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I. Important Contacts

GENERAL
URI General Information  401-874-1000
URI CON Graduate Office  401-874-9711  gradnursing@uri.edu
URI CON Graduate Fax  401-874-9050

DEANS & PROGRAM DIRECTORS
Dr. Barbara E. Wolfe, Dean  bwolfe@uri.edu

Graduate Programs
Dr. Kathy Hutchinson, Assoc. Dean for Graduate Programs & Research  kathyhutchinson@uri.edu
Mr. Eric Beretta, Graduate Program Administrative Asst.  eric_beretta@uri.edu

Undergraduate Programs
Dr. Mary Leveillee, Associate Dean for Undergraduate Programs  mleveille@uri.edu
Ms. Jessica Boisclair, Assistant Dean  jess@uri.edu

CON GRADUATE PROGRAM & SPECIALTY CONCENTRATION COORDINATORS
Adult-Gero Primary Care NP Specialty:  Dr. Becky Carley  carley@uri.edu
FNP Specialty:  Dr. Denise Coppa  dcoppa@uri.edu
PMH NP Specialty  Dr. Karen Jennings-Mathis  k_jennings@uri.edu
DNP Program:  Dr. Becky Carley  carley@uri.edu

URI GRADUATE SCHOOL CONTACTS
Graduate School Office  401-874-2262  urigrad@etal.uri.edu
Dr. Brenton DeBoef, Dean of the Graduate School
Ms. Jessica Martinez, Executive Assistant  401-874-2873
STUDENT SERVICES

**Academic Success**

- Help Desk: 401-874-4357
- Academic Advising: 401-874-2993
- Academic Enhancement Center: 401-874-2367
- Enrollment Services: 401-874-9500
- Career Services: 401-277-5015
- Office of Ombudsman: gtyler@uri.edu
- Libraries:
  - Robert L. Carothers Library & Learning Commons: 401-874-2672
  - Providence Campus Library: 401-277-5130
  - Pell Marine Science Library: 401-874-6161

**Health and Wellness**

- Health Services: 401-874-2246
- Counseling Center: 401-874-2288
- Disability Services: 401-874-5694

**Student Life**

- Gender and Sexuality Center: 401-874-2894
- Women’s Center: 401-874-2097
- Division of Student Affairs: 401-874-2427
- Office of International Students & Scholars: 401-874-2018
- Office of Affirmative Action, Equal Opportunity, and Diversity: 401-874-2442

**Graduate Student Associations**

- Graduate Assistants United: 401-874-2826
- Graduate Student Conference: urigradconference@uri.edu
- Pay for Print Program:
  - Kingston Campus: 401-874-4278
  - Providence Campus: 401-277-5290
II. College of Nursing

General Information
This College of Nursing MS/DNP Student Handbook is provided as a guide for students enrolled in the clinically focused graduate nursing programs in the URI College of Nursing. Specifically, this Handbook is intended for graduate nursing students enrolled in the MS degree, post-MS certificate, and DNP degree programs. The Handbook provides students with:

(1) an overview of the College of Nursing and its history, vision, mission, values;
(2) a description of the competencies or expected outcomes that MS, post-MS certificate, and DNP students are expected to achieve prior to graduation; and
(3) a description of the academic, professional and clinical policies applicable to these graduate students in the College of Nursing.

This Handbook is intended as a convenient guide to the current policies and procedures within the College of Nursing (CON); CON graduate policies and procedures are consistent with those outlined in the University Manual, the Graduate School Manual and the University Graduate Catalog. In some cases, procedures and policies may be more specific or rigorous within the CON than the minimum requirements set forth in the Graduate School Manual.

All students are expected to review the CON MS/Post-MS Certificate/DNP Student Handbook at the start of the academic year and as necessary throughout the academic year. Each student assumes responsibility to become familiar with the information contained in this Handbook. Students are expected to comply with all policies and curricular requirements that were in place at the time they matriculated into the College of Nursing, although students have the option to follow updated policies, curricula, etc. Procedures change periodically; all students must follow the current procedures being followed in any academic year. The CON Handbook may be accessed electronically on the College of Nursing website and the CON Graduate Student Brightspace Page. Any questions pertaining to any of the contents of this Handbook should be directed to Dr. Kathy Hutchinson, CON Associate Dean for Graduate Programs & Research.

The College of Nursing reserves the right to add, delete, revise, or change the information, including policies and procedures set forth in this Handbook
History of the College of Nursing
In September 1945, the University began its first nursing program with nine students in the School of Home Economics. In 1947, the Division of Nursing was established and Miss Louisa White, Associate Professor, was appointed Director. The College began offering a Master’s degree in Nursing in 1970, a Doctor of Philosophy (PhD) in 1985, and a Doctor in Nurse Practice (DNP) in 2010. Until 1968, nursing students lived in Providence during the clinical portion of the program most of the faculty had offices at Rhode Island Hospital. In 1963, on the Kingston campus, Fogarty Hall was dedicated and office space was provided for the Dean, several faculty and two secretaries. Finally, a new building, White Hall, was designed specifically for the College of Nursing. White Hall, named in honor of the first director of the nursing program, was dedicated in 1977. In 2017, URI CON expanded to an additional location in Providence – the Rhode Island Nursing Education Center (RINEC). RINEC is now home to the CON graduate programs and upper division undergraduate courses.

Accreditation
The baccalaureate degree in nursing, master’s degree in nursing, Doctor of Nursing Practice and post-master’s certificate programs at The University of Rhode Island College of Nursing are accredited by the Commission on Collegiate Nursing Education (CCNE) of the American Association of Colleges of Nursing (AACN) (http://www.aacn.nche.edu/ccne-accreditation). PhD programs are not accredited by AACN/CCNE; however, the PhD program follows the AACN recommendations for research focused doctoral programs in nursing (AACN, 2001; AACN, 2010). (Available at: https://www.aacnnursing.org/News-Information/Research-Data-Center/PhD)

URI College of Nursing Vision
The University of Rhode Island College of Nursing is a dynamic catalyst for improving health and transforming healthcare through innovation and excellence in education, knowledge development, discovery and professional practice to meet the needs of a global society.

URI College of Nursing Mission
To prepare nurses to excel as outstanding and compassionate clinicians, scholars and leaders who will enhance the health and health care of individuals, families, communities and populations, both locally and globally.

URI College of Nursing Values
- Social justice, diversity, inclusivity, & civic engagement
- Respectful, ethical, humanistic, & compassionate care
- Intellectual curiosity, innovation, & scholarly inquiry
- Leadership, lifelong learning, & excellence in practice
III. MS and DNP Program Outcomes

The program outcomes for the MS degree and post-MS certificate programs include the following:

- **Knowledge and Inquiry** – Utilize theoretical knowledge and research findings to address clinically relevant questions and promote translation of research findings into practice;
- **Nursing Practice** – Influence health and health care outcomes across the lifespan in direct and indirect advanced practice roles at the individual, family, organization, community or population levels;
- **Professionalism** – Demonstrate the highest level of accountability for professional practice with individuals, families and communities;
- **Communication and Collaboration** – Communicate effectively and establish collaborative relationships to identify, investigate and resolve problems that directly impact client care;
- **Societal and Global Influences** – Engage in the identification and resolution of significant health and health care issues at the local, regional, national and global levels by incorporating the knowledge of societal, legal, cultural, political, economic and ethical forces; and
- **Leadership** – Assume complex and advanced leadership roles to initiate and guide change to improve health care education, coordination, safety, cost effectiveness and quality.

