Dear Incoming DNP students,

I am delighted to welcome you to the Doctor of Nursing Practice program at Fairfield University. As a current student, I can tell you from firsthand experience what an exciting time this will be in your professional life and career. Pursuing my doctorate in nursing has been a very rewarding experience for me. One aspect of the program that I have really enjoyed is the professional collaboration among peers. This is extremely valuable to the learning experience. I encourage you to reach out to your fellow students and create a sense of community, look to each other for support while embracing each other’s differences and take full advantage of all that the school has to offer. The professors are extremely approachable, helpful with advice and guidance, and want their students to succeed.

A significant portion of this program is focused on the DNP Immersion. Begin early to think about choosing and developing your topic of interest for the Immersion. I encourage you to think globally and stretch yourself professionally as you decide on your research area. Reflection is an integral component of Fairfield University’s mission and I encourage you to use this in all aspects of your time here at Fairfield.

I hope you will have a rewarding and successful academic year. Congratulations on making a positive choice in pursuing an advanced degree in nursing. It is an exciting time for both you and the nursing profession.

Best,

Priscilla P. Sterne, MSN, RNC
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INTRODUCTION

The philosophy of the School of Nursing flows from the mission statement of Fairfield University, and gives definition to the Jesuit ideals of social responsibility, truth, and justice. The faculty views nursing as the art and science of reflective practice in caring for vulnerable populations. Individuals are biological, psychological, social, and spiritual beings who are unique members of families and of larger social systems. Interaction and communication within these systems influence health and well-being. Health is a dynamic process of physical, mental, spiritual, and environmental harmony that enables people to affirm and pursue their own life goals. Optimum health begins with nurturing and promoting one's own emotional and spiritual growth, which then extends to respect and caring for others. Health and well-being are influenced by many variables including quality of life. When recovery from illness is not possible, death itself is viewed as the final opportunity for growth.

Students are viewed as holistic individuals who are seeking to develop in multifaceted roles and who are accountable for their learning. Each student brings unique qualities that contribute to the strength and diversity of the program. Along with planned educational experiences, faculty offer support, guidance, and mentoring throughout the learning process. Students are encouraged to develop their individual strengths and identify areas of interest as they progress throughout the curriculum. Students emerge as qualified baccalaureate-prepared entry-level practitioners or master's/doctorally prepared advanced-level practitioners, who integrate theory and research into their practices and use a critical approach to problem solving. Because society is rich with diverse religious, ethnic, and cultural groups, nurses are professionals who must be prepared to work with those whose beliefs and values may be different from their own. In order to be sensitive to others, it is first necessary to know and accept one's own values and beliefs. Students and faculty demonstrate mutual respect for the rights of others and appreciation of these differences.

Mission & Purpose

In keeping with the mission of Fairfield University to develop men and women for others, the School of Nursing builds on a tradition of innovation and a commitment to provide the very best nursing education, scholarship and professional service locally, nationally, and internationally. The School of Nursing is committed to leadership in nursing. The discovery, transmission, and use of knowledge are at the core of our work. Knowledge of health and illness in individuals, families, groups and communities, both locally and internationally, provides the context for our charge. The ultimate test of our vision will be the results of contributions of faculty and graduates over time.

Guiding Principles for the Undergraduate and Graduate Programs

Ethics and Social Responsibility

Commitment to social responsibility, truth, and justice is inherent in the Jesuit ideal and underscores the need to provide care to vulnerable populations; that is, those populations that experience actual or potential threats to health or well-being. Provision of care to vulnerable populations is a particular concern to nursing. Nurses have a moral and ethical obligation to provide and advocate for optimal healthcare for all members of society regardless of differences in culture, race, gender, socioeconomic status, religion, and age. Nurses consider the interplay of health and social issues as they care for clients in various stages of health and illness. Students confront the range of ethical dilemmas and value conflicts inherent in care delivery, and develop an understanding and acceptance of self and others.
Holism

Human beings are unique individuals who grow in complexity throughout life. Holism is an approach to assessment and management of patient-centered care that considers the biological, psychological, sociocultural, and spiritual needs of patients, and searches for the deeper and more complex roots of ill health beyond the individual. Interactions among people and between people and the environments in which they live are considered in planning and providing quality nursing care. The holistic approach supports and relies upon the therapeutic nurse-patient relationship and a focus on wholeness, harmony and healing.

Reflective Practice

Nurses diagnose human responses to actual and potential health problems, identify individual strengths and nursing care needs, and plan and deliver culturally sensitive care that promotes, maintains or restores health. Nursing practice integrates scientific problem solving with holistic caring. Reflective practice emphasizes a combination of rational and intuitive processes that allow students to discover the links between theory and practice help them to develop their skills in creating holistic, individualized, and flexible plans of care, and enhance their acceptance of professional responsibility. It incorporates approaches such as reflection-on-action, reflection-in-action, and reflection-before-action. Reflective practice leads to greater awareness of individual beliefs, biases, and existing knowledge base, development of creative and critical thinking processes, changes in perspectives, attitudes, and behaviors, and enhanced personal and professional identity development. The establishment of a pattern of reflective practice encourages lifelong learning and ultimately advances the discipline of nursing through greater knowledge production and opportunities for leadership.

Professionalism

Characteristics of professional nursing practice include critical thinking, clinical reasoning, decision-making, and accountability. Behaviors integral to professional nursing’s role are advocacy, political activism, effective communication, collegiality, commitment to life-long learning, scholarship, and the upholding of standards as defined by the profession. Nurses are integral members of interprofessional teams and collaborate with other healthcare providers, patients, family and community members; their role involves responsibilities for teaching, making referrals, and strategizing to shape health policy at local, state, national, and international levels. The purpose of this collaborative, interprofessional activity is to improve care and address quality and safety issues through education, consultation, and management. Professional nursing practice combines holistic care with evidence-based practice. Nursing research is viewed as the investigation of issues of concern in nursing practice with the aim of answering complex questions and developing knowledge to improve care and potentiate health. Leadership and management skills are essential to shape the future of healthcare, and help others attain goals and facilitate change. Participation in professional organizations and groups, role modeling, patient advocacy, political activism, and fostering a learning environment by mentoring others is expected.
DNP Program Outcomes

1. Independently provide culturally sensitive and evidence-based care to individuals and populations in a defined area of advanced nursing practice.
2. Demonstrate critical thinking at the highest level of practice and accountability in the management of healthcare systems, considering ethical, legal, and socially just patient-centered care.
3. Translate research into practice through critique of existing evidence, evaluation of outcomes, and implementation of projects that contribute to the development of best practices.
4. Integrate science and theory from nursing and related disciplines within a reflective practice framework to inform clinical judgments, resolve dilemmas in healthcare, and serve as a patient care advocate.
5. Evaluate patient, population, and healthcare system outcomes using fiscal analysis and cost-effective strategies to achieve quality improvement.
6. Analyze the use of healthcare information systems and patient care technology to assure quality healthcare outcomes.
7. Lead collaborative interprofessional relationships and partnerships to transform healthcare delivery systems and improve health.
8. Assume a leadership role in the analysis, development, implementation, and evaluation of policies to improve healthcare delivery and outcomes at the local, regional, national, and international levels.
Curriculum Plans

