effective and harmonious relationships with the diverse academic, professional, and community environments relevant to their chosen programs of study

Professional Conduct

Students must:

- possess the ability to reason morally and practice nursing in an ethical manner
- not engage in unprofessional conduct
- be willing to learn and abide by professional standards of practice as well as regulations for professional licensure
- demonstrate the attributes of compassion, empathy, integrity, honesty, responsibility, and inclusiveness

Motor and Sensory Skills

Students need to have sufficient motor function and sensory skills in order to be able to execute movements and make observations required in the domain of nursing care or nursing activity in their chosen programs/areas of study.

b. Reasonable Accommodation for Disabilities

The School of Nursing is committed to ensuring that otherwise qualified students with disabilities are given equal access through reasonable accommodations to its services, programs, activities, education, and employment for students with disabilities. The School of Nursing works closely with Disability Resources for Students (DRS) in this process. DRS is the contact point for students with permanent or temporary sensory, physical or psychological disabilities interested in requesting reasonable accommodations due to the effects of a disability.

Students who wish to request reasonable accommodations are encouraged to contact DRS to start the process for documenting their disability and determining eligibility for services prior to the start of the program. While this process can be started at any time, reasonable accommodations may not be implemented retroactively so being timely in requesting your accommodations is very important. The University does have policies regarding the type of documentation required in order to diagnose different disabilities and a process for requesting accommodations. To learn more about the process for establishing services through these offices please contact the appropriate office given your campus location:

Disability Resources for Students, UW Seattle

448 Schmitz Hall, Box 355839, Seattle, WA 98195-5839

206.543.8924 (V/TTY)

206.685.8379 (FAX)

[http://depts.washington.edu/uwdrs/
uwdrs@uw.edu](http://depts.washington.edu/uwdrs/uwdrs@uw.edu)

Students with disabilities are expected to perform all the essential functions of the program with or without reasonable accommodation. The School of Nursing will work with the student and the respective campus disability office to provide reasonable and appropriate accommodations. While the School of Nursing will make every effort to work with our students with disabilities to accommodate their disability-related needs, it is important to note we are not required to provide requested accommodations that would fundamentally alter the essential functions or technical standards of the program.

c. Implementation of the Essential Behaviors for DNP and GCPAPN Students

Students will be advised of the Essential Behaviors for Admission, Continuation, and Graduation in application materials, during orientation, and via the School's Web site. If and when a student does not meet expectations for the essential behaviors, the following will occur:

1. **Problematic behavior documented**

Problematic behavior will be documented by faculty in the student's record.

2. **Problematic behavior results in warning notice and contract:**

If a pattern of problematic behavior or a single, very serious lapse in the essential behaviors becomes evident, the steps below should be followed so that the student is apprised that the student's continuation in the program is in jeopardy.

- i. **Composing contract:** The student's faculty adviser, in consultation with an official of the academic program, will [prepare a warning notice](#) and compose an accompanying individual student contract providing documentation of lapse(s) in the Essential Behaviors and describing what the student needs to demonstrate, within a specified time frame, in order to meet the Essential Behaviors and thus remain in the program.
- ii. **DNP Coordinating Committee (DNPCC) approves contract:** The warning notice and individual student contract is reviewed and approved by DNPCC. The documentation of the lapses in the essential behaviors must accompany the contract.
- iii. **Student apprised of warning letter and given contract:** An official of the academic program and the chair of DNPCC meet with the student to present the warning notice and individual student contract. After the student reads and signs the warning letter (signature indicates that the student has read it), the letter is placed in the student's academic file.

3. **Contract monitored quarterly by DNPCC.** If the contract is not upheld by the student, the student may be dismissed. The warning notice and individual student contracts will be purged from the student record upon graduation.

7 | OFFICE OF STUDENT AND ACADEMIC SERVICES

a. Front Desk

- Contact the front desk if you would like to:
- Drop off and pick up documents
- Check in for meetings
- Obtain a copy of your clinical evaluations
- Get directions
- Ask general questions

Phone: 206.543.8736

E-mail: asknursing@uw.edu

Hours: Monday - Friday 8:00 a.m. – 5:00 p.m.

b. Program Advising

Our graduate program advisor can help guide you through School of Nursing and UW Graduate School policies as well as documenting your program milestones. Your advisor is a SON staff member whose role is to work directly with students. You also have a faculty advisor (see program specific information modules)

Current DNP Graduate Certificate students can schedule an advising appointment with Han Seo: huseo@uw.edu

c. Student Counseling Services

1. The SON has a counselor, Resa Regan, who is available to confidentially meet with students about school or personal issues/concerns. She may be contacted for individual appointments via email at resa@uw.edu
2. In addition to the SON Counselor, there are many counseling resources available to students through the University of Washington. Students are highly encouraged to take advantage of the [services offered](#) as many of these are provided with no additional fees.

d. Financial Support

1. Funding and Tuition Billing

DNP and GCPAPN tracks may be either state-tuition based or fee-based.

- i. **State-tuition based tracks** follow graduate [student tuition rates](#). Tuition for state-based tuition tracks is a flat rate for a course load of

between 10 and 18 credits per quarter during the academic year and between 7 and 18 in summer) during summer quarter. See [student tuition rates](#) for tuition estimates.

These tracks include:

- Pediatric Clinical Nurse Specialist
- Pediatric Nurse Practitioner Acute Care
- Pediatric Nurse Practitioner Primary Care
- Population Health & Systems Leadership
- Psychiatric Mental Health Nurse Practitioner

- ii. **Fee-based tracks** follow the [Continuum College: Professional and Continuing Education](#) tuition cost per credit model. See [FAQs about Fee-Based Programs](#).

These tracks include:

- Adult Gerontology Acute Care Nurse Practitioner
- Adult Gerontology Primary Care Nurse Practitioner
- Family Nurse Practitioner
- Nurse Midwifery
- Women's Health Clinical Nurse Specialist

2. **Academic Student Employment Opportunities** (Research, Teaching and Student Assistantships). At the University of Washington, there are three types of graduate student assistantships:

- **Teaching Assistant:** work with students in a classroom, lab, or quiz section setting
- **Research Assistant:** work on research projects; does not involve teaching
- **Staff Assistant:** other types of duties such as, advising or administration

Academic Student Employees (ASEs), which include the above mentioned graduate student assistantship positions, are covered by the UAW/UW Academic Student Employee union contract. The union contract governs policies and procedures for appointments, salary, job definitions and leave time. You are encouraged to familiarize yourself with this contract.

3. Finding a position

At the University of Washington, ASEs are hired directly by the employing department. Each department conducts its own individual hiring process and can let you know what is required to be considered for such positions. Many departments hire their own students. Other departments – particularly those that do not have graduate students or administrative units that hire graduate students – will recruit widely for positions from relevant degree programs across campus.

You may hear about ASE positions open to all graduate students from the following sources:

- The UW Employment site under the category Academic Student Employee.
- The Graduate Funding Information Service (GFIS), located in the Allen Library. GFIS maintains a blog for both UW and external funding, including job postings for assistantships.
- All ASE jobs within the school of nursing are posted for a minimum of 5 business days on the SON website:
<https://nursing.uw.edu/students/financial/paid-student-opportunities/>

All graduate appointments in the University of Washington must comply with the requirements detailed by the following websites:

Executive Orders 28 and 30: Policy Governing Graduate Student Appointments:

- Executive Order 28: [Graduate Student Service Appointments is in the University Handbook, Volume IV, Chapter 6.](#)
- Executive Order 30: [Graduate Student Fellowship and Traineeship Awards](#) is in the University Handbook, Volume IV, Chapter 8.
- Graduate School Policy 5.1: [Departmental Responsibilities Regarding Instruction by TAs](#)
- Graduate School Policy 5.2: [Conditions of Appointment for TAs who are not Native Speakers of English](#)
- [UW-UAW Contract](#)
- Federal Educational Rights and Privacy ([FERPA](#))

4. **Supplemental Employment** *Policy on Curricular Practical Training for International Students (F-1 Visa Students)*. This policy applies to undergraduate and graduate international students (F-1 Visa students) enrolled in SoN

degree programs (BSN through PhD).

Curricular Practical Training (CPT) is a temporary training authorization for work directly related to a student's major field of study. CPT is authorized by the UW International Student Services office (ISS) in accordance with F-1 Visa regulations. Training is defined as paid work, internship, practicum, etc.

The School of Nursing does not require paid employment or internships for any of its degree programs. The School of Nursing does not provide internships (paid or unpaid) for undergraduate or graduate students. International students interested in applying to work under the CPT need to meet individually with the Associate Dean for Academic Affairs, Dr. Tatiana Sadak (sadakt@uw.edu).

8 | ACADEMIC CALENDAR

The University of Washington [Academic Calendar](#) is accessible online.

a. **Regular Academic Year**

The regular academic year is 9 months in duration and runs September through June as per the [Washington Administrative Code](#). Students should be aware that many SoN faculty may be on 9 month appointments and not available between June 16 – September 15.

b. **Summer Session Terms**

There are 2 terms in summer session: Term A and Term B. Some courses run full summer session (both A and B term). This information will be noted in the [time schedule](#).

c. **Official University Holidays** are posted [online](#).

9 | ACADEMICS

a. Academic Integrity Policies

1. Student Academic Responsibility

The following statement on [Student Academic Responsibility](#) was prepared by the Committee on Academic Conduct in the College of Arts and Sciences. It amplifies the Student Conduct Code ([WAC 478-121](#)).

Students at the University of Washington are expected to maintain the highest standards of academic conduct. Most UW students conduct themselves with integrity and are disturbed when they observe others cheating. The information on these three pages should help you avoid unintentional misconduct and clarify the consequences of cheating.

Cheating harms the University community in many ways. Honest students are frustrated by the unfairness of cheating that goes undetected and therefore unpunished. Students who cheat skew the grading curve in a class, resulting in lower grades for students who worked hard and did their own work.

Cheaters also cheat themselves of a real education. They rob themselves not only of general knowledge, but also of the experience of learning how to learn, the very experience that makes a university degree so valuable to employers. The reputation of the University and the worth of a UW degree suffer if employers find graduates lacking the abilities their degrees should guarantee.

Finally, most professions have codes of ethics, standards to which you will be expected to adhere when you are working. At the University you practice the integrity you must demonstrate later. For all of these reasons, academic misconduct is considered a serious offense at the UW.

[WHAT IS ACADEMIC MISCONDUCT?](#)

2. Plagiarism

The University of Washington has delineated what behaviors are considered to be plagiarism:

- Using another writer's words without proper citation

- Using another writer's ideas without proper citation
- Citing your source but reproducing the exact words of a printed source without quotation marks
- Borrowing the structure of another author's phrases or sentences without crediting the author from whom it came
- Borrowing all or part of another student's paper or using someone else's outline to write your own paper
- Using a paper writing "service" or having a friend write the paper for you
- In computer programming classes, borrowing computer code from another student and presenting it as your own

Source:

[Student Academic Responsibility](#)

Consequences of Suspected or Proven Plagiarism

- i. Suspected plagiarism should first be addressed by the instructor of the course where the suspected plagiarism has occurred. The instructor will meet with the student to present evidence of suspected plagiarism and to discuss the instructor's concerns. As a result of this conversation, the instructor may:
 - Provide a verbal or written warning to the student (with copies or written documentation or written report of verbal warning to student to Student and Academic Services)
 - Require the student to repeat the assignment
 - Reduce the student's grade for the assignment in accordance with the criteria outlined in the course syllabus
 - Give the student a zero for the assignment as specified in the course syllabus
- ii. The instructor may also refer a suspected issue of suspected academic misconduct to the Committee on Academic Conduct. To do so, the faculty should:
 - Discuss the issue with the student as specified above.
 - Assign an 'X' grade for the course until the matter is resolved.
 - Refer the issue to the Dean's Representative for Academic Conduct (generally the Associate Dean for Academic Affairs) to begin an impartial third-party hearing.

