



**Russell Sage College
Department of Nursing**

**GRADUATE/DOCTORAL
STUDENT NURSING HANDBOOK
2025-2026**

TABLE OF CONTENTS

Introduction.....	5
The RSC Nursing Department Mission Statement	6
DNP Program Goals and DNP Student Learning Outcomes	6
RSC Graduate Nursing Programs As Of AY 2025-2026.....	8
Expectations & Characteristics of Graduate Study.....	9
Role of the Instructor	10
Role of the Student.....	10
RSC Graduate Programs in Nursing Entry Levels.....	10
Adult Gerontology Primary Care Nurse Practitioner Program.....	10
Family Nurse Practitioner Program	11
Psychiatric Mental Health Nurse Practitioner Across the Lifespan.....	11
Adult-Gerontology Acute Care Nurse Practitioner	12
Post-master’s Certificate Programs in Nursing.....	12
Adult Gerontology Acute Care Nurse Practitioner Post-Master’s Certificate.....	13
Family Nurse Practitioner Post-Master’s Certificate.....	13
Psychiatric-Mental Health Nurse Practitioner Across the Lifespan Certificate	14
Adult Gerontology Primary Care Nurse Practitioner Post-Masters.....	14
DNP Advanced Standing.....	14
<u>Academic Matters</u>	
Matriculation.....	15
Maintenance of Matriculation.....	15
Academic Advisement.....	15
Registration Information.....	15
Incomplete Grades.....	16

General Information

Official Sage Communication.....17

APAFormat.....17

Academic Honesty.....18

Participation in Professional Organizations.....18

Sigma Theta Tau.....18

Policy and Procedures for Academic Performance for Graduate Students19

Grievances & Appeals.....19

Clinical Courses.....20

Academic Standing/Criteria for Continuation22

Leave of Absence.....22

Graduation.....23

Student Resources

Awards and Research Grants23

Sources of Financial Assistance.....24

Clinical Placement Guidelines

Requirements for Clinical Courses.....26

RN Licensure26

Professional Liability Insurance26

Annual Clinical Clearance27

BLS (Basic Life Support).....27

Student Clinical Placement Form27

Department of Nursing Professional Practice/Code of Ethics.....27

Professional Conduct28

Civility30

Unsafe Policy and Procedure32

Accreditation & Affirmative Action	33
Title IX.....	33
Doctor of Nursing Practice (DNP).....	34
Definition of Scholarship Project.....	34
Guiding Documents & Learning Outcomes.....	34
Difference between DNP Scholarly Project & PhD Dissertation.....	36
The RS DNP Curriculum & the DNP Project.....	38
Criteria for the DNP Project.....	41
DNP Scholarly Project Committee.....	42
Clinical Residency.....	45
Requirements for Deadline Extension.....	49
References.....	50
Addendum	
Costs, Laboratory Fees & Other Financial Information.....	51

INTRODUCTION

Congratulations on your admission to the Graduate program in Nursing at Russell Sage College (RSC). We hope your experience here will be exciting and challenging. To facilitate your progress through the program, faculty and students have compiled this information to guide you through academic planning and acquaint you with the Department of Nursing policies. This Graduate/Doctoral Student Handbook represents information and policies that are applicable to both Master's, Post-master's, and Doctoral students who are responsible for reading and following the enclosed policies.

Advanced practice nurses serve as innovative leaders and skilled practitioners who contribute to the improvement of nursing and health care. Skills learned in this program will facilitate lifelong learning and expertise in managing the changing health care environment.

The Graduate Programs of the RSC Nursing Department prepare graduates who embody the advanced practice role by becoming expert clinicians, critical thinkers who develop, innovate, and actualize new evidence-based solutions and strategies to improve the care for individuals, families and populations. Graduate students develop new knowledge through scholarly inquiry and demonstrate a commitment to lifelong learning. This is achieved through the integration of arts and sciences, humanistic concern for the health and well-being of others, and an awareness and appreciation of cultural diversity in a global society.

Russell Sage College prepares graduates who enable clients to maximize their own potential. The global context in which the nursing profession practices is emphasized, with the expectation that our graduates will assume leadership roles, as professionals and citizens in organizations to influence health care delivery, nursing education and research.

The Department of Nursing at Russell Sage College offers four nursing degree programs: Baccalaureate, Master's, Post-master's Certificate and Doctor of Nursing Practice. The master's Program includes Master's Degree and Post-master's Certificate Programs studies. The DNP program is available for entry as a BSN to DNP or advanced standing for Nurse Practitioners with a MS degree.

The DNP Project Handbook is available as an appendix to this document. The leadership in the Nursing Department includes a Chair, and Directors for the Baccalaureate Program, and Graduate Programs.

The RSC Nursing Department Mission Statement

We prepare and empower dynamic leaders through the integration of arts and sciences for excellence in nursing practice, education, research, and community engagement across a global pluralistic society. To become individuals who will BE, KNOW, & DO.

RSC Master’s Nursing Student Learning Outcomes

1. Provide scientifically based quality healthcare, optimal advanced nursing practice and effective management of human, fiscal, technological and health system resources.
2. Demonstrate leadership within and across diverse health care delivery systems, integration of new scientific knowledge, recognition of the complexity of healthcare systems and the need for effective inter-professional communication, collaboration and intervention strategies.
3. Design and implement quality improvement models across culturally diverse and population-based healthcare settings that promote quality, safety and optimal clinical outcomes
4. Analyze and implement scientifically based research that fosters inter-professional collaboration, improved clinical practice and organizational decision making.
5. Effectively uses technology to deliver and enhance patient care, inter-professional communication and integration across diverse healthcare systems.
6. Actively engage in diverse socio-political, environmental and global health initiatives that promote optimal health and social outcomes.
7. Demonstrates effective inter-professional communication, collaboration and consultation across diverse healthcare settings.
8. Integrate knowledge related to culturally relevant social, behavioral and ecological determinants that impact health outcomes.
9. Build expertise in an advanced practice role based on a theoretical and conceptual knowledge of clinical nursing practice and role expectations for the purpose of influencing outcomes for individuals, populations and healthcare systems.

DNP Program Goals and DNP Student Learning Outcomes (SLOs)

<p>The DNP Program GOALS at Russell Sage College will prepare practice-focused leaders who:</p>	<p>Doctor of Nursing Practice (DNP) Student Learning Outcomes (SLOs)</p>
<p>1. Translate and apply scientific evidence into innovative practice or policy change.</p>	<p>1.Design and evaluate emerging interprofessional models of care that integrate theoretical and empirical knowledge from nursing, health-related disciplines and. diverse sources.</p> <p>3.Designs, provides, manages, and evaluates comprehensive person-centered care using the scientific body of knowledge within the regulatory and educational scope of practice.</p> <p>4. Analyze scientific data to predict and interpret variations in healthcare, outcomes, and clinical practice.</p> <p>10. Demonstrates attributes of expertise in practice, professionalism, and adherence to legal and ethical principles guiding advanced nursing practice.</p>

2. Address structural barriers to care with a goal of increasing diversity, equity, and inclusion across healthcare settings.	2. Develop and evaluate accountable care delivery models that ensure efficient, effective, and fiscally responsible delivery of healthcare.
3. Formulate policy, advocacy and social justice initiatives leading to improved health outcomes	7. Influence health policy and advocate for social justice within healthcare systems at the regional, state, or national and global levels. 9. Formulate and deliver population-based Healthcare using epidemiological, biostatistical, environmental, psychosocial, cultural, and prevention-oriented principles for improving population health.
4. Implement innovative evidenced-based quality improvement processes within diverse settings or systems.	5. Utilize principles of translational and improvement sciences to improve quality and safety for patients, populations, providers, and systems. 6. Apply informatics and emerging healthcare technologies to drive quality in patients, populations, and systems.
6. Evaluate sustainability of new care delivery systems using organizational, financial, and systems leadership skills.	2. Develop and evaluate accountable care delivery models that ensure efficient, effective, and fiscally responsible delivery of healthcare.
7. Apply, evaluate, and utilize educational theories, frameworks, and pedagogical approaches across academic and clinical settings.	10. Demonstrates attributes of expertise in practice, education, professionalism, and adherence to legal and ethical principles guiding advanced nursing practice

Curriculum

Both the Master's and BS/DNP Curricula are built on and incorporate as applicable to the role and/or population focus for which students are being prepared based on:

American Association of Colleges of Nursing (AACN) (2021). *The Essentials: Core Competencies for Professional Nursing Education*

<https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf>

the 10 “Domains for Nursing”

the 8 “Concepts for Nursing Practice” and

the 45 “Competencies”

and

National Organization of Nurse Practitioner Faculty (2022). *NONPF Nurse Practitioner Role Competencies*, as applicable to the 10 “Role Competencies.”

RSC GRADUATE NURSING PROGRAMS AS OF AY 2025-2026

Degree	Student Eligibility	Process/Criteria
Master’s Degree (Post Baccalaureate)	Registered nurses with a Bachelor’s Degree of Science with a Major in Nursing	These students apply and are admitted for a specific track. Provisional admissions may occur based on past academic performance. * As of this handbook publication, NY State recognizes Master’s Level entry for licensure as a Nurse Practitioner. National certification bodies also deem Master’s level preparation as eligibility for board certification. Students are encouraged to explore other States’ eligibility requirements for APRN licensure and make their choices accordingly.
Bridge to Master’s Program	Registered nurses with an Associate Degree in Nursing and a Bachelor’s degree in another field	These students may be admitted provisionally based on the candidate meeting all admission requirements. They will then be required to successfully complete four undergraduate level courses at RSC in order to “Bridge” to a matriculated MS student status.
Post-Master’s Certificate Programs	Registered nurses with a Master of Science in Nursing who wish to become nurse practitioners in a population focus. These students <u>ARE NOT</u> currently nurse practitioners.	All Post-Master’s Certificate students will have a Gap Analysis of their transcripts completed and approved by the Graduate Nursing Program before program planning for the certificate is finalized.
	Registered nurses with a Master of Science in Nursing who <u>ARE</u> Nurse Practitioners in a different population focus, and wish to change their licensure to another population focus, for example FNP to PMHNP.	The Academic transcript is the guiding document for program planning. Documentation of clinical hours done in previous NP course work will be reviewed and a Gap Analysis conducted. Work experience is not considered in the Gap Analysis process.

Doctorate of Nursing Practice BS to DNP (Post Baccalaureate)	Registered nurses with a Bachelor’s Degree of Science with a Major in Nursing	Baccalaureate Graduate Nurses with a minimum of one year full time work experience as a Registered Nurse enroll in the 72 Credit BS/DNP Program (Students must complete all 72 credits before they are eligible to graduate and sit for the ANCC certification exam)
Advanced Standing DNP (Post Master’s)	Registered nurses with a Master of Science in Nursing who <u>ARE</u> nurse practitioners in a population focus, and wish to achieve a terminal degree while remaining in their population focus.	All Advanced Standing DNP students will have a gap analysis of their transcripts done by the Graduate Nursing Department before program planning is finalized.
		The ACADEMIC transcript is the guiding document for program Planning. Documentation of clinical hours done in previous NP course work will be reviewed. Work experience is not considered in the gap analysis process.
		Students who enroll in the BS to DNP program have an option to “stop-out” at completion of the Master’s level courses

Expectations & Characteristics of Graduate Study

Expectations require that graduate courses exhibit the following characteristics categorized by content, role of the instructor, and role of the student.

Content

- Emphasis on theory and the translation of theory into practice.
- A greater reliance on the development of critical evaluation skills through analysis of research literature.
- The range of content covered addresses the depth and complexity of recent developments in the field at a substantial, professional level.

