THE
UNIVERSITY
OF RHODE ISLAND
COLLEGE OF
NURSING

MS, Post-MS Certificate & DNP

Student Handbook

2024-2025

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I. Important Contacts

GENERAL

URI General Information	401-874-1000	https://www.uri.edu/
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STUDENT SERVICES

<u>**Academic Success**</u>

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	https://web.uri.edu/ombud/

Libraries:	Robert L. Carothers Library & Learning Commons:	401-874-2672
	Providence Campus Library:	401-277-5130
	Pell Marine Science Library:	401-874-6161

<u>**Health and Wellness**</u>

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

<u>**Student Life**</u>

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

<u>**Graduate Student Associations**</u>

Graduate Assistants United	401-874-2826
Pay for Print Information:	http://labprint.uri.edu/

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. Susan DeSanto-Madeya, CON Interim Associate Dean.

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 of Nurse Practice (DNP) in 2010.   Until 1968, nursing students lived in Providence during the clinical portion of the program and 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. 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 Student Learning Outcomes for the MS degree and post-MS certificate programs (Aligned with 2022 AACN Domains) include the following:

- **Knowledge for Nursing Practice** – Integrate, translate, and apply established and evolving nursing knowledge founded on natural and social sciences into advanced nursing practice.
- **Person-Centered Care**– Coordinate and provide holistic, just, compassionate, person-centered, evidence- based healthcare to individuals and families as advanced practice nurses.
- **Population Health-** Navigate and deliver equitable care from prevention to disease management at the individual, family, community, provider, and system levels, through partnerships that address social determinants of health to eliminate barriers, enhance facilitators, and improve population health outcomes.
- **Scholarship for the Nursing Discipline-** Synthesize, translate, and apply nursing knowledge to improve health and transform health care.
- **Quality and Safety-** Apply principles of quality improvement and safety science to examine outcomes of advanced nursing practice care with individuals, families, and populations.
- **Interprofessional Partnerships-** Collaborate with individuals, families, communities, health care professionals, and other colleagues to optimize care, enhance the healthcare experience, and improve outcomes.
- **Systems-Based Practice-** Engage in and evaluate system-wide initiatives and make recommendations to provide safe, quality, equitable, and value- based care to diverse populations.
- **Informatics and Healthcare Technologies-** Use healthcare technology to gather and synthesize data that informs clinical decision making to provide care, and improve interprofessional communication in accordance with best practice and professional and regulatory standards.
- **Professionalism-** Model a professional identity grounded in advanced practice nursing core values of compassionate caring, a collaborative disposition, civility, accountability, ethics and social justice for exemplary practice.
- **Personal, Professional and Leadership Development-** Influence a culture of personal and professional wellness by modeling activities and self- reflection that fosters health, resilience, and well-being; engages in lifelong learning; and advances nursing expertise and leadership.

The Student Learning Outcomes for the DNP Program (Aligned with 2022 AACN Domains) include the following:

- **Knowledge for Nursing Practice-** Lead the integration, translation, and application of established and evolving nursing knowledge founded on natural and social sciences into advanced nursing practice.
- **Person-Centered Care-** Design, provide, and evaluate holistic, just, compassionate, person-centered, evidence- based healthcare for individuals and families as advanced practice nurses.
- **Population Health-** Implement local, regional, and national initiatives to promote equitable and just access to high-quality care and services for individuals, families, communities, and populations, through partnerships that address social determinants of health to eliminate barriers, enhance facilitators, and improve population health outcomes.
- **Scholarship for the Nursing Discipline-** Synthesize, translate, generate, apply, and disseminate nursing knowledge to improve health and transform health care.
- **Quality and Safety-** Lead quality improvement initiatives to inform system- level policies and processes that promote a culture of safety and minimize risk of harm to patients and providers through system effectiveness and individual performance.
- **Interprofessional Partnerships-** Lead interprofessional collaborations with individuals, families, communities, health care professionals, and other colleagues to optimize care, enhance the healthcare experience, and improve outcomes.
- **Systems-Based Practice-** Design, lead, and evaluate system-wide initiatives to provide safe, quality, equitable, and value- based care to diverse populations.
- **Informatics and Healthcare Technologies-** Use healthcare technology and data bases to gather, analyze, and synthesize, information that supports clinical decision making to provide care, and improve interprofessional communication in accordance with best practice and professional and regulatory standards.
- **Professionalism-** Lead with a professional identity grounded in nursing core values of compassionate caring, a collaborative disposition, civility, accountability, ethics and social justice for exemplary practice.
- **Personal, Professional and Leadership Development-** Lead, advocate for, and develop initiatives that promote a culture of personal and professional wellness and lifelong learning.