- Notify the student that the issue has been referred to the Dean's Representative for further action.
- iii. The Dean's Representative will conduct an informal hearing according to the following steps:
- Receive a description and supporting evidence of the issue from the instructor
 - Ask the student to meet to discuss the problem
 - Determine whether or not a violation of academic conduct occurred
 - Specifies the sanction, if appropriate. In general, sanctions may take the form of disciplinary warning; Reprimand; Restitution; Disciplinary Probation; Suspension; Dismissal.
 - The Dean's Representative then writes a letter to the student summarizing the concerns, findings, and sanctions if applicable (with a copy to the instructor and to the Office of the Vice President for Student Life).
 - Notify the student of their right to further appeal to the University Disciplinary Committee.
- iv. **The University Appeals Committee** reviews all decisions at the request of the student, after the Dean's Representative has evaluated the case. Refer to <https://www.washington.edu/cssc/for-students/overview-of-the-student-conduct-process/> for the University student conduct process.
- v. **Confidentiality and Recordkeeping**
- No record of this process is kept in the student file.
 - The Dean's Representative will keep a copy of any discussion/decision in a confidential file to provide documentation in the event of repeat incidents of academic misconduct.
 - This documentation may be purged from the student file upon graduation, at the student's written request.

External Resources

- [Purdue Owl: Avoiding Plagiarism](#)
- [How to Avoid Plagiarism – Northwestern University](#)

3. **Online Testing Procedures**

If a course uses online testing it will be via Canvas, the SoN learning management system.

4. **Ethics of Conducting Original Research**

The UW Graduate School requires that graduate students and chairs of all newly formed committees are [required to sign a form](#) documenting that the student has been advised of human and animal subjects guidelines. This change was prompted by several incidents in which the required human subjects Institutional Review Board (IRB) approval was not obtained, jeopardizing doctoral research and degrees.

For further information, you may go to the following sites:

[UW Graduate School](#)
[Human Subjects Division](#)
[Office of Animal Welfare](#)

5. **Fairness of Credit for Authorship**

The intent of the policy is to avoid situations in which graduate students or faculty feel that their contribution to published work has not been fairly recognized. Authorship discussions should be a routine part of conversations about intellectual collaboration. The UW SoN endorses [the ICMJE criteria for authorship](#).

Students and faculty should discuss the issue of authorship with their collaborators when beginning a joint project. The faculty member should indicate whether the student is going to share authorship credit, what order of authorship is anticipated, and what division of labor on the project is anticipated. Since the relative contributions of authors often change over the course of a project, the faculty member and student should agree on when these issues will be revisited (i.e., at the end of an independent study, when an abstract is due for a conference, when a draft is ready for submission to a journal). It is recommended that the student or the faculty member draft a brief memo summarizing the agreement regarding authorship and the division of labor.

6. Student Absence Policy

The student absence policy according to [UW Student Governance and Policies](#) states “A student absent from any examination or class activity through sickness or other cause judged by the instructor to be unavoidable shall be given an opportunity to take a rescheduled examination or perform work judged by the instructor to be the equivalent. If the instructor determines that neither alternative is feasible during the current quarter, the instructor may exempt the student from the requirement. Examples of unavoidable cause include death or serious illness in the immediate family, illness of the student, and, provided previous notification is given, observance of regularly scheduled religious obligations and might possibly include attendance at academic conferences or field trips, or participation in University-sponsored activities such as debating contests or athletic competition. The regulations for [Incompletes in Scholastic Regulations, Chapter 110, Subsection 1.A.3](#) shall apply”.

7. SON Policy on Planned Student Absences

A student who has a justifiable reason for being absent from class will discuss this need with their course instructor and will make any necessary arrangements with the instructor prior to the student's absence from the class. Thus, leave arrangements will be a primary concern between the student and their instructor. It is hoped, however, that the student will plan ahead for any contemplated leave of absence from classes (didactic, lab or clinical) so that they may make satisfactory arrangements for make-up work (if needed) or to meet any other kind of class requirements which might be due while they are gone.

The instructor of the class is responsible to carefully appraise the request with the student and to give the final approval of the request. They will determine whether or not the student needs to compensate for the work missed and to determine with the student what is needed by the student to meet the objectives of the course. [See SoN Memo 9](#).

b. UW Email Account Use

When you enroll at the University of Washington, you are asked to sign up for e-mail service through UW Office 365 or UW G Suite by Google.

As a nursing student, you should choose Office 365 for your email service because you may be communicating sensitive information that cannot be transmitted via

Google servers. Office 365 is HIPAA and FERPA compliant while Google is not. For this reason, you must choose Office 365 to meet the UW School of Nursing and UW Medicine Workforce compliance requirements. School of Nursing students are considered as a UW Medicine Workforce Member.

Students are not permitted to set their University of Washington email accounts to forward automatically to non-University of Washington email accounts, i.e., personal email accounts such as Comcast, Hotmail, Yahoo, etc.

c. UW School of Nursing Social Networking Policy

Summary of relevant UW and UW SoN Policies (for full background and policy see link above):

1. Confidential, proprietary and trade-secret information about UW SON or its affiliates, students, employees, or alumni may not be posted.
2. Patient privacy must be maintained in all communications. Do not disclose information that may be used to identify patients or their health condition and remember that even de-identified information may be recognized by patients, their families, or their employers.
3. **Copyright and intellectual property rights** must be preserved. For comprehensive guidance, consult the UW Copyright Connection at http://depts.washington.edu/uwcopy/Copyright_Connection/. This useful site contains links to relevant laws and university policies including the UW Patent, Invention and Copyright Policy at <http://www.washington.edu/faculty/facsenate/handbook/04-05-07.html> and the Digital Millennium Copyright Act information at <http://www.washington.edu/itconnect/policy/dmca.html>. Violations may result in lawsuits, fines, and imprisonment. Copyright content can be very valuable; owners may routinely search to see if their material is being used without permission and may take steps to enforce their rights.
4. **The UW owns and controls its name(s)** and other marks, logos, insignias, seal, designs, and symbols. Unauthorized use of these trademarks is prohibited by UW trademark and licensing policies (see <https://www.washington.edu/trademarks/>), and is subject to civil and criminal penalties. The UW reserves the right to assess financial penalties, issue cease and desist orders, or take other legal action.

5. **Respect university time and property.** The use of university computers, internet access, networks, and time on the job is subject to a number of specific rules and policies, including but not limited to the following:
 - i. As employees of Washington state agencies, faculty and staff are subject to State law and UW policy that prohibits the use of computers and networks for most personal use except under certain circumstances. State resources may not be used to support, promote, or solicit for an outside organization or group unless otherwise provided by law and University policy, to assist an election campaign, promote or oppose a ballot proposition or initiative, or lobby the state legislature. Supervisors are responsible for monitoring the use of state resources, determining whether frequency or volume of use complies with the law, counseling staff as needed, and revoking access privileges, if necessary.
 - ii. Student use of computers and networks is subject to UW policies, including, but not limited to the following:
 - Using Your Computer in Residence Halls
 - [<https://itconnect.uw.edu/tools-services-support/networks-connectivity/uw-networks/uw-housing/>]
 - Chapter 478-120 WAC: UW Student Conduct Code [<http://apps.leg.wa.gov/WAC/default.aspx?cite=478>].
6. In general, do not use Social Media sites for personal, non-work related purposes when you are supposed to be doing your job (student work). Recognize that other clinical agencies or departments may also set more restrictive or specific policies regarding access to Social Media sites. When in doubt, check with your unit head.
7. Unless you are serving as an approved, official spokesperson for UW SON, online communications are your personal opinions and do not reflect the opinion of UW SON or its affiliated entities. Each workforce member is personally responsible for their posts (written, audio, video or otherwise).
8. There should be no expectation of privacy when using a University account to visit internet websites. Email communications and internet use may be subject to disclosure under the Public Records Act or for audit purposes.
9. Adhere to the rules that apply to all other aspects of your responsibilities as a UW SoN workforce member, including professionalism, integrity,

confidentiality, and security. Relevant University and UW SON policies include but are not limited to the following:

- i. UW Electronic Information Privacy Policy on Personally Identifiable Information:
<http://www.washington.edu/itconnect/policy/privacypolicy.html>
- ii. The UW Access and Use Agreement:
<http://uwnetid.washington.edu/agree/>
- iii. UW Information Security policies:
<https://itconnect.uw.edu/security/security-and-privacy-policies/>
- iv. UW Minimum Data Security Standards: UW APS 2.10, UW Minimum Data Security Standards
- v. UW Data Management Policy: <https://datagov.uw.edu/topics-initiatives/policies/>
- vi. UW Guidelines for Electronic Discovery:
<https://www.washington.edu/ago/electronic-discovery/>

d. Husky Card and Health Sciences Building Card Access

1. Husky Card: [The Husky Card](#) is the official identification card for members of the UW community and is available to students, faculty and permanent staff. Obtaining a Husky Card gives you access to a variety of services. You will need to obtain your Husky Card before coming to orientation.
2. Your Husky Card is your Health Sciences Building access card for building and library access afterhours.

e. Enrollment Status

Full-time quarterly enrollment for graduate students is 10 credits during the academic year.

In summer quarter, graduate students are generally considered full time if taking 2 credits; however, this is not universal. Students who are on Visas, working as ASEs or on scholarship may be required to take 10 credits. Students are highly encouraged to verify registration requirements with the Graduate Staff Advisor.

Only courses numbered 400, 500, 600, 700, and 800 can be applied to enrollment or course credit in the major field for advanced degrees (please see the [Graduate Courses policy regarding courses numbered 499](#)). Courses numbered 300 are not applicable to enrollment or course credit toward advanced degrees except when

applied by permission of the graduate program coordinator or supervisory committee toward the graduate minor or supporting courses. Courses numbered below 300 are not applicable to enrollment or course credit for advanced degrees.

f. Registration

1. Access to Course Materials and Websites

Only registered (audit or for credit) students will be granted access to course materials and Canvas course websites. Students who are planning to use [tuition waiver](#) and must delay registration should contact course faculty of record to obtain the materials for the first week of class.

The only expected reason to register for a course late (on or after day 1 of the quarter) is to take advantage of a possible tuition exemption option. Students who are eligible for tuition exemption will not register until day 3 or 4 of the quarter. PCE students are not eligible for tuition exemption, so all PCE students should register before day 1 of the quarter (to avoid late fees). Students registering late for other reasons (e.g., missed deadlines; upper campus “registration holds” on their student account; unpaid fees or tuition in a previous quarter; etc.) will not be given access to course websites by faculty or staff until officially registered. Students may contact course faculty [directly](#) via email to be provided with access to week 1 course materials in order to avoid getting behind in coursework in the case of unavoidable late registration.

2. Auditing Courses

To audit a course you must first register for the course as per usual methods and then complete a [Registration Transaction Form](#) (Section 2) to change the course to audit. Students must initial on the form that they have received approval to audit the course from the instructor. The audit option can be changed starting once registration has begun through the end of the second week of the quarter. You cannot change a course to audit status on MyUW/MyGrad. A change of registration fee will be charged starting the second week of the quarter.

Attendance in courses as an auditor is based on the consent of the instructor and space availability. You may not audit a course if you have not completed a prerequisite. Permission to audit is ordinarily granted for lecture classes only. You may not participate in class discussion or laboratory work and your registration may be canceled at the discretion of the instructor. Audited courses are not recorded on your permanent record.

Auditors pay standard tuition and fees and must be regularly admitted and registered in the course. Although credits for audited courses are not listed on your transcript, they will be included in the billing on the fee statement. Audit credits count in the calculation of fees. Courses audited may not be changed to credit registrations after Friday of the second week of the quarter.