Role of the Instructor

- The role of the instructor goes beyond that of a conveyor of information.
- The instructor of a graduate course develops a learning environment that allows students to construct their own knowledge and understanding.
- Graduate courses rely on interactive, collaborative problem solving to a greater extent, allowing students the opportunity to integrate and apply what is learned to relevant and current situations.
- Encouraging active participation in discussions, case studies, and real-world applications of theoretical concepts.

Role of the Student

- Graduate students are expected to assume responsibility for their own learning. They are expected to be proactive in communicating and seeking assistance from faculty in order to meet didactic and clinical objectives.
- Taking initiative to understand course material beyond required readings and assignments.
- Graduate students are presumed to have knowledge based in the discipline that prepares them for independent pursuit of knowledge, expertise, and skills.
- Graduate students are expected to be proficient in written and spoken communication.
- Graduate students are expected to attend synchronous classes as scheduled. Work commitments are not an acceptable excuse to miss class. Active participation in all aspects of the program are vital for success.
- Active participation in discussions, simulations, and case-based learning activities is expected.
- All graduates in nursing are eligible for state licensure and national certification.

RUSSELL SAGE COLLEGE GRADUATE PROGRAM IN NURSING ENTRY LEVELS

RSC continues to offer the Master of Science in Nursing Degree. There are two levels of entry to this Program. Traditionally, students may enter with a Baccalaureate Degree in Nursing . Another innovative option is the Nursing Bridge Program. RNs with an associate degree in nursing and a bachelor's degree in another discipline may be accepted as provisional students into the Master's nursing program. These students must successfully complete three undergraduate nursing courses: NSG331 (Contemporary Professional Nursing Practice) (4 credits), NSG332 (Physical Assessment and Health Promotion) 3 credits and NSG 402/NSG402L (Community Health Nursing/Clinical) (4 credits/2 credits). These courses establish congruency with the RSC Baccalaureate Program requirements and prepare them for Master's level education.

Beginning January 2025 students were admitted to the Doctor of Nursing Practice (DNP) at Russell Sage College. There are two levels of entry for the Program; BS to DNP and Advanced Standing Post-Master's,

Master's Degree Level Courses Program Track Options

Adult Gerontology Primary Care Nurse Practitioner (45 Credits) (650 Clinical Hours)

BIO 560 Advanced Human Pathophysiology

NSG 545 Improving Population Health in a Global Environment

NSG 547 Advancing Nursing Knowledge
NSG 508 Research Methods
NSG 619 Advanced Diagnostic Health Assessment
NSG 622 Advanced Pharmacology
NSG 520 Palliative Care & Chronic Illness
NSG 611 Introduction to Data Analytics
NSG 665 Adult Gero I: Theory
NSG 670 Adult Gero II: Theory & Clinical Practicum (250 Clinical Hours)
NSG 649 Healthcare, Leadership, Finance & Economics
NSG 671 Advanced Skills for Clinical Practice: NP as Clinician
NSG 674 Final Practicum; NP Role Preparation (250 Clinical Hours)
NSG 669 Nurse as Educator
NSG 645 Selected Geriatric Topics
NSG 646 Complex Case Studies in Care of the Older Adult (150 Clinical Hours)

Family Nurse Practitioner (48 Credits) (700 Clinical Hours)

BIO 560 Advanced Human Pathophysiology
NSG 545 Improving Population Health in a Global Environment
NSG 547 Advancing Nursing Knowledge
NSG 508 Research Methods
NSG 619 Advanced Diagnostic Health Assessment
NSG 622 Advanced Pharmacology
NSG 611 Introduction to Data Analytics
NSG 665 Adult Gero I: Theory
NSG 670 Adult Gero II: Theory & Clinical Practicum (250 Clinical Hours)
NSG 520 (Elective) Palliative Care & Chronic Illness
NSG 668 Women & Gender Health: Theory & Clinical Practicum (100 Clinical Hours)
NSG 667 Pediatric & Adolescent Theory & Clinical Practicum (100 Clinical Hours)
NSG 649 Healthcare, Leadership, Finance & Economics
NSG 671 Advanced Skills for Clinical Practice: NP as Clinician
NSG 674 Final Practicum; NP Role Preparation NSG (250 Clinical Hours)
NSG 669 Nurse as Educator

Psychiatric Mental Health Nurse Practitioner Across the Lifespan (48 Credits) (750 Clinical Hours)

BIO 560 Advanced Human Pathophysiology
NSG 545 Improving Population Health in a Global Environment
NSG 547 Advancing Nursing Knowledge
NSG 508 Research Methods
NSG 619 Advanced Diagnostic Health Assessment
NSG 622 Advanced Pharmacology

NSG 611 Introduction to Data Analytics
BIO 584 Neurobiology
NSG 657 Adult and Gero MH Theory & Clinical Practicum (250 Clinical Hours)
NSG 672 Advanced Skills for Clinical Practice: Group and Family Therapy Across the Lifespan
NSG 673 Advanced Psychopharmacology, Diagnostic Mental Health Assessment, and Interventions Across the Lifespan
NSG 656 Child and Adolescent MH Theory; Clinical Practicum (250 Clinical Hours)
NSG 606 Advanced Skills for Clinical Practice: Individual Behavioral Therapy Across the Lifespan
NSG 649 Healthcare, Leadership, Finance; Economics
NSG 674 Final Practicum; NP Role Preparation (250 Clinical Hours)
NSG 669 Nurse as Educator

Adult Gero Acute Care Nurse Practitioner (48 credits) (650 Clinical Hours)

BIO 560 Advanced Human Pathophysiology
NSG 545 Improving Population Health in a Global Environment
NSG 547 Advancing Nursing Knowledge
NSG 508 Research Methods
NSG 619 Advanced Diagnostic Health Assessment
NSG 622 Advanced Pharmacology
NSG 611 Introduction to Data Analytics
NSG 626 Advanced Management of the Acutely Ill Patient
NSG 665 Adult Gero I: Theory
NSG 670 Adult Gero II: Theory & Clinical Practicum (250 Clinical Hours)
NSG 649 Healthcare, Leadership, Finance & Economics
NSG 671 Advanced Skills for Clinical Practice: NP as Clinician
NSG 645 Selected Geriatric Topics
NSG 646 Complex Case Studies in Care of the Older Adult (150 Clinical Hours)
NSG 674 Final Practicum; NP Role Preparation (250 Clinical Hours)
NSG 669 Nurse as Educator

POST-MASTER'S CERTIFICATE (ADVANCED STANDING) PROGRAMS IN NURSING

Post-master's Certificates are available for nurses with a Master of Science Degree with a major in nursing in preparation for advanced nursing practice. Programs are individually designed considering the individual Master's degree curriculum, the Sage M.S. curriculum and the type of certificate sought. Total credits required range between 12 and 36 credits. Admission requirements to the post-master's programs are the same as the admission requirements to the Master's programs.

National certification bodies such as the American Nurses Credentialing Center (ANCC) require a minimum of 500 faculty supervised clinical hours for examination eligibility. Certificate programs at Russell Sage College require at least 500 hours to complete the post-

master's certificate. All students pursuing a Post-master's certificate will have an individualized program of study developed based on a gap analysis of their previous Master's coursework. Most often, Post Master's certificate students will have taken pertinent courses in their previous Master's work. Transcript and syllabi are evaluated on an individual basis for equivalency to Sage required courses. It is imperative that students follow the program plan as developed with the faculty advisor to ensure successful completion.

Post-master's Certificates are conferred in May, August, and December. Students must file a completed application for graduation with the Office of the Registrar.

Filing deadlines: February 15th for May, June 1st for August, and October 1st for December.

POST-MASTER'S CERTIFICATE ARE AVAILABLE IN THE FOLLOWING POPULATION FOCI AND ROLES:

Previously taken courses will be evaluated during gap analysis for the individual student. Students will need to provide evidence of completion or take the following courses specific to the nurse practitioner role:

BIO 560 Advanced Human Pathophysiology

NSG 619 Diagnostic Health Assessment

NSG 622 Advanced Pharmacology

Below are additional courses required based on the chosen track.

Adult Gerontology Acute Care Nurse Practitioner (24-33 Credits pending Gap Analysis)

Required courses

NSG 626 Advanced Management of the Acutely Ill Patient

NSG 665 Adult Gero I: Theory

NSG 670 Adult Gero II: Theory & Clinical Practicum (250 Clinical hrs)

NSG 671 Advanced Skills for Clinical Practice: NP as Clinician

NSG 645 Selected Geriatric Topics

NSG 646 Complex Case Studies in Care of the Older Adult (150 Clinical Hours)

NSG 674 Final Practicum; NP Role Preparation NSG (250 Clinical Hours)

NSG 669 Nurse as Educator

Family Nurse Practitioner (21-30 Credits pending Gap Analysis)

NSG 665 Adult Gero I: Theory

NSG 670 Adult Gero II: Theory & Clinical Practicum (250 Clinical Hours)

NSG 667 Pediatric & Adolescent Theory & Clinical Practicum (100 Clinical Hours)

NSG 668 Women & Gender Health: Theory & Clinical Practicum (100 Clinical Hours)

NSG 671 Advanced Skills for Clinical Practice: NP as Clinician

NSG 674 Final Practicum; NP Role Preparation NSG (250 Clinical Hours)

669 Nurse as Educator

Psychiatric-Mental Health Nurse Practitioner Across the Lifespan (24- 33 Credits pending Gap Analysis)

BIO 584 Neurobiology

NSG 606 Advanced Skills for Clinical Practice: Individual Behavioral Therapy Across the Lifespan

NSG 672 Advanced Skills for Clinical Practice: Group and Family Therapy Across the Lifespan

NSG 673 Advanced Psychopharmacology, Diagnostic Mental Health Assessment, and Interventions Across the Lifespan

NSG 656 Child and Adolescent MH Theory; Clinical Practicum (250 hrs)

NSG 657 Adult and Gero MH Theory & Clinical Practicum (250 hrs)

NSG 674 Final Practicum; NP Role Preparation (250 hrs)

NSG 669 Nurse as Educator

Adult Gerontology Primary Care Nurse Practitioner (24-33 Credits pending gap analysis)

NSG 520 Palliative Care & Chronic Illness

NSG 665 Adult Gero I: Theory & Clinical Practicum

NSG 670 Adult Gero II: Theory & Clinical Practicum (250 Clinical Hours)

NSG 671 Advanced Skills for Clinical Practice: NP as Clinician

NSG 645 Geriatric Health Care: Theory

NSG 646 Geriatric Health: Practicum (150 Clinical Hours)

NSG 674 Final Practicum; NP Role Preparation (250 Clinical Hours)

NSG 669 Nurse as Educator

BS TO DNP PROGRAM TRACKS ARE AVAILABLE IN THE FOLLOWING POPULATION FOCI AND ROLES:

Adult Gerontology Acute Care Nurse Practitioner, Adult Gerontology Primary Care Nurse Practitioner, Family Nurse Practitioner, and Psychiatric Mental Health Nurse Practitioner Across the Lifespan

In addition to the MS level courses listed previously, the DNP student will take:

NSG 815 Public Policy, Social Justice, and the NP role

NSG 726 Data Management & Manipulation

NSG 725 Advanced Quantitative Statistics or NSG 727 Advanced Qualitative Research

NSG 810 DNP Project I

NSG 811 DNP Project II

NSG 805 Clinical Residency I (250 Clinical Hours)

NSG 806 Clinical Residency II (250 Clinical Hours)

NSG 910 DNP Project III

NSG 915 DNP Project Continuation (if needed)

DNP ADVANCED STANDING

Master's prepared nurse practitioners may be admitted to the DNP program with advanced standing. Master's level courses will be evaluated by gap analysis to determine program of

study. The student will complete the DNP courses listed above and NSG 669 Nurse as Educator course if not completed during Master's degree studies.