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.

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. 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 - 47 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 47 credits. Program requirements include core courses, advanced practice nursing didactic courses, and clinical practica. Nurse practitioner programs require that students complete a minimum of 750 supervised clinical practice hours in their specialty area, or more, in order to demonstrate competence. Most students complete far more than 750 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 Psychiatric Mental Health NP specialties are included in Appendix A.

MS Program Curriculum (revised 2020 - 2021)

Core Courses – 3 Ps:
NUR 535 – Advanced Pathophysiology (3 cr)
NUR 582 – Advanced Pharmacotherapeutics (3 cr)
NUR 530 – Advanced (Physical) Health Assessment Skills Across the Lifespan (4 cr)
Other Core Courses:
NUR 507 – Theoretical Basis of Advanced Nursing Practice (3 cr)
NUR 517 – Health Care Policy (3 cr)
NUR 521 – Evidence-Based Strategies to Improve Health (3 cr)
NUR 505 – Translating Research Evidence Into Practice (3 cr)
NUR 520 – Graduate Study Seminar (1 cr)
Total for Core Courses: 23 credits

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 Study/Practice in Advanced Clinical Nursing (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 Study/Practice in Advanced Clinical Nursing (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 (4 cr)   NUR 545 – PMHNP: Integrated Treatment for Children, Adolescents, & Families (3 cr)   NUR 546 – PMHNP: Practicum II (4 cr)   NUR 547 – PMHNP: Practicum III (4 cr)   **TOTAL for MS Degree: 47 credits**
TOTALS: 42 – 47 credits

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 750 supervised clinical hours or more in order to demonstrate competence in the role. Most students complete far more 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, Advanced Pharmacology, Advanced Physical/Health Assessment Skills Across the Life and Evidence-Based Strategies to Improve Health
> **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, Advanced Pharmacology, Advanced Physical/Health Assessment Skills Across the Life and Evidence-Based Strategies to Improve Health

NUR 531 – Family NP Primary Care NP I (*3 crs*)
NUR 532 – Family Primary Care NP Practicum I (*4 crs*)
NUR 533 - Adult-Gero Primary Care NP II (*3 crs*)
NUR 534 – Adult-Gero Primary Care NP Practicum II (*6 crs*)
NUR 590 - Directed Advanced Clinical Study & Practice (*3 crs*)

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

Pre-Requisites: Advanced pathophysiology, Advanced Pharmacology, Advanced Physical/Health Assessment Skills Across the Life and Evidence-Based Strategies to Improve Health

NUR 502 – Psychiatric Assessment & Differential Diagnosis (*3 cr*)
NUR 518 – Neuro-psychopharmacology (*3 cr*)
NUR 513 – PMHNP: Integrated Treatment of Adults / Older Adults (*3 cr*)
NUR 514 – PMHNP Clinical Practicum I (*4 cr*)
NUR 545 – PMHNP: Integrated Treatment of Child/Adol./Family (*3 cr*)
NUR 546 – PMHNP Clinical Practicum II (*4 cr*)

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)

Pre-Requisites
MS or MSN degree in nursing
Statistics course (300 – 500 level)
NUR 505 or similar (MS-level intro to research)
NUR 507 or similar (MS-level nursing theory)
Required Nursing Courses (18 cr.):
NUR 681 – Implementation Science (3 cr)
NUR 683 – Secondary Analysis of Health-Related Data (3 cr)
NUR 549 – Evidence-Based Strategies in Health Care Program Evaluation (3 cr)
NUR 551 – Theoretical Study of Nursing Administration/Leadership   (3 cr)
NUR 680 – Informatics (3 cr)
NUR 517 – Health Care Policy (3 cr)
Required Interdisciplinary Courses (6 cr.):
PHP 540 – Intro to Epidemiology (3 cr)
MBA 540 – Org. Decision-Making & Design (3 cr)
Cognates & Electives (5 cr.):
xxx xxx – Cognates / Focused electives selected from options in nursing , pharmacy, health sciences, MHM etc.
Practicum & Practice Improvement Project (13 credits):
NUR 686 – DNP Role Development (6 cr)
NUR 688 – Capstone Practicum and Project (7 cr)
TOTAL: 42 Credits Beyond the MS