3. Independent Study Procedures

Students wishing to complete independent guided study with a faculty member need to meet and develop specific objectives for the quarter in advance of registering. Students and faculty will need to agree upon the specific course (NURS 599 Selected Readings in Nursing Science OR NMETH 600 Independent Study or Research) that is most appropriate to use based on these objectives, deliverables and methods to achieve them. Faculty and students also need to concur on the number of credits for the independent study, recognizing that 1 credit is approximately 30 hours of work/quarter to meet stated objectives. Once these have been established, the student and faculty complete required form ([NURS 599](#); [NMETH 600](#)). Students should only be provided with a faculty add code to register for the independent study after form is completed and signed off. Please note that in summer quarter, the faculty's chairperson signature is also required prior to registration. A copy of the completed form is provided to the Graduate Program Advisor for student file.

At the end of the quarter, student and faculty evaluate progress towards objectives, and complete part C of the form denoting what grade will be awarded. Following completion, the form is again filed with student and academic services, and the faculty submits student grade to registrar (credit or no credit).

4. Courses that require permission to register

Certain courses may require either an add code or faculty permission to register. These details and how to obtain permission will be provided in the time schedule.

5. Withdrawal from Courses

i. Withdrawal (W)

It is your responsibility to withdraw if you are unable to attend for the quarter. Through the end of the *Unrestricted Drop Period*, you may withdraw by dropping all courses from your MyUW registration page. Beginning the first day of the *Late Course Drop Period* through the last date of instruction, you must withdraw by following the Adviser Assisted Drop process, as listed on the [Current Quarter Drop](#) webpage. Review the UW Office of the Registrar Withdrawal policy here: <https://registrar.washington.edu/students/withdrawal-leave/>.

Students who withdraw may be entitled to a refund of all or a portion of the tuition and fees for a given quarter depending on the time of the quarter the withdrawal is completed.

ii. **Former Quarter Drop (replaces Hardship withdrawal)**

The University of Washington understands that, as a student, you may face a variety of challenges and obstacles while attending the University. The Former Quarter Drop (FQD) process was designed to help you address the impact these challenges and obstacles may have on your ability to achieve academic success. The following information outlines how you can use the FQD process to request to drop a class or classes completed in a quarter that has already ended. See Former Quarter Drop policy here

<https://registrar.washington.edu/students/former-quarter-drop/>

g. Grading

1. University and SON Graduate Student Grading Policies

i. S/NS Grading

You may elect to take certain courses on a satisfactory/not satisfactory (S/NS) basis up to 20 credits. If you are a graduate student and earn grades of 2.7 or above, you will receive a grade of S while 2.6 or below are recorded as NS.

Students must have the written permission of the Associate Dean for Academic Affairs, Dr. Tatiana Sadak (sadakt@uw.edu), to take a course for S/NS grading unless the student has officially formed their Supervisory Committee. If the student has an approved Supervisory Committee, then the Chair of that committee should be contacted with a request for approval of S/NS grading in eligible courses.

Students are advised to copy themselves and Graduate Program Adviser Han Seo (huseo@uw.edu) on all such emailed requests. (No hard copies will be reviewed.)

If approval is granted, the student must elect the S/NS option either when registering or no later than the end of the seventh week of the quarter.

Note: **Core DNP and GCPAPN courses are not eligible for S/NS grading.**

ii. Incompletes in Courses

An Incomplete may be given only when the student has been in attendance and has done satisfactory work to **within two weeks** of the end of the quarter and has furnished proof satisfactory to the instructor that the work cannot be completed because of illness or other circumstances beyond the student's control.

To obtain credit for the course, a student must successfully complete the work and the instructor must submit a grade. In no case may an Incomplete be converted into a passing grade after two years or more. An incomplete received by the graduate student does not automatically convert to a grade of 0.0 but the "I" will remain as a permanent part of the student's record.

iii. N grade (No grade-in Progress)

An N grade indicates that satisfactory progress is being made, but evaluation depends on completion of the research, thesis, or DNP Final Project, at which time the grade will be converted to CR (credit).

2. Warning Notices and Learning Contracts

A warning notice is issued for any nursing student who is doing less than satisfactory work in a School of Nursing (didactic, lab, clinical) course. A Warning Notice may be issued at any point in the quarter, but will be issued for ANY student who is not meeting course objectives, is in danger of failing and/or who has less than a 2.7 grade at mid-quarter. The warning notice includes a learning contract which outlines what the student must do for the

remainder of the quarter to pass the course.

3. Course Repeats and Failures

Graduate students may repeat any course. Both the original grade and the second grade are computed in the GPA. Subsequent grades will not be included, but will appear on the permanent record. The number of credits earned in the course will apply toward degree requirements only once. Veterans receiving benefits must receive approval before a course is repeated. See [Registration Restrictions](#) for additional information about repeating courses.

4. Graduate Student Grading Policy.

Please see Scholastic Regulation, Chapter 110.1.B: [Grading Practices for Graduate Students](#).

DNP/GCPAPN Grade Scale and Policies

The Grading Scale for DNP and GCPAPN courses to convert from percentile to 4.0 scale is as follows:

Conversion to 4.0 scale

| | |
|------------|-------------|
| 4.0 | 99.0 – 100 |
| 3.9 | 97.0 – 98.9 |
| 3.8 | 95.0 – 96.9 |
| 3.7 | 93.0 – 94.9 |
| 3.6 | 91.0 – 92.9 |
| 3.5 | 90.0 – 90.9 |
| 3.4 | 88.0 – 89.9 |
| 3.3 | 86.0 – 87.9 |
| 3.2 | 84.0 – 85.9 |
| 3.1 | 82.0 – 83.9 |
| 3.0 | 80.0 – 81.9 |
| 2.9 | 78.0 – 79.9 |
| 2.8 | 76.0 – 78.9 |
| 2.7 | 75.0 – 75.9 |
| 2.6 | 73.0 – 74.9 |
| 2.3 | 70.0 – 72.9 |
| 2.0 | 65.0 – 69.9 |
| 1.7 | 60 – 64.9 |
| 0.0 | < 60 |

Final grades are not rounded. The use of this scale and rounding rules are standardized and used by all instructors. It is not negotiable. *[Approved by DNP Coordinating Committee April 2017.]*

Grades below 1.7 will be recorded as 0.0 by the Registrar and no credit is earned. Courses in which a student received a grade below 2.7 are not able to be applied towards the degree.

h. Annual Reporting and Review of Student Progress

1. Student in Good Standing

To be considered a graduate student in good standing, the student must be making satisfactory progress, be meeting [Essential Behaviors](#) and University and School standards relative to scholarship and performance in pursuit of their degree. This includes the following criteria:

- Meet University requirements for a graduate degree
- Maintain satisfactory performance and progression toward completion of the degree, as outlined in [Graduate School Policy 3.7: Academic Performance and Progress](#)
- Earn a quarterly GPA of 3.00 or higher
- Earn a grade of 2.7 or higher in required courses
- In programs of study where course work is sequential, achieve course objectives and earn credit for each course each quarter in order to progress to the next course in the sequence

Review of students who maintain a 3.0 grade point average (GPA) is undertaken at least annually (Spring quarter). Students whose cumulative or quarterly GPA falls below a 3.0 must be reviewed quarterly and be provided with a written explanation of performance expectations and a timetable for correction of deficiencies.

2. Academic Warn/Probation/Final Probation/Drop

When review of a student's performance and progress result in a determination that it has been unsatisfactory, the name of the student and recommendation for action (i.e. probation, final probation, or drop) are transmitted by the SON to the Dean of the Graduate School. Students must receive written notification of this action which includes information regarding the necessary steps the student must take to maintain good standing in their graduate student status.

i. **Warn**

This is an early status for a student who has failed to meet expectations for performance or progress. Warnings are optional in the probation process and are managed internally by the program with a goal of resolving problems before escalating to probation. The program may issue multiple warning letters to the student and the Graduate School is not notified. The Graduate School recommends that programs use the warning status prior to a probation status.

- Recommended for students whose cumulative GPA has dropped slightly below 3.0—i.e. 2.99-2.95.
- Recommended for students who have failed to meet expectations for performance and progress as determined by the graduate program.

ii. **Probation**

This status is used for a student who has failed to resolve problems with student performance or progress that the program has previously documented and communicated to the student. Programs send a probation recommendation to the student with a copy to the Graduate School no later than the 10th business day of the probation quarter. A graduate program may recommend no more than three consecutive quarters of probation (each quarter must be recommended separately). All students must be informed of the reason for the probation, steps the student must take to remove the probation, and the consequences the student will face if steps were not taken to remove the probation.

- Recommended for students who have not corrected the deficiency which caused the warn action within the time limit specified by the graduate program.
- Recommended for students who depart suddenly and substantially from scholarly achievement as defined by the graduate program.

iii. **Final Probation**

This status is used for a student who has failed to resolve the documented problems in the student's probation status as submitted to the Graduate School. Programs send a final probation recommendation to the student with a copy to the Graduate School

no later than the 10th business day of the final probation quarter. The letter must cite the reason for the final probation, steps the student must take to remove the final probation, and the consequences the student will face if steps were not taken to remove the final probation.

The Graduate School will review the final probation letter and, if accepted, the Graduate School will send an additional letter from the Dean of the Graduate School to the student informing the student of final probation status. The graduate program must issue one quarter of final probation prior to a drop from the program, except in clearly documented situations as discussed below. A program may request an additional quarter of final probation in extenuating circumstances. The Graduate School must receive documents supporting this recommendation and will send letters to the student informing the student of final probation status.

- Recommended for students who have not corrected the condition(s) that caused the probation recommendation within the time limit specified by the graduate program.
- Recommended for students who may have corrected previous probation conditions but failed additional performance requirements and did not progress toward completion of the graduate program.

iv. **Drop**

A graduate program may recommend a student be dropped from their program after one quarter of final probation. Drop is an official action that terminates a student's enrollment from a graduate program because either the student has failed to resolve documented problems in the student's final probation status, or the student has one of the performance issues as outlined above. Graduate programs should submit drop recommendations to the Graduate School prior to the start of the quarter but no later than the fifth business day of the drop quarter.

If the Graduate School approves the drop, the Registrar is notified by the Graduate School and the student is immediately removed from the graduate program. The drop status will appear on the student's official transcript. Drop letters are sent to the student from the department and from the Dean of the Graduate School. When dropped, a student is not eligible to complete the program or return later to complete the degree. A student dropped from one graduate

program may apply to and enroll in a different graduate program if accepted.

This is the final action to be recommended for students who have not corrected the condition(s) that caused the final probation recommendation within the time limit specified by the graduate program.

v. **Appeals**

Students may appeal these recommendations by following the process outlined in [Graduate School Policy 3.8: Academic Grievance Procedure](#).

3. **Essentials Warning and Monitoring.**

Please see section 6 above on Essential Behaviors.

i. **Leave of Absence Policy**

To be eligible for On-Leave Status, a graduate nursing student must comply with the policies and procedures outlined in University of Washington [Graduate School Policy 3.5](#), On-Leave Policy to Maintain Graduate Student Status. Graduate Certificate Students are not eligible for leave of absence.

Steps for Petitioning for On-Leave Status:

1. Review policies and procedures outlined in [University of Washington Graduate School Policy 3.5, On-Leave Procedures to Maintain Graduate Student Status](#).
2. Log into [MyGrad](#) to submit your On-Leave request online. Requests for leave must be submitted quarterly during the regular academic year to maintain graduate student status.
3. Obtain the written approval of the Associate Dean for Academic Affairs and the student's faculty adviser or doctoral supervisory chair. These approvals may be submitted by e-mail to the Graduate Student Program Advisor (Han Seo, huseo@uw.edu).
4. Submit fee payment online. Payment must be received by the last day of instruction. This will not be automatically billed to student account.
5. Upon return to the University from On-Leave status, re-subscription to the appropriate student email list may be required.

j. **Policy and Procedures for Request for Reinstatement**

Students previously registered as a graduate student at the University of Washington (UW) who have failed to maintain graduate student status (on-leave status was not secured or registration was not maintained) but wish to resume studies within the same degree program must file a request for reinstatement to the Graduate School. The Graduate School procedures and request for reinstatement can be found at <https://grad.uw.edu/policies/reinstatement/>.

