

WAKE FOREST UNIVERSITY SCHOOL OF MEDICINE



Academic Nursing

2025 – 2026

Student Handbook

IMPORTANT FOR ALL STUDENTS

All students enrolled in Academic Nursing programs are responsible for being familiar with pertinent policies and procedures of the Advocate Health Enterprise, Wake Forest University, Wake Forest University School of Medicine (School of Medicine), and the Department of Academic Nursing (DAN). The information provided in this Handbook is supplemental. The contents of this Handbook are reviewed annually, with any substantive modifications being shared with the student body via email and updated within the Handbook. While efforts have been made to confirm the accuracy of all information, DAN leadership and faculty reserve the right to change, without notice, DAN educational program or track requirements, curriculum, courses, clinical rotations, teaching personnel, policies, procedures, or other information published in this handbook. The [Wake Forest University School of Medicine Policy and Compliance Companion \(WFUSM\)](#) and the School of Medicine Policy Tech repository are considered the primary sources for all pertinent policies and procedures. The [Wake Forest University School of Medicine Policy and Compliance Companion \(WFUSM\)](#) is located in PolicyTech and on the [website](#) and includes instructions for accessing the Policy Tech repository.

Individual educational tracks (e.g., Nurse Anesthesia specialization) may have additional policies and/or procedures specific to these tracks and to which students must adhere. Information regarding these policies/procedures is included in this Handbook.

PLEASE NOTE:

The Student Handbook contains only a subset of policies for students. For the most recent version of policies, students should access [PolicyTech](#), the institutional policy site. Students who are uncertain about how to access program-specific information should contact their Vice Dean, Department Chair, and/or Program director.

The School of Medicine maintains policies that apply to all School of Medicine students, including policies on health requirements and immunizations, disability accommodations, refunds of tuition, financial aid, education records, appeal of dismissal, substance abuse, and sexual misconduct. Students are strongly urged to familiarize themselves with these policies on the institutional policy site.

Circumstances may arise during a term that cause significant disruptions to the School of Medicine and/or the Graduate School of Arts and Sciences – Biomedical Sciences operations, resulting in the closing of campus or a change in course modalities. These circumstances include, without limitation, extreme weather, fire, natural disaster, war, labor disturbances, loss of utilities, riots or civil commotions, epidemic, pandemic, public health crisis, power of government, or any other circumstance like or unlike any circumstance mentioned above, which is beyond the reasonable control or authority of the School of Medicine and/or the Graduate School.

NOTICE:

The information in this student Handbook applies to the academic year 2025-2026.

Wake Forest University School of Medicine reserves the right to change policies and procedures at any time and without prior notice. Additionally, errors and omissions in published documents (written or electronic) may be corrected at any time.

***Each student is provided with an email account. The School of Medicine-issued email account is used for official school communication. All students are expected to check and respond to emails in a timely manner.**

****Each student is provided with an identification badge. Badges must be worn at all times while on all campuses. Further details may be found in the [Employee Identification Policy \(Wake Market\)](#).**

Effective October 9, 2020, and as part of an integration with Atrium Health, an agreement was entered into by and among Wake Forest University (WFU), Wake Forest University Health Sciences (WFUHS), North Carolina Baptist Hospital (NCBH), Wake Forest University Baptist Medical Center (WFUBMC) and Atrium Health, Inc. (AHI), in conjunction with a separate “Enterprise Agreement” between WFUBMC and AHI, under which agreement WFUMC is contractually authorized to:

- Govern, through its board, all Medical Center operations, and assets (subject to reserved powers or approval of NCBH, AHI and WFU/WFUHS on select issues).
- Operate NCBH and WFUHS (including the School of Medicine and its faculty), and their respective subsidiaries and affiliates.

As required by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, information provided in the Annual Crime and Fire Report may be found at the School of Medicine Campus Safety and Security website: <https://school.wakehealth.edu/campus-and-community-life/campus-safety-and-security>.

This report will be mailed to anyone requesting a copy. Anyone may obtain a copy at the Wake Forest Baptist Health Security Administration office in Meads Hall, Ground Floor, Suite C.