V. Academic Policies

All academic policies in the College of Nursing Graduate Program are consistent with those of the URI Graduate School. In some instances, the College of Nursing 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 five (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 seven (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
The College of Nursing uses APA format for all formal course papers, written comprehensive examinations and dissertations. Graduate students are referred to the American Psychological Association (APA) Manual 7th edition. APA. (2023). *Publication Manual of the American Psychological Association*, (7th ed.). Washington, DC: APA.

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%

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, 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 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 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 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. (https://web.uri.edu/graduate-manual/admission/#section333) 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. 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, GSM A.13.9) 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.

Please refer to the University Manual (8.27.10-8.27.20)- http://web.uri.edu/manual/chapter-8/chapter-8-2/, and the University Catalog - http://web.uri.edu/catalog/ for the complete policy. Graduate School policies related to Academic Integrity are located in Appendix A.10 of the Graduate School Manual.

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 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, such as X (formally Twitter), YouTube,Facebook, Instagram, SnapChat, TikTok etc. are to be used in compliance with the Health Insurance Portability and Accountability Act (HIPAA) The purpose of this policy is to maintain the protection of sensitive and confidential information and to uphold professionalism.

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 Media (https://www.nursingworld.org/social/)
1. Be aware of your audience. Make sure that the content of your posts is appropriate for the people who will be seeing it and may share it with others.
2.   Maintain your professionalism. Avoid posting anything that could be considered unprofessional or inappropriate, such as photos or videos of patients.
3.   Know your social media policy. Familiarize yourself with your employer's social media policy and adhere to it across all the social media platforms that you choose to use.
4.   Secure your social media profiles. Review and set-up the respective privacy settings for the social media platforms that you choose to use.
5.   Share credible information only. The dissemination of credible and reliable information protects the health and well-being of the public.
6.   Engage with respectful content. Do not share content that is harmful, disparaging, racist, homophobic, or derogatory.

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.

Violations of patient privacy will be subject to applicable HIPAA policies, procedures and sanctions, and may subject the student to other sanctions imposed by the College. Students who wrongly share confidential information, or otherwise engage in unprofessional communication, may be subject to disciplinary action, up to and including dismissal from the Nursing program.

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 (http://labprint.uri.edu/).

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.

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 site. It is important that all CON graduate students become familiar with Brightspace and check the College of Nursing site frequently.

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 750 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 (Dr. Donna Donilon ([ddonilon@uri.edu]), the experiential education specialist (Amy Creed [amycreed@uri.edu]) and the part-time graduate program clinical placement coordinator (Khrystal DeHate [kdehate@uri.edu]). CORE ELMs is a student tracking software that helps manage clinical education. Student hours tracking, field encounter entries 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

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 progression 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 IGRAs or a 2-step TB skin test (a minimum of a week apart) 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 or a positive antibody titer for all 3 components (must be provided via lab report or documentation by health care provider on practice letterhead).

   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.
   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.

5. **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.

6. **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.

7. **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. Influenza vaccination documentation or declination forms are due by all students by September 30th, annually.

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 (must be provided via lab report or documentation by health care provider on practice letterhead). Heplisav-B Vaccine may be accepted (two dose series, at least four weeks apart) with documentation and upon approval of clinical placement coordinator.

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**.

**Most clinical sites will have additional on-boarding requirements. The Graduate Clinical Placement Coordinator will notify students of assigned clinical sites and any special requirements. Students are responsible to complete any additional requirements in a timely manner.

Statement re COVID-19 Vaccination (Revised 8.31.2023)

COVID-19 vaccination requirements for clinical placements, and any exemptions thereto, are governed by the particular clinical site. Students will be required to familiarize themselves and comply with the requirements of the clinical site. The College of Nursing is responsible for offering clinical placements for you to achieve program outcomes but is NOT responsible for assisting you with any exemption sought from a clinical site or finding you an alternative clinical placement.