NOTE: The UW Graduate School requires that doctoral degree students (DNP, PhD) complete all degree requirements within 10 years from the original date of matriculation. This includes quarters spent on-leave or out of status as a graduate student.

Reinstatement decisions are made at the discretion of the degree program and may be based on the applicant's academic status when last enrolled, activities while away from campus, the length of the absence, the perceived potential for successful completion of the program, as well as any other factors or considerations regarded as relevant by the program.

Eligibility for Consideration (not necessarily approval) of Request for Reinstatement Requests for reinstatement may be considered from students who have been inactive and have completed at least one quarter of graduate study in one of the UW-Seattle SON Graduate Programs. If applicable, the degree and specific track within the degree program must be currently active. Requests for reinstatement must specify the academic quarter for which reinstatement is sought, and must be submitted no less than eight weeks before the start of said quarter.

Reinstatement Procedures

School of Nursing

Graduate students who are not enrolled and who have not maintained "on leave" status are automatically withdrawn from the University. A former student must contact the DNP Program Director regarding the possibility of re-entry into the DNP Degree Program. A formal re-entry request must be sent to the DNP Program Director and DNP Coordinating Committee (DNPCC) by week 5 of the quarter prior to requesting reinstatement that includes the following:

1. the request for re-entry,
2. the reason for the lapse in on-leave standing,
3. a specific plan for completion of the program (to include a timeline), and
4. a statement from the Faculty Advisor/Track Lead/Supervisory Committee Chair concurring with the petition and plan and conveying their willingness to work with the student to complete the program.

The request must be signed by the student and Faculty Advisor/Track Lead/Supervisory Committee Chair (email approval in lieu of signature is allowed). The degree-specific Coordinating Committee has final authority to re-admit upon the recommendation of the Graduate Program Director. A final decision regarding the student's request will be communicated in writing. Students approved for reinstatement will be provided with a revised program of study that may include additional coursework if curriculum changes have been made since the student last attended.

Graduate School

Students previously registered in the Graduate School who have failed to maintain graduate student status but wish to resume studies within the same degree program must file a request for reinstatement to the Graduate School in MyGrad. Requests will first be reviewed and approved by the department (See above process for SoN review). Once the department has approved the request and the Graduate School has confirmed the students' eligibility for reinstatement, students will be notified to pay a non-refundable reinstatement fee before registering for the requested quarter of reinstatement. The fee for readmission is subject to change by the Graduate School.

k. Grievance Procedures

1. Grievances

A graduate student enrolled in the School of Nursing who believes they have a grievance involving unfair treatment or an injustice of substantial proportions involving academic affairs with the School of Nursing may initiate action to redress such grievance. If the matter may involve discrimination, refer to the [University of Washington Operations Manual, D 46.3](#).

Steps in the [SoN Graduate Student grievance procedure](#) are described below. Each step must be completed prior to going to the next step. The University Ombudsman may be consulted at any point in the procedure. This procedure is intended to expedite the handling of grievances that arise within the School of Nursing and is supplementary to [Graduate School Policy 3.8: Academic Grievance Procedure](#).

i. Student-Instructor Discussion:

Many problems can be resolved by an open discussion between the student and the faculty member. Thus if a student has a grievance

with a faculty member, the student needs to make an appointment with the faculty member and state the purpose of the meeting is to discuss a grievance. Either the student or faculty member may request another faculty member to be present during the student-instructor discussion. The faculty member involved is responsible for preparing a summary of the points discussed and outcome of the meeting to be placed in the student's file. A copy of this summary is also given to the student.

ii. Department Chairperson meeting with Student and Faculty Member:

If student-instructor discussion does not resolve the issue, the student may file a written complaint with the department chairperson. If more than one department is involved, the original should be sent to the department chairperson most directly involved. Copies of the complaint should be sent to the chairperson of each department involved and to the Associate Dean for Academic Affairs. The chairperson of the department most directly involved will arrange a meeting with the student and the faculty member together in order to seek a resolution of the problem. Within two weeks of the date that the grievance is filed, the department chairperson will provide a written summary of the meeting including the decision and will send a copy of the decision to the Associate Dean for Academic Affairs. If other departments are involved, a copy of the decision should be sent to each chairperson involved. The student and involved faculty member also must receive a copy of the written summary.

iii. Meeting with the Associate Dean for Academic Affairs:

Within two weeks from the date the grievance was filed with the Departmental Chairperson, if the problem has not been resolved to the satisfaction of the student the matter may be referred to the Associate Dean for Academic Affairs. The Associate Dean for Academic Affairs will endeavor to determine the basis of the student's continuing dissatisfaction and explore with the student alternatives for further action. The Associate Dean is responsible for writing a summary of the discussion and outcome of the meeting. The original summary goes into the student's file and a copy is given to the student. Upon the request of the student, the Associate Dean will refer the matter to a Grievance Committee within the School of Nursing (DNPCC). If a member of the committee is involved with the

student's grievance, a substitute faculty member, with no known bias in the matter, will be appointed for the consideration of the grievance.

iv. Consideration of matter by Grievance Committee:

The Grievance Committee may review the written materials regarding the student's grievance and make its decision based solely on the written material. Alternatively, a hearing about the matter may be requested by the committee, the student, or the faculty member involved. The hearing should be held as soon as those involved may be assembled. A written summary of the hearing (the findings) and the committee's recommendation are to be submitted to the Associate Dean for Academic Affairs within 48 hours of the hearing. The Associate Dean will advise the student, faculty member, and department chairperson(s) of the recommendations.

v. Associate Dean for Academic Affairs:

Upon receiving a report of the findings and recommendations of the Grievance Committee, the Associate Dean may decide to intervene or not. Within ten days, the Associate Dean will notify the student of this decision and send a copy of the notification to the Dean of the School of Nursing and to the Dean of Graduate School.

vi. File formal complaint with the Dean of the Graduate School:

If after the Associate Dean within the School of Nursing has arrived at a decision for no further action within the School of Nursing, the student continues to believe further consideration is desirable, the student may file a formal complaint with the Dean of the Graduate School.

2. Communicating Concerns about Instruction Procedures

If a student has any concerns about a course, course instructor, or course Teaching Assistant (TA), please see the TA or instructor about these concerns directly and as soon as possible. Direct communication with the affected parties is the simplest way to resolve any misunderstandings and miscommunication. If you are not comfortable talking with the TA or instructor, or are not satisfied with the response that you receive, you are encouraged to speak to the [Department Chair](#) of the course faculty.

3. Grade Disagreement

If a student has a concern about a grade on an assignment or within a course, they should first refer to the course syllabus for specific guidance on rebuttals or grading procedures. In the absence of specific guidance from the course syllabus, students should follow the “Communicating Concerns about Instruction Procedures” above. Students may also consult the [Student Governance and Policies about Grading](#)

4. Role of the University Ombudsperson

The [Office of the Ombud](#) is a place where all members of the University of Washington community, including students, can seek information, consultation, and assistance. Each year, the Ombud Office collaborates with hundreds of individuals who are facing challenges. They provide a safe environment to voice concerns and develop constructive options to address situations.

10| STUDENT RESOURCES

a. Student Space

1. Study Spaces

- Study rooms are available in the Health Sciences Library and may be reserved. [https://hsl.uw.edu/spaces/ - study-spaces](https://hsl.uw.edu/spaces/-study-spaces)
- Suzzallo Library Carrels and Scholar Study Rooms
<http://www.lib.washington.edu/suzzallo/study/carrels>

2. Student Lounge

The SON student lounge is located on the 4th floor (T441), near the coffee cart. A code is required for access and will be provided to students at orientation or you may contact your Graduate Program Advisor. The lounge includes a kitchenette area, a printer for student use and mailboxes.

3. Student Lockers

Locker Locations for Nursing Students: T-wing, 4th and 6th floors.

Locker Assignments:

- Students must provide their own locks.
- All lockers are reserved on a first-come, first-served basis.
- To request a locker assignment, complete the [online form](#).

Assignment Length: Assignments are valid until graduation quarter/year.

Contact: asknursing@uw.edu ; 206-543-8736

4. Lactation Rooms

Private lactation rooms are available in the Health Sciences Building and the South Campus Center.

- Health Sciences has four secured rooms available for lactating individuals.
- Three rooms are located in the T-wing and one room in South Campus Center.
- There are two stations in each room available on a first-come, first-served basis.

- Please see the [Lactation Room request form](#) for guidance on accessing the lactation rooms.

b. Transportation

1. UW Transportation Services: <https://facilities.uw.edu/transportation/>
2. ORCA/UPASS: The [U-PASS](#) provides students with a variety of transportation options. All Students who pay the Service & Activities Fee are automatically U-PASS members and required to pay the U-PASS Fee.
3. [Parking](#): Students can purchase daytime or evening parking permits, as well as motorcycle permits from Transportation Services. Parking lot availability changes based on occupancy levels and whether or not the permit is for evening parking (after 4 p.m.) or daytime parking (before 4 p.m.).

c. Student Representation on Graduate Curriculum Coordinating Committees (DNPCC)

The DNP coordinating committee includes and encourages student representation. The student representatives can bring forward items for the agenda on behalf of their cohorts and collectively have one vote on motions. Calls for nominees occurs at the beginning of the academic year.

d. Student Organizations Relevant for Doctoral Students

1. *UW School of Nursing Student Leadership Board*: [The School of Nursing Student Leadership Board's \(SLB\)](#) mission is to represent, advocate for, and build connections among all students in the School of Nursing (SoN).
2. *Graduate and Professional Student Senate*: The [Graduate and Professional Student Senate \(GPSS\)](#) is the official student government for all graduate and professional students at UW-Seattle.
3. *Office of Student Veteran Life*. <http://depts.washington.edu/vetlife/>
[Veteran's Education Benefits Office](#): The University of Washington Veterans Education Benefits office serves current service members, veterans and their dependents during their time as students at the UW. The Veterans Education Benefits staff provides students with information about VA educational benefits, certifies GI Bill® benefits, and answers questions about financial aid.
4. *Sigma Honor Society of Nursing Psi-at-Large Chapter*:
<https://thecircle.sigmanursing.org/psichapter/community-home>

5. *Additional student groups are open to both UG and Graduate students. See list at: <https://nursing.uw.edu/students/clubs/>*

e. Disability Resources for Students Services

The School of Nursing is committed to ensuring that otherwise qualified students with disabilities are given equal access through reasonable accommodations to its services, programs, activities, education and employment for students with disabilities. The School of Nursing works closely with [Disability Resources for Students](#) (DRS) in this process. DRS is the contact point for students with permanent or temporary sensory, physical or psychological disabilities interested in requesting reasonable accommodations due to the effects of a disability.