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Department of Academic Nursing Directory

Leadership

- [Lisa J. Thiemann, PhD, CRNA, FNAP, FAANA](#)
Department Chair
- [Meredith Phillips, MHS](#)
Director of Operations
- [Tinisha Lambeth, DNP, NNP-BC](#)
DNP Director
- [Elena Meadows, DNP, CRNA, CHSE, FAANA](#)
Director, Nurse Anesthesia
- [Amy Bell, DNP, RNC-OB, NEA-BC, CPHQ, FAWHONN](#)
DNP Associate Director
- [Luci New, DNP, CRNA, FAANA](#)
Associate Director, Nurse Anesthesia

Teaching Faculty

- [Ian Hewer, PhD, CRNA](#)
- [Elizabeth Wilkes, DNAP, CRNA, CHSE, FAANA](#)
- [Briana Miller, DNP, FNP-C, AGACNP-BC, RNFA, CSSBB](#)

Staff

- [Christina Economos](#)
- [Heather Johnson, MS, MEd](#)
- [Eric Marshburn, MEd](#)
- [Dawn Mitchell](#)
- [Abigail Peterson, MBA](#)

Introduction

Wake Forest University

Wake Forest University is a private academic institution founded in 1834 and located in Winston-Salem, NC. “Our motto, [Pro Humanitate](#) (For Humanity), is a calling to use our knowledge, talents, and compassion to better the lives of others. It can mean donating time and resources to our communities or simply a lifelong commitment to pursuing our best selves. No matter your personal interpretation, it’s an opportunity to leave the world better than we found it.” Wake Forest University’s mission and purpose statement is [here](#).

Wake Forest University School of Medicine

The Wake Forest University School of Medicine (School of Medicine) was founded in 1902 in Wake Forest, NC. In 1939, the school relocated to Winston-Salem, NC, where it currently resides in the downtown Innovation Quarter. The School of Medicine mission statement can be found [here](#).

Department of Academic Nursing

The Department of Academic Nursing is rooted in the North Carolina Baptist Hospital (NCBH) Nurse Anesthesia educational program established in 1942. The Nurse Anesthesia program has contributed multiple national and international anesthesia leaders across the years and has celebrated over 800 graduates from the program since its inception. Prior to 1988, graduates received a certificate in anesthesia. During the years 1988 to 2014, Nurse Anesthesia program graduates were conferred the Master of Science in Nursing (MSN) degree through NCBH’s affiliation with the University of North Carolina, Greensboro (UNCG). In 2015, NCBH entered into a collaboration with the School of Medicine to establish the DAN and to confer the Master of Science in Nurse Anesthesia (MSNA) degree to its Nurse Anesthesia graduates. The graduating class of 2023 was the final cohort to be conferred the MSNA degree. In 2018, the School of Medicine DAN launched the Doctor of Nursing Practice (PM-DNP) degree for post-master's-prepared nurses. The inaugural PM-DNP cohort graduated in 2020. In 2021, the first post-baccalaureate to DNP cohort specializing in Nurse Anesthesia (Nurse Anesthesia track) was admitted to the School of Medicine DAN. The 2024 Nurse Anesthesia track graduates were the inaugural DNP degree with Nurse Anesthesia specialization for the School of Medicine.

Accreditation

Current academic accreditations held by Wake Forest University, Wake Forest University School of Medicine, and educational tracks may be found [here](#).

Wake Forest University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, and doctorate degrees. Wake Forest University also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Wake Forest University may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by

calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org).

Doctor of Nursing Practice (DNP) Degree

Wake Forest University is accredited by the [Southern Association of Colleges and Schools Commission on Colleges \(SACSCOC\)](#) to award baccalaureate, masters, and doctorate degrees. This includes the DNP degree. This graduate-level degree is available via the post-Baccalaureate to DNP and the [post-Master's to DNP](#) tracks.

The DNP program at Wake Forest University School of Medicine (WFUSM) is pursuing initial accreditation by the [Commission on Collegiate Nursing Education \(CCNE\)](#). Applying for CCNE accreditation does not guarantee that accreditation will be granted.

Nurse Anesthesia Specialty Track

The post-baccalaureate to DNP with [nurse anesthesia specialization track](#) is a 36-month graduate-level program. This program is currently on a 10-year accreditation cycle (2015 to 2025) with “no progress reporting required” as granted by the [Council on Accreditation of Nurse Anesthesia Education Programs](#) (10275 W. Higgins Rd., Suite 906, Rosemont, IL 60018-5603; [224-275-9130](tel:224-275-9130) website URL <https://www.coacrna.org/>). This is the maximum accreditation period possible. Information regarding [filing a complaint with COA](#).

View a list of the COA's Accredited Education Programs

- This track has also been granted full accreditation by the [International Federation of Nurse Anesthetists](#). The WFUSOM Nurse Anesthesia program was the first program in the United States, and only the second in the world to receive this level of international accreditation.