FAMILY NURSE PRACTITIONER TRACK - BSN-DNP (PART TIME)

YEAR #1

Fall Semester (6 credits)

- NS 610  Advanced Nursing Roles & Reflective Practice (3)
- NS 640  Advanced Physiology & Pathophysiology (3)

Spring Semester (7 credits)

- NS 604  Advanced Health Assessment (4)
- NS 608  Application of Nursing Theory & Research Methods to Practice (3)
  [Pre-/Co-req: NS 601]

Summer Term (6 credits)

- NS 611  Clinical Prevention & Strategies for Change (3)
- NS 641  Advanced Pharmacology (3)  [Prereq: NS 640]}

YEAR #2

Fall Semester (6 credits)

- NS 614  Information Technology for Healthcare Improvement (3)
- NS 642  Adult Health I (3)
  [Prereqs: NS 604, NS 640, NS 641]

Spring Semester (7 credits)

- NS 601  Epidemiology and Biostatistics (3)
- NS 643  Adult Health II (4)  [Prereq: NS 642]

Summer Term (4 credits)

- NS 644  Practicum in Adult Health I (4)  [Prereq: NS 643]

YEAR #3

Fall Semester (7 credits)

- NS 645  Care of Children & Families (3)
  [Prereq: NS 643; Co-Req: NS 646]
- NS 646  Practicum in Care of Women, Children & Families (4)
  [Prereq: NS 644; Co-Req: NS 645]
FAMILY NURSE PRACTITIONER TRACK - BSN-DNP (PART TIME)

**Spring Semester** (8 credits)
- NS 615  Leadership & Interprofessional Collaboration (3)
- NS 612  Research Translation for Clinical Practice (3)
  
  [Prereq: NS 608]
- NS 687  DNP Immersion* (2-5)

**Summer Term** (5 credits)
- NS 605  Advanced Healthcare Policy (3)
- NS 687  DNP Immersion* (2-5)

**YEAR #4**

**Fall Semester** (8 credits)
- NS 613  Finance & Quality Management in Healthcare Organizations (3)
- NS 687  DNP Immersion* (2-5)
- NS 699  DNP Seminar† (1)

**Spring Semester** (8 credits)
- NS 647  Care of At-Risk Populations (3)
  
  [Prereq: NS 645; Co-Req: NS 648]
- NS 648  Practicum in Care of At-Risk Populations (4)
  
  [Pre-/Co-Req: NS 647]
- NS 699  DNP Seminar† (1)

**Total Credits: 72**

*A total of 1,000 practicum/immersion hours are required for the DNP (1 credit=50 hours).

†In the final two semesters of the curriculum plan, students must register for 1-credit of DNP Seminar advisement. Students who have not completed their portfolios must continue to register for 1-credit advisement each semester until completion.
FAMILY NURSE PRACTITIONER TRACK - BSN-DNP (FULL TIME)

YEAR #1

Fall Semester (9 credits)
- NS 605 Advanced Healthcare Policy (3)
- NS 610 Advanced Nursing Roles & Reflective Practice (3)
- NS 640 Advanced Physiology & Pathophysiology (3)

Spring Semester (10 credits)
- NS 601 Epidemiology and Biostatistics (3)
- NS 604 Advanced Health Assessment (4)
- NS 608 Application of Nursing Theory & Research Methods to Practice (3)

Summer Term (6 credits)
- NS 611 Clinical Prevention & Strategies for Change (3)
- NS 641 Advanced Pharmacology (3) [Prereq: NS 640]

YEAR #2

Fall Semester (9 credits)
- NS 613 Finance & Quality Management in Healthcare Organizations (3)
- NS 614 Information Technology for Healthcare Improvement (3)
- NS 642 Adult Health I (3) [Prereqs: NS 604, NS 640, and NS 641]

Spring Semester (10 credits)
- NS 612 Research Translation for Clinical Practice (3)
- NS 615 Leadership & Interprofessional Collaboration (3)
- NS 643 Adult Health II (4) [Prereq: NS 642]

Summer Term (6 credits)
- NS 644 Practicum in Adult Health I (4) [Prereq: NS 643]
- NS 687 DNP Immersion (2)
FAMILY NURSE PRACTITIONER TRACK - BSN-DNP (FULL TIME)

YEAR #3

Fall Semester  (11 credits)

NS 645  Care of Children & Families (3) [Prereq: NS 644; Co-Req: NS 646]
NS 646  Practicum in Care of Women, Children & Families (4)  
[Prereq: NS 644; Co-Req: NS 645]
NS 687  DNP Immersion (3)
NS 699  DNP Seminar† (1)

Spring Semester  (11 credits)

NS 647  Care of At-Risk Populations (3) [Prereq: NS 645; Co-Req: NS 648]
NS 648  Practicum in Care of At-Risk Populations (4) [Pre-/Co-Req: NS 647]
NS 687  DNP Immersion* (3)
NS 699  Practice Dissertation† (1)

Total Credits:  72

*A total of 1,000 practicum/immersion hours are required for the DNP (1 credit=50 hours)

†In the final two semesters of the curriculum plan, students must register for 1-credit of DNP Seminar advisement. Students who have not completed their portfolios must continue to register for 1-credit advisement each semester until completion.
PSYCHIATRIC NURSE PRACTITIONER TRACK - BSN to DNP (PART TIME)

YEAR #1

Fall Semester  (6 credits)
   NS 610  Advanced Nursing Roles & Reflective Practice (3)
   NS 640  Advanced Physiology & Pathophysiology (3)

Spring Semester  (7 credits)
   NS 604  Advanced Health Assessment (4)
   NS 608  Application of Nursing Theory & Research Methods to Practice (3)

Summer Term  (6 credits)
   NS 611  Clinical Prevention & Strategies for Change (3)
   NS 641  Advanced Pharmacology (3) [Prereq: NS 640]

YEAR #2

Fall Semester  (6 credits)
   NS 614  Information Technology for Healthcare Improvement (3)
   NS 650  Psychopathology (3)

Spring Semester  (6 credits)
   NS 601  Epidemiology and Biostatistics (3)
   CN 455  Group Work Theories and Practice (3) [Prereq: NS 650]

Summer Term  (7 Credits)
   NS 652  Mental Health Nursing of Individuals Across the Lifespan(3)
        [Prereqs: NS 604, NS 608, NS 610, NS 640, NS 641, NS 650, CN 455]
   NS 660  Practicum I: PMHNP (4) [Pre/Co-Req: NS 652]

Year #3

Fall Semester  (7 Credits)
   NS 661  Mental Health Nursing of Groups and Families Across the Lifespan (3)
        [Prereq: NS 652; Co-Req: NS 662]
   NS 662  Practicum II: PMHNP (4)
        [Prereq: NS 660; Pre-/Co-Req: NS 661]
PSYCHIATRIC NURSE PRACTITIONER TRACK - BSN to DNP (PART TIME)

Year #3 (continued)