Students who wish to request reasonable accommodations are encouraged to contact DRS to start the process for documenting their disability and determining eligibility for services prior to the start of the program. While this process can be started at any time, reasonable accommodations may not be implemented retroactively so being timely in requesting your accommodations is very important. The University does have policies regarding the type of documentation required in order to diagnose different disabilities and a process for requesting accommodations. To learn more about the process for establishing services through these offices please contact the appropriate office given your campus location:

Disability Resources for Students (DRS)

448 Schmitz Hall, Box 355839, Seattle, WA 98195-5839

206.543.8924 (V/TTY)

206.685.8379 (FAX)

uwdrs@uw.edu

Students with disabilities are expected to perform all the essential functions of the program with or without reasonable accommodation. The School of Nursing will work with the student and the respective campus disability office to provide reasonable and appropriate accommodations. While the School of Nursing will make every effort to work with our students with disabilities to accommodate their disability-related needs, it is important to note it may not be possible to provide requested accommodations that would fundamentally alter the essential functions or technical standards of the program.

f. Student Parent Resource Center

[Student Parent Resource Center](#) provides resources and financial support to students with children. Student parents at the UW can find the resources they need to support the successful completion of their degree.

g. Methodology and Statistical Support

The [Office of Nursing Research](#) supports the UW School of Nursing's research mission to advance nursing science. The ONR provides consultation services which are available, free-of-charge to students for study design and statistical support. In addition, the ONR supports modeling parties (grant reviews) for student researchers preparing extramural applications.

h. Writing Resources

1. The School of Nursing has a Student Writing TA available to assist with writing support. The writing TA holds a variety of group courses on writing, as well as 1:1 consultation sessions. To access their services, email SONWriting@uw.edu
2. Allen Library Research Commons is specifically targeted for graduate student writers working on long-term projects. No appointment is needed and sessions can last up to 90 minutes. [Writing support at Allen Research Commons](#) is staffed by graduate tutors who are trained to support your writing through thoughtful questions and conversational peer-to-peer feedback. In case of simultaneous requests for drop-in sessions, graduate students have priority at this site.
3. The [Odegaard Writing and Research Center](#) provides by appointment writing support for students.
4. [Health Sciences Librarians](#) are available to assist with research and search support services. The School of Nursing has a dedicated Research Services Librarian, [Caitlin Maloy](#).

i. Public Speaking Resource

The [Center for Speech & Debate](#) offers a space for speech practicing. Students need to sign up for a time on the website and then they can practice, record their speech, and receive feedback from a speaking tutor.

j. Funding Resources

1. Funding your Education

Many funding opportunities are available for nursing students, both within the School and UW and also the community at large. Students, no matter

their need level, are encouraged to apply for as many funding sources as possible.

Complete information about the types of student funding available, as well as how to complete the Free Application for Federal Student Aid (FAFSA), can be found on the [UW Office of Student Financial Aid](#) website.

School of Nursing Financial Support Application

The School of Nursing has several scholarships to support nursing students enrolled at the Seattle campus during the academic year (autumn through spring). Though scholarships are limited, we are able to help many of our students who have high unmet need.

Unmet need is determined from the Cost of Attendance (CoA) minus federal loans minus student/parent contribution; what is left is called unmet need. This figure is determined from the student's Free Application for Federal Student Aid (FAFSA) and the UW Office of Student Financial Aid (UW OSFA).

More information on the application can be found here: <https://nursing.uw.edu/students/financial/application/>. Additional questions may be submitted to sonscholarships@uw.edu

2. Training Grants

i. Leadership Education in Adolescent Health (LEAH)

The LEAH program is one of seven interdisciplinary training programs funded by the Maternal Child Health Bureau (MCHB). [UW LEAH](#) is dedicated to training future leaders in adolescent health with the goal of reducing health disparities, as well as improving health equity and services delivery for adolescents. UW LEAH fellows participate in mentored, hands-on, and didactic training in adolescent health, focusing on interdisciplinary practice, leadership skills, research, public health, advocacy, and policy.

ii. UW Pediatric Pulmonary Center Training Grant

The UW Pediatric Pulmonary Center Training Grant is funded by MCHB. The mission of the Pediatric Pulmonary Centers (PPCs) is to develop interdisciplinary leaders who will improve the health of children with respiratory conditions through the provision of family-centered care. The [UW PPC](#) training program aims to promote comprehensive, coordinated, family centered, and culturally sensitive

systems of health care that serve the diverse needs of all families within their communities.

iii. Leadership Education in Neurodevelopment ([UW LEND](#))

The UW LEND program serves as a center of excellence in leadership training that prepares the next generation of policy makers, faculty, clinicians and researchers to lead the maternal and child health work force.

iv. Northwest Geriatric Workforce Enhancement Center ([NW GWEC](#))

The NW GWEC program funded by HRSA has goals of developing clinical training environments integrating geriatrics and primary care as well as developing providers who can address the needs of older adults. To support these goals, they provide training opportunities and traineeships to those interested in care of older adults.

v. Advanced Nursing Education Workforce (ANEW)

Also funded by HRSA, various ANEW grants may be available to support advanced practice registered nursing (APRN) students. These opportunities are often focused on specific APRN tracks and/or with specific clinical practice interests. Traineeships are available to DNP students through a competitive application process.

vi. Nurse Faculty Loan Program

From the Health Resources and Services Administration provided funds to nursing schools to help graduate students who plan to become nursing faculty upon graduation. The loan can be used for tuition, fees, books, and educational supplies, and is not based on need. To apply, you must be a master's, DNP or PhD student in good standing, a U.S. citizen, and plan to teach in a faculty role upon graduation.

vii. Scholarships to Promote Access to Advanced practice Nursing (SPAAN)

With funds from HRSA, the SPAAN program seeks to support eligible graduate students with high unmet need in primary care tracks (AGNP-PC, FNP, NM, PNP-PC, PMHNP) to reduce the financial burden associated with graduate studies. Eligibility is determined via the SoN Scholarship application and need based upon OSFA data.

11 | DNP AND GCPAPN PROGRAM

a. Program Time Limits

A student must complete all work for the Doctor of Nursing Practice (DNP) degree within **ten** years from the time of first enrollment. A student enrolled in a graduate certificate program must complete all work for the certificate within **three** years from time of first enrollment.

b. Advising

1. Group and Individual Advising

All incoming doctoral students are assigned to a graduate faculty member for program advising and mentoring. Within the first month of autumn quarter of Y1, we recommend that you make an appointment with your faculty academic adviser (FAA) to introduce yourself, discuss your background and future goals as well as discuss any questions you have.

Faculty will also hold track-specific group advising sessions periodically, generally quarterly. You are highly encouraged to attend these sessions and if you are not able to attend, to reach out to your adviser for an individual appointment.

2. Procedures for requesting change in faculty academic adviser

Very rarely, students seek to change FAA. If you wish to request a change in FAA during the program, please make an appointment to discuss this with your track lead. If your track lead is also your current adviser, and you do not feel comfortable discussing it with them, you are encouraged to reach out to the Graduate Program Adviser (Han Seo huseo@uw.edu).

c. Policies/Procedures for Course Equivalency and Credit Substitution Requests

1. Introduction and rationale for Gap Analysis

Gap analysis provides for an assessment of prior coursework so as to plan the most optimal program of study that acknowledges prior learning. A matriculated DNP or GCPAPN student may pursue the process below whereby previous coursework will be evaluated for equivalency to core coursework at the UW School of Nursing. All incoming DNP or GCPAPN students who have had any prior graduate training, taken graduate courses, or earned a master's degree or higher should have an initial 'gap analysis' done by the faculty in the track to which the student is admitted. The DNP

Coordinating Committee (DNPCC) is charged with oversight of all graduate course equivalency and substitution requests from students/faculty.

Definitions:

i. Gap analysis:

A method used to assess a student's prior course work to determine what courses may be granted equivalency and what courses may be deemed substitutable for DNP degree required credits.

ii. Course equivalency

The student has had prior training in the content and skills in the course, but credit towards UW degree is not granted (this requires course equivalency and substitution; see below). Students are still accountable for completing the number of credits required for the degree based on their individual gap analysis.

iii. Course substitution

This means that prior graduate coursework completed counts toward the 93 credits required in the DNP degree program. Students who earned an MN or MSN degree from other than the UW Seattle Graduate School are limited to 30 credits for substitution ([Graduate School Policy 1.1](#) section 1.1.5.1). Students may need to petition the Graduate School for course work completed more than 10 years prior. Some courses deemed equivalent may also be used for substitution up to the total number permitted, based on whether the prior graduate work was completed at the UW or another university.

Categories of students requiring a gap analysis:

- i. DNP enrolled student or student who has accepted an offer for enrollment in the DNP degree program, who previously earned a graduate degree or completed graduate-level courses.
- ii. Masters or Doctorally-prepared GCPAPN students seeking post-graduate credentialing in a new specialty.

2. General Standards

- i. **MN degree graduates** from Bothell or Tacoma may have some of their course work evaluated as equivalent, and some of the credits may be deemed substitutable for degree requirements but some may not if the prior course work taken was not consistent with the DNP AACN Essentials (2006).

ii. Clinical course credits

1. Prior clinical course credits may be deemed equivalent and can be substituted for some of the 93 credits for the DNP degree.
2. 1000 clinically relevant practice hours are required for the DNP degree.
3. Clinical hours completed as part of requirements for advanced nursing practice degree may be used as part of the 1000 hours.
4. Credits earned can be counted toward the 93 credits for the DNP degree, not to exceed the number of credits permitted as noted above in course substitution.

iii. Course equivalency for the 3P's

Physiology and Pathophysiology Across the Lifespan (NSG 557) – to be granted equivalency the student must have completed a similar standalone course (e.g. not integrated into disease management) at an accredited university/college and within the past five years at the time of matriculation.

If the student is currently licensed and actively practicing as an ARNP/APRN and has successfully completed an advanced physiology/pathophysiology course at an accredited university/college that includes general principles that apply across the lifespan, NSG 557 is waived.

Advanced Health Assessment (NCLIN 500) - to be granted equivalency the student must:

1. Have successfully completed a similar standalone graduate nursing course at an accredited university/college;
2. Pass a written challenge exam at the UW School of Nursing with a score of at least 75%; and
3. Successfully demonstrate advanced assessment skills via a timed observed physical exam (TOPE) exam in a laboratory setting at the UW School of Nursing.

If the student is currently licensed and actively practicing as an ARNP/APRN and has successfully completed a standalone graduate nursing advanced health assessment course at an accredited university/college that includes assessment of all human systems,

advanced assessment techniques, concepts, and approaches, the challenge exam and TOPE are waived.

Advanced Pharmacology (NSG 520) - to be granted equivalency the student must:

1. Have successfully completed a similar standalone course of at least 3 quarter credits or equivalent at an accredited university/college; and
2. Pass a written challenge exam at UW SoN with a score of at least 75%. Students will be notified if choose to challenge and are granted equivalency that licensure with Prescriptive Authority in the state of Washington requires 30 pharmacology hours within 2 years of application.

If the student is currently licensed and actively practicing as an ARNP/APRN and have successfully completed an advanced pharmacology course at an accredited university/college that includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents, the challenge exam is waived.

3. Process

All requests must include the following:

- A completed gap analysis form.
- Course description, objectives, and a syllabus for each course must accompany each request. Should a syllabus not be available, the course deliverables completed by the student may be substitutes (e.g., paper, lecture slides, etc.).

i. Notify track lead of intent to request gap analysis

Track lead will provide gap analysis forms and instructions for compiling supplemental paperwork (course syllabi).

ii. Student completes paperwork

Student completes gap analysis form and compiles additional supporting materials (course description, objectives and syllabus for each course) and submits to track lead for review

iii. Track Lead conducts initial gap analysis

Track lead consults list of prior approved courses for equivalency (document is part of the DNPCC end-of-year report).

iv. Track lead uploads materials to DNPCC Gap Analysis folder

Materials uploaded to secure DNPCC Gap Analysis folder on SoN intranet for Graduate Program Adviser (GPA), Han Seo, and DNPCC to complete the review and determination.

v. GPA reviews the requests

GPA reviews submitted materials to determine if all paperwork is complete and if the courses meet the UW Graduate School requirements, and then notifies the DNPCC Chair of the determination.

vi. DNPCC process

- a. DNPCC Chair reviews the request and the GPA's review report. For any course previously deemed NOT equivalent, DNPCC Chair denies the request. Remaining requests move forward to review
- b. DNPCC chair offers preliminary decision based on the review of the materials. As needed, DNPCC Chair seeks a recommendation from the faculty currently teaching the course as to the extent of equivalency.
- c. DNPCC chair communicates preliminary decision based on the DNPCC Chair's evaluation and course faculty's recommendation to the DNPCC Committee for review.
- d. Places the gap analysis review on the DNPCC agenda under the executive session for discussion.
- e. At DNPCC executive session, DNPCC Chair reports denied requests, and the Committee makes a determination of requests.

vii. Decision communication

- a. If DNPCC does not accept previous coursework as equivalent, the Chair communicates a decision with a brief rationale by email to the track lead with a copy to the GPA.
- b. If DNPCC decides to accept previous coursework as equivalent, the Chair notifies the track lead of the decision by email with a copy to the GPA and includes language related to risks incurred by the student seeking core course equivalency

as outlined below (see note). If coursework is also deemed substitutable, include language related to the Graduate School's requirements to waive the credits.