Students should be aware that the Rhode Island Department of Health regulations require healthcare workers be to be "up to date" with their COVID-19 vaccinations, meaning a person has received all recommended doses of COVID-19 -- including a booster when eligible-- or wear a National Institute for Occupational Safety & Health (NIOSH)-approved N95 mask while working in healthcare facilities during a period in which the COVID-19 prevalence rate in the State is greater than or equal to 50 cases per 100,000 people per week.

Please note that the above definition of the term "up to date" may change, as the science and public health recommendations evolve. That may be because the federal and/or state definitions of the term may change. Additionally, any particular clinical agency may have its own more expansive requirements or stricter definitions.

CON students should assume that in order to obtain a clinical placement, the student will need to either (a) be up to date, or (b) apply for and obtain a disability/medical or religious accommodation from the facility where they will be placed. While it is conceivable, it is highly unlikely that a student would be able to obtain a clinical placement at a facility that does not need to follow, and does not follow, the RI Department of Health requirements, which are in accordance with the Center for Disease Control and Prevention (CDC) guidelines. In any case, students should assume that such a placement will not be available to them.

CON students wishing to obtain a disability/medical or religious accommodation for a facility will be personally responsible for obtaining one, and the College will not be able to assist in that process. Those students should also understand that any such accommodation previously granted by URI will not be binding on, or required to be accepted by, the facility. Any request for exemption will be reviewed by the hospital or agency you are assigned for clinical; they have the final determination to accept or reject such exemption.

Given the foregoing (and except in the extremely unlikely case that a student is able to obtain a placement in a facility not requiring Covid vaccinations) students will need to be up to date with their COVID-19 vaccination or have obtained agency exemption before the start of their clinical rotations, July 15th for the fall semester and December 15th for the spring semester, to progress in the clinical course sequence. If an exemption is approved by the agency/facility, you must follow the requirements of unvaccinated employees that may include COVID-19 testing, and the use of higher-grade masks for routine care.

If you choose not to get vaccinated before the clinical course sequence, and the clinical facility requires COVID-19 vaccination for students, and you do not qualify for a facility exemption by the dates above, you may continue in your didactic courses for one semester. You will be unable to take part in or complete clinical courses at this time and you will be unable to continue in didactic classes in the following semester as the clinical courses are a prerequisite for upper-level didactic NUR classes. The College of Nursing is responsible for offering clinical placements for you to achieve program outcomes but is NOT responsible for finding alternative clinical placements for students who are not in compliance with clinical agency requirements for COVID-19 vaccinations.

Students who are not in compliance with COVID-19 vaccination requirements for clinical placement may apply for a Leave of Absence (LOA). Return to the program is on a space-available basis when the student is either vaccinated or clinical agencies' policies allow unvaccinated students into clinical sites.

Liability/Malpractice Insurance

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. It is quick and easy to get a policy; you can obtain a quote online in minutes. Most policies cost between $200 to $330 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. Many clinical agencies require this higher level of coverage

APPENDICES

Appendix A: Examples of Full-time Plans of Study for MS and DNP Programs

Appendix B: Links to Graduate Program Forms

Appendix C: Acknowledgement and Assumption of Risk and Personal Responsibilities

Appendix A
MS Program
Example of Full-time Plan of Study (Revised 2023)

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

1st Year – Fall Semester		
Course #	Course Title	Credits
NUR 507	Theoretical Basis of Advanced Nursing Practice	3
NUR 535	Advanced Pathophysiology	3
NUR 530	Advanced (Physical)Health Assessment Skills Across the Life	4
	Total Semester Credits:	10
1st Year – Spring Semester		
NUR 531 or 561	FNP or AGPCNP Course I	3
NUR 532 or 562	FNP or AGPCNP Clinical Practicum I	4
NUR 582	Advanced Pharmacotherapeutics	3
NUR 521	Evidence-Based Strategies to Improve Health	3
	Total Semester Credits:	13
1st Year – Summer Semester		
NUR 590	Directed Study/Practice in Advanced Clinical Nursing	3
NUR 517	Health Policy	3
	Total Semester Credits:	6
2nd Year – Fall Semester		
NUR 533 or 563	FNP or AGPCNP Course II	3
NUR 534 or 564	FNP or AGPCNP Clinical Practicum II	6
NUR 505	Translating Research Evidence into Practice	3
NUR 520	Graduate Study Seminar	1
	Total Semester Credits:	13
	MS Program Total Credits:	42