Policies and Procedures of the School of Medicine, DAN, and Educational Tracks

A student admitted to a DAN program (i.e., DNP degree) is considered a student at the School of Medicine and is bound by all policies and procedures of the School of Medicine as well as those specific to the DAN and/or an educational track (e.g., Nurse Anesthesia track, post-Master's). Students must review all applicable policies (i.e., School of Medicine, DAN, and educational track). All DAN policies apply to all students, regardless of educational track. The following School of Medicine, DAN, and educational track policies can be found in the [Wake Forest University School of Medicine Policy and Compliance Companion \(WFUSM\)](#) and in the [School of Medicine Policy Tech repository](#).

Policies which apply to Atrium Health Wake Forest Baptist (AHWFBH) clinics, affiliates, and other locations and/or specifically to the Medical Center (WFBMC) are designated as AHWFBH policies and all faculty, staff, and students are required to abide by the policies as noted in each policy scope.

Policies which apply to the education and learning environment and are specific to students enrolled in and/or taking courses as part of the Wake Forest University School of Medicine (School of Medicine) or Graduate School of Arts and Sciences – Biomedical Sciences are designated as WFUSM/WFU policies and students are required to abide by these policies.

All students are required to electronically submit a signed Memorandum of Understanding (MOU) acknowledging their familiarity with all policies and procedures pertaining to graduate coursework. Only MOUs electronically signed and submitted through Campus Solutions will be accepted.

All DAN students will complete the MOU before the start of their first semester as DAN students.

Department of Academic Nursing Memorandum of Understanding (MOU)

When signing this MOU, you are attesting to the following:

I understand that, as a student enrolled in graduate courses, I am responsible for being familiar with and following the policies and procedures as pertains to graduate coursework and educational track performance as published in the [Wake Forest University School of Medicine Policy and Compliance Companion \(WFUSM\)](#) , the School of Medicine Policy Tech applicable documents, and the School of Medicine DAN Student Handbook. This includes, but is not limited to, the [Professionalism and Honor Code Policy - Academic Nursing Programs \(School of Medicine\)](#). I am aware that a copy of the electronically signed MOU will be retained as part of my DAN and/or educational track file.

Atrium Health Wake Forest Baptist/Advocate Health Enterprise Policies

- [Advanced Practice Provider \(APP\) Student Documentation in the Medical Record Policy \(Wake Market\)](#)
- [Authorship on Scientific and Scholarly Publications Policy \(Greater Charlotte Market, Navicent Health, Wake Forest\)](#)
- [Bereavement Leave Policy \(Wake Market\)](#)
- [Enterprise Drug Diversion Policy](#)
- [Nepotism and Consensual Relationships Policy \(Wake Market\)](#)
- [Policy on Research Integrity \(Advocate Health, Atrium Health, Wake Forest University Health Sciences\)](#)
- [Data Ownership Policy](#)
- [Information Security Policy \(NC/GA Division\)](#)
- [HIPAA Privacy and Security Sanctions Policy \(Enterprise\)](#)
- [PR 140.02 Confidentiality of Protected Health Information \(PHI\) \(SE Region\)](#)

School of Medicine Specific Policies

- [Adverse Event Policy \(School of Medicine\)](#)
- [Anti-Harassment Policy \(WFUSM\)](#)
- [Conflict of Interest Related to Student Assessment Policy \(WFUSM\)](#)
- [Distance Education Policy \(WFUSM\)](#)
- [Effects of Infectious Disease or Disability on Student Learning Activities Policy \(WFUSM\)](#)
- [Exit Policy \(School of Medicine\)](#)
- [Exposure to Infectious and Environmental Hazards Policy \(WFUSM\)](#)
- [Infectious Disease Prevention Policy \(SE Region\)](#)
- [Leave of Absence Policy \(School of Medicine\)](#)
- [Medical Health Requirements and Immunizations Policy \(WFUSM\)](#)
- [Military Leave of Absence Policy \(School of Medicine\)](#)
- [Mistreatment Reporting Policy \(WFUSM\)](#)
- [Nepotism and Consensual Relationships Policy \(Wake Market\)](#)
- [Nondiscrimination Statement \(WFUSM\)](#)
- [Posthumous Degrees and Degrees in Memoriam Policy \(WFUSM\)](#)
- [Refund of Tuitions and Fees Policy \(WFUSM\)](#)
- [Return of Federal Financial Aid Funds Policy \(WFUSM\)](#)
- [Student Appeal of Dismissal Policy \(WFUSM\)](#)
- [Student Disability Accommodations Requests Policy and Procedures \(WFUSM\)](#)
- [Student Disability Grievance Procedures \(WFUSM\)](#)
- [Student Education Records Policy \(WFUSM\)](#)
- [Student Health Insurance Requirements and Responsibilities Policy \(School of Medicine\)](#)
- [Student Payment Policy \(School of Medicine\)](#)
- [Student Substance Use Policy \(WFUSM\)](#)
- [Title IX and Non-Title IX Sexual Misconduct Policy and Grievance Procedures \(WFUSM\)](#)