The program outcomes for the Post-MS to DNP Program include the following:

- **Knowledge and Inquiry** – Use theoretical perspectives, translate new research evidence and apply theory and methods to improve practice outcomes;
- **Nursing Practice** – Use advanced evaluation skills and judgement to transform the health care system by improving client and population outcomes;
- **Professionalism** – Use ethical principles to address advanced practice issues to improve and transform health care;
- **Communication and Collaboration** – Initiate, establish and participate in inter-professional collaboration for improving population outcomes;
- **Societal and Global Influences** – Provide leadership in the development and implementation of health and health care policy at the local, state, national and/or global level advocating for social justice; and
- **Leadership** – Lead sustainable system-level initiatives and policy change, demonstrating sensitivity to context and culture, cost and quality outcome accountability, stakeholders and ethics

The program outcomes for the Post-BS to DNP program include the outcomes from both the MS and Post-MS to DNP programs:
• **Knowledge and Inquiry (1)** – Utilize theoretical knowledge and research findings to address clinically relevant questions and promote translation of research findings into practice;

• **Knowledge and Inquiry (2)** – Use theoretical perspectives, translate new research evidence and apply theory and methods to improve practice outcomes;

• **Nursing Practice (1)** – Influence health and health care outcomes across the lifespan in direct and indirect advanced practice roles at the individual, family, organization, community or population levels;

• **Nursing Practice (2)** – Use advanced evaluation skills and judgement to transform the health care system by improving client and population outcomes;

• **Professionalism (1)** – Demonstrate the highest level of accountability for professional practice with individuals, families and communities;

• **Professionalism (2)** – Use ethical principles to address advanced practice issues to improve and transform health care;

• **Communication and Collaboration (1)** – Communicate effectively and establish collaborative relationships to identify, investigate and resolve problems that directly impact client care;

• **Communication and Collaboration (2)** – Initiate, establish and participate in inter-professional collaboration for improving population outcomes;

• **Societal and Global Influences (1)** – Engage in the identification and resolution of significant health and health care issues at the local, regional, national and global levels by incorporating the knowledge of societal, legal, cultural, political, economic and ethical forces;

• **Societal and Global Influences (2)** – Provide leadership in the development and implementation of health and health care policy at the local, state, national and/or global level advocating for social justice; and

• **Leadership (1)** – Assume complex and advanced leadership roles to initiate and guide change to improve health care education, coordination, safety, cost effectiveness and quality.

• **Leadership (2)** – Lead sustainable system-level initiatives and policy change, demonstrating sensitivity to context and culture, cost and quality outcome accountability, stakeholders and ethics.
IV. Clinical Graduate Programs & Curricula

Full-time or Part-time Study
Graduate students are encouraged to pursue their degree or certificate on a full-time basis whenever possible. “Full-time” is defined by the Graduate School as being registered for 6 or more credits per semester. Full-time graduate students should limit outside work commitments to summers, semester breaks and weekends as much as is possible. Examples of full-time programs of study are provided in Appendix A. Examples of part-time programs of study are available from the CON Graduate Program Office.

Graduate Student Funding
Full-time graduate students may be eligible for teaching assistantships, research assistantships, and/or university scholarships and fellowships. Assistantships include tuition and a stipend in exchange for 20 hours per week of service to the CON. Ten hour per week assistantships are sometimes available; the tuition and stipend are pro-rated. Most assistantships are teaching assistantships. Research assistantships may be available through faculty research grants. Although PhD students are given priority in the awarding of teaching and research assistantships, full-time MS and DNP students are also eligible and often receive assistantships. University fellowships are competitive and awarded by the Graduate School based upon nominations by the CON Associate Dean to the URI Graduate School Dean. Nurse practitioner students may also be eligible for traineeships from a HRSA Training Grant (Dr. Denise Coppa, PI), during the semesters in which they are enrolled in clinical practicum courses. Traineeships cover tuition. Eight traineeships were awarded for the Fall, 2020 semester to students in the AGPCNP, FNP and PMHNP specialties.

Individual Programs of Study
All URI graduate students are required to submit a signed individual program of study early in their graduate career. The College of Nursing requires all graduate students to file a program of study with the CON Graduate Program Office before or during the second semester of study. The program of study must be signed by the student, their advisor and the CON Associate Dean for Graduate Programs & Research. It is then routed to the Graduate School. The program of study must include plans to complete all required courses in the curriculum and should include any courses being transferred in and any courses that the student plans to take to meet other curricular requirements and electives.
MS Degree Program & Curriculum

The MS degree program includes three main components: didactic coursework, clinical practica and the comprehensive examination. The MS degree requires completion of a minimum of 42 - 48 credits beyond the baccalaureate degree. The minimum number of credits differs by area of specialization. The adult-gerontology primary care nurse practitioner and family nurse practitioner specializations require a minimum of 42 credits; the psychiatric-mental health nurse practitioner specialization requires a minimum of 48 - 49 credits. Program requirements include core courses, advanced practice nursing didactic courses, and clinical practica. Nurse practitioner programs require that students complete a minimum of 500 supervised clinical practice hours in their specialty area, or more, in order to demonstrate competence. Most students complete far more than 500 hours.

The general MS program curriculum is shown below. Examples of full-time plans of study (course sequences) for students in the Adult-Gerontology Primary Care NP, Family NP and Psych-Mental Health NP specialties are included in Appendix A.

MS Program Curriculum (revised 2020 - 2021)

<table>
<thead>
<tr>
<th>Core Courses – 3 Ps:</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 535 – Advanced Pathophysiology (3 cr)</td>
</tr>
<tr>
<td>NUR 582 – Advanced Pharmacotherapeutics (3 cr)</td>
</tr>
<tr>
<td>NUR 530 – Advanced Physical Assessment Across the Lifespan (4 cr) OR NUR 501 – Advanced Health Assessment for PMHNPs (3 cr)**</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Core Courses:</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 507 – Theoretical Basis of Advanced Nursing Practice (3 cr)</td>
</tr>
<tr>
<td>HDF 527 – Health Care Policy (3 cr)</td>
</tr>
<tr>
<td>NUR 521 – Evidence-Based Strategies to Improve Health (3 cr)</td>
</tr>
<tr>
<td>NUR 505 – Translating Research Evidence Into Practice (3 cr)</td>
</tr>
<tr>
<td>NUR 520 – Graduate Nursing Seminar (1 cr)</td>
</tr>
</tbody>
</table>

Total for Core Courses: 22 - 23 credits

** Beginning in Fall 2021, NUR 501 will no longer be offered.
### Advanced Practice Specialty Courses:

**Adult-Gerontology Primary Care Nurse Practitioner (AGPCNP)**

- NUR 561 – Adult-Gero Primary Care NP I (3 cr)
- NUR 562 – Adult-Gero Primary Care Practicum I (4 cr)
- NUR 563 – Adult-Gero Primary Care NP II (3 cr)
- NUR 564 – Adult-Gero Primary Care Practicum II (6 cr)
- NUR 590 – Directed Advanced Clinical Study (3 cr)

**TOTAL for MS Degree: 42 credits**

**Family Nurse Practitioner (FNP)**

- NUR 531 – Family NP Primary Care I (3 cr.)
- NUR 532 – Family NP Practicum I (4 cr)
- NUR 533 – Family NP Primary Care II (3 cr.)
- NUR 534 – Family NP Practicum II (6 cr.)
- NUR 590 – Directed Advanced Clinical Study (3 cr)

**TOTAL for MS Degree: 42 credits**

**Psychiatric Mental Health Nurse Practitioner (PMHNP)**

- NUR 502 – Psychiatric Assessment & Differential Diagnosis (3 cr)
- NUR 518 – PMHNP: Neuro-psychopharmacology (3 cr)
- NUR 513 – PMHNP: Integrated Treatment for Adults/ Older Adults (3 cr)
- NUR 514 – PMHNP: Practicum I (3 cr)
- NUR 545 – PMHNP: Integrated Treatment for Children, Adolescents, & Families (2 cr)
- NUR 546 – PMHNP: Practicum II (6 cr)
- NUR 547 – PMHNP: Practicum III (6 cr)

**TOTAL for MS Degree: 48 – 49 credits**

**TOTALS: 42 – 49 credits**

**Credit allocations for some of the PMHNP courses may change slightly during AY 2021-2022. The total credits required for the MS degree in the PMHNP specialty will not increase and may decrease slightly.**
Post-MS Certificate Program & Curriculum
The post-MS certificate program is intended for graduate students who already hold a master’s degree in nursing and who wish to complete the requirements for certification as a nurse practitioner (NP). Some post-MS certificate students may already be nurse practitioners (e.g., an FNP who is seeking to earn additional certification as a PMHNP). The certificate program provides the opportunity for MS-prepared nurses to build upon their already completed MS degree with minimal redundancy. Post-MS certificate program requirements are based upon the requirements set forth by credentialing agencies (e.g., ANCC, AANP) to sit for NP certification exams. All specialties require a minimum of at least 500 supervised clinical hours or more in order to demonstrate competence in the role. Most students complete far more than 500 supervised clinical hours as NP students.