- c. The track lead will forward the decision to the student and work with the student to complete coursework planning.
- d. GPA files the written decision in the student's academic file to record the decision and rationale. The gap analysis should be updated to reflect *only* those courses deemed equivalent, and if appropriate, substitutable. For those courses requiring challenge examination, this will need to be completed successfully prior to final determination by DNPCC.

viii. Appeals

The student may appeal the decision by requesting a meeting with the Associate Dean for Academic Affairs. The Associate Dean for Academic Affairs will make the final decision as to acceptance or denial of DNPCC's justification.

ix. Exceptions

- Some DNP and GCPAPN core courses are prerequisites to later core courses. A course instructor has the right to deny enrollment in a course for which the student has not taken a prerequisite.
- Supervisory committee or track lead has authority to decide at any time that the student must take a core course, regardless of an earlier recommendation for course equivalency.

4. Timeline

i. Currently enrolled students

Requests for review must be submitted at least one quarter in advance of when a decision is needed about whether to take a core course

- May for fall quarter
- October for winter
- January for spring

Enrolled students may choose to submit multiple course equivalency review requests simultaneously.

- ii. **Newly-admitted students who are not yet enrolled** (e.g., those who accept an offer of admission in Spring, but do not enroll and register for classes until fall quarter)
Contact track lead and work with this faculty member to complete an initial “gap analysis” and, if appropriate, discuss course equivalency review requests and submit requests using the process below as soon as possible for consideration no later than the May DNP Coordinating Committee meeting.
- iii. **Students admitted off the waitlist** after the May DNPCC meeting, but who matriculate in fall will have a gap analysis conducted and reviewed by DNPCC at the end of September prior to the start of fall quarter.

d. Procedures on supplemental clinical for students not meeting goals

The number of clinical credits required for DNP students is specified in the curricular grid. Students are not permitted to register for additional clinical credits with one exception: if a student requires additional clinical experience to satisfactorily meet program and/or specialty track objectives/sub-objectives.

1. Procedure: Additional Clinical Hours for DNP Students in NCLIN 516, 517 or 518

If a student is not meeting stated course objectives (and/or track sub-objectives) in clinical skills/competency, the following procedures will be followed:

- i. Seminar faculty and/or faculty who oversee student’s clinical performance meet with the student to discuss concerns about clinical progression as early in the quarter as possible. This should be formally documented with use of a [Warning Notice and Learning Contract](#) if it is viewed that student may be in danger of not passing the course.

The seminar faculty member and student’s faculty advisor (some tracks will consult with the track faculty group) provide a clear description of areas not meeting expectations and a proposed plan for clinical learning.

- ii. The track faculty will vote on whether the student requires and would be able to meet program expectations with additional clinical in the subsequent quarter (in addition to already specified clinical credits).

a. If vote is no:

- i. Student will receive an NC grade, and the Track Lead will develop either:
 - an individualized plan for subsequent student progression (i.e. retake the course)
 - or**
 - a recommendation to dismiss to be submitted to DNPCC for discussion (within 1 month).
- ii. Track faculty, including the Track Lead, meet with the student to discuss the agreed upon plan and formally document the meeting results for student file.

b. If vote is yes:

- i. Student is assigned a grade of "X" for the current NCLIN course (516, 517, or 518).
- ii. Track representatives develop a set of expectations for the student to meet in collaboration with the seminar and clinical faculty. The number of planned additional credits of NCLIN 567 will be determined based on the developed expectations.
- iii. The Track Lead will inform the Department Chairperson of this exception and seek approval for needed teaching resources to support the additional clinical.
 - If approved by Department Chairperson, the Track Lead will notify the Clinical Placement Coordinator, who will arrange the additional clinical as outlined in plan.
 - If not approved by Chair, the procedures for "No vote" as outlined above will be followed.
- iv. Track faculty, including the Track Lead, meet with the student to discuss the plan.
- v. Student will register for NCLIN 567 for the specified number of credits with designated faculty.
- vi. Student progress will be closely monitored by the Track Lead and assigned clinical faculty (NCLIN 567 instructor of record) who will update the track

faculty on a regular basis throughout the quarter (bi-weekly recommended).

- vii. When the student successfully meets learning objectives in NCLIN 567, grades of “CR” are submitted for NCLIN 567 and the previous course which had been graded “X”.

Should the student not meet the learning objectives by end of the quarter, both the prior course and the NCLIN 567 should be graded as NC and the Track Lead will bring an individualized plan for subsequent student progression or recommendation to dismiss to DNPCC for discussion (within 2 weeks).

2. Procedure: Additional Clinical Hours for DNP Student Not Meeting End of Program Competencies

If a student is not meeting NCLIN 801 and/or track outcome expectations in clinical skills/competency, the following procedures will be followed:

- i. Seminar faculty and/or faculty who oversee student’s clinical performance meet with the student to discuss concerns about clinical progression as early in the quarter as possible. This should be formally documented with use of a [Warning Notice and Learning Contract](#) if it is viewed student may be in danger of not passing the course.

The seminar faculty member and student’s faculty advisor (some tracks will consult with the track faculty group) provide a clear description of areas not meeting expectations and a proposed plan for clinical learning.

- ii. The track faculty will vote on whether the student requires and would be able to meet end of program expectations with additional clinical.

a. If vote is no:

- i. Student will receive an NC grade, and the Track Lead will develop either:
 - o an individualized plan for subsequent student progression (i.e. retake NCLIN 801)**or**

- a recommendation to dismiss to be submitted to DNPCC for discussion (within 1 month).
- ii. Track faculty, including the Track Lead, meet with the student to discuss the agreed upon plan and formally document the meeting results for student file.

b. If vote is yes:

- i. Student is assigned a grade of "X" for current NCLIN 801.
- ii. Track representatives develop a set of expectations for the student to meet in collaboration with the seminar and clinical faculty. The number of planned additional credits of NCLIN 567 will be determined based on the developed expectations. Minimally this will need to be 2 credits due to "last quarter" requirements.
- iii. The Track Lead will inform the Department Chairperson of this exception and seek approval for needed teaching resources to support the additional clinical.
 - If approved by Department Chairperson, the Track Lead will notify the Clinical Placement Coordinator, who will arrange the additional clinical as outlined in plan.
 - If not approved by Chair, the procedures for "No vote" as outlined above will be followed.
- iv. Track faculty, including the Track Lead, meet with the student to discuss the plan.
- v. Student will register for NCLIN 567 for the specified number of credits with designated faculty.
- vi. Student progress will be closely monitored by the Track Lead and assigned clinical faculty (NCLIN 567 instructor of record) who will update the track faculty on a regular basis throughout the quarter (bi-weekly recommended).
- vii. When the student successfully meets learning objectives in NCLIN 567, grades of "CR" are submitted for NCLIN 567 and the previous course which had been graded "X".

Should student not meet learning objectives by end of the quarter, both the prior course and the NCLIN 567 should be graded as NC and the Track Lead will bring an individualized plan for subsequent student progression or recommendation to dismiss to DNPCC for discussion (within 2 weeks).

e. Course failure policy

Should a student fail the same course twice (grade < 2.7) or fail two courses in two different quarters, this is grounds for dismissal from the DNP program. Students in this situation will be referred by the track to DNPCC for evaluation for dismissal from the degree program. The student will have the ability to explain extenuating circumstances via petition.

Should the student be recommended for dismissal by DNPCC, GPA files the written decision in the student's academic file to record the decision and rationale.

Student may appeal the decision of DNPCC by requesting a meeting with the SON's Associate Dean for Academic Affairs.

f. Change in Specialty Track

Students who during their program of study desire to change from currently matriculated track to a different track are required to re-apply to the DNP program during the regular DNP admission cycle to be considered in the competitive pool. No guarantee of admission to the alternative track is implied. Students considering a change in track are highly encouraged to speak with their current track advisor as well as the track leads for their current and desired track in advance of application.

g. Clinical Policies

1. Compliance Requirements

Nursing students must meet Health Sciences and School of Nursing compliance requirements prior to the start of the program and throughout enrollment. Student and Academic Services (SAS), in collaboration with CastleBranch, and the University of Washington Health Sciences Immunization Program (HSIP), monitor student trainings, licensure, policy agreements, background checks, and immunizations designed to protect our students, the University, and the School of Nursing's clinical partners.

The Office of Clinical Placements monitors student compliance quarterly. You must be fully compliant **6 weeks prior to the start of the quarter** to ensure clinical onboarding can be completed. Holds will be placed on student accounts when a requirement's expiration date has passed. Contact your compliance specialist at nscomply@uw.edu for questions regarding account holds. <https://students.nursing.uw.edu/clinical-skills/compliance/>

As expiration dates for compliance items approach, the online compliance system, CastleBranch, will alert you to pending expiration dates so you can renew immunizations/licensure/etc. and minimize interruption to your research or clinical rotations. The School of Nursing will send students quarterly reminders about their immunization status, but students are responsible for monitoring and maintaining current records with CastleBranch.

Compliance tracking continues to evolve to meet the expanding needs and requirements of our partnered agencies such as:

[North Puget Sound Clinical Placement Consortium](#)
[University of Washington's Health Sciences Immunization Program \(HSIP\)](#)

2. Clinical site requirements

Students must also meet all clinical site requirements, which may include: fingerprinting, evidence of military draft registration, and other site-specific requirements. ***Note, drug screening prior to clinical rotations is common and failure may risk clinical education and progression.***

Important reminders

- Keep copies of compliance requirements for your own records.
- To update expired requirements in your student file, upload updated documents to your CastleBranch account.
- Immunizations must be updated through your CastleBranch account. The registration hold will be released once your compliance documentation has been reviewed and accepted.
- If a drug screening is required at a clinical site, the student and/or clinical agency are responsible for the cost. *The UW School of Nursing does not pay for drug screening and will not administer, receive, or review drug testing results.* The date of the drug screening will be included in the clinical passport to the site without results or other information.

- A hold will be placed on your student account if a requirement's expiration date has lapsed. Contact your compliance specialist at nscomply@uw.edu for questions regarding account holds.
- **Students enrolled in clinical courses:** Clinical sites require the School of Nursing to send verification of your compliance status (including your immunizations history) quarterly by submitting the Clinical Passport. If any of your compliance items have lapsed or are outstanding, you will not be allowed on site.
- **Students entering clinical sites** for observation purposes, data collection, projects, etc. must meet the clinical agency's compliance requirements in addition to School of Nursing requirements.

| No expiration date | Must remain current |
|--|--|
| <ul style="list-style-type: none"> • Clinical Placement Agreement Forms: <ul style="list-style-type: none"> ◦ Graduate Student Form (PDF) ◦ Consent to Release Form (PDF) ◦ Health Insurance Coverage & Clinical Placements (PDF) • Social Networking Policy Agreement (PDF) | <ul style="list-style-type: none"> • Active UW Office 365 Account • Background check • CPR card • Immunizations • RN licensure (if applicable) • CastleBranch Compliance |
| <p>* DNP or graduate certificate program student are required to acknowledge that you have been trained regarding blood borne pathogens and are accountable for this knowledge.</p> | |
| <p>**When completing hazards management training, enter Lanna Lee (nscomply@uw.edu) as your supervisor.</p> | |

3. Health and Wellness; Health Insurance

- Every graduate student enrolled in the UW School of Nursing program must meet the University of Washington Graduate School's immunization requirements prior to the start of the program and throughout enrollment. DNP and GCPAPN students in clinical programs must also meet School of Nursing immunization requirements prior to matriculation and throughout enrollment. See [Memo 22: Student Health Policy](#).