Department of Academic Nursing Policies

[Applicant Selection and Admissions Policy - Academic Nursing Programs \(School of Medicine\)](#)

This policy establishes a process for the selection of students in the School of Medicine DAN and applies to all applicants and students in the Bachelor of Science in Nursing (BSN) to Doctor of Nursing Practice (DNP) and Post Master's Doctor of Nursing Practice (PM-DNP) programs.

[Attendance Policy - Academic Nursing \(School of Medicine\)](#)

This policy ensures consistent attendance and engagement, which are expected of students during enrollment in DAN programs and applies to all students enrolled in DAN programs at the School of Medicine.

[Background Check, Verification, and Health Screening Policy - Academic Nursing Programs \(School of Medicine\)](#)

This policy sets forth the requirements for matriculating students in the DAN regarding background checks, licensure, health screening, and clinical facility compliance and applies to all students enrolled in the DAN degree programs at the School of Medicine.

[Exam and Assessment Policy - Academic Nursing Programs \(School of Medicine\)](#)

This policy establishes student expectations and requirements for completing virtual, computer-based examinations and applies to all students enrolled in the DAN degree programs at the School of Medicine.

[Grade Revision and Appeal Policy - Academic Nursing Programs \(School of Medicine\)](#)

This policy establishes the expectations for final grade reporting, grade revision, and grade appeal and applies to all students enrolled in the DAN degree programs at the School of Medicine.

[Professionalism and Honor Code Policy - Academic Nursing Programs \(School of Medicine\)](#)

The DAN Professionalism and Honor Code is predicated upon the mission and vision statements of the Academic Nursing department, the School of Medicine, and the expectations of professionalism among individuals entrusted with the lives of others. Successful completion of academic program objectives does not rest solely upon academic performance. This policy is to ensure that all students within the DAN uphold academic integrity and professional conduct.

This policy applies to all students enrolled in DAN programs at the School of Medicine.

[Satisfactory Academic Progression \(SAP\) Policy - Academic Nursing Programs \(School of Medicine\)](#)

This policy establishes the DAN grading scale, the criteria for satisfactory academic progression and the ramifications associated with failing to maintain satisfactory academic progress and applies to all students enrolled in DAN programs at School of Medicine.

[Satisfactory Academic Progress \(SAP\) for Financial Aid Eligibility Policy - Academic Nursing Programs \(School of Medicine\)](#)

Federal law and regulations require the School of Medicine to establish and implement a policy to measure whether students applying for and/or receiving federal financial aid are making Satisfactory Academic Progress (SAP). The following policy delineates the standards for Satisfactory Academic Progress for Financial Aid Eligibility for students enrolled in DAN programs at the School of Medicine. This policy applies to all matriculated students enrolled in DAN programs at the School of Medicine whether or not they are recipients of financial aid.

[Student Success Committee Policy - Academic Nursing Programs \(School of Medicine\)](#)

This document describes the DAN Student Success Committee (SSC) responsibilities and process regarding review of unsatisfactory academic and/or professional student performance and applies to all enrolled DAN students at the School of Medicine.

[Transfer Credit Policy - Academic Nursing \(School of Medicine\)](#)

This policy establishes standards for transferring course credit from other accredited graduate schools into DAN programs at the School of Medicine and applies to all prospective and current DAN students at the School of Medicine.

[Technical Standards - Academic Nursing Programs \(School of Medicine\)](#)

The DAN curriculum provides education and training leading to eligibility for licensure and/or certification as an advanced practice registered nurse (APRN) or nursing leader. Students must meet at least the minimum level of knowledge and skill required to meet the standards of APRN student practice. Acquisition of these skills and functions is essential to successfully completing the requirements of the DAN degree programs.