ACADEMIC MATTERS

Matriculation

You are considered matriculated in the program once you have been admitted and enrolled in a graduate course. A student who begins coursework as a non-matriculated student is required to apply for admission and gain acceptance to a master's program before completing nine credits of graduate coursework. RSC requires that all graduate courses included in the degree program must be taken within a seven-year period regardless of admission date or program activity.

Maintenance of Matriculation

To maintain matriculation in the Graduate Nursing Program it is required to take at least one course within an academic year between September 1st and August 31st with an overall GPA of 3.0 or better. Any disruption to the program plan should be discussed with the advisor. A new program plan will need to be completed that reflects the current program requirements at the time of resumption of work or readmission.

Academic Advisement

1. Upon admission into the program students receive a program of study which identifies required courses to meet degree requirements.
2. Students then meet with their faculty advisor to develop an individual program plan which is based on the program of study.
3. This program plan is developed for academic integrity and successful progression. Advisement continues throughout the program.
4. Any changes to the original program plan must be approved by the academic advisor.
5. If the student chooses a part time status and decides to move to a full-time status, every effort will be made to accommodate the request, but this cannot be guaranteed.
6. A current program plan is kept on file for each student. The plan is entered into the department's database to plan course scheduling per semester and continued sequence in the program. Students must contact their faculty advisor to change their program plan. Failure to do so may result in difficulty in enrolling in subsequent courses and delay time to graduation.

Registration Information

Registration and Information for First Semester - Current information about Russell Sage College courses and registration is available on-line at www.sage.edu. Students should plan to register as soon as possible after registration opens to obtain a seat in preferred sections and prevent delays in graduation. Students are expected to meet with their faculty advisor to verify their program plan and then register on-line for the upcoming year (Summer, Fall, and Spring semesters). Also on-line is general information about student services, including how to locate and access the Bookstore, Career Development Center, MySage Accounts, Libraries, Vehicle Registration, ID cards, directions for parking, and tuition and fees.

Registration for Clinical Practicum Courses - If you are registering for a graduate clinical course, it is important to contact the clinical placement coordinator at least one year in advance prior to the beginning of the course to submit the clinical placement form to graduatenursingclinical@sage.edu

Faculty will discuss the clinical expectations of the course at the first class. Faculty will have final approval of appropriateness of clinical site placement. See clinical placement guidelines.

Incomplete Grades:

A grade of Incomplete (I) may be granted at the discretion of the faculty member if the student is unable to complete all the work for a course due to illness or a comparable emergency. In order for a grade of “I” to be granted, a student must have completed a majority of the work for the course in the opinion of the instructor. If an “I” is granted, the student has the right to complete the work by the date specified by the faculty member. The grade of “I” at the end of any term must be removed before the end of that term the following year. When an instructor assigns a grade of “I”, he/she must assign a parenthetical grade indicating the grade to be assigned if no change of grade notice is filed with the Office of the Registrar by the completion date.

If an incomplete is required due to inability to complete required clinical hours, the student must coordinate with course faculty to develop a plan for completion. Clinical hours for the current course must be completed before the student can advance to the next anticipated clinical course. The student must register for NCR-NSG 575 to complete the clinical experience if an incomplete is required. This is a no-charge, no-credit continuation course. Clinical hours may not be completed when the College is closed for any reason or during the summer semesters.

A student with two or more incompletes will not be able to register for subsequent courses. A Dean’s hold is placed on his/her registration until the continued status in the program is reviewed by the program director. The student will not be allowed to re-register for the course (either for credit or audit) in a subsequent semester until the “I” is removed. In assigning a grade of “I”, the instructor submits to the Registrar a “Faculty Request for Graduate Grade of Incomplete”.

Attendance and Participation

- Respect, participation and professionalism are expectations for all interactions at Russell Sage College.
- Prompt attendance is required for all on-line and in-person classes, skills labs, and clinical experiences. Excess absences, including arriving late and/or leaving early, will result in a grade reduction up to and including course failure at the faculty discretion.
- Active participation is expected in all aspects of on-line courses including participation in discussion forums, contribution to class discussions and group work.
- Students are expected to seek faculty assistance as needed to achieve course objectives.
- If there is an unavoidable conflict or emergency with class or assignment due dates, it is the students responsibility to discuss with the faculty before the class or assignment due date to avoid a zero grade.

- It is up to the course faculty discretion whether late submissions or makeup examinations will be permitted based on the individual situation. The faculty may decide if this will impact the assignment/test or course grade. General course policies related to this will be noted in the course syllabus.
- Frequent sign on and off during zoom classes will be considered unprofessional behavior. It is the course faculty decision to allow students to sign back in after sign off to avoid disturbing other class members..
- Class attendance on Zoom is required for most courses unless otherwise noted. It is expected that the student will be engaged with the camera on. Students are expected to ask and/or answer questions by unmuting or utilizing the chat feature. Student grades will be negatively impacted if you do not attend class and/or do not participate with your camera on during class time. Each unexcused Zoom absence may result in a reduction of the final grade in the course. Additional points may be deducted at the discretion of the faculty. Engagement in work, driving, personal or patient care activities while participating in a Zoom class is strictly prohibited.

****For the in-person labs, attendance is mandatory. Unexcused absence from mandatory lab subjects the student to failure in the course****

- Some lectures will be recorded and posted on Moodle. This does not replace attendance in the Zoom session. If there is an emergency and the student cannot attend class, contact the course faculty ahead of time. Attendance will be taken. Students may not switch sections for lecture or lab experiences. It is a faculty decision regarding recording of any classes.
- If the College is closed due to inclement weather, zoom classes will be held due to the compressed nature of the course schedule. Attendance at clinical is at the discretion of the course faculty with safety being the paramount concern. Check the course syllabi for specific course related detail. Notify the clinical site and preceptor for any unplanned absences.

GENERAL INFORMATION

Official Sage Communication

- Your Sage email address (-----@sage.edu) is the official communication venue for Sage. Using any other email address may result in your message not being delivered. It is the student's responsibility to read their email messages on a regular basis, especially during the academic year. Students are strongly encouraged to check their emails for updates at least every other day, and to respond to emails from the college within 1-2 business days. Technology is available to help students with easily obtaining email messages in real time.
- **GatorCentral** is a process for students to have a one-stop house of answers to address questions or concerns. Link to <https://www.sage.edu/gator-gateway/solutions/>
- Questions about your campus identification and password can be directed to the Help Desk (518-244-4777).

APA Format

The format guide used for all papers submitted within the Department of Nursing is the American Psychological Association (APA), *Publication Manual of the American Psychological Association* (Contact Sage Bookstore for current edition).

Academic Honesty

Academic dishonesty and misconduct violate the essential mission of an academic institution and will not be tolerated at Russell Sage College in any of its forms. Academic dishonesty and misconduct include: cheating, failing to obtain Institutional Review Board (IRB) approval before beginning any research, plagiarism, multiple submissions, and complicity in academic dishonesty/misconduct, abuse of materials or alteration of records. Sanctions beyond those listed here, including suspensions or dismissal in serious cases, may be issued by the institution only, not by an individual faculty member. To view the complete RSC Conduct Code see <https://www.sage.edu/student-life/office/code-of-conduct/> Students are to take examinations and quizzes independently, without outside assistance or collaboration.

Dishonesty during testing includes sharing of answers, taking exams with others, using outside resources or notes, discussing test content on social media, in person or in group electronic communication, or electronic resources other than what is explicitly directed by the faculty. Academic dishonesty may result in dismissal from the nursing program.

Exams missed due to scheduled vacations, appointments, oversleeping, interviews, shadowing, or work-related commitments will result in a grade of zero for the test. All communication related to a missed exam and plans for make-up must be documented in an email to/from the faculty and student.

Students may not electronically or by any means, copy, print, photograph. Email, share, or duplicate any exam or part of an exam. The consequences for cheating or altering test security, as determined by the course faculty, may include: a grade of zero for the test, failure of the course, or dismissal from the nursing program.

Participation in Professional Organizations

All students are strongly urged to join and participate in the nursing professional organizations specific to their practice area. Student rates are available as well as access to journals, education, professional practice information and preceptor lists. Further information can be obtained at <https://www.aanp.org/> or <https://www.thenpa.org/> or <https://nursingworld.com/> or www.apna.org or <https://www.dnpsocolor.org>

Sigma Theta Tau (Sigma)

Sigma Theta Tau is the International **Honor Society of Nursing**. Honor society whose mission is to develop nurse leaders anywhere to improve healthcare everywhere. Delta Pi #110 is the Russell Sage chapter. Inductions are hosted semi-annually for eligible students.

Membership requirements can be found at this link:

<https://www.sigmanursing.org/why-sigma/sigma-membership/apply-now/student-membership-criteria>. Once membership requirements are met, nursing faculty nominate eligible students. Students are notified of their nominations by Sage email. Once candidates accept membership, Delta Pi board members meet to endorse candidates. Sigma membership induction ceremonies are held during Spring and Fall semesters.

The Delta Pi chapter of Sigma meets semi-annually for member inductions, and in addition meets two to four times a year to foster education, networking, and professional growth opportunities. Members are encouraged to become active in the various committees of Delta Pi. the chapter website is available at this link: <https://deltapi.sigmanursing.org/home>

Policy and Procedures for Academic Performance for Graduate Nursing Students

Students are expected to actively participate in all aspects of online courses. All course requirements must be met to earn a passing grade. Students should contact their advisor once a year to review both program plan and progress towards completion of their program. The student is accountable to communicate with faculty, and preceptors ahead of any absences or late attendance. A student may not miss a class to attend a clinical experience. Missing class due to a work schedule is not acceptable.

Policy: For all issues of academic performance involving graduate students of the Department of Nursing, students may institute an appeal process described below.

Procedures: The appropriate channels of communication for the appeal process shall be:

1. At the time of the initial complaint the student shall discuss the issue directly with the responsible and appropriate faculty. The responsible faculty will make every attempt to facilitate a solution to the problem. (In all instances the responsible faculty shall apprise the Program Director as to the facts of the problem.)
2. In the event that a satisfactory solution is not identified, the student and the professor are to seek consultation with the director of the program. The Program Director will make every attempt to facilitate a solution to the problem.
3. If after consultation with the Program Director, a satisfactory solution is still not reached; the Program Director is to apprise the Department Chair of the issue. The Department Chair will then confer with all parties involved and make every attempt to facilitate a solution to the problem.
4. If after consultation with the Department Chair a solution or agreement is not identified, then the parties involved shall seek consultation with the Dean of Russell Sage College, who may bring the issue to the Sage Graduate School Academic Standards Committee for resolution.
5. When the student exhausts the appeals process within the department, all further appeals will be managed through Sage Graduate School appeal process described in the Sage Graduate School Catalog. See (www.sage.edu)

Grievances and Appeals

Information about grievances and appeals are linked below to sage.edu

<https://www.sage.edu/student-life/office/student-complaint-reporting-policy/>

Student Code of Accountability, Appendix A

Appeals

1. If a student wishes to appeal a grade assigned by a faculty member, based on a finding that the student engaged in academic dishonesty/misconduct, the student may utilize the academic appeals process. The process is as follows:

The student should submit a formal written appeal, with rationale, within 2 business days of receiving the decision from the faculty member to the department chair/program coordinator in the subject area. The department chair/program coordinator has 10 days to make a decision on this appeal. If the student is not in agreement with the decision from the department chair/program coordinator, they may appeal, within 2 business days, to the Dean of the College. The Dean has 10 days to make a decision on this appeal. If the student is not in agreement with the decision from the Dean, a final appeal may be made, within 2 business days, to the Provost of RSC. If a student wishes to appeal a sanction imposed through the Student Accountability Board Hearing process, the student may utilize the appeals process set forth in the Student Code of Accountability in Section XIV.