Gap Analysis for Post-MS Certificate Students
Post-MS certificate students should receive and sign a gap analysis form prior to matriculation. The gap analysis outlines all of the courses and requirements that must be met in order to earn the Post-MS certificate and be eligible to sit for the national certification examination in their specialty. Post-MS certificate students who did not complete “the 3 Ps” (advanced pathophysiology, pharmacology, and physical/health assessment across the lifespan) as part of their previous MS program, will need to complete these pre-requisite courses. Students who are not already nurse practitioners will need to document that they have completed a graduate-level course on health promotion and/or social determinants of health or register to take NUR 521 prior to enrolling in clinical courses.

Post-MS Certificate Program Requirements

Adult-Gerontology Primary Care Nurse Practitioner Certificate Requirements (19 credits)

Pre-Requisites: Advanced pathophysiology, physical/health assessment and pharmacotherapeutics across the lifespan; health promotion

NUR 561 – Adult-Gero Primary Care NP I (3 crs)
NUR 562 – Adult-Gero Primary Care NP Practicum I (4 crs)
NUR 563 - Adult-Gero Primary Care NP II (3 crs)
NUR 564 – Adult-Gero Primary Care NP Practicum II (6 crs)
NUR 590 - Directed Advanced Clinical Study & Practice (3 crs)
**Family Nurse Practitioner Certificate Requirements (19 credits)**

**Pre-Requisites:** Advanced pathophysiology, physical assessment and pharmacotherapeutics across the lifespan; health promotion

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 531</td>
<td>Family NP Primary Care I (3 crs)</td>
<td></td>
</tr>
<tr>
<td>NUR 532</td>
<td>Family NP Practicum I (4 crs)</td>
<td></td>
</tr>
<tr>
<td>NUR 533</td>
<td>Family NP Primary Care II (3 crs)</td>
<td></td>
</tr>
<tr>
<td>NUR 534</td>
<td>Family NP Practicum II (6 crs)</td>
<td></td>
</tr>
<tr>
<td>NUR 590</td>
<td>Directed Advanced Clinical Study &amp; Practice (3 crs)</td>
<td></td>
</tr>
</tbody>
</table>

**Psychiatric-Mental Health Nurse Practitioner Certificate Requirements (20 credits)**

**Pre-requisites:** Advanced pathophysiology, physical/health assessment and Pharmacotherapeutics across the lifespan; health promotion

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 502</td>
<td>Psychiatric Assessment &amp; Differential Diagnosis (3 cr)</td>
<td></td>
</tr>
<tr>
<td>NUR 513</td>
<td>PMHNP: Integrated Treatment of Adults / Older Adults (3 cr)</td>
<td></td>
</tr>
<tr>
<td>NUR 514</td>
<td>PMHNP Practicum I (3 cr – 4 cr)</td>
<td></td>
</tr>
<tr>
<td>NUR 518</td>
<td>Neuropsychopharmacology (3 cr)</td>
<td></td>
</tr>
<tr>
<td>NUR 545</td>
<td>PMHNP: Integrated Treatment of Child/Adol./Family (2 cr – 3 cr)</td>
<td></td>
</tr>
<tr>
<td>NUR 546</td>
<td>PMHNP Practicum II (6 cr – 4 cr)</td>
<td></td>
</tr>
</tbody>
</table>

**Although the total credit requirements for the PMHNP Post-MS Certificate will remain at 20 credits, the allocation of these credits across courses is expected to change during AY 2021-2022.**
Post-MS to DNP Program & Curriculum

The Post-MS to DNP program curriculum is shown below. An example of a full-time plan of study (course sequence) for students in the Post-MS to DNP program is included in Appendix A.

**Post-MS to DNP Program Curriculum (revised 2020)**

<table>
<thead>
<tr>
<th>Pre-Requisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS or MSN degree in nursing</td>
</tr>
<tr>
<td>Statistics course (300 – 500 level)</td>
</tr>
<tr>
<td>NUR 505 or similar (MS-level intro to research)</td>
</tr>
<tr>
<td>NUR 507 or similar (MS-level nursing theory)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Nursing Courses (18 cr.):</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 681 – Implementation Science (3 cr)</td>
</tr>
<tr>
<td>NUR 683 – Secondary Analysis of Health-Related Data (3 cr)</td>
</tr>
<tr>
<td>NUR 549 – Health Care Program Evaluation (3 cr)</td>
</tr>
<tr>
<td>NUR 551 – Theoretical Study of Nursing Leadership (3 cr)</td>
</tr>
<tr>
<td>NUR 680 – Informatics (3 cr)</td>
</tr>
<tr>
<td>HDF 527 – Health Care Policy (taught by CON) (3 cr)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Interdisciplinary Courses (6 cr.):</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHP 540 – Intro to Epidemiology (3 cr)</td>
</tr>
<tr>
<td>MBA 540 – Org. Decision-Making &amp; Design (3 cr)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cognates &amp; Electives (5 cr.):</th>
</tr>
</thead>
<tbody>
<tr>
<td>xxx xxx – Cognates / Focused electives selected from options in nursing, pharmacy, health sciences, MHM etc.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Practicum &amp; Practice Improvement Project (13 credits):</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 686 – DNP Role Development (6 cr)</td>
</tr>
<tr>
<td>NUR 688 – Capstone Practicum and Project (7 cr)</td>
</tr>
</tbody>
</table>

**TOTAL: 42 Credits Beyond the MS**
All academic policies in the College of Nursing Graduate Program are consistent with those of the URI Graduate School. In some instances, the College has policies that are more stringent than the minimum requirements put forth by the Graduate School.

**Time Limit**
The policy of the Graduate School and the College of Nursing is that MS students have seven (5) years to complete all requirements for the MS degree. Post-MS certificate students must also complete the certificate requirements within five (5) years. The time limit to complete the DNP degree is 7 years. All time limits are the same whether students undertake full-time or part-time study. Students should plan their program of study to allow plenty of time to complete the program.

**Formatting for Papers and Dissertations**

**Grades & Grading**
Consistent with the University, the following grading system is used for graduate courses in the College of Nursing (CON):

- A 93-100%
- A- 90-92%
- B+ 87-89%
- B 83-86%
- B- 80-82%

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- C+ 77-79%
- C 73-76%
- C- 70-72%
- D+ 67-69%
- D 60-66%
- F below 60%
**Academic Standing & Academic Review**

Although the Graduate School does award credit for graduate courses with earned grades of C or C+, CON graduate students with earned grades of less than a B- will undergo academic review within the College of Nursing. Students will also undergo academic review if they do not maintain a cumulative GPA of B (3.00) or better. Academic review within the College of Nursing will determine whether the student will: (a) continue in the program without special conditions; (b) repeat the course; (c) complete remediation; (d) continue on provisional status; or (e) be dismissed. If a student receives a grade of D, F, or U in a course, or does not maintain a cumulative average of B (3.00) or better, her/his status as a graduate student will also be reviewed by the Dean of the Graduate School in consultation the CON Associate Dean and graduate faculty. Such review may result in being placed on provisional status, being suspended, or being dismissed from the university. (See Graduate School Manual (GSM), Appendix A; See Section A.26.1 for Graduate Student Academic Appeals procedures.)