**Spring Semester** (8 credits)
- NS 612  Research Translation for Clinical Practice (3)
  [**Prereq:** NS 608]
- NS 615  Leadership & Interprofessional Collaboration (3)
- NS 687  DNP Immersion* (2-5)

**Summer Term** (5 credits)
- NS 605  Advanced Healthcare Policy (3)
- NS 687  DNP Immersion* (2-5)

**YEAR #4**

**Fall Semester** (8 credits)
- NS 613  Finance & Quality Management in Healthcare Organizations (3)
- NS 687  DNP Immersion* (2-5)
- NS 699  DNP Seminar† (1)

**Spring Semester** (8 credits)
- NS 663  Primary Mental Health Nursing of At-Risk Populations Across the Lifespan (3)
  [**Prereq:** NS 661; **Co-Req:** NS 664]
- NS 664  Practicum III: PMHNP (4)
  [**Prereq:** NS 662; **Co-Req:** NS 663]
- NS 699  DNP Seminar† (1)

**Total Credits: 74**

*A total of 1,000 practicum/immersion hours are required for the DNP (1 credit=50 hours).

†In the final two semesters of the curriculum plan, students must register for 1-credit of DNP Seminar advisement. Students who have not completed their portfolios must continue to register for 1-credit advisement each semester until completion.
PSYCHIATRIC NURSE PRACTITIONER TRACK - BSN to DNP (FULL TIME)

YEAR #1

Fall Semester (9 credits)

NS 605 Advanced Healthcare Policy (3)
NS 610 Advanced Nursing Roles & Reflective Practice (3)
NS 640 Advanced Physiology & Pathophysiology (3)

Spring Semester (10 credits)

NS 601 Epidemiology and Biostatistics (3)
NS 604 Advanced Health Assessment (4)
NS 608 Application of Nursing Theory & Research Methods to Practice (3)

Summer Term (9 credits)

NS 611 Clinical Prevention & Strategies for Change (3)
NS 612 Research Translation for Clinical Practice (3) [Prereq: NS 608]
NS 641 Advanced Pharmacology (3) [Prereq: NS 640]

YEAR #2

Fall Semester (9 credits)

NS 613 Finance & Quality Management in Healthcare Organizations (3)
NS 614 Information Technology for Healthcare Improvement (3)
NS 650 Psychopathology (3)

Spring Semester (8 credits)

NS 615 Leadership & Interprofessional Collaboration (3)
NS 687 DNP Immersion* (2-5)
CN 455 Group Work Theories and Practice (3) [Prereq: NS 650]

Summer Term (9 Credits)

NS 652 Mental Health Nursing of Individuals Across the Lifespan (3)
[Prereqs: NS 604, NS 608, NS 610, NS 640, NS 641, NS 650 and CN 455]
PSYCHIATRIC NURSE PRACTITIONER TRACK - BSN to DNP (FULL TIME)

Summer Term (continued)

NS 660 Practicum I: PMHNP (4)
[Pre-/Co-Req: NS 652]
NS 687 DNP Immersion* (2-5)

Year #3

Fall Semester (8 Credits)

NS 661 Mental Health Nursing of Groups and Families Across the Lifespan (3)
[Prereq: NS 652; Co-Req: NS 662]
NS 662 Practicum II: PMHNP (4)
[Prereq: NS 660; Pre-/Co-Req: NS 661]
NS 699 DNP Seminar† (1)

Spring Semester (12 credits)

NS 663 Primary Mental Health Nursing of At-Risk Populations Across the Lifespan(3)
[Prereq: NS 661; Co-Req: NS 664]
NS 664 Practicum III: PMHNP (4)
[Prereq: NS 662; Co-Req: NS 663]
NS 687 DNP Immersion* (2-5)
NS 699 DNP Seminar† (1)

Total Credits: 74

*A total of 1,000 practicum/immersion hours are required for the DNP (1 credit=50 hours)

†In the final two semesters of the curriculum plan, students must register for 1-credit of DNP Seminar advisement. Students who have not completed their portfolio must continue to register for 1-credit advisement each semester until completion.
MSN to DNP

YEAR #1

Fall Semester  (7 credits)

NS 608  Application of Nursing Theory & Research Methods to Practice  (3)
NS 609  Role Reflective Practice for MSN-DNP Students  (1)
NS 613  Finance & Quality Management in Healthcare Organizations  (3)

Spring Semester  (6 credits)

NS 601  Epidemiology & Biostatistics  (3)
NS 615  Leadership & Interprofessional Collaboration  (3)

Summer Term  (8-10 credits)

NS 611  Clinical Prevention & Strategies for Change  (3)
NS 612  Research Translation for Clinical Practice  (3)
NS 687  DNP Immersion*  (2-5)

YEAR #2

Fall Semester  (6-8 credits)

NS 614  Information Technology for Healthcare Improvement  (3)
NS 687  DNP Immersion*  (2-5)
NS 699  DNP Seminar†  (1)

Spring Semester  (5-8 credits)

NS 687  DNP Immersion*  (2-5)
NS 699  DNP Seminar†  (1)

Total Credits:  33-39

*A total of 1,000 practicum/immersion hours are required for the DNP (1 credit=50 hours). For MSN to DNP students, these hours include documented hours of supervision in an MSN program and may vary accordingly. Additional semesters may be needed depending on the number of immersion hours needed.
CURRICULUM PLAN - NURSE ANESTHESIA TRACK - DNP

YEAR #1

**Summer Term** (9 credits)

- **NS 605**  Advanced Healthcare Policy (3)
- **NSAN 670**  Human Anatomy & Physiology for Nurse Anesthetists (3)
- **NSAN 673**  Chemistry & Physics for Nurse Anesthetists (3)

**Fall Semester** (9 credits)

- **NS 610**  Advanced Nursing Roles & Reflective Practice (3)
- **NS 614**  Information Technology for Healthcare Improvement (3)
- **NSAN 671**  Pharmacologic Strategies in Anesthesia Practice (3)

**Spring Semester** (13 credits)

- **NS 601**  Epidemiology and Biostatistics (3)
- **NS 604**  Advanced Health Assessment (4)
- **NS 608**  Application of Nursing Theory & Research Methods to Practice (3)
  
  [Pre-/Co-Req: NS 601]

- **NSAN 672**  Basic Principles of Nurse Anesthesia Practice (3)

YEAR #2

**Summer Term** (7 credits)

- **NS 611**  Clinical Prevention & Strategies for Change (3)
- **NSAN 674**  Advanced Principles of Nurse Anesthesia Practice (3)
- **NSAN 675**  Clinical Orientation/Specialty Rotations (1)

**Fall Semester** (7 credits)

- **NS 613**  Finance & Quality Management in Healthcare Organizations (3)
- **NS 640**  Advanced Physiology & Pathophysiology (3)
- **NSAN 676**  Clinical Practicum I (1)
- **NS 687**  DNP Immersion (1)
CURRICULUM PLAN - NURSE ANESTHESIA TRACK - DNP