Academic Standards

Policy: When a graduate student in the Department of Nursing receives a failing grade in a clinical activity, and/or fails to pass the didactic portion of a course, participation in a specified program of remediation or retaking the course may be required. In such cases continuation in the program may be in jeopardy.

CLINICAL COURSES

Clinical courses are designed to give students the opportunity to apply theory and concepts learned in the classroom and lab setting to clinical practice.

Students in clinical courses may start their hours after the first class of the semester, unless given specific permission from the course faculty. Clinical hours may not commence before the start of the College semester. Hours after the semester ends may be completed in unusual circumstances with a pre-approved schedule and approval from the course faculty. A clinical schedule must be submitted in Moodle for each semester.

Students must receive a passing grade for the clinical component of all courses to achieve a passing grade in the course. Clinical evaluations are completed in the typhon system at mid-semester and at the end of the semester. Evaluations give specific student behaviors that are expected and show progress to competency from mid-semester to the final evaluation. The student is expected to use this process for self-evaluation, goal setting and professional growth. The student, preceptor and clinical course faculty engage in this process.

The student and preceptor or practice leader set the clinical schedule based on the needs of all involved parties. Students are responsible for notifying the preceptor, site leadership and course faculty for any unexpected absences.

Procedure: In the case of unsatisfactory performance in the clinical setting and in didactic course content, as identified by the clinical preceptor and/or the responsible faculty, the following will be implemented:

1. The student will receive a mid-clinical hour/course warning. For example, in a 200 hour clinical course the warning will be no later than after 100 hours of clinical activity has been completed or as soon as an issue is identified. The Program Director will be notified. Prior to the issuance of a warning, the responsible faculty or a designated representative will make a site visit to assess the student's clinical competency. A copy of the preceptor's completed evaluation shall be placed in the student's academic record along with a copy of the warning. It is the responsibility of Sage faculty to determine that clear and specific documentation is available that describes the student's clinical deficiencies.
2. A plan of remediation will be developed that is individualized for the needs of the student. Course & clinical faculty, student, preceptor and Program Director will collaborate to develop an appropriate plan. Recommendations may include a plan for a minimum of 40 additional clinical hours at the clinical site (preferable), additional readings, viewing media, additional office time and/or conference time with the responsible faculty, or other assignments as identified by the faculty member. In the event that the preceptor does not wish the student to return to the clinical setting, the responsible faculty will make every effort to identify an appropriate alternate clinical site, if continued placement in a clinical site is deemed appropriate. Clinical hours from the first clinical experience may not be counted toward the course requirement depending on the situation.
3. If the student is re-entering the same clinical setting, a follow-up letter will be sent to the student and preceptor by the responsible faculty and the Program Director. This letter should outline the plan of remediation and identify what is expected of the student, as well as any identified outcome goals. When necessary, a meeting can be held between the student, faculty, and Program Director. During the period of remediation, the responsible faculty, or a designated representative, will make an additional site visit. Method of completion of site visit is individualized based on the student's location. Virtual visit would require appropriate permissions.
4. If by the completion of the clinical hours(40 additional) and the plan of remediation the student fails to make sufficient improvement and/or clinical performance is unsatisfactory, the grade for the clinical experience will be an automatic failure, and the student will need to repeat both didactic and clinical aspects of the course or be unable to continue in the program.
5. In circumstances where the student is asked to leave a site for cause and cannot be placed in an alternate clinical setting, the student will receive a grade of "F". Some of the circumstances and conditions under which a student may be permanently removed from a clinical site are specified in the Sage Graduate School Student Code of Conduct.
6. If additional clinical hours beyond the course requirements are required for successful completion of the course, the student will be responsible for an administrative fee of \$500/40 hours of additional clinical time.
7. Students must receive a "B-" or higher grade in all graduate courses in the master's program. In the event that a student receives a grade of "C+" or less, the student will be given one opportunity to repeat the course the following semester, or when offered next, to achieve a passing grade of "B-" or better. In the event the student is unsuccessful in their second attempt to achieve a passing grade of "B-" or higher, they will be dismissed from the Graduate Nursing Program at Russell Sage College. The cost of repeating the course will be borne by the student.
8. Students may not start or progress in their Program Theory/Clinical Course Concentration while repeating a course or until successful completion of the involved clinical course. The

revised Program Plan must be approved by the Faculty Advisor prior to registering for the semester they are repeating the Course.

9. If an unexpected event such as fall, needlestick injury, or unexpected patient situation occurs while at the clinical site, the student must notify their clinical and course faculty immediately. Procedures should be followed according to the preceptor's directions and facility policy.

The following link is from The Russell Sage Graduate Catalog

<https://gradcatalog.sage.edu/repeat-course-policy>

Repeat Course Policy

Credits and grade points for the first grade will be deleted from the cumulative record, while the grade itself will remain on the transcript and the repeat noted. The course information will be listed in the usual manner the second time it appears on the transcript. Generally, the course should be repeated in the following semester or next available course offering. No matter which grade is higher, the most recent grade counts in calculating the cumulative grade point average. Repetition of coursework for which credit has been granted may jeopardize financial aid eligibility. It is the **student's responsibility** to understand their financial aid situation and the possible consequences of repeating courses. Students with questions regarding the impact of course repeats on financial aid should consult the Office of the Registrar. **Students are given one opportunity to repeat only one course throughout their nursing program of study. If a student withdraws or has an incomplete from the same graduate nursing course twice because of at-risk academic or clinical performance, the second withdrawal or incomplete will be treated as a course failure.**

Academic Standing/Criteria for Continuation

Students maintain acceptable academic standing by meeting the following criteria:

- An average of "B" or above (GPA of 3.0 or above on a 4.0 scale).
- Completion of program within the specified time limits.
- No more than two "Incomplete" or "RP" grades on the transcript.
- A ratio of "Attempted" to "Completed" credits, excluding credits in the current semester of .75 or better.
- An acceptable level of professional behavior.
- Students who do not maintain acceptable academic standing or safe clinical behaviors are subject to dismissal from the program, based on the recommendation of the Program Director. Students who fail two graduate courses or the same course twice will result in dismissal from the program.
- Students who do not maintain acceptable academic standing by meeting the above criteria in any semester may be placed on probation.
- Students who do not meet the above criteria in two consecutive semesters will be placed on probation and students who do not meet the above academic standards in a total of three semesters will be dismissed from the program as per the Graduate Program Director.

In addition to these standards, students admitted to the program on a provisional basis are required to meet the conditions of acceptance stated on their program of study. To maintain matriculation students must complete one course each year (September-August) Russell Sage College.

Leave of Absence

1. Students who need to suspend their studies must request a leave of absence in writing from the Graduate Program Director. Leaves of absence are granted by the Russell Sage College Dean in consultation with other administrators. Students should be aware that changing their status might affect their financial aid eligibility. A leave of absence does not necessarily stop the academic time clock (see “Time Limit for Degree Completion”).
2. Students not currently enrolled: Any matriculated student who does not take at least one course during any one year period of time will be classified as on-leave. Upon returning such students should meet with their Program Director to update their program of study and change their status to active.
3. Note that the hiatus from courses does not change the time limit for degree completion. Students who are not enrolled for 24 consecutive months will be administratively withdrawn from their programs and will have to reapply for admission.
4. Reenrollment/readmission - Former matriculated students whose time limits have expired must contact the Office of Admission for a readmission/re-enrollment application. If any postsecondary institutions (college, university, technical, proprietary school, etc.) were attended while away from Russell Sage College (previously The Sage Colleges), official transcripts must be forwarded to the Office of the Registrar. Upon re-enrolling, students are newly matriculated for the program of study in the catalog year for which they are reenrolling.

GRADUATION

Students become candidates for graduation upon the filing of a completed application for graduation to the Office of the Registrar. **The filing deadlines are February 15th for May Graduation, June 1st for August graduation, and October 1st for December graduation.** The following is linked to the application page: <https://www.sage.edu/academics/academic-resources/registrar/graduation/>

STUDENT RESOURCES

Awards and Research Grants

- The Hannah Karp Award: To an outstanding student in the Graduate Nursing Program selected by nursing faculty. The Outstanding Graduate Nursing Student Award is awarded to the student with the highest cumulative GPA at the time of graduation.

Four sources of **research funding** are available through the Department of Nursing:

- The Broughton Graduate Fellowship in Creative Applied Science: Monetary award established

in honor of Henry Primm and Jane Tinkham Broughton to create opportunities for advanced, scholarly work at the master's degree level. Link to additional information below

<https://www.sage.edu/academics/research/broughton-graduate-fellowship/>

- **The Virginia Earles Research Award:** Named for a former Graduate Nursing Program Director and Dean of Graduate Studies. Information is available through the Graduate Nursing Program office, Ackerman Hall 131, 518-244-2384.
- **Delta Pi Chapter Sigma Theta Tau International: Honor Society of Nursing Ann Gothler Research Award in Nursing:** Monetary award to encourage qualified active members of the Delta Pi Chapter to contribute to the advancement of nursing through research. Application information is posted on the Delta Pi Chapter bulletin board, Ackerman Hall, first floor.
- **Helen Riewerts Mattei, RSC 1944,** established by Claudia Matthew RSC 1971, in memory of her mother to honor Helen's commitment to the field of nursing by supporting Sage Graduate student nursing research.

- **Sources of Financial Assistance**

See Graduate student aid information at <https://www.sage.edu/admission/financial-aid/graduateaid/>

US HHS financial support <https://www.hhs.gov/healthcare/workforce/financial-assistance/index.html>

Sen Patricia McGee Scholarship Nursing Faculty Scholarship https://www.hesc.ny.gov/find-aid/nys-grants-scholarships/senator-patricia-k-mcgee-nursing-facultyscholarship/?trk=public_post-text

National Health Services Corps
<https://nhsc.hrsa.gov/>

Limited numbers of teaching and graduate assistantships, and scholarships are available for graduate students. Information is available through the Graduate Nursing office, Ackerman Hall 131, 518-244-2384.

Teaching Assistant/Graduate Assistants Criteria for Selection:

Responsibilities may include teaching in an undergraduate clinical or serving as a research assistant.

- Full-time or part-time student
- For teaching assistants: Recent clinical nursing experience in the areas to be taught and interview with Baccalaureate Coordinator.
- For graduate assistants: For information and application go to RSC/cost & AID/graduate/graduate assistantships.
- Interest and communication skills exhibited, determined by an interview with the Graduate Program Director.

Julia O. Wells Memorial Foundation, Inc. - The Foundation provides scholarship monies to the Department of Nursing for distribution to undergraduate, graduate, and doctoral students entering

or continuing professional nursing education. Scholarships are provided to encourage and facilitate career opportunities for nurses and students and to foster and advance the visibility, prestige and perception of the profession of nursing. Information is available through the Graduate Nursing office, Ackerman Hall 131, 518-244-2384. Applications are due on June 15th - Fall Term, November 1st - Spring Term and April 1st - Summer Session

Health Systems Alliance Program - The program, a collaborative venture between Russell Sage College and companies/health care organizations in the area, allows “employees to improve their job-related skills and knowledge, to acquire the education necessary to enhance their skills or prepare for career-related promotional opportunities. Russell Sage College will discount tuition by 20% if it is matched by tuition assistance provided by participating employer. Submit Sponsorship Agreement Form at time registration for the 10% discount course tuition. Get form at <https://www.sage.edu/academics/academic-resources/student-accounts/special-billing/sponsorship-agreement/>

CLINICAL PLACEMENT GUIDELINES

The following guidelines are to clarify the relationship implied when graduate students from Russell Sage College, Department of Nursing are associated with an agency for clinical practice.