**Grade Appeal Procedures**

In the event that the student thinks that a grade he/she receives in a particular course is incorrect, the student has the right to appeal the grade in the following procedure. [Note: The student must commence the appeal process within 5 calendar days of the posting of the grade, and if the appeal is taken to steps 2, 3 or 4, the student must commence each next step within two calendar days after the conclusion of the prior step]:

1. The student shall first discuss the grade with the instructor.
2. If unresolved, the student shall discuss concerns with the CON Associate Dean for Graduate Programs & Research, who will discuss the matter with the Instructor.
3. If still unresolved, the student may submit a written appeal to the CON Associate Dean. If the CON Associate Dean believes the grade should be changed, and the instructor does not agree to the change, the CON Associate Dean shall issue a written decision to the student and the instructor which includes his/her recommended grade change, and his/her reasons for recommending the change. If the CON Associate Dean does not believe the grade should be changed, he/she shall issue a written decision to the student and Instructor stating his/her conclusions and reasons.
4. If still unresolved, the student may make a second written appeal to a CON Graduate Scholastic Standing Committee by notifying the CON Associate Dean of the further appeal. The CON Associate Dean will convene an ad hoc Graduate Scholastic Standing Committee comprised of 3 to 5 PhD-prepared faculty with graduate status. The Committee will provide the Instructor the opportunity to respond to the appeal, following which, unless the Instructor voluntarily agrees to make a grade change acceptable to the student, the Committee will issue a final decision on the matter, stating its conclusions and reasons.
**Grade of Incomplete**

According to the University Manual and Graduate School Manual, a graduate student will receive a grade of “incomplete” in any course in which the coursework has been passing up until the time of a documented precipitating incident or condition, but has not been completed because of illness or another reason which in the opinion of the instructor justifies the report.” “Incomplete” grades must be resolved and a grade change submitted within one year. An ‘incomplete’ not removed within one calendar year shall remain on the student’s permanent record, except that the instructor with the approval of the CON Associate Dean for Graduate Programs & Research may extend the time limit. In the instructor’s absence, the Associate Dean with the approval of the Dean of the Graduate School, may extend the time limit by which the incomplete work must be finished. (See UM 8.53.20, GSM 10.42.) Extensions are only granted under unusual and compelling circumstances and only when the student is passing the course at the time the incomplete is requested.

“The instructor shall accompany a report of ‘incomplete’ with a written explanation and file a copy of the explanation with the CON Associate Dean. The student receiving an ‘incomplete’ shall make satisfactory arrangements with the instructor to remove the deficiency and the new grade shall be immediately reported to Enrollment Services and the department Chair.” (See UM 8.53.21) Because the CON does not have department chairs, the Associate Deans act in this capacity.

**University Withdrawal (Voluntary)**

Students may withdraw from College of Nursing and URI at any time. Graduate students who wish to withdraw from the University and College of Nursing must notify the CON Graduate Program Office, complete the Withdrawal form found on the Enrollment Services website and forward it to the Dean of the Graduate School for his/her signature.

**Leave of Absence (LOA)**

Students who must leave the University for a period of one semester or more, whether due to military service, illness, childbirth, adoption, financial hardship or other circumstances, should apply for a Leave of Absence (LOA). The student should contact the CON Graduate Program Office first. If approved, the CON Associate Dean for Graduate Programs & Research will sign off on the LOA form. The formal request for LOA is then made by the student, in writing, to the Dean of the Graduate School, accompanied by the Leave of Absence form that has been endorsed by the CON Associate Dean. The written petition should be sufficiently specific so that the Dean of the Graduate School can determine whether or not the LOA is warranted. A LOA can be requested for one year or less. LOA requests must be submitted before the last day to add courses in the URI calendar. See Graduate School Manual Section 4.30.
Continuous Enrollment
Graduate students must remain continuously enrolled in one or more graduate-level credits until all requirements are met and they have received their degrees. Please see Graduate School Manual Section 4.40 for information related to continuous registration (CRG 999) for 1 credit each semester, after all coursework and dissertation credits are completed, until graduation.

Non-Matriculating Students
As is described in the Graduate School Manual Section 3.30, individuals holding a baccalaureate degree who are not students in a graduate degree program at URI may take graduate level courses during the academic year or in the summer as non-matriculating students. Non-matriculating students who wish to enroll in a graduate course in the College of Nursing must obtain permission from the CON Graduate Program Office prior to enrolling. Non-matriculating students may take a maximum of two graduate-level courses in the College of Nursing without matriculating.

Notes: Non-matriculating students do not have the privileges regularly enjoyed by students in a degree program (see GSM Section 3.32). Non-matriculating students are not eligible for financial aid or assistantships. Enrollment in courses as a non-matriculating student does not imply acceptance or enrollment in any University graduate program.

Transfer Credit
Graduate students may transfer in a maximum of 20% of the number of credits required for their degree. If the MS program requires 43 credits, then this would equate to 8 credits, with the permission of the CON Associate Dean for Graduate Programs & Research and the Dean of the Graduate School. This maximum includes credits taken as a non-matriculating student at URI or course credit being transferred in from another university. Please refer to Graduate School Manual Section 3.33. Any credits transferred in to apply towards the degree may not have been used to fulfill the requirements for another degree and must have been earned within the past seven years.

Academic Integrity & Plagiarism
The College of Nursing and its Graduate Programs adhere to the university’s standards regarding academic integrity. The University Manual and the Graduate School Manual (See GSM A.13) list the expectations of the University concerning academic integrity as follows:
“Students are expected to be honest in all academic work. Cheating is the claiming of credit for work not done independently without giving credit for aid received, or any unauthorized communication during examinations.” (See UM 8.27.10) “A student’s name on any written exercise (theme, report, notebook, paper, examination) shall be regarded as assurance that the work is the result of the
student’s own thought and study, stated in the student’s own words and produced without assistance, except as quotation marks, references, and footnotes acknowledge the use of other sources of assistance. Occasionally, students may be authorized to work jointly, but such effort must be indicated as joint on the work submitted. Submitting the same paper for more than one course is considered a breach of academic integrity unless prior approval is given by the instructors.” (See UM 8.27.11.)

“In preparing papers or themes, a student often needs or is required to employ sources of information or opinion. All such sources used in preparing to write or in writing a paper shall be listed in the bibliography. It is not necessary to give footnote references for specific facts which are common knowledge and have obtained general agreement. However, facts, observations and opinions which are new discoveries or are debatable shall be identified with correct footnote references even when restated in the student’s own words. Material taken word for word from the written or oral statement of another person must be enclosed in quotation marks or otherwise clearly distinguished from the body of the text and the source cited. Paraphrasing or summarizing the contents of another’s work usually is acceptable if the source is clearly identified but does not constitute independent work and may be rejected by the instructor.” (See UM 8.27.12, GSM A.13.4)

Assignments, homework and reports of investigations or experiments shall meet the same standards as all other written work. If any work is done jointly, this must be acknowledged in the report. “Obviously, it is dishonest to falsify or invent data.” “Written work presented as personal creation is assumed to involve no assistance other than incidental criticism from others.” (See UM 8.27.13 - 14).