**Spring Semester** (7 credits)

- NS 612  Research Translation for Clinical Practice (3)  
  [Prereq: NS 608]
- NS 615  Leadership & Interprofessional Collaboration (3)
- NSAN 677  Clinical Practicum II (1)
- NS 687  DNP Immersion (1)

**YEAR #3**

**Summer Term** (8 credits)

- NS 641  Advanced Pharmacology (3)  [Prereq: NS 640]
- NS 687  DNP Immersion* (2-5)
- NSAN 679  Clinical Correlation Conference I (1)
- NSAN 680  Clinical Practicum III (2)

**Fall Semester** (6 credits)

- NS 699  DNP Seminar† (1)
- NSAN 681  Clinical Correlation Conference II (1)
- NSAN 682  Clinical Practicum IV (2)
- NSAN 690  Nurse Anesthesia DNP Immersion* (2)

**Spring Semester** (9 Credits)

- NSAN 683  Clinical Correlation Conference III (2)
- NSAN 685  Clinical Practicum V (2)
- NSAN 690  Nurse Anesthesia DNP Immersion* (2)
- NSAN 697  Nurse Anesthesia Practice Dissertation† (1)

**Total Credits: 75**

*A minimum of 1,200 practicum/immersion hours are required for the DNP.

†In the final two semesters of the curriculum plan, students must register for 1-credit of DNP Seminar advisement. Students who have not completed their dissertation must continue to register for 1-credit advisement each semester until completion.
Sigma Theta Tau

Sigma Theta Tau is the only international honor society in nursing. The Mu Chi chapter was established at Fairfield University in 1991 to recognize superior achievement, leadership, high professional standards, creative work, and commitment to the high ideals of the nursing profession among nursing students. Research grants, conferences, publications, films, exhibits, and awards are extended nationally by Sigma Theta Tau. At Fairfield University, membership is an honor conferred on students by invitation, following a committee review of qualifications.

Graduate candidates must:

- have completed one-fourth of the nursing curriculum by the end of the Spring semester;
- have achieved an overall grade point average of at least 3.5 at the end of the Spring semester.

Students who meet these academic qualifications should apply when they have completed the above requirements. The counselors of the Mu Chi Chapter, faculty members of the School of Nursing, will provide candidates with additional information and an application.

Graduate Student Assembly

The Graduate Student Assembly is an advisory board of graduate students from each program, working to assist and advocate for the graduate student experience and the Jesuit character of our programs. The graduate student assembly acts as the liaison between the graduate student body and the University administration. For more information contact the Office of Graduate Student Life, BCC 408H, and Phone: (203) 254-4000, ext. 2747; Email: gradstudentlife@fairfield.edu
IMPORTANT THINGS TO KNOW

Academic Attire (caps & gowns)

Graduate and DNP students will order academic attire (caps and gowns) through the University Registrar. When students complete the application for commencement, they will indicate the degree and the measurements for the academic attire.

Academic & Disability Support Services

Aloysius P. Kelley, S.J. Center
(203) 254-4000, ext. 2445
www.fairfield.edu/student/adss_about.html

The Office of Academic & Disability Support Services provides support services to help all students achieve academic success. Students can take advantage of Peer Tutoring, and they may receive individualized assistance in many skill areas necessary for academic achievement.

Bookstore

Fairfield University Bookstore
Barone Campus Center, 2nd Floor
(203) 254-4262
www.fairfield.bkstr.com

Fairfield University Bookstore (Opening October 2011)
1499 Post Road http://www.fairfield.edu/press/pr_index.html?id=3148
Fairfield, CT 06824

The Fairfield University Bookstore provides all the required textbooks, course packs, and other materials necessary for students and professors. In addition, the bookstore carries a wide variety and selection of apparel and other gifts. The bookstore also offers snacks and beverages, as well as personal care items. Students in the graduate and DNP program may purchase course textbooks and necessary software (SPSS) at the bookstore.

Campus Ministry

Egan Chapel of St. Ignatius Loyola
Pedro Arrupe, S.J. Campus Ministry Center
(203) 254-4000, ext. 3405
www.fairfield.edu/student/cm_about.html

The Office of Campus Ministry nourishes a faith community on campus, expressing the University's Catholic and Jesuit mission and identity. The Campus Ministry team consists of both religious and lay people, one of whom is on call 24 hours a day, and a part-time Protestant chaplain. In addition, the chapel and campus ministry center are available to individuals of all faiths and religious traditions.
Campus Ministry provides counseling and spiritual direction for all students and members of the University community, fosters prayer life, conducts retreats and liturgies, trains students as lectors and Eucharistic ministers, and coordinates interfaith and ecumenical events. Most community service at the University is either sponsored by or coordinated through Campus Ministry. While mostly performed by undergraduate students, all students are invited to participate in community service activities. In addition to local service opportunities, students may apply for longer, immersion experiences to places such as Ecuador, Mexico, Haiti, and Nicaragua, as well as places closer to home such as Kentucky, Maine, and Connecticut. Each year, hundreds of students participate in programs sponsored by Campus Ministry.

**Career Planning Center**

Aloysius P. Kelley, S.J. Center  
(203) 254-4081  
[www.fairfield.edu/student/cpc_about.html](http://www.fairfield.edu/student/cpc_about.html)

The Career Planning Center is an excellent resource for students, alumni, and employers at all stages of the career planning process. The center provides a variety of workshops on choosing career paths, preparing for and implementing a job search, and a Career Fair to students and alumni. Also, the Career Planning Center is a connection for outside employers to Fairfield University students.

**Counseling & Psychological Services**

John C. Dolan Hall, room 120  
(203) 254-4000, ext. 2146  
[http://www.fairfield.edu/student/cps_about.html](http://www.fairfield.edu/student/cps_about.html)

College is a very challenging time. Counseling Services is focused on working with students as they face concerns and struggles. Along with wellness and prevention programming, students have the opportunity to develop healthy lifestyles.

**Computer Labs**

Bannow 124, Donnarumma 149, Dolan School of Business 1100, 1101 and NYS 115, NYS 250 the Cyber Café and Info Commons.

Public computer labs are available in Jazzman’s Café located in the Barone Campus center.

**Dining Services**

Barone Campus Center, room 400  
(203) 254-4055  
[www.fairfielddiningservices.com](http://www.fairfielddiningservices.com)

Dining Services is managed by Sodexho and includes cafeteria style dining the Barone Campus Center, Canisius Hall snack bar, Jazzman's Cafe, the Stag (Rob & Iggy's, SkyRanch Grill, and the Deli), and catering services on campus. Mike's Pizza, which operates in the Levee, is independently owned and managed. Dining Services offers something for everyone.
Email

A representative from the Computer center will be present at orientation to set up your stagweb email accounts. All information regarding courses and your educational experience will be shared via your stagweb email accounts. Thus, students are encouraged to check these accounts daily or forward stagweb email to an account that is regularly monitored.