These guidelines are intended to be sufficiently broad to be applicable to all placements. Variations and details will be negotiated on a case-by-case basis.

- Clinical placement procurement is a student-initiated process. Discuss with your advisor. This process should begin at least one year prior to the beginning of the clinical course.
- Clinical placements must be arranged among the student, preceptor and administrator of the agency. Student may receive assistance from the clinical placement coordinator.
- A clinical agreement must be in place between Russell Sage College and the agency.
- Students may participate in one clinical course at a time. Courses may not be doubled up to impact program completion.

Prior to starting the clinical practicum:

- The student must fill out and follow directions on the student clinical placement form and submit to the **clinical placement coordinator at graduatenursingclinical@sage.edu** . The agency must be on file with a current signed contract in the department prior to student beginning practicum. The clinical placement staff in the Department of Nursing will ensure or obtain the agreement. The student is not responsible for this, but is responsible for providing clear accurate information to the Department so that agreements can be sought efficiently.
- Some clinical agencies may require an external background check. Students may need to have this background check performed by Certified Background for an additional fee.

The student may not start clinical hours until receipt of an email from the nursing department that states they have been cleared for clinical.

Additional guidelines:

- It is expected that the agency preceptor will meet at regular intervals with the student to review client assessments and interventions, and to provide an evaluation of her/his function to both the student and designated faculty member at mid-semester and at the end of the semester. Ongoing collaboration/evaluation among preceptor, faculty and student is expected and is part of the evaluation process. The goal is increasing independence in the NP role throughout each clinical course and the program.
- The agency will provide the student access to clients and to appropriate meetings relative to the student's function in the agency. The student will assume full responsibility for her/his negotiated role.
- It is expected that once begun, arrangements between the agency and student represent a commitment. Placements can, however, be terminated or re-negotiated for reasonable cause following discussion among all involved parties (student, agency, faculty). This includes professional communication of absences or late occurrences ahead of time.

REQUIREMENTS FOR CLINICAL COURSES

DISA Healthcare Compliance The student must open a DISA Healthcare Account. This document management system houses the following information for the Russell Sage College Graduate Nursing Program

- a) RN registration (current)
- b) Professional liability insurance (student nurse practitioner)
- c) Physical Exam (within 1 year)
- d) Immunization record. See Graduate Nursing Office for list of immunizations.
- e) Current Cardio-Pulmonary Resuscitation Certification (CPR) with in person skill demonstration

A DISA Healthcare account can be opened by going to www.castlebranch.com and completing the information required. The package code for Russell Sage College graduate nursing is SK98imDocument Tracker ONLY. The company charges a one time fee for this service, and it is the student's responsibility to meet the cost. Castle Branch requirements must be up to date or clinical hours may not be started. If the student attends clinical without clearance, the hours will not count towards course requirements. Castle Branch elements must be submitted before the starting date of each semester

RN Licensure

Students are required to maintain copies of RN licensure and current registration throughout the entire program. Unencumbered licensure in the state the student is being precepted in is mandatory and must be in place before any clinical practicum is started. All nursing licenses will be verified at the beginning of each semester by the clinical placement coordinator.

Professional Liability Insurance

Students are required to purchase their own professional liability insurance, no less than \$1 million/\$3 million coverage. Students enrolled in clinical courses are required to purchase student nurse practitioner insurance prior to starting clinical courses including NSG 619. Evidence of current student nurse practitioner liability insurance must be on file throughout the entire program. Registered nurse liability insurance is not adequate for this program.

Annual Clinical Clearance

The completion of an **annual** health evaluation is your professional responsibility. Evidence of physical well-being must be on file in DISA Healthcare **PRIOR** to any clinical experience, and **BE IN EFFECT FOR THE ENTIRE SEMESTER**. It is suggested that annual physicals, CPR certifications, and professional liability insurance be started and renewed every year in early April if possible, or during the summer (July), or early December to avoid expiration during a clinical semester.

A Health Evaluation Report which includes a complete health history, physical exam, and updating of immunizations must be completed each year prior to any clinical experience. Health agencies have become especially concerned about student's immunization records. Students will not enter clinical sites without updated health clearance information on file in a DISA Healthcare account, as well as a duplicate copy for their own records to present to the clinical agency upon request. The NYS Health Department requires that any individual born after January 1, 1957 must show proof of two measles (Rubeola) immunizations or proof of the disease (titers). Proof of immunization with Hepatitis B Vaccine is also required (completion or declination). Please review these requirements with your physician. Requirements for Health and Immunization status are subject to change. Students are responsible for maintaining current health records in the Certified Background Database.

BLS (Basic Life Support)

Students are required to maintain current BLS certification (Basic Life Support covers adult, infant and child CPR, choking, two rescuer CPR and pocket mask). A copy of current BLS certification must be on file in a DISA Healthcare account. If attending AHA CPR course - the Professional Rescuer course is required. American Heart Association or American Red Cross Basic Life Support are the two acceptable options. The course must have a skills demonstration component to meet requirements. ACLS(Advanced Cardiac Life Support) certification does not take the place of the BLS certification.

Student Clinical Placement Form

The clinical placement form is available in the Graduate Nursing Program Office, by email to the clinical placement coordinator, or on the student advisement/resource Moodle course at <https://moodle-24-25.sage.edu/course/view.php?id=9654>. The form must be completed in full by the student, and sent to the clinical placement coordinator. It is not the preceptor's responsibility to complete this information.

Students may not participate in clinical experiences in their work setting. An alternate site within the employee's work system is acceptable. Students may choose to complete clinical hours within their employer's healthcare system, but not in the area where they are a direct employee. Discuss with faculty if there are any questions.

DEPARTMENT OF NURSING PROFESSIONAL PRACTICE/CODE OF ETHICS

Students are to act professionally and practice nursing following the ANA Scope and Standards of Practice outlining the nursing process and ANA Standards of Professional Performance defining competent behaviors (2021) <https://www.nursingworld.org/practice-policy/scope-of-practice/>; the ANA Code of Ethics (2025) <https://codeofethics.ana.org/provisions>; and the New

York State Education Department (NYSED) Article 139 Nursing for Registered Professional Nursing <https://www.op.nysed.gov/professions/registered-professional-nursing/laws-rules-regulations/article-139>.

In addition, students are instructed to refer to the National Council of State Boards of Nursing Nurses Guide to Social Media Guidelines website (https://www.ncsbn.org/public-files/NCSBN_SocialMedia.pdf) for professional behaviors and Social Media use. In addition the Health and Human Services (HHS) website review the HIPAA Guidelines (2024) for Healthcare Providers to comply with Protected Health Information (PHI) <https://www.hhs.gov/hipaa/for-professionals/index.html>. The Department of Nursing holds students to these standards in the classroom and clinical settings. Any violation of these standards and/or codes may result in course failure at the time of occurrence and may result in dismissal from the nursing program. In addition, any student found in violation will not be allowed to withdraw from the course.

Nursing education for the BS/DNP students provides an opportunity to build on moral responsibility as it relates to the Advanced Practice Role. The Department seeks to embed these standards, principles and codes into students' academic and clinical advanced nursing practice behaviors to prepare graduates as scholarly, clinical, ethical, moral leaders and role models for the profession.

PROFESSIONAL CONDUCT

Students are representatives of Russell Sage College and are to act professionally in all aspects of their educational experience including the classroom, clinical and community settings.

Students must maintain mature professional relationships with patients, students, school faculty & staff, clinical site personnel at all times. They must possess emotional maturity to function in stressful situations and examine and modify behaviors if they interfere with success in the program or relationships with others. Develop and maintain effective relationships with diverse audiences encountered throughout the graduate nursing experience.

Grading criteria are determined and clarified at the start of each semester in each course syllabus. It is inappropriate and considered unprofessional behavior to ask faculty for extra points or extra credit to raise a course grade.

Students having concerns or issues with a course should discuss them first with the faculty member teaching the course, then the Director of the Graduate Nursing Program. If this does not occur, the student will be directed back to the faculty. Overall program scheduling and course sequence questions should be directed first to the student's advisor. If the advisor is unable to resolve, the advisor will involve the Program Director. If appropriate resolution has not been reached, discussion may be initiated with the Department Chair and finally the Dean of Russell Sage College.

Communication modes include but are not limited to:

- Class Interactions
 - Class Presentations
 - Clinical and Lab Settings
 - Sage External Community Encounters (i.e., Students Services, Convocations, Social Media of any type)
 - Verbal (i.e., voicemail, classroom and clinical, individual and group presentations)
 - Written (i.e., e-mail, Moodle, Sage Advisor, scholarly papers [see Academic Honesty statements below], clinical documentation and assignments)
- Students who do not communicate appropriately may be reported for unprofessional behavior and be subject to disciplinary action.

Written Work or Presentations:

Faculty may use the screening program, [Turnitin.com](https://www.turnitin.com) to monitor for plagiarism. Papers may have a total similarity rate of no more 20%, with each section no greater than 2% similarity. Any similarity rates above these parameters may be considered plagiarism and will result in the initiation of the institution's Academic Dishonesty policy.

The Nursing Department uses the APA's Publication Manual as the current style guide. Please refer to this manual for plagiarism and referencing guidelines (contact the Sage Bookstore for current edition).

Testing:

The Nursing Department has strict policies on testing. Testing will be conducted using Moodle. This is a secure testing site. Removal or attempt to remove questions (e.g., quizzes, tests,) from a class or taking an image of online quizzes or exams or sharing test details is prohibited and is considered academic dishonesty. Students must take tests independently utilizing only the resources authorized by the course faculty.

Any violation of professional conduct or academic honesty will be subject to the conditions outlined in the Graduate/DNP Nursing Student Handbook and Russell Sage College Student Handbook. Records of violations will be kept in student folders.

Exams missed due to scheduled vacations, appointments, oversleeping, interviews, shadowing, clinical hours or work-related commitments will result in a grade of zero for the test. All communication related to a missed exam and plans for make-up must be documented in an email to/from the faculty and student. Resolution of this situation is up to the individual course faculty and criteria defined in the course syllabus.

Students may not electronically, or by any means, copy, print, or duplicate any exam or part of an exam or discuss examinations until grades are available. The consequences for cheating or altering test security, as determined by the course faculty, may include: a grade of zero for the test, failure of the course, or dismissal from the nursing program

Artificial intelligence

The use of AI in coursework is permitted at the faculty's discretion, and students must follow specific

guidelines set by each instructor. See the syllabus and/or the course instructor for specific detail.

Russell Sage College adheres to the Family Educational Rights and Privacy Act (FERPA) linked below <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>

CIVILITY

It is everyone's responsibility to create a positive learning environment in the classroom and in the clinical setting. Your faculty will hold you accountable for the following actions in order to demonstrate civility and professionalism at all times.

Be responsible for your own education

Faculty will create an active learning environment – willingness to listen, asking appropriate questions, and completing the necessary work will add to your positive learning experience.

Students should evaluate employment hours and other life commitments to determine realistic course progression for success in the program. Realistic work/school/life balance and commitments are integral to completion of course and program objectives.

Accept that Faculty policies, procedures and teaching styles may vary.

Assignments and learning activities are at the discretion of faculty. Each faculty member has the freedom and authority to set their own course policies, learning activities, and guidelines.