“In writing examinations, the student shall respond entirely on the basis of the student’s own capacity without any assistance except that authorized by the instructor.” (See UM 8.27.15.) “Instructors shall have the explicit duty to take action in known cases of cheating or plagiarism. The instructor shall have the right to fail a student on the assignment on which the instructor has determined that a student has cheated or plagiarized. The circumstances of this failure shall be reported to the CON Associate Dean for Graduate Programs & Research. The student may appeal the matter to the instructor’s dean, and the decision by the dean shall be expeditious and final. “If the violation warrants more severe censure, the instructor may recommend additional action to the instructor’s dean. Upon this recommendation the dean may authorize the instructor to fail the student in the course. The student or instructor may appeal the dean’s decision to the Provost and Vice President for Academic Affairs whose decision on the appeal shall be final.” (See UM 8.27.18)

For further information, please see Sections 9.18.10 – 9.25.10 of the University Manual.
VI. Policies Related to General Conduct & Professionalism

General Principles
Life in the academic community must be one of integrity, honesty, acceptance of responsibility, and a willingness to clearly and accurately represent oneself, one's work, and one's activities. The College of Nursing believes that professional conduct is critical to the practice of nursing, and fully supports the University policies and the ANA Code of Ethics presented in the *ANA Code of Ethics for Nurses with Interpretive Statements* (ANA, 2015). Students are expected to observe the standards of professional conduct and ethics in all settings. Students are expected to conduct themselves as representatives of the profession, the College of Nursing, and the University. Failure to meet these may make one subject to suspension or dismissal from the College of Nursing. Professional conduct and civility are expected and required at all times. Bullying, threatening, yelling, verbal and/or physical assaults and other types of intimidating behavior will not be tolerated. Anyone exhibiting these types of behaviors may be subject to suspension or dismissal from the College of Nursing.

The commission of illegal or unprofessional actions is also prohibited, including but not limited to violations of HIPPA or privacy regulations, illegal drug sales, possession or use, chemical impairment, violation of other state or federal laws, and/or sexual assault or sexual harassment.


Involuntary Class Withdrawal
Breach of professionalism is a serious offense which will be dealt with firmly. The College of Nursing reserves the right to remove (involuntarily withdraw) a student from a course for a minimum of one day or up to the remainder of the semester in the event it is determined that a student’s behavior or actions violate essential program or professional standards or requirements, threaten harm to self or others, and/or indicate that the student is not fit to continue. The student will be required to attend a mandatory meeting with the CON Associate Dean for Graduate Programs & Research to discuss any such incidents or problematic behavior.
Non-Academic Suspension or Dismissal from a Program

In the event it is determined that a student’s behavior or actions violate essential program or professional standards or requirements and/or indicate that the student is not fit to continue in the program, the CON may suspend or dismiss a student. The College will normally provide notification to the student of the reasons for the contemplated suspension or dismissal and give the student an opportunity to address those reasons before the College deliberates and makes a final decision to suspend or dismiss the student. The nature of the opportunity provided to the student (e.g., a less formal meeting with a College administrator, or a more formal hearing before multiple College officials or a panel, etc.) will depend on the nature and duration of the sanction and the reasons for the contemplated suspension or dismissal and other relevant factors. The College reserves the right to immediately suspend the student if the student’s continuation in the program constitutes an imminent risk to the student or to other students in the program, or to patients, or for other compelling reasons.

Diversity and Inclusion

The CON embraces diversity and understands that each student brings unique experiences, strengths, and ideas to our classroom. These differences can be along dimensions of race, ethnicity, sexual orientation, gender, socioeconomic status, age, ability, religious or political beliefs, or other differences in lived experiences and/or ideologies. The inclusion and valuing of these differences enriches learning and in and out of our classrooms. Each member of the University has the responsibility to foster an environment of inclusion, acceptance, mutual respect and understanding.

Anti-Bias Statement

At URI and the CON, we respect the rights and dignity of each individual and group. We reject prejudice and intolerance, and we work to understand differences. We believe that equity and inclusion are critical components for campus community members to thrive. If you are a target or a witness of a bias incident, you are encouraged to submit a report to the URI Bias Response Team at www.uri.edu/brt. There you will also find people and resources to help.

Tobacco Policy

The College of Nursing (CON) is dedicated to maintaining a healthy work and learning environment. While the College already prohibits smoking inside its buildings and facilities, the CON policy prohibits smoking or use of tobacco products by students at any time when representing the College of Nursing.
Alcohol and Drug Policy

Violation of the University’s drug and alcohol policies prohibiting illegal use or possession of any controlled substance without a prescription while enrolled in The College of Nursing is considered a serious offense and may result in suspension or dismissal.

Social Media Policy

Social media are web-based or mobile technologies used for interactive communication. Examples of social media include, but are not limited to, collaborative projects (e.g., Wikipedia), blogs and microblogs (e.g., Twitter), content communities (e.g., YouTube), social networking sites (Facebook, Instagram, SnapChat), and virtual social worlds (e.g., Second Life).

CON students, faculty and staff must always protect individuals’ rights to privacy and confidentiality, and communicate sensitive and confidential information in accordance with all applicable laws, regulations and policies (including the policies of clinical training sites), including the requirements of the Health Insurance Portability and Accountability Act (HIPAA) and the Family Educational Rights and Privacy Act (FERPA) when applicable. Members of the CON community are expected to observe the American Nurses Association’s Principles for Social Networking:

ANA’s Principles for Social Networking (https://www.nursingworld.org/social/)
1. Nurses must not transmit or place online individually identifiable patient information.
2. Nurses must observe ethically prescribed professional patient-nurse boundaries.
3. Nurses should understand that patients, colleagues, and employers may view postings.
4. Nurses should take advantage of privacy settings and seek to separate personal and professional information online.
5. Nurses should bring content that could harm a patient’s privacy, rights, or welfare to the attention of appropriate authorities.
6. Nurses should participate in developing institutional policies governing online conduct.

The policy requires that all:
- Be aware of maintaining professional boundaries while using electronic media.
- Follow applicable HIPAA regulations at all times. Identifiable information concerning patients/clinical activities must not be posted in any online forum.
- Protect confidential, sensitive and proprietary information. Do not share or post any information related to nurse-patient contact or about the College of Nursing.
- Do not post comments on social media sites about patients, clinical facilities, employees of facilities, faculty or other students as these posts violate the individual’s right to privacy and may incur liability - even if the posts do not specifically identify individuals.
• Do not make disparaging remarks about patients, employers, or co-workers, even if they are not identified.
• Do not use mobile devices to take photos or videos of patients or patient information.
• Use personal electronic devices only as authorized by faculty and clinical affiliates.
• Report any breach of confidentiality or privacy to a CON administrator or faculty member.

Accommodations for Qualified Students with Disabilities
Students are expected to notify faculty at the onset of the semester if any special considerations are required in the classroom or clinical setting. If any special considerations are required, it is expected that the student will notify the faculty with the appropriate paperwork from Disability Services (http://web.uri.edu/disability/).

Computer Lab and Printing Policy
Printing is made available to all nursing students at the Rhode Island Nursing Education Center (RINEC). The student printing station within the RINEC Second Floor URI Faculty suite uses URI’s pay for print system (https://web.uri.edu/cma/payforprint/).

Graduate Student Lounge and Workspace
The graduate student lounge is located on the second floor of the RINEC. Cubicles are available as TA and PhD student workspace on the RINEC second floor immediately after the entrance to the URI faculty office area. In addition, offices 257, 259 and 260 are set aside as “hotel space” for faculty who do not have offices in the RINEC. Graduate students may use these offices on a space available basis, provided that faculty do not need them to meet privately with students.

Email Policy
All email communications to students by the College, or its faculty and staff, will be via the URI email system, with communications sent to the students’ URI assigned email address. Students are also required to use their University of Rhode Island email account for all communications with College faculty or staff. Students are expected to obtain a URI email account as soon as possible and frequently monitor their URI email for announcements. Faculty and staff email addresses may be obtained by searching the directory on URI’s website (https://directory.uri.edu/).

Brightspace
The College of Nursing – Grad Student Resource Brightspace site serves as a communication portal between CON graduate students, faculty and administrators. Important information on research opportunities, events, job postings, important dates, deadlines, and graduation are posted on this
It is important that all CON graduate students become familiar with Brightspace and check the College of Nursing site frequently.

**Formal Student Complaint Process**

Please refer to Appendix C.

**Statement & Policies Related to the COVID-19 Pandemic**

As the COVID-19 pandemic continues to evolve and change, so do state and university COVID-related policies and procedures. URI and the CON follow all state-mandated policies. The NEC building and the university may have additional policies and requirements. Notifications of COVID-related policy changes and procedures are sent to students, faculty and staff, and procedures must be followed. For example, effective in August, 2021, the NEC building in Providence mandated that masks be worn in all public spaces. Also effective on August 16, 2021, URI required all students to provide documentation that they were vaccinated against COVID-19. Students who did not comply with this requirement may have a “hold” placed on their account and may not be allowed to attend class.