The DAN is committed to accommodating the needs of qualified students with documented disabilities and will do so to the extent possible without compromising the essential components of the curriculum or patient safety. The School of Medicine provides reasonable accommodations for all qualified individuals with disabilities who apply for admission to DAN programs and who are enrolled as students.

This policy applies to all applicants and students in DAN programs at the School of Medicine.

Educational Tracks

Nurse Anesthesia Track

- [WakeWings Crew Resource Management \(CRM\) Patient Safety Tool \(PST\) Training Program \(Wake Market\)](#)
- [WakeWings Crew Resource Management \(CRM\) Policy \(Wake Market\)](#)
- [Student Employment Policy - Academic Nursing Programs \(WFUSM\)](#)

Record Retention

Student records including financial aid, records after matriculation, records relating to the learning environment, professionalism or mistreatment, disability information disclosed by a student seeking accommodations, immunization records, final grades, transcripts, directory information and disciplinary records are maintained through the School of Medicine's [Office of Student Records](#). See the [Student Education Records Policy \(WFUSM\)](#) for more information.

Student files specific to an educational track (e.g., Nurse Anesthesia) are maintained at the educational track level in a readily retrievable format. Files that are maintained include, but are not limited to, the following:

- Submitted admission materials (educational track)
- Submitted documents required by clinical sites (educational track)
- Formative and summative evaluations, test scores, approved disability letters (educational track)
- Communications with the educational track and/or clinical sites (educational track)
- Disciplinary documentation (educational track and/or DAN)
- Files sent to external entities on behalf of the student or program graduate (e.g., applications to the AANA, AANA Insurance Services, and/or the NBCRNA, State Boards of Nursing, employers) (educational track)

Leaves of Absence/Extended Illness

Students who have health-related issues that impact their ability to complete degree program requirements may have their program extended; they must speak with their educational track Program Director to determine the impact. For additional information, refer to the [Leave of Absence Policy \(School of Medicine\)](#) in PolicyTech.

Withdrawal Process

Students who wish to withdraw from an Academic Nursing program must refer to the School of Medicine [Exit Policy \(School of Medicine\)](#) and complete the appropriate form, which requires approval from the respective Program Director.

An individual wishing to reenter a program following voluntary withdrawal must reapply and undergo an interview with the specific educational track admissions committee. Readmission is contingent on committee recommendation. An individual reentering after a 4-year absence must repeat all previously completed coursework for degree completion.

Course Descriptions

All DAN DNP program course descriptions are published on the DAN website [here](#).

Image, Photo, and Video Release

Students may be photographed, recorded, or videoed for use in print, media production, internet, or social media, alone or with others, captured on-campus or off-campus during a School of Medicine and/or DAN event. These photographs and video footage are the

sole property of the School of Medicine. Students will be asked to sign a photography consent upon matriculation, giving the DAN permission to use images of students in social media, marketing materials, or other venues. Students grant irrevocable rights and permission for photograph, recording, and videography and waive any right to inspect or approve the final use(s) of the photograph(s), video(s), or sound recording(s) by signing the Memorandum of Understanding associated with this handbook document. Students have the right to refuse consent, and they have the right to rescind prior consent at any time through written notice to studentrecords@wakehealth.edu.

Academic Calendar

The DAN academic calendar is available [here](#).

Department of Academic Nursing Academic Calendar 2025 – 2026

This table outlines important semester dates for all enrolled learners.

FALL Semester 2025	
Beginning of Semester	8/25
Labor Day	9/1
Columbus Day	10/13
Veterans Day	11/11
Thanksgiving Day	11/27-11/28
End of Semester	12/19
Semester Break	12/20/25 to 1/4/26
SPRING Semester 2026	
Beginning of Semester	1/5
Birthday of Martin Luther King Jr.	1/19
Washington's Birthday	2/16
Spring Break	2/28-3/8
End of Semester	5/8
Semester Break	5/9 to 5/17
SUMMER Semester 2026	
Beginning of Semester	5/18
Memorial Day	5/25
Juneteenth National Independence Day	6/19
Independence Day	7/3
End of Semester	8/14
Semester Break	8/15 to 8/23
Commencement for 2026	TBD