Appendix A
MS Program
Example of Full-time Plan of Study (Revised 2023)

Psychiatric-Mental Health NP: 6 Semesters

1st Year – Fall Semester		
Course #	**Course Title**	**Credits**
NUR 535	Advanced Pathophysiology	3
NUR 530	Advanced (Physical)Health Assessment Skills Across the Life	4
NUR 507	Theoretical Basis for Advanced Nursing Practice	3
	Total Semester Credits:	**10**
1st Year – Spring Semester		
NUR 582	Advanced Pharmacotherapeutics	3
NUR 521	Evidence-Based Strategies to Improve Health	3
NUR 502	Psych Assessment & Differential Diagnosis	3
	Total Semester Credits:	**9**
1st Year – Summer Semester		
NUR 518	Neuro-Psychopharmacology	3
NUR 517	Health Care Policy	3
	Total Semester Credits:	**6**
2nd Year – Fall Semester		
NUR 513	PMHNP Course I (Adult & Older Adult)	3
NUR 514	PMHNP Clinical Practicum I	4
NUR 505	Translating Research Evidence into Practice	3
	Total Semester Credits:	**10**
2nd Year – Spring Semester		
NUR 545	PMHNP Course II (Child, Adol. & Family)	3
NUR 546	PMHNP Clinical Practicum II (Child, Adol. & Family)	4
	Total Semester Credits:	**7**
2nd Year – Summer Semester		
NUR 547	PMHNP Clinical Practicum III	4
NUR 520	Graduate Study Seminar	1
	Total Semester Credits:	**5**
	MS Program Total Credits:	**47**

APPENDIX A:
Post-MS to DNP Program
Example of Full-time Plan of Study (Revised 2023)

1st Year – Fall Semester		
Course #	**Course Title**	**Credits**
NUR 686	DNP Role Development	1
NUR 683	Secondary Analysis of Health- Related Data	3
PHP 540	Intro to Epidemiology	3
	Total Semester Credits:	**7**
1st Year – Spring Semester		
NUR 686	DNP Role Development	1
NUR 680	Informatics	3
Elective 1	TBD	3
	Total Semester Credits:	**7**
1st Year – Summer Semester		
NUR 551	Theoretical Study of Nsg Administration/Leadership	3
	Total Semester Credits:	**3**
2nd Year – Fall Semester		
NUR 686	DNP Role Development	2
NUR 681	Implementation Science	3
	Total Semester Credits:	**5**
2nd Year – Spring Semester		
NUR 686	DNP Role Development	**2**
NUR 549	Evidence-Based Strategies in Health Care Program Evaluation	**3**
	Total Semester Credits:	**5**
2nd Year – Summer Semester		
NUR 517	Health Care Policy	3
	Total Semester Credits:	**3**
3rd Year – Fall Semester		
NUR 688	**Practicum and PIP (> 500 hrs and 7 cr. total)**	**3**
MBA 540	Org. Decision-Making & Design	**3**
	Total Semester Credits:	**6**
3rd Year – Spring Semester		
NUR 688	**Practicum and PIP (> 500 hrs and 7 cr. total)**	**4**
Elective 2	**TBD**	**2-3**
	Total Semester Credits:	**6-7**
	DNP Program Total Credits	**42-43**

Appendix B: Graduate Program Forms and Links

Forms for graduate students are powered by Adobe. A user guide and links to all forms can be accessed using this link. 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 Student 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 School Resources page is located here: https://web.uri.edu/graduate-school/community-resources/

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: Acknowledgement and Assumption of Risk and Personal Responsibilities

UNIVERSITY OF RHODE ISLAND
COLLEGE OF NURSING

ADMINISTRATIVE POLICIES AFFECTING
THE COLLEGE OF NURSING

TITLE OF POLICY: ORIGINAL

DATE:

LAST REVIEW/REVISION DATE:

FORMAL STUDENT COMPLAINTS
DECEMBER 2020
N/A

POLICY: 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.

Reviewed by the Nursing Leadership Team (NLT): 12/21/20 Revised by NLT: n/a