The following URI policy, distributed August 23, 2021, specifies the need for twice-weekly COVID testing for those who have an approved exemption to vaccination:

**Mandatory twice-weekly testing required of all students with an approved COVID-19 vaccine exemption**

*August 23, 2021*

Thank you to all students who have provided proof of vaccination or have applied for an exemption. More than 91% of our students are in compliance and we encourage anyone who has yet to act, to do so now to avoid having a hold placed on their account. Currently, we have approximately 14,538 students fully verified as vaccinated or partially vaccinated.

All URI students who are unvaccinated and who have an approved medical or religious exemption from the URI COVID-19 vaccine requirement must provide proof of a negative COVID-19 point-of-origin test no more than 72 hours prior to their arrival on campus or back to the community. **Students must upload their point-of-origin test and other off-campus tests to Health Services via the patient portal.** Please [click here](#) for instructions.

Vaccination continues to be the best protection against the spread of COVID-19 in our community. The University is sponsoring free [vaccination clinics](#) through Sept. 30. If possible within the constraints of your personal situation, we strongly urge you to get vaccinated.
All students with an approved COVID-19 vaccine exemption MUST participate in testing for COVID-19 on campus twice per week beginning 1.) at move-in for students in on-campus or Greek housing and 2.) on Tuesday, Sept. 7 for students living off-campus. Students should plan to be tested on Monday or Tuesday and again on Thursday or Friday to meet the twice weekly testing requirement.

For students who have already returned to campus, testing is offered at URI Health Services, Monday through Friday from 8:30 a.m. to 2 p.m. Testing will transition to the Memorial Union testing center beginning Sept. 1. The center in the Union will be open weekdays from 8:30 a.m. to 4 p.m.

Any student who does not comply with the mandatory COVID-19 testing requirement will be immediately referred to the Dean of Students office and given ONE official WARNING about their missed test. Students who receive a warning must complete a COVID-19 test within 24 hours.

IMPORTANT READ CAREFULLY - Failure to be tested within the notified 24 hours, or a second missed test, will result in being referred immediately to the Office of Community Standards for a conduct meeting and placement on probation until in compliance. Students who miss a third test will be immediately referred to the Community Standards office and placed on emergency suspension. Residence hall students on emergency suspension must vacate their residence hall room immediately. Residence hall students and off-campus students on emergency suspension will be removed from their classes and will be no longer able to participate in campus activities, including but not limited to, athletics, clubs and organizations, etc. A conduct meeting will be held regarding permanent suspension.

Students who refuse to cooperate with URI or Rhode Island Department of Health contact tracers will be placed on emergency suspension. We want to clearly communicate that the entire COVID-19 conduct process will move swiftly and could result in a student being suspended within three days. For example, an unvaccinated student who misses their testing on Monday, Tuesday, and Wednesday will be placed on emergency suspension on Thursday pending a conduct meeting regarding permanent suspension.

Students who refuse to comply with directives to vacate campus in the event of an exposure and the need to isolate or quarantine will be placed on emergency suspension. Contact tracing efforts are critically important to minimizing further transmission of the COVID-19 virus and are in place so we can all do our part to keep our community safe and have a productive school year.

Any refund of tuition, fees and housing will be based on the University’s approved refund policy.
VII. Clinical Policies & Procedures

Clinical Practica for Nurse Practitioner Students

All of the nurse practitioner specialty concentrations (AGPCNP, FNP, and PMHNP) offered through the URI CON meet or exceed the requirements set forth by national certification organizations (e.g., ANCC, AANP). These requirements include a minimum of 500 or more supervised clinical hours engaged in direct patient care in the NP role, in order to demonstrate competence in the role.

All nurse practitioner students are assigned to a “clinical year” or clinical cohort at the time they are admitted. As is shown in Appendix A, for PMHNP students, the clinical year usually follows a fall-spring-summer semester schedule. For AGPCNP and FNP students, the clinical year usually follows a spring-summer-fall schedule. Students are assigned to a clinical year based upon availability and whether the student applied to attend on a full-time or part-time basis. Students who wish to change their clinical year (either speed up or slow down their progression in the program) should contact the CON graduate program office as soon as possible; requests to change the scheduled clinical year are accommodated on a space-available basis.

Clinical Placements and Credentialing

Clinical placements and credentialing are managed by the CON clinical placement office. The office includes the full-time clinical coordinator (Deb Quaratella [dquaratella@uri.edu]), the experiential education specialist (Amy Creed [amycreed@uri.edu]) and the part-time graduate program clinical coordinator (TBA). CORE ELMs is a software that helps manage clinical education. Student hours, field encounter work and student evaluations will be managed using CORE ELMs. Training on the
software is provided prior to the clinical semesters. Students are responsible for updating CORE ELMs with required information in a timely manner.

**Documentation of Clinical Experiences**

It is the student’s responsibility to maintain written documentation regarding supervised clinical experiences and practica using CORE ELMs software. Specific requirements for clinical documentation are determined by the NP specialty coordinator. In general, at a minimum, this documentation should include dates, hours, preceptor, agency, population focus, age group seen and activities. Although clinical logs are signed off at the time of the master’s comprehensive examination, it is the student’s responsibility to continue to document any additional hours that are completed after the comprehensive examination and obtain the appropriate supervisor’s sign-off.

**Students are Responsible for Retaining Records.** Students should maintain their own educational, immunization, course syllabi and clinical training records in a portfolio and retain this information after graduation. The graduate office is limited in the number and type of student records it can retain and for how long these records may be kept. There may be circumstances in the future (e.g., DNP program, moving to new state, change in credentialing requirements) when students may need detailed documentation of supervised clinical practica and the CON and the graduate program office will not have these records.

**Health Requirements to Attend Clinical Practicum Experiences**

Students must meet all clinical requirements** and abide by all clinical policies in order to participate in the clinical practicum portion of their education. Should a student have any questions about his/her ability to meet requirements or follow listed policies, they should contact the Clinical Coordinator. Failure to do so could impede the student’s ability to progress through the program and meet degree requirements.

**Drug Testing.** Many hospitals, clinical facilities, and other professional sites require students to undergo a drug test. Students who test positive for an illegal drug will be denied positions at these sites. As a result, the student’s progress to meet degree requirements can be impeded. If your clinical practicum site requires drug testing, the Clinical Coordinator will inform you and provide instructions on obtaining the required testing. Adverse drug test results, whether conducted as a URI requirement or as a site’s requirement, could also have other negative implications on your standing as a student at URI. For example, adverse drug test results could subject you to disciplinary proceedings and sanctions under the URI Student Conduct Code, or to proceedings and sanctions under applicable academic rules and procedures of the University, the Graduate School, or the College of Nursing.
**Health Screenings & Immunizations.** Nursing students must meet specific health and immunization requirements before being allowed to begin any clinical nursing course. These requirements reflect Department of Health regulations, infection control, and current affiliation agreements with clinical sites. Students who are unable to meet or maintain health and immunization requirements may be denied placement by clinical affiliates. This may impede a student’s ability to progress through the program and meet degree requirements. Any student who anticipates issues meeting and maintaining requirements should speak to the Clinical Coordinator. Specific health and immunization information is required for the following:

1. **Students must have a current physical examination** (performed annually).

2. **Tuberculosis (Screening Test).** A specific screening test is required to determine exposure to TB. It is called an Interferon Gamma Release Assay (IGRA) blood test. Documentation of an Interferon-Gamma Release Assay (IGRA) blood test must be submitted with your health records. Repeat IGRA must be obtained annually (every 12 months) in order to maintain compliance. If the IGRA blood screening is positive: A chest x-ray may be required to assess for evidence of disease. Appropriate clearance must be obtained before the first day of the semester and every 12 months thereafter. Students who have a history of Positive IGRA testing, a positive chest x-ray, or who have undergone TB treatment are required to obtain yearly evaluation from their health care provider or URI Health Services to assess for evidence of disease. Students should submit documentation stating they have undergone medical evaluation, have no signs of active disease, and are able to participate in clinical practicums.