Financial Aid

Tuition & Fees

BSN-DNP Nurse Anesthesia 2025-2026 Cost of Attendance	Program Budget (12 Months)		
	First Year	Second Year	Third Year
Tuition	\$ 44,123.00	\$ 43,287.00	\$ 41,639.00
Books/Supplies/Equipment	\$ 1,400.00	\$ 1,400.00	\$ 1,400.00
Licensure/Boards	\$ 105.00	-	\$ 1,045.00
Laptop Allowance	\$ 1,222.00	-	-
Food	\$ 5,760.00	\$ 5,760.00	\$ 5,760.00
Health Insurance	\$ 5,029.00	\$ 5,029.00	\$ 5,029.00
Loan Fees	\$ 3,340.00	\$ 3,259.00	\$ 3,223.00
Lodging	\$ 21,600.00	\$ 21,600.00	\$ 21,600.00
Miscellaneous	\$ 2,304.00	\$ 2,304.00	\$ 2,304.00
Program Fees	\$ 3,554.00	\$ 3,554.00	\$ 3,554.00
Transportation	\$ 5,700.00	\$ 5,700.00	\$ 5,700.00
Utilities	\$ 3,540.00	\$ 3,540.00	\$ 3,540.00
Total	\$ 97,677.00	\$ 95,433.00	\$ 94,794.00

Post Master's DNP 2025-2026 Cost of Attendance	Program Budget (12 Months)	
	First Year	Second Year
Tuition	\$ 25,194.00	\$ 19,266.00
Books	\$ 1,400.00	\$ 1,400.00
Laptop Allowance	\$ 1,222.00	-
Food	\$ 5,760.00	\$ 5,760.00
Health Insurance	\$ 5,029.00	\$ 5,029.00
Loan Fees	\$ 2,420.00	\$ 2,114.00
Lodging	\$ 21,600.00	\$ 21,600.00
Miscellaneous	\$ 2,304.00	\$ 2,304.00
Program Fees	\$ 787.00	\$ 787.00
Transportation	\$ 5,700.00	\$ 5,700.00
Utilities	\$ 3,540.00	\$ 3,540.00
Total	\$ 74,956.00	\$ 67,500.00

DNP1 - assumes 5 credits Fall term, 6 credits Spring term and 6 credits Summer term.

DNP2 - assumes 4 credits Fall term, 4 credits Spring term and 5 credits Summer term.

DNP Part-time per credit: \$1,482

DNP Part-time Student Fees: \$787

Fees and Expenses

Tuition is payable at the beginning of each semester. As a requirement for graduation, all students are required to pay full annual tuition for each academic year enrolled in the School of Medicine. Students who do not make tuition payments or satisfactory arrangements with the Student Financials office will not be eligible to continue classes or receive credit for course work.

Breakage deposits are not required but students will be held financially responsible for loss or damage to School of Medicine property.

Cost of attendance includes only those expenses associated with the student. Living expenses for the spouse and/or other dependents are not recognized as part of the student's standard cost of attendance. The cost of attendance, as defined by the school, represents the maximum amount of student financial aid a student can receive.

Statements in the Student Handbook concerning expenses and courses cannot be considered an irrevocable contract between the student and the School of Medicine. The School of Medicine reserves the right to change requirements for graduation, schedules, and costs of instruction at any time during the student's enrollment.

Tuition changes authorized by the Board of Trustees will become effective at the opening of the next session after adoption.

Financial Assistance

Assistance is available for students who, for financial reasons, could not otherwise attend the school of medicine. Scholarships and loans are awarded in accordance with criteria governing each source of funds and on the basis of need.

The Office of Financial Aid at the School of Medicine helps students obtain the resources needed to finance their graduate medical education. We also serve as an educational resource for financial planning and debt management. We know that deciding how to manage funding for education requires careful consideration of your options, and we're here to help.

We encourage:

- Prospective students begin the financial planning process early.
- Current students to stay abreast of their financial situation and knowledgeable of all options.
- Alumni to understand available repayment options for their field of medicine, helping them make wise financial decisions to balance student loan debt with financial wellness.