- ii. **Color Vision:** Students in clinical programs receive a color vision test at the beginning of the program. Students who do not pass the color vision screening will not be allowed to perform relevant testing while at clinical placement sites.
- iii. **Immunizations:** Nursing students are often at risk for exposure to and possible transmission of vaccine-preventable communicable diseases because of their contact with patients or infective material from patients. Maintenance of immunity to vaccine-preventable diseases through the Health Sciences Immunization Program (HSIP) is therefore an essential requirement of all students. The HSIP follows recommendations for health care workers from the Centers for Disease Control and Prevention (CDC) and OSHA/DOSH occupational health mandates.
- iv. Nursing students will NOT be permitted to enter a clinical site unless documentation of compliance with all requirements, including annual tuberculosis screening and influenza vaccine, have been confirmed by the HSIP with the School of Nursing.
- v. Nursing students must comply with requirements for the following: measles (rubeola), mumps, rubella, Hepatitis B, tetanus-diphtheria-pertussis, varicella (chicken pox), influenza vaccine, and tuberculosis screening (PPD skin testing, or symptom review for those not being tested).
 - a. **Measles Immunity Requirement:** ALL students entering the University of Washington must provide proof of immunity to measles prior to registration. However, Health Sciences (including School of Nursing) students are exempt from this mandate.
 - b. **Tuberculosis Requirement:** Tuberculosis screening must be completed annually throughout the student's program of study.
 - c. **Influenza Requirement:** Students must get the influenza vaccine annually throughout the student's program of study. The information contained in this document is subject to change. For the most up-to-date information on immunizations, TB testing requirements, and details about how to satisfy each requirement, please visit the HSIP website: <https://www.ehs.washington.edu/health-sciences-immunization-program-hsip>

- vi. **Student Account Holds:** Students who do not meet the immunizations prerequisites and who do not meet the annual PPD and influenza vaccine compliance requirements will have a hold placed on their student account by Student Academic Services (SAS).
- vii. **Health Fee:** School of Nursing students pay a standard annual Health Fee that will appear on tuition billing statements the first or second quarter of enrollment and will recur each year as you are enrolled in the program. **There are NO EXCEPTIONS or REFUNDS for this fee.**

The Health Fee covers the following services provided by the Health Sciences Immunization Program (HSIP) as listed below:

- a. Follow up and counseling (but not treatment) for positive PPD conversion.
- b. Coverage for counseling, testing, and treatment for any course-related Blood Borne Pathogen (BBP) exposure after your insurance is billed.

The Health Fee does NOT cover immunizations and proof of immunity required by individual clinical sites or for entry into the program, including but not limited to, TB screening, Flu vaccination, MMR, Tetanus/polio, Varicella titer, Hepatitis B titer.

Students have to meet these requirements and secure documentation thereof at their own expense. A student may choose to obtain any of the required immunizations from their current health care provider. In this case, students must provide all documentation to the HSIP, obtain clearance through the HSIP program staff, and pay the health fee.

- viii. **Health Insurance:** Some clinical sites require students to have health insurance. Students without health insurance will not be placed at such sites. All Health Sciences students are STRONGLY ADVISED to have personal health insurance, or to join a health care plan, to cover the expenses of their health care, treatments in case of an injury, and/or care for a catastrophic illness or serious chronic condition within or outside the clinical setting.

4. Policy on Infection Control Procedures for Health Care Providers Infected with HBV/HIV/HCV:

In compliance with University of Washington Infection Control Procedures regarding blood-borne disease, the School of Nursing supports voluntary reporting of HIV/HBV/HCV status. As part of their professional responsibility and accountability, the School encourages all students to be aware of their risk status for HBV/HIV/HCV. If they are at risk for these diseases, they are encouraged to seek testing and to notify the School of Nursing of their status so as not to place patients in a position of risk. In addition to following standard precautions, it is recommended that students adhere to CDC guidelines which state that students with a known blood-borne pathogen are expected to:

- i. Double-glove during all procedures involving the possibility of blood-borne exposure
- ii. Refrain from all direct patient care and the handling of patient care equipment used in invasive procedures if the student has exudative lesions or weeping dermatitis
- iii. Refrain from direct participation in exposure-prone procedures, which at the minimum include the following:
 - o Digital palpation of a needle tip in a body cavity
 - o Simultaneous presence of the student's fingers and a needle or other sharp instrument or object in a poorly visualized or highly confined anatomic site.
- iv. If an infected student must engage in such activities, each situation should be reviewed and specific practice protocol developed. All students are taught standard precautions as part of their basic nursing curriculum. Following these policies is essential for the protection of the care provider and the patient, and minimizes risk to either party.

5. Clinical Placement Policies and Procedures

UW School of Nursing graduate students have an extraordinary opportunity to learn and work alongside skilled mentors throughout the Puget Sound and beyond. Clinical rotations are tailored to your graduate track and program of study. **Students should NOT contact clinical sites to ask about clinical placements.** You may suggest clinical placements to track faculty, but the Office of Clinical Placements makes the final decision in conjunction with the seminar instructor(s) and the track lead(s).

All clinical placements are at the sole discretion of the UW School of Nursing. Students complete a [Clinical Placement Agreement form](#) at program matriculation and may be asked to reconfirm understanding prior to start of clinical.

i. **"Out-of-area" clinical placements**

Out-of-area placements are clinical practicum sites located outside of Washington State. Out-of-area placements must be considered far in advance (contracts with sites may take six to eight months or longer to establish, may require approvals in another state (at Board of Nursing level) and require approval of the Attorney General's office). For these reasons, they are rare. If you are considering the possibility of such a placement, please discuss this early with your FAA.

ii. **Dress Code/Appearance**

- a. Uniform: You are expected to wear business-professional attire appropriate to the standards of the site, a white lab coat (if appropriate—not usually used in pediatrics, mental health or population health practicum sites) and a UW School of Nursing nametag identifying you as a graduate student. Check with your site about their expectations before the quarter starts.
- b. A white lab coat is available through the UW Bookstore, various uniform stores, and online. Graduate students may opt for a knee-length lab coat.
- c. Appearance: Hair, jewelry and accessories must be worn so that they do not fall onto the patient during examination and do not cause any safety risk to yourself and/or your patients/clients.
- d. Dress codes for most clinical sites do not permit backless or open toed shoes in compliance with OSHA regulations.
- e. Scents: Because perfumes, colognes and other scents, including lingering cigarette smoke, can cause significant airway distress to people with asthma, allergies, and/or chemical sensitivities, students are urged to minimize the use of scented products while at clinical sites.

iii. **Travel to Clinical Sites**

Students will likely attend clinical sites in the greater Seattle metropolitan area as well as throughout Western and Central Washington state. Clinical assignments are based on providing you with a variety of clinical experiences throughout the program, which requires travel time outside your home area. Due to limited spaces in clinics for clinical rotations, access to the clinical site from your local address or other needs cannot be taken into consideration when assignments are made. Transportation, including the cost of transportation (gas, bus fare, ferry fees), to and from the clinical site is

the student's responsibility. Students may use your own car, ride share or public transportation.

iv. **Requesting a Clinical Site Change**

Reasons for Requesting a Clinical Site Change: Site exceeds your current skill level, site does not meet course objectives/limited preceptor availability to provide oversight, you feel intimidated in the setting.

Steps for Requesting a Clinical Site Change

- a. Dialogue is initiated between you, your faculty/course adviser, and your preceptor (or site liaison) to clarify the issues. It is helpful for you and your preceptor to review your clinical objectives. Every attempt must be made to keep you in the current clinical site with hopes that ongoing dialogue will resolve issues.
- b. Your faculty/course adviser makes a site visit. Alternatively, the faculty/course adviser initiates a conversation with your preceptor/site liaison. During these discussions you will continue to attend the clinical site.
- c. You, your faculty/course adviser and your preceptor or site liaison will identify the best course of action.
- d. If, as a result of this process, a site change is needed and you leave a site prior to the end of the quarter, your faculty/course adviser is responsible for contacting the preceptor to inform them of the change. Your faculty/course adviser will inform the Clinical Placement Coordinator of the final outcome so the placement database can be updated.

v. **Removal of Student from Clinical Site**

Compliance Requirements **must** be completed prior to beginning your clinical rotation, or at the time designated by the site. Compliance requirements must also remain current for the entire duration of the quarter. **Failure to do so may cancel your clinical placement.**

In addition, students must meet and demonstrate Essential Behaviors while in clinical sites. Failure to do so may result in removal from clinical site.

vi. **Clinical Placement at Site of Employment**

A student may not enroll for course credit and be paid for the same hours. If a student is an employee of a site or has any other formal relationship with the site where they have been placed to do course work as a student, roles must be clearly defined and separated, in writing and in advance of the placement, as follows:

- a. A faculty supervisor must be listed for each student.
- b. Program or course content and educational objectives for the student's experience at the site must be detailed.
- c. If a student is also an employee of site or has a formal relationship with the site, the hours in which the student is functioning as an employee/in the other role vs. the hours the student is functioning as a student must be defined.
- d. In order to avoid potential conflict between the site's expectations regarding levels of productivity related to site objectives and the student's use of time at the site to meet STUDENT learning and program objectives, a student may not bill for a service provided while in a student role.

vii. **Management of Clinical Incidents**

Reporting: Should a clinical incident occur, the student is to immediately contact their UW clinical faculty. This includes all medication errors and HIPAA violations. "Clinical Incident Reporting: What Students Need to Know" (2 minutes) is linked in every Canvas course and shared during student orientation.

The Clinical Incident Reporting online form will be completed by any School of Nursing (SoN) faculty who is informed or aware of a clinical incident that "resulted in patient harm, an unreasonable risk of patient harm, or diversion of legend drugs or controlled substances". The individuals identified on the form will be contacted by a SoN representative who will facilitate a process that may result in reporting to the Washington State Nursing Commission, as required by WAC [246-840-513](#). The process is based on principles of the [Just Culture Model](#).

The following definitions are in the Nursing Commission Incident Report form.

- a. Unreasonable risk of harm: An act or failure to act, which is below the standard of care for what a reasonably prudent nurse would

do in similar circumstances, thereby creating a risk of harm to the patient, whether or not actual harm resulted.

- b. Patient harm: Anything that impairs or adversely affects the health, safety, or well-being of the patient. Harm includes physical, mental, emotional and sexual abuse, exploitation, neglect, or abandonment.
- c. Alleged diversion of legend or controlled substances: A claim or assertion that an individual misappropriated any legend drug or controlled substance.

viii. **Reporting an Unusual Occurrence to a Patient**

Whenever a student, during their clinical experience in a hospital or public health agency, is involved in an unusual occurrence concerning a patient, these steps must be followed once the immediate needs of the situation have been met:

- a. The policy of the agency for reporting an incident will be followed. Send one copy of the agency's incident report to: University of Washington Risk Management Office, Box 351276.
- b. The student and instructor/preceptor will complete UW Form 60266, available in the School of Nursing office of Student and Academic Services (T301). Once completed, the pink copy remains with the student. Send the two remaining copies of the report to: University of Washington Risk Management Office, Box 351276. You may wish to photocopy the completed form and send it to the Director of Student and Academic Services.
- c. The Director of Student and Academic Services should be notified by phone (206.543.8736) within 24 hours that an incident has occurred.

ix. **HIPAA Violations**

All nursing students must complete UW Health Insurance Portability and Accountability Act (HIPAA) training. This training is done via a secure website and lasts approximately ninety minutes. You may be required to take additional HIPAA modules at certain clinical sites. Violations of HIPAA regulations must be reported as per #1 above. The circumstances surrounding the violation will be reviewed and an

action plan will be established which can range from remediation and further education to removal of student from clinical site.

x. **Fluid exposure/Needlestick**

In order to minimize the risk posed to students and/or patients by persons infected with blood- or secretion-borne pathogens (BBP) as identified by the CDC and OSHA, all students without an RN license are required to complete BBP training as part of their program orientation.