   URI Health services has made obtaining the Interferon-Gamma Release Assay (IGRA) blood test easy. No appointment will be required to obtain this test, and students will simply have to present to the lab during Health Services normal working hours. Results will be uploaded into students’ immunization records in approximately 5 business days and can be printed out using the patient portal. If the TB screening test is positive, the student will be contacted by Health Services for additional testing and possible treatment.

3. **Ishihara Color Blindness Screening.** The college requires proof that students have full color vision before they are allowed to perform testing, such as urine dipsticks, which requires identification of colors to ensure the accuracy of findings. Results of color blindness testing (Ishihara color test) should be included with your immunization record. An eye specialist, physician or nurse practitioner may test students. URI Health services will perform color blindness screening as well. If student is color blind, the clinical instructor will be informed and the student will need to refrain from interpreting results of tests that require the individual to discern variations of color.

4. **Measles, Mumps and Rubella (MMR).** Students should have submitted the MMR (measles, mumps, and rubella) immunization documentation as a part of the
University admission requirements. Two doses of the MMR vaccine fulfill the requirement for these diseases.  

**Rubella (German measles)** Each student (male and female) must submit a certificate signed by a licensed physician, nurse practitioner or his or her designee after attesting that he/she has one of the following: (a) immunized against rubella on or after age 15 months; or (b) had a Rubella Susceptibility Titer Test showing immunity (this is a blood test sent to a lab to determine if you are probably immune to rubella or not); or (c) is not a fit subject for immunization due to medical reasons.  

**Measles (Rubeola):** You have had the disease, or you have been immunized. If you were born after January 1957, you must show: (a) proof of 2 doses of live vaccine; or (b) proof of titer. If you were born before January 1957, you must show: proof of titer. If you were immunized before 1968 you must be re-immunized.  

**Mumps:** You may have had the disease, or you may have been immunized. If you were born after January 1957, you must show: (a) proof of 1 dose of live vaccine; (b) proof of disease or (c) proof of titer. If you were born before January 1957, you must show proof of titer. If you were immunized before 1968 you must be re-immunized.  

**Varicella (Chicken Pox).** If you have had the disease, documented confirmation is required from a physician or nurse practitioner. If you do not have a confirmed history of chicken pox, you will need: (a) documentation of a positive varicella titer or (b) evidence of receiving two doses of the varicella vaccine. Students who received only one dose of varicella vaccine before age 13 per the CDC recommendations at the time or only one dose upon immigrating to the United States, must show evidence of immunity via a positive varicella titer or must obtain a 2nd dose of the vaccine.  

**Tetanus, Diphtheria, Pertussis.** These immunizations are usually begun during childhood (the DTaP vaccine) with additional administration of tetanus boosters later in childhood and every 10 years throughout adulthood. In the past, the Td (tetanus and diphtheria) vaccine was used for adult boosters. Due to a recent resurgence of pertussis, the CDC recommends individuals receive one dose of the Tdap (Tetanus, Diphtheria and Pertussis) vaccine in place of a 10-year Td vaccine. However, Health Care Workers (including nursing students) are required to have documentation of having a single dose of Tdap vaccine. Once the initial Tdap documentation is in place, only a TD vaccine is required every 10 years.  

**Influenza.** It is required that health care workers receive the influenza vaccination yearly to protect themselves and the patients in their care. The Department of Health requires the vaccination of students. Students must abide by the hospital’s policies on date of vaccinations prior to clinical. One dose of the trivalent (inactivated) influenza vaccine (TIF) or the live attenuated influenza vaccine (LAIV) is acceptable. Students who decline the influenza vaccine for medical reasons must provide documentation from their health care provider. Students who are unable to have the influenza vaccine may be required to wear a mask at the health care agency during the flu season.
However, it is up to the discretion of the clinical site and/or preceptor whether to except a student without an influenza vaccination.

8. **Hepatitis B Vaccination.** The Hepatitis B immunization is required for admission to the University. You should have submitted the immunization documentation as a part of the University admission requirements. Three doses of the HBV vaccine fulfill the requirement. If students did not complete the HBV series a serum titer may be done to verify immune status. Heplisav-B Vaccine may be accepted (two dose series, at least four weeks apart, at least 18 years or older) upon approval from the clinical coordinator.

9. **COVID-19 testing.** Some clinical agencies and/or preceptors may require NP students to be tested for COVID-19 prior to placement and/or attendance at their clinical site. In the Fall, 2020 semester, all NP students who will be participating in a clinical practicum will be asked to participate in COVID surveillance testing on the first day of the practicum course meeting (September 14, 2020). This testing is sponsored by the URI Office of Student Health.

**NOTE:** Individuals who have negative serum titers to rubella, rubeola, mumps, varicella or Hepatitis B must be vaccinated. Individuals with low serum titers should consult with their health care provider about boosters or revaccination.

**Many clinical sites may have additional on-boarding requirements. Students are responsible to complete any additional requirements in a timely manner.**
Liability/Malpractice Insurance Requirements to Attend Clinical Practicum Experiences

All nurse practitioner (NP) students are required to carry individual liability insurance if they are in clinical practicum courses / clinical placements. This policy aims to protect students. Although URI carries liability insurance that technically covers students, the university’s insurance carrier’s primary responsibility could be to the university, not to the student.

There are a number of professional liability/malpractice insurance carriers that provide policies for nurse practitioner students (examples are listed below). It is quick and easy to get a policy; you can obtain a quote online in minutes. Most policies cost between $200 to $350 per year. Liability insurance policies that students may already have to cover their RN practice often do not cover students in their role as a nurse practitioner student. However, it may be possible to add additional coverage for "NP student" to an existing policy. Students should contact their insurance company.

The Nurse Practitioner Student Liability insurance policy must include a minimum of $1 million per occurrence / $3 million aggregate coverage; coverage of $1 million per occurrence / $6 million aggregate is preferred.

There are many sources for liability/malpractice insurance. Three examples are:

Berxi   [www.berxi.com](http://www.berxi.com)  (newer group; may be less expensive)
Nurses Service Organization (NSO)  [www.nso.com](http://www.nso.com)  (been around for a very long time)
Proliability  [www.proliability.mercer.com](http://www.proliability.mercer.com)  (discount for ANA or AANP members)
APPENDICES

Appendix A: Examples of Full-time Plans of Study

Appendix B: Links to Graduate Program Forms

Appendix C: Formal Student Complaint Policy
Appendix A  
MS Program  
Example of Full-time Plan of Study  (Revised 2020 - 2021) 

Family NP and Adult-Gero Primary Care NP: 4 Semesters

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<td>HDF 527</td>
<td></td>
<td>Health Policy</td>
<td>3</td>
</tr>
<tr>
<td>Total Semester Credits:</td>
<td></td>
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<td>6</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>2nd Year – Fall Semester</th>
<th>Course #</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>NUR 533 or 563</td>
<td></td>
<td>FNP or AGPCNP Course II</td>
<td>3</td>
</tr>
<tr>
<td>NUR 534 or 564</td>
<td></td>
<td>FNP or AGPCNP Clinical Practicum II</td>
<td>6</td>
</tr>
<tr>
<td>NUR 505</td>
<td></td>
<td>Translating Research Evidence into Practice</td>
<td>3</td>
</tr>
<tr>
<td>NUR 520</td>
<td></td>
<td>MS Student Seminar</td>
<td>1</td>
</tr>
<tr>
<td>Total Semester Credits:</td>
<td></td>
<td></td>
<td>13</td>
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</table>

MS Program Total Credits: 42
Appendix A
MS Program
Example of Full-time Plan of Study  (Revised 2020-2021)