Financial Aid

If you need financial aid, please contact the Financial Aid office: call (203) 254-4000, x4125 or email: finaid@fairfield.edu. A representative from the financial aid office will be available during orientation. Students may also explore financial aid, scholarship and grant opportunities on their own. http://www.fairfield.edu/gradadmission/gfa_index.html. As a prospective Fairfield University student, you are considering an outstanding, private Jesuit institution. The value of this investment – both academically and personally – will not only be realized over the years you spend studying, but in the years beyond when you are enjoying a successful career and an enriching life. Without question, the lifelong benefits of a Fairfield education will far exceed the expenses involved.

With this in mind, the School of Nursing and the Office of Financial Aid has provided you with the resources below that could assist you in financing your Fairfield education:

1. **Graduate Assistantships**: Graduate student assistantships are for full time* students. They include tuition support in exchange for limited hours of work and may also include a salary. Most hold the value of 9 credit hours of tuition in exchange for 15 hours of work. Positions that pay an additional salary require additional hours of work. Interested students should contact the supervisor in the department where the opportunity is posted to learn the specifics of that position. Whether these positions will fund 9 credits at the higher doctoral tuition rate depends on the department’s funds. http://www.fairfield.edu/gradadmission/gfa_assist.html

2. **School of Nursing Teaching Assistantships**: The School of Nursing has a limited number of Teaching Assistantships available each semester. Download and complete the application online at http://www.fairfield.edu/gradadmission/gfa_assist.html.

3. **Nursing Scholarships from the American Association of Colleges of Nurses (AACN)**
   www.aacn.nche.edu/Education/scholarships.htm - many deadlines approaching!


5. **CTAPRNS**: http://www.ctaprns.org/scholarship

6. **Nursing Loan Repayment Program**: In exchange for two years of service, participants receive 60% of their total qualifying nursing education loan balance. For an optional third year of service, participants may receive 25% of their original total qualifying nursing education loan balance. Participants also receive the salary and benefits they have negotiated with their employing facility. Qualifications and requirements are available at: http://www.hrsa.gov/loanscholarships/repayment/nursing/

7. **Faculty Loan Repayment Program**: Administered by HRSA, the Program is open to faculty members who are health professionals from disadvantaged backgrounds. Qualifications and requirements are available at: http://www.hrsa.gov/loanscholarships/repayment/faculty.


9. Fairfield University’s Veterans Pride Program: Interested applicants should inquire about this program by contacting Sheila McEnery, Associate Director, Graduate and Continuing Studies Admission at 203-254-4184
10. **Adjunct Faculty Positions**: Part time faculty positions may also be available in the School of Nursing. Send letter of interest and resume to the Dean of the School of Nursing.

11. Advanced Education Nurse Traineeships: The Department of Health and Human Services Title VIII program for advanced nursing education supports preparation of Advanced Nurse Education. Part time students are also eligible to apply throughout their program. The School receives support based upon the number of students committed to work with underserved after graduation. Students do not need to repay funds. Students must reapply each academic year. Separate funding is also available to support the education of nurse anesthetists. [http://bhpr.hrsa.gov/nursing/grantprograms.htm](http://bhpr.hrsa.gov/nursing/grantprograms.htm)

12. Federal Perkins Loan and the Nursing Student Loan: These programs provide loans at a 5% interest rate. Interest is deferred while you are enrolled at least half-time. Repayment begins 9 months after you are no longer enrolled at least half-time. Funding for this program is extremely limited and awards are made to students who demonstrate significant financial need. Additional information available at [www.fairfield.edu/finaid](http://www.fairfield.edu/finaid).


### Other Sources

**Genesis Health Care**: One of the nation's premier providers of post-acute care for the elderly, will provide scholarships to graduates from a nursing master’s program. These non-need based awards may range from $5,800-$28,000. Scholarship recipients will be required make a two-year full-time work commitment in one of the company's 200 nursing centers located in 13 eastern states following graduation. There is no application deadline.

**National Health Service Corp**: Provides full tuition and stipend scholarships with a service pay-back commitment through employment with the National Health Service Corp.

**U.S. Public Health Commission Corps**: Provides assistance through the Junior and Senior Commissioned Officer Student Training and Extern Programs.

**Nurses' Educational Funds, Inc**: This non-profit foundation awards scholarships for graduate nursing study.

**Army Nurse Corp (ROTC) and Navy Nurse Corp (NROTC)**: These branches of the military provide scholarships and incentives to nursing students.

**AfterCollege/AACN Nursing Scholarship Fund**: This program supports students who are seeking a baccalaureate, master’s or doctoral degree in nursing.

**AmeriCorps Program**: Provides educational awards in return for work in community service.

**Employer Assistance**: Some employers offer loan repayment assistance or sign-on bonuses to assist you with your nursing education loan debt. Inquire about this benefit with the human resources department at your workplace.

You may also find the following links helpful in your search for funding:

- [www.discovernursing.com](http://www.discovernursing.com)
- [www.minoritynurse.com](http://www.minoritynurse.com)
- [www.fastweb.com](http://www.fastweb.com)
- [www.scholarships.net](http://www.scholarships.net)
Graduate Nursing Conference Room

Bannow 236

The graduate student conference room is a place where graduate nursing students may gather to meet, work on projects, read or study between classes, or just get together. The room may be used when classes are not in session. For availability, please contact the nursing office.

Graduate Student Life

BCC 408
(203) 254-4000 ext. 2747
www.fairfield.edu/student/sl_grad_student_life.html

The Office of Graduate Student Life seeks to foster a sense of community among graduate students by organizing and planning intellectual, cultural and social events, recreational outings, Jesuit service learning and other activities.

Honor Code

Fairfield University's primary purpose is the pursuit of academic excellence. All members of the Fairfield University community share responsibility for establishing and maintaining appropriate standards of academic honesty and integrity. This is possible only in an atmosphere where discovery and communication of knowledge are marked by scrupulous, unqualified honesty.

Any violation of academic integrity wounds the entire community and undermines the trust upon which the discovery and communication of knowledge depends. Therefore, as a member of the Fairfield University community, students pledge to uphold and maintain these standards of academic honesty and integrity.

According to the academic regulations published by Fairfield University, Plagiarism is listed among several possible acts of academic dishonesty.

Fairfield University defines plagiarism as "the appropriation of information, ideas, or the language of other persons or writers and the submission of them as one's own to satisfy the requirements of a course. Plagiarism thus constitutes both theft and deceit. Assignments (compositions, term papers, computer programs, etc.) acquired either in part or in whole from commercial sources or from other students and submitted as one's own original work will be considered plagiarism... The multiple submission of the same paper or report for assignments in more than one course without the prior written permission of each instructor" is considered self-plagiarism.

Library

DiMenna-Nyselius Library
(203) 254-4000, ext. 2178
http://www.fairfield.edu/library/index.html

The DiMenna-Nyselius Library, refurbished in 2001, is the intellectual center of Fairfield University. It combines the traditional academic library holdings housing 325,000 bound volumes, 1,800 journals and newspapers; with the latest access to print and over 30,000 electronic journals, 14,000 audio-visual units and the equivalent of 104,000 volumes in microform. Other resources include an online catalog and access to
Web Subscription databases. Faculty and students have no problem locating and accessing materials needed, there is even a direct link to Inter-library loan forms for unavailable material. There is ample study space, computer and wireless access, and other multimedia workstations including a 24-hour computer lab, to meet the needs of students and faculty. The current nursing collection is adequate and appropriate to support the nursing program, as well as meet the continuing education and research requirements of students.