Loans

NCFELS- North Carolina Forgivable Education Loan for Service:	NC FELS (Forgivable Education Loan for Service) is a loan forgiveness program that provides monies to eligible students from North Carolina in exchange for a service obligation once the student has become a licensed practitioner. The service obligation requires recipients to return to NC to work for each year the loan was awarded.
Unsubsidized Federal Direct Stafford Loan	The Unsubsidized Federal Direct Stafford Loan program is a federal student loan program that allows eligible medical students to borrow up to \$47,167; the amount is dependent upon length of academic year. Eligible graduate and physician assistant students may borrow up to \$20,500. The federal government does not pay interest. The interest rate is a variable/fixed rate. Any interest that accrues during enrollment is capitalized at repayment. Aggregate loan limits are \$224,000 minus subsidized loan amounts for medical students and \$138,500 minus subsidized loan amounts for physician assistant students and graduate students.
Federal Direct Grad PLUS Loan	Graduate and professional students may borrow through the Federal Direct Grad PLUS loan. Students may borrow up to the cost of education minus other financial aid. A borrower's creditworthiness is a consideration for lender approval. The interest rate is a variable/fixed rate.
Alternative Loan Programs	Alternative loan programs are credit-based loans that may be used to supplement other forms of financial assistance. In general, alternative loans should be considered as a last resort. Not all alternative loan programs are alike. Always consult the Financial Aid Office before applying for an alternative loan.

Exit Interview

Any student who has received financial aid and who ceases enrollment at the School of Medicine for any reason- leave of absence, dismissal, withdrawal, graduation- must have an exit interview within seven business days with the Office of Financial Aid. This interview covers "Borrower Rights and Responsibilities" for all student loan programs and is required by law.

Forfeit of Scholarship Funds

Students who are enrolled in a special program and have received scholarships from that program will forfeit those scholarship funds upon withdrawal or dismissal from the program.

Please review the following important financial Aid Policies in PolicyTech.

[Return of Federal Financial Aid Funds Policy \(WFUSM\)](#)

[Refund of Tuitions and Fees Policy \(WFUSM\)](#)

[Satisfactory Academic Progress for Financial Aid Eligibility- Academic Nursing \(WFSOM\)](#)

[Student Payment Policy \(WFUSM\)](#)

Resources

Distance Education Resources

Course delivery and student assessment is completed through the learning management system Canvas. Distance education courses are both independent and collaborative. See the **Student Resource Center on Canvas** for information about best practices for learning online. Please refer to the [Distance Education Policy \(WFUSM\)](#) for further details. Please refer to the Hardware Requirements for Bring Your Own Device (BYOD): <https://libguides.wakehealth.edu/AC/laptop>.

Student Support Resources

Wrap-around student support is a tenet of the School of Medicine and the DAN. [Health Professions and Educational Services](#) (HPES) is here to support your needs. The DAN community of faculty and staff works collaboratively with the HPES to provide students with the opportunity to succeed and thrive. A list of services and resources can be found [here](#).

Tuition, Fees, and Financial Assistance Resources

DAN students should refer to the [Office of Financial Aid](#) for all questions, policies, and procedures associated with tuition and fees.

Financial aid resources can be found through the [Office of Enrollment Services](#). Students are encouraged to explore private scholarship opportunities including the [American Association of Colleges of Nursing](#), and the [AANA Foundation](#) (for Nurse Anesthesia track students).

Disability Services & Student Requests for Special Accommodations Resources

Students who have disabilities and need accommodations should visit the [Center for Learning, Access and Student Success](#) and should follow the guidelines provided in the [Student Disability Accommodations Requests policy and procedures](#).

Substance Use Disorder Resources

Substance use disorder (SUD), also known as chemical dependency and addiction, is a chronic and progressive disease that threatens physical and mental well-being and is individually characterized by a multiplicity of behaviors from misuse through dependency and addiction to alcohol and/or drugs (legal and illegal).

DAN faculty and staff are dedicated to supporting student wellness. Please alert DAN or Nurse Anesthesia program faculty or staff immediately if you or a fellow student recognizes a need for assistance with a substance misuse situation. Resources are available through the [Wake Forest University School of Medicine](#) or the [AANA](#) (for Nurse Anesthesia students).

Additional Resources

The following resources are provided as informational.

- [Health Professions and Educational Services](#)
- [Office of Student Inclusion and Diversity](#)
- [Health, Wellness and Counseling \(insurance\)](#)
- [Roy C. Carpenter Library](#)
- [Academic Computing \(IT\)](#)
- [Financial Aid Resources](#)
- [Alumni Relations](#)
- [Counseling and Well-Being Services](#)
- [Care Team](#)
- [Center for Learning Access, and Student Support \(CLASS\)](#)
- [Canvas Technical Support](#)
- [Office 365 Training Center](#)
 - [Excel Quick Start](#)
 - [OneDrive Quick Start](#)
 - [Outlook Quick Start](#)
 - [PowerPoint Quick Start](#)
 - [Word Quick Start](#)
- [Windows 11 Introduction](#)
- [Introduction to Microsoft Teams](#)

Learning Environment Liaison Team

The School of Medicine is committed to creating and maintaining a learning environment that supports and encourages respect for every individual and promotes the development of professionalism among students.