[Please see the SoN Memo 45: BBP Exposure Policy](#)

Students exposed to BBP should take immediate first aid including scrubbing wounds and skin with soap and water for 20 minutes and/or flushing mucous membranes with water for 20 minutes.

Please refer to the [UW's campus-wide bloodborne pathogens process](#).

If a BBP exposure occurs in a clinical setting outside of UWMC/Harborview, refer to this testing schedule as a resource to avoid being charged unnecessary lab fees. Lab tests ordered must follow this schedule to qualify for reimbursement by the health fee. Health Sciences students who have already satisfied their initial program requirements by proving their immunity to Hepatitis B, in most cases, do not need to have these labs drawn after a bloodborne pathogen exposure.

Please note under baseline labs that it is unnecessary to draw Hepatitis B Surface Antigen (HbsAg) or Hepatitis B Core Antibody (HbcAB) titers if there is a documented history of completed Hepatitis B vaccine series and a positive Hepatitis B Surface Antibody. Health Sciences students who have already satisfied their initial program requirements by proving their immunity to Hepatitis B, in most cases, do not need to have these labs drawn after bloodborne pathogen exposure.

Risk assessment and laboratory testing may be available to students at the clinical site's employee health office. Need for medications for prophylaxis of BBP may require further assessment. If there is no employee health office at the clinical site or for exposures occurring after clinic hours, on weekends, or on holidays, students are to seek care at the nearest emergency room. Only the tests listed on

the [Approved Laboratory Testing Schedule for Reimbursement](#) qualify for reimbursement from the UW Health Sciences Immunization Program.

The staff on duty in the Emergency Department (ED) at the University of Washington Medical Center (UWMC) is available at 206.598.4000 for information 24 hours a day.

Students experiencing an injury and/or BBP exposure at all clinical agencies complete, with the clinical instructor, the [UW Nursing Student Clinical Incident/Injury Form](#). This form should be mailed to:

University of Washington School of Nursing
Attn: Patrick Tufford, Director of Student and Academic Services
Student and Academic Services
Box 357260
Seattle, WA 98195

Students, with their instructor, at Harborview Medical Center & UW Medical Center also need to [complete a Patient Safety Net \(PSN\) report](#) for any incident/accident reports.

UW Environmental Health & Safety
Hall Health Center
Box 354400
Seattle, WA, 98195

For BBP exposure, the Health Fee will cover the after-insurance costs of initial care, baseline, and follow-up lab testing, and prophylactic medications given as an appropriate response for a reported episode of BBP exposure. If a student has received emergency care after a BBP incident, the bill indicating the remaining cost after insurance has paid should be directed to the [online UW Medicine Patient Safety Net](#).

Health Sciences Immunization Program
University of Washington
Box 354410
Seattle, WA, 98195-4410
myshots@uw.edu

6. Clinical Evaluation of Graduate Students

In order to achieve quality student advising and instruction, every student participating in clinical course work must receive a written evaluation of clinical performance each quarter. All graduate level clinical courses are designed for students to achieve course objectives within the quarter in which they are registered for the course. Clinical evaluations by course instructors must reflect student achievement of course objectives within this standard time frame.

Instructors of graduate students participating in clinical course work write quarterly evaluations of student clinical performance, discuss them with the student, and copies are placed in student file. Instructors may use pre-designed clinical evaluation forms developed for the course, track, and/or program. These tools are based on course objectives, track requirements, and/or national competencies and standards.

Students in clinical courses are expected to complete their clinical hours during the academic quarter. No students may be in clinical sites for course-related work before the academic quarter starts or after the academic quarter ends (last day of finals week) according to dates outlined on the UW calendar. Exceptions must be approved and monitored by the track lead and department chairperson.

Exceptions to this rule include when a student is unable to complete clinical hours due to:

- An acute illness episode within the last two weeks of the quarter
- Required clinical experiences were not available (e.g., a student in a nurse-midwifery track needs to “attend” a birth and must wait until an appropriate patient presents to the healthcare system)
- Failure to complete required clinical hours was beyond control of the student; e.g., preceptor became ill or otherwise unable to fulfill precepting responsibilities and a substitute was not found in time to support student finishing during the academic quarter.

Examples of instances that do not qualify as exceptions include: A student missed clinical hours due to lack of organization or other omission of professional responsibility; Student wants to get “more” clinical experience.

7. Professional Liability Insurance Protection

Nursing students are covered for professional liability by the UW as long as the activity in question is definitely University-connected and sanctioned.

School of Nursing coverage is in effect when the student is:

- i. working in a program formally approved by the School of Nursing
- ii. working in a program not formally approved by the School of Nursing, but is a program for which the University will extend individual professional liability coverage
- iii. participating as an individual, with written authorization of the Dean, in a specified activity to which liability coverage is extended

Student liability coverage is extended only when acting “at the direction or request of or on behalf of the University.” In order for students to be protected, their student activities must occur under supervision of a faculty member. Clinical practice must occur in agencies where a legal contractual agreement has been established between the School of Nursing and the Agency. Evidence of Professional Liability Coverage is provided as an appendix to this handbook on the website.

Students who are already registered professional nurses should consider that, in addition to their student status, they are also licensed as individual nursing practitioners. Conceivably, they could be held liable for their acts as autonomous professional individuals in addition to, or rather than, as students. Therefore, it is recommended that registered professional nursing students protect themselves by carrying their own professional liability insurance. One type of this insurance can be purchased for a minimal annual premium through membership in the American Nurses Association (ANA); availability of liability protection is one of the benefits of membership in ANA. Insurance is also available for members of some nursing specialty organizations.

Professional liability insurance provided by the UW does not cover nursing practice in any voluntary health clinic where the registered nurse acts as an individual volunteer and not at the direction of or on the behalf of the University. No student should attempt nursing services beyond their present level of educational preparation.

h. DNP Final Project Information

1. Description of DNP Final Project Goals/Objectives

Practice doctorate projects are systematic investigations of questions about practice and therapies that evaluate and/or translate all forms of evidence into practice. Each student collaborates with an agency to address a real-world clinical problem or health issue. Most often, a student will be engaged in only one phase or aspect of translating evidence into practice. Examples of final projects include, but are not limited to:

- Appraising evidence and making recommendations of adapting clinical guidelines to the unique population or characteristics of a specific clinic or community
- Disseminating the latest evidence by training staff/community members
- Completion of a needs assessment
- Implementing changes in practice/organizational workflow or policies
- Evaluating the impact of a change in practice or new protocol
- Program development or evaluation
- Policy development or evaluation

2. Project Identification and Matching Procedures

Every DNP student is required to complete a final project.

The DNP Project requires 6 credits of [NMETH 801: Practice Doctorate Project](#). Students complete 3 credits of NMETH 801 each in Autumn and Winter quarters.

As students progress through didactic and clinical coursework, they should be mindful of potential projects. Bring these to the attention of the designated track faculty who will explore and examine the pros and cons of possible projects. Faculty will contact agency/agencies to discuss interest in collaborating with the UW School of Nursing on the proposed project. Note that an Affiliation Agreement (AA) or Memorandum of Understanding (MOU) needs to be in place before any project can start. If one is not already in place, establishment of a new AA or MOU can take up to several months depending on the agency. Faculty can determine if an AA or MOU is in place.

Mid-summer – usually late July – students will receive a menu of approved DNP project opportunities. Review the list and submit your top five choices, along with rationale, using the DNP Final Project Match Request form. Course faculty and designated track faculty will review requests and match students with projects based on available information. Students will be notified no

later than Aug. 15 of DNP project match information and be assigned to an NMETH 801 course section for registration purposes.

3. NMETH 801: Project Planning

Students must successfully complete each of the below activities in order to receive course credit and continue to Implementation/Evaluation:

- i. Approved Written project plan (proposal). This requires identification and collaboration with key agency personnel in developing the proposal.
- ii. Verbal presentation of DNP project plan (Proposal), articulating overarching project and individual goals and the student's specific role in the project
- iii. Formulation and execution of statement of mutual agreement (SMA) with site/community/organization
- iv. Obtain [Human Subjects](#) approval, if indicated.
- v. Completion of onboarding activities at the project agency, if required.
- vi. Participate in on-campus class discussions providing peer consultation and feedback.

Supervisory committee evaluates and reviews project proposal and oral defense with the [DNP Project Proposal Rubric](#).

4. NMETH 801: Project Implementation and Evaluation

Following proposal approval and execution of the SMA, students complete the project and work on final products, including a concise written report of project findings and implications to be shared with agency and materials for initial dissemination of project findings.

Students must successfully complete each of the below activities in order to receive course credit:

- i. Implement DNP project in collaboration with the agency
- ii. Participate in on-campus class sessions and/or online learning activities
- iii. Participate in final poster presentation of DNP project on scheduled Final Defense Day (usually last day of instruction for quarter).
- iv. Develop and submit project written executive summary to supervisory committee and the agency

Supervisory committee evaluates and reviews project deliverables and oral defense with the [DNP Final Project Examination Rubric](#).

5. Final Project Committee Membership

- i. In Autumn of year 3 of the program students will be notified in NMETH 801 with regards to the composition of your supervisory committee. NMETH 801 faculty will serve as members of the DNP supervisory committee, along with at least one member knowledgeable in the track area of student preparation.
- ii. Students may wish to add a member of the agency where the practice doctorate project will be conducted as an optional fourth member of the committee.
- iii. Students submit as an assignment in NMETH 801 (Autumn) the [Memorandum of Request to Establish Supervisory Committee for DNP form](#) written memorandum for the appointment of your supervisory committee. The form will be forwarded by your faculty to the Associate Dean for Academic Affairs and to Graduate Program Adviser, Betsy Mau. If students select committee members from outside the University of Washington to be members of the committee, their contact information and a copy of the individual's curriculum vitae or resume are required to be submitted to the SoN in order to determine their appropriateness to be appointed to the student's doctoral committee by the graduate school.

10 | GRADUATION

a. Eligibility to participate in Convocation and Commencement

All graduate students who have graduated between the summer quarter and spring quarter prior to Convocation may participate in the School of Nursing Convocation. On a case by case basis, a graduate student who has: 1) a committee-approved defense date (master's students) or final examination date (doctoral students) scheduled during summer quarter, AND 2) has received confirmation in writing from their supervisory committee chair and, if applicable, program adviser, that they have fulfilled all degree requirements such that it is possible to graduate Summer Quarter following Convocation must, NO LATER THAN 14 CALENDAR DAYS prior to Convocation, seek and receive approval from the Associate Dean for Academic Affairs, who will make the final decision about whether or not the student may participate in the Convocation ceremony.

b. Preparing to Graduate

Final Quarter Requirements (general)

- [DNP student final quarter requirements](#)
- [GCPAPN student final quarter requirements](#)

c. Student Awards and Honors

1. School of Nursing awards

The School of Nursing honors graduating students from each degree program with awards at the Convocation Ceremony in June. A call for nominations will be sent out electronically in early Spring quarter for the 1) Master's Student Award; 2) DNP Student Award, 3) PhD Dissertation Award and 4) Daisy Foundation Student Award. Students may be nominated by fellow students and/or faculty. No self-nominations are accepted. At the graduate level, there are no departmental honors based on GPA.

2. Sigma Honor Society for Nursing

Graduate students meeting certain criteria may apply for membership in [Sigma, the honor society for nursing](#). Those students who are members of Sigma Theta Tau are encouraged to wear their honor cords at commencement and convocation.

3. Teaching Assistant Award

The School of Nursing honors a Teaching Assistant annually for excellent performance with an award at the Convocation Ceremony in June. A call for nominations will be sent out electronically in early Spring quarter for the TA award. Nominations from students are welcomed. There are no self-nominations.