Psychiatric-Mental Health NP: 6 Semesters

<table>
<thead>
<tr>
<th>1st Year – Fall Semester</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Course #</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>NUR 535</td>
<td>Advanced Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NUR 501 or 530</td>
<td>Adv. Health Assessment for PMHNPs OR Adv. Health Assessment Across the Lifespan**</td>
<td>3-4</td>
</tr>
<tr>
<td>NUR 507</td>
<td>Theoretical Basis for Advanced Nsg Practice</td>
<td>3</td>
</tr>
<tr>
<td>Total Semester Credits:</td>
<td></td>
<td>9-10</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>1st Year – Spring Semester</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>NUR 582</td>
<td>Advanced Pharmacotherapeutics</td>
<td>3</td>
</tr>
<tr>
<td>NUR 521</td>
<td>Evidence-Based Strategies to Improve Health</td>
<td>3</td>
</tr>
<tr>
<td>NUR 502</td>
<td>Psych Assessment &amp; Differential Diagnosis</td>
<td>3</td>
</tr>
<tr>
<td>Total Semester Credits:</td>
<td></td>
<td>9</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>1st Year – Summer Semester</th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>NUR 518</td>
<td>Neuro-Psychopharmacology</td>
<td>3</td>
</tr>
<tr>
<td>HDF 527</td>
<td>Health Care Policy</td>
<td>3</td>
</tr>
<tr>
<td>Total Semester Credits:</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd Year – Fall Semester</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 513</td>
<td>PMHNP Course I (Adult &amp; Older Adult)</td>
<td>3</td>
</tr>
<tr>
<td>NUR 514</td>
<td>PMHNP Clinical Practicum I</td>
<td>3</td>
</tr>
<tr>
<td>NUR 505</td>
<td>Translating Research Evidence into Practice</td>
<td>3</td>
</tr>
<tr>
<td>Total Semester Credits:</td>
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<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2nd Year – Spring Semester</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 545</td>
<td>PMHNP Course II (Child, Adol. &amp; Family)</td>
<td>2</td>
</tr>
<tr>
<td>NUR 546</td>
<td>PMHNP Clinical Practicum II (Child, Adol. &amp; Family)</td>
<td>6</td>
</tr>
<tr>
<td>NUR 520</td>
<td>MS Student Seminar</td>
<td>1</td>
</tr>
<tr>
<td>Total Semester Credits:</td>
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<td>9</td>
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<table>
<thead>
<tr>
<th>2nd Year – Summer Semester</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 547/590</td>
<td>Clinical Practicum III / Ind Study</td>
<td>6</td>
</tr>
<tr>
<td>Total Semester Credits:</td>
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<td>6</td>
</tr>
</tbody>
</table>

| MS Program Total Credits:                |                     | 48-49  |

** Beginning in Fall 2021, NUR 501 will no longer be offered.
# APPENDIX A:
## Post-MS to DNP Program
### Example of Full-time Plan of Study (Revised 12/2019)

<table>
<thead>
<tr>
<th>Fall Courses</th>
<th>Cr.</th>
<th>Spring Courses</th>
<th>Cr.</th>
<th>Summer Courses</th>
<th>Cr.</th>
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<tbody>
<tr>
<td><strong>1st Year</strong></td>
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<td><strong>1st Year</strong></td>
<td></td>
<td><strong>1st Year</strong></td>
<td></td>
</tr>
<tr>
<td>NUR 686 – DNP Role Development</td>
<td>1</td>
<td>NUR 686 – DNP Role Development</td>
<td>1</td>
<td>NUR 683 – Secondary Analysis of Health-Related Data</td>
<td>3</td>
</tr>
<tr>
<td>NUR 681 – Implementation Science</td>
<td>3</td>
<td>NUR 680 – Informatics</td>
<td></td>
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</tr>
<tr>
<td>PHP 540 – Intro to Epidemiology</td>
<td>3</td>
<td>MBA 540 – Org. Decision-Making &amp; Design</td>
<td>3</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>7</td>
<td></td>
<td>7</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>2nd Year</strong></td>
<td></td>
<td><strong>2nd Year</strong></td>
<td></td>
<td><strong>2nd Year</strong></td>
<td></td>
</tr>
<tr>
<td>NUR 686 DNP Role Development</td>
<td>2</td>
<td>NUR 686 DNP Role Development</td>
<td>2</td>
<td>HDF 527 / NUR 627 – Health Care Policy</td>
<td>3</td>
</tr>
<tr>
<td>NUR 551 – Theoretical Study of Nsg Leadership</td>
<td>3</td>
<td>NUR 549 – Health Care Program Evaluation</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td></td>
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<td>3</td>
</tr>
<tr>
<td><strong>3rd Year</strong></td>
<td></td>
<td><strong>3rd Year</strong></td>
<td></td>
<td><strong>3rd Year</strong></td>
<td></td>
</tr>
<tr>
<td>NUR 688 – Practicum and PIP (&gt; 500 hrs and 7 cr. total)</td>
<td>3</td>
<td>NUR 688 – Practicum and PIP (&gt; 500 hrs and 7 cr. total)</td>
<td>4</td>
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<tr>
<td>Elective 1</td>
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<td>Elective 2</td>
<td>2-3</td>
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<td></td>
<td>6</td>
<td></td>
<td>6-7</td>
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<td></td>
</tr>
</tbody>
</table>

**DNP Program Total Credits (beyond the MS degree)**: 42
Appendix B: Graduate Program Forms & Links

Forms for graduate students and information on how to submit forms using the AirSlate system are located at: https://web.uri.edu/graduate-school/forms/. Forms are also linked on the CON Graduate Student Brightspace site.

CON Graduate Student Brightspace site / Resource Page is available at: https://brightspace.uri.edu/d2l/home/118371

The URI Manual is located at: https://web.uri.edu/manual/

The URI Graduate School Manual is located at: https://web.uri.edu/graduate-manual/

The URI Graduate Writing Center (GWC) provides writing support to all URI doctoral and master’s students to foster continuing development of academic and professional writing skills necessary to succeed in graduate programs and academic or professional careers: https://web.uri.edu/graduate-writing-center/
Appendix C: Formal Student Complaint Process
This policy defines formal complaints submitted to the College of Nursing and establishes a procedure regarding the role of the student, college, and university in the review and resolution of such complaints. The College of Nursing adheres to all University policies.

A “formal complaint” under this policy is defined as any signed, written claim submitted to the College of Nursing by a student alleging discriminatory, improper, or arbitrary treatment.

No retaliation or adverse action shall be taken against any student for initiating, participating in, or refusing to participate in, a formal complaint.

PROCEDURE:

1. Formal complaints involving an issue of Academic Integrity will fall under College of Nursing Procedures as outlined in the College of Nursing Student Handbooks.

2. Complaints involving any other issue will be subject to other established university policies and the official procedure established by the applicable university policy. Such policies include, but are not limited to:
   - University of Rhode Island Sexual Misconduct and Relationship Violence Complaint and Adjudication Process (Student Handbook) and URI Policy #01.001.1 Sexual Misconduct
   - University of Rhode Island Complaint Procedures for Reporting Discrimination and/or Harassment
   - University of Rhode Island Student Conduct System and Academic Honesty Procedures
   - and other related policies as listed in the University of Rhode Island Student Handbook, Graduate Manual, and University Manual

Upon receipt of a formal complaint that is subject to another university policy, the College of Nursing will either advise the student who submitted the formal complaint of the applicable university policy or refer the complaint directly to the appropriate university official, as it determines to be appropriate under the circumstances.

3. Documentation of formal complaints and their disposition will be logged in a database, and shall be maintained as confidential and retained in the Office of the Dean of the College of Nursing consistent with University policies and Rhode Island State law. The log shall include:
   - The date the complaint was first formally submitted
   - The nature of the complaint
   - The steps taken to resolve the complaint
   - The School’s final decision regarding the complaint
   - Any other external actions initiated by the student to resolve the complaint.