Attend class/lab/clinical

Students who attend all scheduled learning experiences, listen to the faculty, ask questions, and take notes are more likely to pass with a higher grade. If you must miss a learning activity, contact your course faculty ahead of time to let them know that you will not be there. Students may not schedule clinical hours during didactic class time. Personal life activities such as family care, laundry, meal preparation are not permitted during class time.

Attend Clinical

Attendance at clinical is mandatory for successful completion of the course. The only accepted clinical absences are for illnesses or family emergencies/losses. Any missed hours must be arranged with the preceptor and the course faculty. Unexcused clinical absences will be rescheduled based on clinical availability. If hours are not completed, the student will receive an incomplete in the course and will be required to make up those clinical hours as determined with faculty. Excused absences will be given priority for clinical makeup time but may need to be scheduled the following semester.

Based on the clinical setting, the use of lab coats and formality of dress will vary. All students should wear a name badge that clearly identifies them as RSC NP STUDENTS

Be on time

The faculty will start class/clinical/lab on time and dismiss when appropriate. DO NOT ask your clinical instructor to leave early. Arriving late **is considered unprofessional behavior** and disturbs everyone. At RSC and in the clinical (work) settings, tardiness

communicates lack of interest and lack of dependability. If you will knowingly be late, discuss this with your faculty member/preceptor ahead of time.

Come to class/clinical/lab prepared – Turn your work in on time

Complete assigned readings and learning activities before coming to class/clinical/lab. Be prepared to be an active participant in your learning.

Practice civility

Remember in graduate school and clinical areas, as in every other area of life, courtesy, and respect matter.

- Do not have private conversations with your neighbors during class/clinical/lab.
- Turn off cell phones and electronic devices. The noise is distracting to other students. If a necessary communication needs to occur during a class/lab/clinical, please discuss with faculty prior to the start of class and step out to be respectful of your classmates and the learning environment.
- Do not send text messages during class/clinical/lab.
- Respect all opinions. Others may have different ideas and opinions from yours, but they deserve the same level of respect from you as you wish from them.
- Professional dress, posture and demeanor is expected during Zoom classes, labs and in all clinical settings.

Balancing employment, educational goals and personal responsibilities can be challenging. Students are encouraged to seek guidance from RSC academic advisors if they are having trouble with managing in any of these areas^[mc1]

[.https://www.sage.edu/academics/support/academic-support/](https://www.sage.edu/academics/support/academic-support/)

If you are concerned about your coursework, seek assistance from your faculty.

The following are examples of clinical misconduct/non-professional behavior:

1. Providing nursing care in an unsafe or harmful manner: including performing a procedure incorrectly and/or without faculty/nurse guidance; negligently, willfully or intentionally resulting in physical or mental harm to a client. Failing to document care accurately and completely.
2. Disrespecting the privacy of a client in direct violation of HIPAA: this includes using Protected Health information (PHI) about a client (full name, last name, town, or any information that could identify the patient) in oral, written or any assignments that the patient could be identified; discussing confidential information in inappropriate areas, discussing confidential information about a patient with third parties; and referencing or discussing patients on any social networking sites and devices. For more information:

https://omh.ny.gov/omhweb/hipaa/phi_protection.html

<https://www.google.com/url?q=https://www.nursingworld.org/contenthub/resources/workplace/social-media-dos-and-donts-for-nurses/&sa=D&source=docs&ust=1743428610412092&usg=AOvVaw1yQCYJmVCQZomdbKyMzPHI>

3. Falsifying patient records or fabricating nursing care or patient experiences: this includes fabrication in written materials and verbal reports for the clinical area as well as written material and verbal reports. It also includes fabrication or exaggeration of the number of hours reported as being completed for clinical experience.
4. Failing to report an error or omission in treatment: failure to report the error or omission to the appropriate people including preceptor and clinical instructor.
5. Engaging in behavior that is contradictory to professional decorum such as exhibiting aggressive or intimidating behavior (e.g., profanities, threats, loud talking, rudeness, verbal coercion) toward or in the presence of faculty, staff, peers, patients/clients or agency personnel.
6. Attending clinical without providing/submitting the student and preceptor work schedule.
7. Clinical absence without contacting the instructor prior to absence.
8. Attending clinical without up-to-date DISA Healthcare documents.
9. Arriving late to the clinical setting.

Note: The above are examples, but are not limited to, unprofessional behavior and may warrant dismissal from the nursing program.

RUSSELL SAGE COLLEGE NURSING DEPARTMENT

UNSAFE POLICY AND PROCEDURE

An unsafe occurrence is an event or situation in which the student demonstrates behavior or makes decisions which actually or potentially harms a client or violates standards of professional conduct. RSC shall not knowingly assign to a facility, nor permit to continue in assignment, any student who poses a direct threat to the health or safety of others.

An action is considered unsafe when the patient, patient's family, student, faculty, health care agency, or college is placed in jeopardy. Every student in the program is expected to act in a safe and ethical manner consistent with the according to the previous professional documents and guidelines identified.

Unsafe practice in the clinical area may result in a grade of "F" for the course regardless of the student's grade on the theoretical portion of the course.

1. Unsafe practice includes:
 - a. Failure to practice within the guidelines of:
 - i. Russell Sage College Graduate Handbook Guidelines (sage.edu)
 - ii. ANA Professional Practice and Standards, and Code of Ethics
 - iii. NYSED Professional Nursing Article 139
 - iv. Agency Policy & Procedures
2. Specific examples may include, but are not limited to:
 - a. Lack of accountability and responsibility
 - b. Failure to respect the individual client, health team member, faculty, and self.
 - c. Practicing the profession while the ability to practice is impaired by alcohol, drugs use,
 - d. physical disability or mental disability.

- e. Negligence in patient care.
- f. Substantiated act(s) of patient abuse, either physical or verbal
- g. Inappropriate handling or touching of clients
- h. Failure to observe isolation procedures and/or use appropriate personal protective equipment (PPE) and infection control measures.
- i. Failure to adequately document and/or report care given.
- j. Inadequate preparation for assuming responsibility for client care.
- k. Violation of HIPAA regulations (i.e., breach of clients' confidentiality).

All nursing students are held to the college standards for professionalism and academic integrity. These standards include, but are not limited to, plagiarism, cheating, academic dishonesty, and unprofessional behavior.

ACCREDITATION AND AFFIRMATIVE ACTION STATEMENTS

Accreditation

Russell Sage College is accredited by the Middle States Association Commission on Higher Education

The Baccalaureate and Master's Nursing Degree Programs at Russell Sage College are accredited by the Commission of Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, D.C., 20036, (202) 887-6791.

All nursing programs are registered with the New York State Education Department.

CCNE Accreditation for the DNP program has been applied for with a visit scheduled for 2/26

The Department of Nursing is a member agency of the American Association of Colleges of Nursing, the National Organization of Nurse Practitioner Faculties, and the Council of Deans of Nursing in Senior Colleges and Universities in New York State.

Graduates with the required number of clinical hours are eligible to take the advanced level certification examinations offered by the American Nurses Credentialing Center (ANCC), and/or the American Association of Nurse Practitioners (AANP).

Additional Student Policies, Title IX linked below <https://www.sage.edu/student-life/culturalenrichment-diversity/title-ix/>

Addendum I



Russell Sage College DNP Program

Welcome to Russell Sage College DNP Program

The purpose of this handbook is to offer guidance to doctoral students as they develop and complete their DNP Scholarly Projects. It includes a review of the guiding documents (*The Essentials: Core Competencies for Professional Nursing Education and NONPF Core Competencies*); a review of the three DNP clinical courses and their role in the development of the project; the roles of various DNP faculty members and clinical scholar/mentors; and forms and rubrics used to complete the DNP Scholarly Project.

Definition of the DNP Scholarly Project

All students enrolled in the Doctor of Nursing Practice (DNP) Program must complete an evidence-based practice DNP Scholarly Project as a requirement for graduation. The project provides an opportunity to demonstrate an analytical approach to programmatic, administrative, policy, or practice issues in a format that supports the synthesis, transfer, and utilization of knowledge.

Through the DNP Project, students identify and resolve a practice problem using the scholarship of application or integration, rather than the scholarship of discovery associated with a PhD program of study (Boyer, 1997).

The DNP Project integrates the knowledge and skills gained within the DNP Program in a specific practice area of the student's interest. The project is designed to contribute to the workplace, the community, or in an educational setting. DNP Project experiences are characterized by intensive interactions between and among faculty, students, and the community in which the DNP Project is enacted.

Guiding documents and Student Learning Outcomes

The DNP Student Learning Outcomes and their alignment with both the AACN Essentials Domains and NONPF NP Role Competencies are listed below. These documents provide the framework that guides the program and ultimately the DNP Scholarly Project.

Alignment of AACN Essentials (2021), NONPF NP Competencies (2022), and Russell Sage College DNP Student Learning Outcomes

<i>AACN Essentials</i>	<i>NONPF Competencies</i>	<i>DNP Student Learning Outcomes</i>
1. Knowledge for Nursing Practice	1. Knowledge of Nursing Practice	<i>1. Design and evaluate emerging interprofessional models of care that integrate theoretical and empirical knowledge from nursing, health-related disciplines and diverse sources.</i>
7. Systems-Based Practice	7. Health Systems	<i>2. Develop and evaluate accountable care delivery models that ensure efficient, effective, and fiscally responsible delivery of healthcare.</i> <i>11.. Demonstrate organizational and systems leadership to ensure safe, quality, equitable care.</i>
4. Scholarship for the Nursing Discipline 5. Quality & Safety	4. Practice, Scholarship & Translational Science 5. Quality & Safety	<i>4. Analyze scientific data to predict and interpret variations in healthcare, outcomes, and clinical practice.</i> <i>5. Utilize principles of translational and improvement sciences to improve quality and safety for patients, populations, providers, and systems.</i>
8. Informatics and Healthcare Technologies	8. Technology and Information Literacy	<i>6. Apply informatics and Healthcare Technologies to drive quality in patients, populations, and systems.</i>
3. Population Health 9. Professionalism	6. Policy Competencies 7. Ethics Competencies	<i>7. Influence health policy and advocate for social justice within healthcare systems at the regional, state, or national and global levels.</i>
6. Interprofessional Partnerships	6. Interprofessional Collaboration in Practice	<i>8. Lead collaborative intra and interprofessional teams across complex emerging healthcare delivery systems.</i>

3. Population Health	#3 Population Health	<i>9. Formulate and deliver population-based Healthcare using epidemiological, biostatistical, environmental, psychosocial, cultural, and prevention-oriented principles for improving population health.</i>
9. Professionalism	9. Professional Acumen	<i>10. Demonstrate attributes of expertise in professionalism, and adherence to legal and principles guiding advanced nursing practice.</i>
2. Person-Centered Care	2. Person-Centered Care	<i>3. Design, provide, manage, and evaluate comprehensive person-centered care using the scientific body of knowledge within the regulatory and educational scope of practice.</i>
10. Personal, professional and leadership development	10. Personal & Professional Leadership	<i>1. Demonstrate attributes of expertise in practice, professionalism, and adherence to legal and ethical principles guiding advanced nursing practice.</i> <i>11. Demonstrate organizational and systems leadership as an advanced practice nurse to ensure safe, quality, equitable care for individuals and populations.</i>

Boyer, E. (1997). *Scholarship reconsidered: Priorities of the professoriate* / Ernest L. Boyer. (1st ed., Special report (Carnegie Foundation for the Advancement of Teaching)). San Francisco: Jossey-Bass.