Mailroom

Barone Campus Center, room 208
(203) 254-4000, ext. 2302

The Mailroom processes all incoming and outgoing U.S. Mail, as well as interoffice or campus mail. The Mailroom offers stamps and can apply postage to almost any package of any size. Mailing supplies are available from the bookstore.

Orientation

Graduate student orientation will take place shortly after the start of the fall semester. All DNP and graduate students are encouraged to attend as critical program information will be shared.

Parking

All student vehicles must be registered with the Parking Office located on the ground floor of Loyola Hall. Tel: (203) 254-4000, ext. 2745. Vehicles that receive five violations for being unregistered will be immobilized. Parking registration will be available during orientation. A campus parking map may be found at [http://www.fairfield.edu/documents/student/ps_parking_map_oct09.pdf](http://www.fairfield.edu/documents/student/ps_parking_map_oct09.pdf). Please note that there is no parking in parking lot directly adjacent to the School of Nursing until after 4 pm.

Public Safety

Loyola Hall, room 2
(203) 254-4090
[www.fairfield.edu/student/ps_about.html](http://www.fairfield.edu/student/ps_about.html)

Members of the Department of Public Safety focus on maintaining a safe and secure environment for members of the Fairfield University community. Officers continuously patrol campus and each shift contains at least two trained emergency medical technicians. Fairfield University's Department of Public Safety continuously updates security and safety programs to the University's ever-changing needs.

Any student, faculty member, or employee of Fairfield University should directly report any potential criminal act or other emergency to any officer or representative of the Department of Public Safety. Callers should dial 4090 or (203) 254-4090 for immediate assistance. Calls may also be made by using one of the "Blue Light" telephones located throughout campus. This emergency telephone system is linked directly to the Public Safety office, which is located on the ground floor of Loyola Hall, Room #2. Upon receipt of the call, officers are dispatched to the site, an investigation is conducted, and appropriate action taken.

Registration

Graduate student registration is scheduled for a set period of time each semester. Students will be notified via an email to their Stagweb email accounts about the registration dates. Students are encouraged to register
early in the registration period to ensure that they have a place in the courses. Students must register for classes by the deadline. Registration is available online. Please contact your academic advisor to discuss your courses and receive a pin # for registration. Full payment is needed in the form of check, credit card or financial aid.

Stag Card Office

Aloysius P. Kelley, S.J. Center
(203) 254-4009
www.fairfield.edu/student/sg_about.html
http://www.stagcardonline.com

The StagCard Office issues official identification (ID) cards to all students, faculty, and staff. The StagCard, however, is more than just an ID card. Cardholders use it as a debit card (e.g. Dining Dollars and/or StagBucks), to access campus buildings or facilities, to enter the dining hall, to utilize the campus laundry facilities, to print in public computer labs, and to check out books and other materials from the library.

Student Diversity Programs

Barone Campus Center, Room 100
Main Number: (203) 254-4000 ext. 2806
www.fairfield.edu/student/sd_about.html

The Office of Student Diversity Programs seeks to develop and implement programs and services which will increase the engagement of students in programs that promote and foster an inclusive, living and learning community.
DNP PRACTICUM/IMMERSION EXPERIENCE

All DNP students will complete a minimum of 1000 practicum/immersion hours post-baccalaureate. Four hundred of these hours will constitute the DNP Immersion experience during which students will implement and complete their practice dissertation. In addition, students are expected to provide their committee with a written summary of their learning objectives at the beginning of each semester. Students are also required to keep a log of DNP Immersion experiences that demonstrate their progress related to specific learning objectives of their DNP Seminar. The log should be in the form of a student portfolio and should include documenting competencies obtained throughout the duration of the DNP Immersion experience. MSN-DNP applies approximately 600 hours from their master’s educational clinical experience toward the total 1000 hours required post-baccalaureate. The remaining hours will be completed during the immersion experience.

Clearance for Practicum/DNP Immersion

All students must be cleared by CertifiedBackground.com as having completed the following health requirements prior to contracting student placements. Students must complete health requirements and submit an updated resume and a signed Practicum/DNP Immersion Form on or before:

- December 1 for Summer enrollment
- March 1 for Fall enrollment
- October 1 for Spring enrollment

Requirements

**HEALTH REQUIREMENTS.** All students must be cleared by CertifiedBackground.com as having completed the following health requirements prior to contracting student placements. You can register for the Immunization Tracker on [www.CertifiedBackground.com](http://www.CertifiedBackground.com) and click on “Students” then enter package code: **FB65.** You will then be directed to set up your CertifiedProfile account.

1. **HEALTH FORM.** Follow the directions to create your Immunization Tracking Account and upload all health requirements. Once your immunizations/titers are on file, you do not need to provide that information again. Some agencies require additional health status data; any student placed at such an agency will be notified of the additional health exam requirements and expected to submit the necessary documentation. The health examination and tuberculosis test (Mantoux or CXR) is valid for a period of one year; if it expires during your Practicum/Immersion experience, you must submit another completed form to continue in the practicum.

2. **RN/APRN LICENSURE.** A copy of your current RN license (for all DNP students) and current APRN license (for all MSN-DNP students) must be uploaded or faxed to [CertifiedBackground.com](http://CertifiedBackground.com). If your license expires during the semester/term in which you are enrolled in the Practicum, you must submit a copy of the new license prior to the expiration date to continue in the practicum/immersion. Note: both APRN and RN license must be provided for MSN-DNP students.
3. **MALPRACTICE INSURANCE.** Students must carry individual malpractice insurance at the highest level for which they are licensed.

- Student Nurse Practitioner Liability Insurance (for all BSN-DNP Students)
- Professional APRN Liability Insurance (for MSN-DNP Students)

A copy of the face page of your policy (the *Certificate of Insurance*), indicating the effective coverage dates and the amount of coverage, **must be uploaded or faxed to CertifiedBackground.com.** Some agencies require a specific amount of coverage (e.g., $1,000,000/$3,000,000) for staff and affiliating students; any student placed at such an agency will be notified of the coverage required and expected to submit the necessary documentation. If your insurance coverage expires during the semester/term in which you are enrolled in the Practicum/Immersion, you must submit a copy of the new policy information prior to the expiration date of the policy in order to continue.

4. **CPR CERTIFICATION.** A copy (front and back) of your CPR certification card **must be uploaded or faxed to CertifiedBackground.com - please remember to sign the back of your card.** The CPR certification on file must be for **BCLS for Health Care Providers** (American Heart Association), or **BCLS for Professional Rescuers or CPR/AED for Lifeguard Certification** (American Red Cross); **(NOTE: The American Heart Association certifies for 2 years).** If your certification expires during the semester/term in which you are enrolled in the Practicum/Immersion, you must submit a copy of the new card prior to the expiration date in order to continue.

5. **OSHA.** All students must complete yearly OSHA certification provided by Fairfield University School of Nursing in accordance with State policies for nursing students. The OSHA manual can be viewed on the School of Nursing website (**www.fairfield.edu/nursing** - under Alumni/Students → OSHA). The exam will be available in the nursing office for distribution. OSHA training from the student’s own place of employment is **not** acceptable. Please mail completed exam to the nursing office.

**Resume**

Two copies of an updated resume must be submitted to **Mrs. Joan Millen** in the SON office (can be emailed to jmillen@fairfield.edu or dropped off - NO faxes, please).

**Practice/DNP Immersion Placement Form**

All students must meet with their track coordinator (for practicum placements) or faculty chair (for DNP Immersion) to determine Practicum/DNP Immersion sites. The Practicum/DNP Immersion Form must be signed by the track coordinator or faculty chair.

**DNP Immersion Clinical Log/Student Learning Objectives**

Prior to beginning a Practicum or DNP Immersion course each semester, students must complete documentation of a clinical log in consultation with the course coordinator (practicum courses) or faculty chair (DNP Immersion). The clinical log form should include your name, course number and title, and learning objectives that correspond to the DNP program outcomes. These objectives must be approved by the faculty chair and submitted to **Mrs. Joan Millen in SON 102.**
Immersion Policies

Students should arrange practicum/DNP immersion placements in consultation with their track coordinator or faculty chair. No student may begin a clinical placement until the first official class day of the semester/term. All students must be registered for the course. All clinical hours must be completed within the official course timeframe. For DNP Immersion, students contract with the faculty chair for a minimum of 2 credits and up to 5 credits/immersion. (50 hours = 1 credit immersion). One credit independent studies may also be arranged with faculty. Due to contractual and insurance limitations, Incompletes (“I”) will not be granted for practicum courses.

Students may do Practicum and Immersion in an agency where she/he is employed but may not count paid time toward DNP Immersion hours.

Overview of DNP Immersion Roles for Faculty and Agency Preceptors

<table>
<thead>
<tr>
<th>Immersion Faculty</th>
<th>Faculty Chair</th>
<th>Agency Preceptor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Major role is to monitor Practice Objectives &amp; Achievement of Program Outcomes by:</strong></td>
<td><strong>Major role is to foster completion and documentation of Practice Dissertation by:</strong></td>
<td><strong>Major role is to facilitate clinical learning by:</strong></td>
</tr>
<tr>
<td>• Reviewing Immersion logs</td>
<td>• Approving students immersion objectives</td>
<td>• Providing access to clinical learning experiences and resources</td>
</tr>
<tr>
<td>• Monitoring progress on Immersion objectives/Practice Dissertation during regularly scheduled seminars</td>
<td>• Steering clinical project</td>
<td>• Reviewing clinical logs and Immersion logs</td>
</tr>
<tr>
<td>• Providing feedback on students’ presentation of Practice Dissertation development.</td>
<td>• Serving as liaison to agency preceptor</td>
<td>• Facilitating implementation of Practice Dissertation</td>
</tr>
<tr>
<td></td>
<td>• Conducting final evaluation of Practice Dissertation and expected program outcomes.</td>
<td>• Conducting final evaluation of Practice Dissertation and expected program outcomes.</td>
</tr>
</tbody>
</table>

DNP Immersion Experience Guidelines

Guidelines for use of practice dissertation immersion hours:

1. Viewing available data bases
2. Meet with information technology specialists
3. Conduct interdisciplinary team meetings
   a. Hold meetings with CFOs, ITs, other r/t to practice area or clinical dissertation topic
4. Care for the specialty population across settings of care to the extent that it would inform their dissertation
5. Participate in continuing education to inform their practice dissertation
6. Meet with people from IRB, conduct meetings necessary to conduct their practice dissertation (FFU and clinical agency)
7. Once cleared by IRB, pilot their interventions (not develop new instruments - without the coursework to support psychometric research)
8. Draft policies for their organization – institutional and state-wide; disseminate policies
9. Provide education to others related to relevant topics associated with work on practice dissertation
10. Hours for literature review related to practice dissertation up to 20 hours
11. Exploration of models and expert consultation related to practice dissertation
### CLINICAL PORTFOLIO

**CONTENTS OF CLINICAL PORTFOLIO**

#### INTRODUCTORY PAGE

Name  
Chair  
Clinical Mentor  
Acknowledgements (optional)

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<th>PROGRAM OUTCOMES MET</th>
<th>COURSE IN WHICH PORTFOLIO REQUIREMENT IS MET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Immersion Logs</td>
<td>1-8</td>
<td>NS 687: 1 log is required for each clinical immersion experience (5 logs for BSN-DNP Students/ 3 logs for MSN-DNP Students)</td>
</tr>
<tr>
<td>Curriculum Vitae</td>
<td>8</td>
<td>NS 610: CV is started in and updated throughout program</td>
</tr>
<tr>
<td>SWOT Analysis</td>
<td>6</td>
<td>NS 610</td>
</tr>
<tr>
<td>Business Plan</td>
<td>5</td>
<td>NS 613</td>
</tr>
<tr>
<td>Evidence-Based Case Studies</td>
<td>1-8</td>
<td>NS 687: 1 case is required for each clinical immersion experience (5 cases)</td>
</tr>
<tr>
<td>Evidence-based Research Proposal</td>
<td>3, 4</td>
<td>NS 608</td>
</tr>
<tr>
<td>Grant Application</td>
<td>3, 4</td>
<td>NS 612</td>
</tr>
<tr>
<td>IRB Proposal</td>
<td>3, 4</td>
<td>NS 612</td>
</tr>
<tr>
<td>NIH Human Subjects Certification</td>
<td>2, 4</td>
<td>NS 601</td>
</tr>
<tr>
<td>CDC Epidemiology Certification</td>
<td>2, 4</td>
<td>NS 601</td>
</tr>
<tr>
<td>Capstone publication ready manuscript focusing on case study, business plan, integrative literature review or other course material/ issues of interest</td>
<td>1-8</td>
<td>NS 687</td>
</tr>
<tr>
<td>Capstone presentation to faculty</td>
<td>1-8</td>
<td>NS 687</td>
</tr>
<tr>
<td>Quality Improvement Proposal and/or project</td>
<td>5, 6</td>
<td>NS 613 (proposal). Quality improvement project may be implemented and used in lieu of 1-2 case studies at the discretion of portfolio advisor</td>
</tr>
<tr>
<td>Data-based Systems Improvement Project</td>
<td>2, 5</td>
<td>NS 614</td>
</tr>
<tr>
<td>Inter-professional Leadership Improvement Project</td>
<td>7, 8</td>
<td>NS 615</td>
</tr>
<tr>
<td>End of Semester Self-assessment Reflections</td>
<td>4</td>
<td>End of each semester</td>
</tr>
<tr>
<td>Other certifications, CEUs and Documentation to Meet Immersion Objectives</td>
<td>1-8</td>
<td>NS 687</td>
</tr>
</tbody>
</table>
DIGITATION REQUIREMENTS FOR CLINICAL PORTFOLIO