American Association of Colleges of Nursing. (2021). *The Essentials: Core Competencies for Professional Nursing Education*. Accessible online at <https://www.aacnnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf>

National Organization of Nurse Practitioner Faculty (2022). *NONPF Nurse Practitioner Role Core Competencies*. Accessible online at https://cdn.ymaws.com/www.nonpf.org/resource/resmgr/competencies/20220825_nonpf_np_role_core_.pdf

What is the difference between a DNP Scholarly Project and a Doctoral Dissertation?

Both DNP and PhD programs require scholarship and prepare nurses to provide clinical expertise and educate others, and are the terminal degrees for professional nurses.

A dissertation is an original research project that focuses on advancing nursing science and developing *new evidence* with the potential to guide nursing practice. A DNP project demonstrates high-level mastery of an area of advanced nursing practice and *focuses on the translation of evidence into practice (AACN, 2024).*

Components of Doctorate Work; DNP Scholarly Project vs PhD Dissertation	DNP Scholarly Project	PhD Dissertation
Focus	Puts knowledge into practice in a clinical setting	Discovers new knowledge in an academic setting
Type of degree	Practice doctorate	Research doctorate
Project type	Scholarly project	Dissertation
Length	Usually takes two to three years to complete post-masters degree	Usually takes four to five years to complete
Clinical hours	Required	Not required
Teaching requirements	Not required	Often required

Stages of DNP Scholarly Project

The process of developing a project is never linear. Stages that are outlined below can be repeated at any point, but especially during the problem identification stage and the problem assessment stage. As you progress through the DNP program, you will be exploring topics and discovering issues through your interaction with the literature, course content, and colleagues. The faculty for each course will be available to you on this journey as guides and mentors. We encourage you to reach out at any point in this process.

How does the RSC DNP curriculum support DNP Project completion?

RSC Course	Project Stages	Work to Do
<p>Nsg 545 Improving Population Health in a Global Environment</p> <p>Nsg 815 Public Policy, Social Justice, and the NP Role</p>	<p>Stage 1. Problem Identification</p>	<p><i>Explore</i> policy need, organizational need, professional need, and/or population need.</p> <p><i>Explore</i> health issues that impact health equity. Choose a population and a problem using the course assignments.</p> <p>Develop a Searchable Question: Write a focused, searchable question using an established method (e.g. PICO).</p>

<p>Nsg 547 Advancing Nursing Knowledge</p>	<p>Stage 1. Problem Identification</p>	<p>Nsg 547: Explore the nursing theories, models of care, and frameworks. Choose a nursing theoretical framework that will “fit” the population and the problem.</p>
<p>Nsg 649 Healthcare Leadership, Finance and Economics</p>	<p>Stage 2. Problem assessment</p>	<p>Nsg 649/Nsg 810: Literature review, organizational data, SWOT analysis/significance of problem, conceptual model.</p>
<p>Nsg 810 DNP Project I</p>		<p>Summarize search strategy (e.g. databases, keywords, filters/limits, criteria for article selection, tools for critical appraisal).</p> <p>Include practice-based evidence (e.g.evidence based solutions that experts/other health systems have implemented to address practice problem).</p>

<p>Nsg 611 Intro to Data Analytics: Statistics /SPSS</p> <p>Nsg 725 Advanced Quantitative Statistics</p> <p><u>OR</u></p> <p>Nsg 727 Advanced Qualitative Research</p> <p>Nsg 726 Data Management and Manipulation</p> <p>Nsg 810 DNP Project I</p>	<p>Stage 2. Problem Assessment</p> <p>Stage 3. Project Planning</p>	<p>Assess: Explore the data available and work with it. (CITI certification now)</p> <p>Plan: Determine project type, methodology alignment with the project type, feasibility and, proposal development and subsequent approval for implementation, assembling resources, and committee members.</p> <p>Proposal and appropriate IRB approvals needed.</p>
<p>Nsg 811 DNP Project II</p> <p>Nsg 805 DNP Clinical Residency I (250 clinical hours)</p>	<p>Stage 3. Project Planning</p> <p>Stage 4. Plan Implementation</p>	<p>Implement: Develop and sustain stakeholder buy-in and collaboration throughout project implementation. Data collection for project.</p> <p>Collaborate with colleagues and committee members along the way.</p> <p>Grant writing and biosketch</p>

<p>Nsg 910 DNP Project III</p> <p>Nsg 806 DNP Clinical Residency II (250 clinical hours)</p>	<p>Stage 4. Plan Implementation</p> <p>Stage 5. Evaluation and dissemination</p>	<p>Evaluate: Project feasibility & sustainability. What lessons were learned? What competencies were attained? How will the intra-professional and/or interprofessional dissemination be achieved?</p> <p>Dissemination including results, limitations, conclusions, sustainability.</p>
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Criteria for the DNP Scholarly Project (DNP Project)

All DNP projects must meet the following criteria:

- a) Focus on a change that impacts healthcare outcomes either through direct or indirect care.
- b) Have a systems focus: micro-meso-or macro- level.
- c) Demonstrate implementation in the appropriate arena or area of practice.
- d) Include a plan for sustainability (e.g. financial, systems or political realities, not only theoretical abstractions).
- e) Include an evaluation of processes and/or outcomes (formative or summative).
- f) Provide a foundation for future practice scholarship.

American Association of Colleges of Nursing. (2015). *The Doctor of Nursing Practice: Current issues and clarifying recommendations*.
<https://www.aacnursing.org/Portals/42/News/White-Papers/DNP-ImplementationTFReport-8-15.pdf>

The DNP student must identify the topic/phenomenon of interest. The DNP Project must center on a topic that is meaningful to the student AND is valued by the practice setting. Recognizing issues of clinical concern within organizations is the first step in identifying the topic and area of interest. (Moran, 2023). Students are encouraged to explore prior DNP Projects housed in this repository: <https://www.doctorsofnursingpractice.org/project-repository/>

Once the area of interest is identified, an assessment of the issue or issues is next. A thorough literature review, as well as collaboration with key stakeholders, will inform the problem question.

Develop a plan includes choosing a project design that will allow implementation and meet the outcomes of the project. This may necessitate narrowing the focus of the project while still ensuring rigor. Examples are as follows:

- Quality improvement projects
- Program evaluation and new program development
- Healthcare policy analysis
- Clinical inquiry with innovation

Implement a plan that is reasonable given the timeline and is of value to the organization you are working with.

Evaluate outcomes and disseminate findings Throughout the process, the DNP Scholarly Project Committee members will mentor and guide you. Dissemination is a requirement, details on appropriate methods of dissemination can be found in coursework syllabi.

DNP Scholarly Project Committee

The DNP Scholarly Project (DNP Project) Committee consists of

- 1) DNP student
- 2) DNP Project Committee Chair
- 3) Committee Member (Statistical consultant)
- 4) Clinical Mentor/Scholar

Purpose of the Project Committee

The role of the DNP Project Committee is to mentor and guide the student in the DNP Project process. The Committee provides guidance and expertise in the successful design, implementation, evaluation, and dissemination of the DNP Project. The Committee is responsible to the student as well as the Nursing Department and RSC.

DNP Scholarly Project Committee Qualifications

DNP Scholarly Project (DNP Project) Committee Chair

The Chair serves as the DNP Project Advisor. This individual is a RSC Nursing Department faculty member with educational preparation as a nurse and holds a terminal degree. This faculty member should have expertise, experience or interest related to the student's DNP Scholarly Project, population of interest, or methodology. The Chair maintains current CITI certification. Other RSC faculty may be considered as a Committee Chair, but must be approved by the Nursing Department prior to appointment.

The Chair will be appointed by the Nursing Department with input from the DNP faculty.

The Chair is expected to have basic knowledge in statistical analysis and interpretation. The statistical consultant is responsible for guiding and supporting the student in their statistical analysis.

The student is responsible for conducting their own statistical analysis.

DNP Scholarly Project Committee Member(Statistical consultant)

The Committee member is a RSC Nursing Department faculty member with a terminal degree. Other RSC faculty with a terminal degree may be considered as a Committee Member, but must be approved by the Nursing Department prior to appointment. They must have an interest in the student's DNP Scholarly Project, population of interest, or methodology.

Expertise/experience related to the student's DNP Scholarly Project, population of interest, or methodology is not a requirement for Committee membership. The Committee Member will be appointed by the Nursing Department with input from the DNP faculty.

DNP Scholarly Project Clinical Mentor/Scholar

The Clinical Mentor/Scholar is an individual who is considered a clinical expert with the DNP student's population and /or topic of interest. The Clinical Mentor/Scholar may be from inside or outside the organization or clinical setting where the DNP student will conduct their project. This is an unpaid, non credit bearing role.

They will possess the clinical knowledge, expertise, and position to assist the student to move their project forward within the clinical setting and complete the DNP Project. The Clinical Mentor/Scholar may be required to obtain CITI certification per their institutional requirements. Expectations also include signature on DNP Project Overview Form by beginning of clinical residency courses.

The Clinical Mentor/Scholar may be a Master's prepared nurse, a physician, psychologist, or other professional who meets the qualifications with the approval of the Committee Chair. Doctoral prepared advanced practice nurse practitioners are preferred for this role.

The Clinical Mentor/Scholar is responsible for the student evaluation at mid-semester and completion of each clinical residency course (Nsg 805 and Nsg 806). The Clinical mentor/scholar is identified by the student during Nsg 810 DNP Project I, and approved by the Nursing Department with input from the DNP faculty.

Other Committee Members

In some instances, additional experts/mentors/partners/facilitators can be formal or informal collaborators or consultants. These individuals may provide intermittent or limited support throughout the project as needed.

DNP Scholarly Project (DNP Project) Committee Responsibilities

The DNP Project Committee members guide the student as they develop the Project Proposal, implement the DNP Project, and evaluate the project outcome, and prepare for dissemination of findings.

The Committee Chair will facilitate this process by meeting *on a regularly scheduled basis* with the DNP student and Committee Member(s). The student will be responsible to contact the Committee Chair and arrange meeting times.

Committee Role in the DNP Project Proposal

At the end of the first semester of DNP coursework, the student will have selected the topic/phenomenon of interest for DNP Scholarly Project and the Clinical Mentor/Scholar.

As part of the required coursework for Nsg 810 (DNP Project I), the student submits a copy of the written DNP Project Proposal in draft form to the DNP Project Committee Chair for approval. Once the Committee Chair approves the proposal, The DNP Project Committee members will be selected by the Nursing Department.

To achieve a satisfactory grade in Nsg 810, students must receive approval from the Committee and the course faculty on the written DNP Project Proposal. Those students who do not meet competency on their initial written DNP Project Proposal submission or presentation will be required to resubmit or present until competency is demonstrated. When the written DNP Project Proposal is finalized, the student submits it to the course faculty for a grade and to the Committee chair for future use.

Next steps Institutional Review Board Applications and Approvals

Following DNP Committee approval of the Proposal, students will finalize their IRB application(s) and submit electronically. The Course Faculty for DNP Project I, NSG 805 will serve as the Advisor on the student's RSC IRB application; the committee members should also be listed. In addition, the Committee Chair will complete and submit the Principal Investigator form that accompanies the IRB submission. The link to the RSC IRB is:

<https://www.sage.edu/academics/research/institutional-review-board/>

All DNP Projects must be submitted to the RSC Institutional Review Board, also known as IRB. There are NO EXCEPTIONS. If a student is working with a host organization that has their own IRB process, the student must submit the project to BOTH IRBs. Generally, this is done simultaneously.

Students must also show proof of CITI Training.

<https://support.citiprogram.org/s/article/updatedguide-to-getting-started>

The student will ensure that the IRB application includes the appropriate approvals and letters of support, and will be responsible for any IRB requests for resubmission. Once RSC IRB approval is obtained, the DNP Committee Chair will support the student in the submission process for collaborating institutions. All IRB submissions and approvals, in addition to collaborating institution agreements, must be completed prior to the implementation of the DNP Scholarly Project.

Committee Role in Implementation and Evaluation

DNP Scholarly Project implementation occurs after IRB approvals and collaborating institution agreements are received by the Nursing Department. The student is expected to communicate closely with their committee throughout the implementation process. Upon completion of data collection, the student will complete data analysis and interpretation in collaboration with their DNP Committee. The Chair will have basic knowledge in statistical/data analysis and interpretation. The student is responsible for conducting their own statistical/data analysis.

The DNP Project Committee Chair, or appointed Nursing Department faculty, will meet with the DNP student and the Clinical Mentor/Scholar, at least once during each clinical course (Nsg 805 and Nsg 806), virtually or in person.

Statistical Support Meetings

Students conducting any data analysis must confer with a RSC statistical consultant. A minimum of two meetings are required: one meeting before DNP Project Proposal submission (Nsg 810), and one meeting at the completion of data collection and during the data analysis stage of the project (Nsg 910).

Meeting 1: The Committee Chair, statistical consultant, and the DNP student will schedule a DNP Project Proposal statistical support meeting during Nsg 810, preferably at the mid-semester point. Prior to the meeting, the student will send their initial data collection and analysis plan, including any identified tools, to the statistical consultant. The purpose of this meeting is to review the project and determine methodology is appropriate for the project. The Committee Chair and student will be prepared to discuss the student's project and proposed methodology .

Meeting 2: The DNP student will schedule a statistical support meeting with the statistical consultant. To prepare for this meeting, the student must forward their data analysis to the statistical consultant for review. The purpose of this meeting is to provide an opportunity to students for questions regarding analysis and/or interpretation of findings .

Committee Role in Defense and Dissemination

The DNP student will present their Final DNP Project work to the Nsg 910 (DNP Project III) faculty and students. In addition, the student will submit their written Final DNP Scholarly Project and present their completed project to their DNP Committee for approval. The Committee Chair, in collaboration with the student, will schedule the final DNP Scholarly Project defense. This may occur outside of class time.

To achieve a satisfactory grade in Nsg 910, students must receive approval from their committee members on both the written and oral elements. Those students who do not meet competency on their written submission or final oral defense will be required to resubmit or present until competency is demonstrated.

The Project defense will follow the format of the final DNP Scholarly Project rubric and will include a comprehensive overview of the project. The DNP Committee will approve the final defense and manuscript, and sign-off on student progression to program completion.

The Clinical Residency Course Faculty

DNP students are assisted in completing their DNP Scholarly Project at the course level through the guidance of the clinical course faculty in Nsg 805 and Nsg 806. Course faculty guide students through the process of implementation, evaluation, and completion of their projects. The faculty are responsible for assisting students to meet the course learning outcomes and work closely with the DNP Committee.

Clinical Residency Hours

The AACN (2015) asserts that to achieve mastery of the *DNP Essentials*, a nurse must complete a minimum of 1,000 beyond the BSN or baccalaureate degree. These hours must be part of an academic program. Work experience is not accepted as a substitute. The RSC DNP Program requires 500 DNP Clinical Residency Hours to meet this requirement. To clarify the meaning of this recommendation, examine the following:

Entry to DNP Degree as an Advanced Standing student:

Clinical Hours from MSN Program + 500 DNP Residency Hours = 1,000 + hrs.

Entry to DNP Degree as a Post-Baccalaureate student:

Clinical Hours from Master' level clinical courses + 500 DNP Residency Hours = 1,000 + hrs.

How do clinical residency hours reflect the DNP Essentials and fit into the Student Learning Outcomes of the RSC DNP program?

Not all of the Essentials Domains will be achieved through the DNP Clinical Residency Practice Hours. The following are examples of experiences that might reflect that domain. The goal of the RSC DNP program is that all Essential Domains will be addressed over the course of the program. This may include activities that are not specifically related to the DNP project.

DNP Essentials and Examples of Experiences to apply to DNP Clinical Residency Hours

DNP Essential I: Knowledge for Nursing CI

- Participate in research being conducted
- Become a member of a committee that is trying to solve a practice problem in a health care setting
- DNP Project work that relates to integrating nursing science and theory to improve health

DNP Essential 2: Person-Centered Care

- Contribute to the development of policies and processes that promote transparency and accountability
- Design evidence-based, person-centered engagement materials
Incorporate innovations into practice when evidence is not available
- Analyze data to identify gaps and inequities in care and monitor trends in outcomes

DNP Essential 3. Population Health

- DNP Project work related to health promotion efforts
- DNP Project work related to conducting a needs assessment to determine the individual or aggregate's health
Analyze primary and secondary population health data for multiple populations against relevant benchmarks

- Develop a collaborative approach with relevant stakeholders to address population healthcare needs, including evaluation methods.
- Ascertain collaborative opportunities for individuals and organizations to improve population health

DNP Essential 4. Scholarship for the Nursing Discipline

- Engage with nursing leadership and have him/her review the benchmarks used to measure quality outcomes
- DNP Project work around taking the current literature and developing and implement evidenced based practice interventions
- DNP Project design, development, and implementation
- DNP Project work related to data collection, analysis, developing a database · Dissemination of project findings

DNP Essential 5. Quality & Safety

- Attend/participate in QI meetings
- Attend organizational meetings related to patient safety
- Engage the Patient Safety Officer in your organization
- Shadow organization leadership responsible for budgets
- Review a budget with a nurse leader
- Attend/participate in ethics rounds • DNP Project work that requires interacting with budgetary leaders for host site, IRB approval, any work with patient safety/HIPPA as it relates to the DNP Project

DNP Essential 6. Interprofessional Partnerships

- Take on a leadership role within an organization to complete a small project or clinical initiative
- Bring together a multidisciplinary team to analyze organizational issues and create change
- Lead a workgroup supported by a professional organization • DNP Project work related to establishing an interdisciplinary team and meeting with those team members to further the project
- DNP Project work related to communicating the implementation of the project

DNP Essential 7. Systems-Based Practice

- Design policies to impact health equity and structural racism within systems, communities, and populations
- Analyze relevant internal and external factors that drive healthcare costs and reimbursement within a healthcare system

- Design practices that enhance value, access, quality, and cost-effectiveness
- Analyze system-wide processes to optimize outcomes
- Participate in system-wide initiatives that improve care delivery and/or outcomes

DNP Essential 8. Informatics and Healthcare Technologies

- Spend time shadowing the health IT department leadership
- Participate in the testing/develop of EHR programs
- Engage the legal department as it relates to HIPAA/protection of patient information
- Explore social media use within your organization, how it is managed and safe guards for patient confidentiality
- DNP Project work related to EHR use, development, or revisions

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DNP Essential 9. Professionalism

- Spend the day at the State House and observe a hearing where testimony is being given by a variety of stakeholders
- Attending a public health department meeting (town, city, or state level)
- Attend a local hearing that relates to population health (ie City Council, School Committee)
- Attend your board of nursing's hearing (disciplinary, or one seeking public comment)
- Visit your elected official to discuss health related legislation
- Attend a town hall meeting for an elected official
- DNP Project work related to evaluation of organizational policy and changes to organizational policy
- DNP Project work that includes the various stakeholders involved in your project

DNP Essential 10. Personal, professional and leadership development

- Evaluate the workplace environment to determine level of health and well-being
- Contribute to an environment that promotes self-care, personal health, and well-being
- Mentor others in the development of their professional growth and accountability
- Foster activities that support a culture of lifelong learning

Clinical Agreements & Clinical Residency Hours

Before beginning clinical residency hours, a current clinical agreement between the RSC and the agency must be on file at the Russell Sage College Nursing Department. Signatures from both the agency and the college are required to consider the clinical agreement valid. If this is the first clinical agreement for the agency, it may take at least 4-6 weeks to complete this process. The student is encouraged to provide as much information about the clinical agency to the Nursing Department. Students cannot begin clinical hours until a clinical agreement with the college is in place. The Nursing Department will notify the student by email as to when they can begin clinical hours.

Compliance with health records, immunizations, and professional liability insurance will be required for some clinical sites. See the RSC Graduate Nursing Program handbook for specific details.

DNP Clinical Residency Hours Guidelines Basics

DO: Count work on your DNP Project towards your hours, especially meetings with stakeholders, leaders, and your project committee

DO: Document the hours in TYPHON. Relate the activity to the appropriate domain and write a few sentences on how this relates to the domain and the project. Do this promptly!

DO: Ensure the clinical mentor receives the student evaluation forms via Typhon mid-semester and final. Course faculty will track the completed evaluations.

DO NOT: Count the actual writing of your paper in your practice hours.

DO NOT: Count time you are in your paid position and doing tasks in that role

Request for Deadline Extension in Nsg 910 DNP Project III

Under extenuating circumstances, the deadline for submission of final, Chair-approved dissemination requirements may be extended. A student, after conferring with the DNP Scholarly Project Chairperson, must submit in writing a formal letter requesting an extension and the projected date of completion and have it signed by the chairperson. Extensions are not automatically granted. If the request is denied, the student will be notified immediately. When extensions are granted, it may include delaying graduation by one term or more. Additional tuition fees may apply, including registering for Nsg 915 the DNP Continuation Course.

Incomplete Grades in all other DNP courses:

A grade of Incomplete (I) may be granted at the discretion of the faculty member if the student is unable to complete all the work for a course due to illness or a comparable emergency. In order for a grade of "I" to be granted, a student should have completed a majority of the work for the course in the opinion of the instructor.

If an "I" is granted, the student has the right to complete the work by the date specified by the faculty member. The grade of "I" at the end of any term must be removed before the end of that term the following year. When an instructor assigns a grade of "I", he/she must assign a parenthetical grade indicating the grade to be assigned if no change of grade notice is filed with the Office of the Registrar by the completion date.

If an incomplete is required due to inability to complete required clinical hours, the student must coordinate with course faculty to develop a plan for completion. Clinical hours for the current course must be completed before the student can advance to the next anticipated clinical course. The student must register for NCR-NSG 575 to complete the clinical experience if an incomplete is granted. This is a no-charge, no-credit continuation course. Clinical hours may not be completed when the College is closed for any reason or during the summer semesters.

A student with two or more incompletes will not be able to register for subsequent courses. A Dean's hold is placed on his/her registration until the continued status in the program is reviewed by the program director. The student will not be allowed to re-register for the course.

(either for credit or audit) in a subsequent semester until the “I” is removed. In assigning a grade of “I”, the instructor submits to the Registrar a “Faculty Request for Graduate Grade of Incomplete.”

References

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ADDENDUM 1

Costs, lab fees and other financial information

For the most up to date information on funding education and workforce development and discount programs, see this link-

<https://www.sage.edu/admission/financial-aid/graduate-costs/>

RSC Graduate Nursing Student Laboratory Fees

Castle Branch (now DISA Healthcare Technology)	\$50.00
Professional Liability Insurance	
NP Student \$1 mil/3 mil occurrence policy	\$300.00
NSG 619 Health Assessment Validation	\$150.00
Shadow Health Digital Clinical Experience	\$130.00
SPSS for NSG 611	\$100.00
SPSS for DNP Project	-\$300.00
Typhon (Electronic Logging System for Clinical Experience)	\$100.00

TOTAL \$1030 (as of January 2026)

Costs to Graduate Nursing Students for items that are not RSC program required

Certification exam \$315-\$395

Certification exam prep (variable based on in-person vs. virtual)

NYS NP license fee \$85.00 \$85

TOTAL \$400-\$480