INTRODUCTORY PAGE
Name
Chair
Clinical Mentor
Acknowledgements (optional)

<table>
<thead>
<tr>
<th>PORTFOLIO REQUIREMENT</th>
<th>DIGITATION REQUIREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Immersion Logs</td>
<td>8 document uploads</td>
</tr>
<tr>
<td>Curriculum Vitae</td>
<td>1 document upload</td>
</tr>
<tr>
<td>SWOT Analysis</td>
<td>1 document upload</td>
</tr>
<tr>
<td>Business Plan</td>
<td>1 document upload</td>
</tr>
<tr>
<td>Evidence-Based Case Studies</td>
<td>8 document uploads</td>
</tr>
<tr>
<td>Evidence-Based Research Proposal</td>
<td>1 document upload</td>
</tr>
<tr>
<td>Grant Application</td>
<td>1 document upload</td>
</tr>
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<td>IRB Proposal</td>
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<td>1 document upload</td>
</tr>
<tr>
<td>CDC Epidemiology Certification</td>
<td>1 document upload</td>
</tr>
<tr>
<td>Primary Authorship on Publication ready manuscript focusing on case study, business plan, integrative literature review or other course material/issues of interest</td>
<td>3 document uploads</td>
</tr>
<tr>
<td>Quality Improvement Report</td>
<td>1 document upload</td>
</tr>
<tr>
<td>Data-based Systems Improvement Project</td>
<td>1 document upload</td>
</tr>
<tr>
<td>Inter-professional Leadership Improvement Project</td>
<td>1 document upload</td>
</tr>
<tr>
<td>End of Semester Self-assessment Reflections</td>
<td>10 document uploads</td>
</tr>
<tr>
<td>Other certifications, CEUs and documentation to meet immersion objectives</td>
<td>8 document uploads</td>
</tr>
</tbody>
</table>
It is highly recommended that students select a faculty advisor for their clinical dissertation early in their first year of study. Below, please find a list of faculty and clinical expertise.

### Faculty Expertise for DNP Mentoring

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Research/Content Interests</th>
<th>Research Methodology / Statistical Expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suzanne Campbell</td>
<td>Lactation, Baby-Friendly Hospital Initiative, WIC – vulnerable populations; Media’s effect on Lactation; Women’s Health; Holistic healing; Interdisciplinary health care policy and work (social engagement framework); Professional Development of health care practitioners utilizing technology; Global health – specifically related to lactation and women &amp; infant issues; Simulation Pedagogy; Health Communication/ Health Literacy; Health Informatics; Entrepreneurial practice and opportunities; Telehealth</td>
<td>Methods: Case Study; Descriptive, Correlational; Quasi-experimental; Intervention; Interdisciplinary; Global Instrument Development Stats: descriptive statistics, t-tests, ANOVA, principle components analysis/principle factor analysis, multiple regression Theories: Self-efficacy, Social Cognitive Theory; Theory of planned behavior; Framework for learning in simulation; Orem’s Self-Care/Self-Change; Social Ecological Theory; Social Engagement</td>
</tr>
<tr>
<td>Jaclyn Conelius</td>
<td>Electrophysiology- i.e., PPMS, ICDS, Heart Failure, Women and Heart Disease, Advanced Directives</td>
<td>Instrument Development, Qualitative methods. Stats: descriptive stats, factor analysis, t-tests, etc....</td>
</tr>
<tr>
<td>Faculty Member</td>
<td>Research/Content Interests</td>
<td>Research Methodology / Statistical Expertise</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Sally Gerard</td>
<td>Diabetes: Nurses Knowledge of diabetes, acute care glycemic control, Physiologic outcomes of Diabetes self management Microsystems level improvement initiatives.</td>
<td>Descriptive-correlational, quasi experimental designs Quality improvement studies Stats: descriptive statistics, t-tests, Chi square, Pearson’s' correlation</td>
</tr>
<tr>
<td>Sheila Grossman</td>
<td>Clinical outcome studies in primary care [health care delivery, cost effectiveness, and patient management interventions], Cultural Awareness, Reflective Practice, Pedagogical Studies, Leadership, Palliative Care</td>
<td>Methods: qualitative, quasi experimental, correlation, and comparative, focus group &amp; survey Stats: descriptive statistics, t tests, correlation</td>
</tr>
<tr>
<td>Meredith Kazer</td>
<td>Geriatrics, cancer in older adults, prostate cancer</td>
<td>Descriptive-correlational, comparative, quasi experimental designs Focus groups Instrument Development Stats: descriptive statistics, t-tests, Chi square, regression, factor analysis, model testing</td>
</tr>
<tr>
<td>Faculty Member</td>
<td>Research/Content Interests</td>
<td>Research Methodology / Statistical Expertise</td>
</tr>
<tr>
<td>----------------</td>
<td>---------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Diane Mager</td>
<td>Medication Use/Errors; Home Care/Community Health; Geriatrics; Simulation</td>
<td>Quantitative Methods: descriptive; quasi-experimental; Stats: descriptive statistics, t-tests, Chi square</td>
</tr>
<tr>
<td>Nancy Moriber</td>
<td>Pediatrics, Pain management, Holistic comfort, Instrument design and development</td>
<td>Quantitative research, Psychometric assessment, Factor analysis</td>
</tr>
<tr>
<td>Eileen O'Shea</td>
<td>Pediatrics, Palliative and End of life care, Simulation and health communication</td>
<td>Methods: Descriptive-correlational, pretest/posttest, quasi experimental designs Stats: descriptive statistics, t-tests, ANOVA</td>
</tr>
<tr>
<td>Terry Quell</td>
<td>Nursing Image, job satisfaction, health policy, educational leadership</td>
<td></td>
</tr>
<tr>
<td>Joyce Shea</td>
<td>Recovery from Severe Mental Illness, Schizophrenia, Identity, Impact of Incarceration</td>
<td>Methods: Descriptive Correlational designs, Grounded Theory, Phenomenology, Qualitative Descriptive designs Stats: descriptive statistics, t-tests, Chi square</td>
</tr>
<tr>
<td>Kate Wheeler</td>
<td>Trauma, Psychotherapy, EMDR, Advanced Practice Psychiatric Nursing, Acute Stress Disorder, Depression</td>
<td>Survey methods, Delphi survey; descriptive- correlational designs; tool development, case studies/case series; time series design; t-tests; outcome studies; program evaluation</td>
</tr>
</tbody>
</table>
FAIRFIELD UNIVERSITY
SCHOOL OF NURSING
DOCTOR OF NURSING PRACTICE PROGRAM

CLINICAL PORTFOLIO FORM

STUDENT NAME:

FACULTY CHAIR:

AGENCY INFORMATION

AGENCY PRECEPTROR:

NAME/CREDENTIALS:

TITLE AT AGENCY:

AGENCY ADDRESS:

PHONE:

EMAIL:

Preceptor Signature                       Date

CLINICAL PORTFOLIO APPROVAL

CAPSTONE TOPIC:

APPROVAL BY PORTFOLIO ADVISOR

Portfolio Advisor Signature                Date