All faculty, staff, students, residents, and fellows on our campuses and across all instructional sites share responsibility for creating a positive and supportive learning environment.

Our goal is to create a culture that enhances patient care, learning, scholarship and research, commitment to the health care needs of society, and the ability of all members of the School of Medicine community to interact and carry out their responsibilities in a supportive and respectful fashion. Learning Environment feedback and Mistreatment concerns may be reported to the Learning Environment Liaison (LEL) Team. The Learning Environment Liaison Team is not a part of any School of Medicine program, nor is it involved in student assessment.

If you would like to discuss any mistreatment concerns or learning environment feedback you have, please contact our team via any of the methods listed below. Additional information about the services we provide and contact information can be found by visiting our website at: <https://school.wakehealth.edu/about-the-school/professionalism-and-student-mistreatment>.

The following relevant policies can be found in PolicyTech: [Mistreatment Reporting Policy \(WFUSM\)](#) [Title IX and Non-Title IX Sexual Misconduct Policy and Grievance Procedures \(WFUSM\)](#)

How to Report Mistreatment Concerns & Learning Environment Feedback

Via Email: All School of Medicine students may report mistreatment concerns or learning environment feedback via email at edcompliance@wakehealth.edu.

In Person: To schedule a meeting with a member of the LEL team, please click [HERE](#)

Via Online Reporting Form: Scan the QR Code below or click [HERE](#)



Anonymous Reporting: Concerns may also be reported anonymously through the Compliance Hotline at 888-847-6331 or at advocatehealth.org/speakup

Additional Ways to Report:

Teammate Relations (within Human Resources): Provides guidance and support for workplace issues involving faculty members and/or teammates. Advises on HR policies. Receives reports and conducts fair, timely investigation and resolution processes. Concerns may be reported to the HR Service Center at 336-716-6464 or by visiting the online portal [atrium.service-now.com].

DAN and Educational Track Scheduled Event Attendance

Students are expected to attend all events scheduled by the program that support learning, professionalism, and/or graduate success. These events may include educational workshops, employment recruitment events with clinical partners that educate and train School of Medicine DAN students, professional meetings, or advocacy-related activities. These events may be scheduled during the week or on weekends, during the day or evening. Student participation is expected by all unless excused by the program administrator. An excused absence may require documentation, as requested by the program administrator and required by the [Attendance Policy - Academic Nursing \(School of Medicine\)](#). Attendance at program-scheduled events is one type of expression of the student's professionalism. Events may include, but are not limited to: End of Program Ceremony, DNP Symposium, professional/social events hosted by clinical partners, etc.

Electronic Security

Students are issued a username and password to access electronic resources, including the learning management system, library resources, examination systems, and other networks and systems. Students must abide by the [PR 140.02 Confidentiality of Protected Health Information \(PHI\) \(SE Region\)](#), the [Acceptable Use Policy \(Enterprise\)](#) and the confidentiality agreement they sign to maintain the security of their passwords. Students shall never share their password with another person, nor shall they use another individual's password to access university-related systems.

Student Wellness

Insurance

Malpractice and Claims History Reports

The School of Medicine provides malpractice coverage to students enrolled in its programs. Prospective employers and their malpractice insurance carriers may want to query a student's claims history to determine if the student was named in a malpractice action during the program. To request information on how to access your claims history, please contact the educational track leadership.

Medical

The School of Medicine requires that all students have adequate and applicable medical insurance. Any charges generated that are not covered by the student's insurance policy will be their personal responsibility. Students eligible to continue coverage under a parent's or spouse's policy may do so. As an alternative, the School of Medicine offers a student plan through [United Healthcare Student Resources](#). The cost of this insurance is billed to the student each Fall and Spring semester on their student account. Students are automatically enrolled in the plan each semester unless they waive coverage before the beginning of the academic year. Those who fail to waive during the designated waiver period will be automatically enrolled in the plan and will be responsible for all premium costs. Please refer to the [Student Health Insurance Requirements and Responsibilities Policy \(School of Medicine\)](#) for more information.

Dental and Vision Insurance

Optional dental and vision insurance is offered to all students through United Healthcare. Students must enroll in the dental and vision plans each year directly with United Healthcare. Open enrollment occurs once each year during the month of August.

United Health Plans (UHP) is our student health insurance administrator and serves as a one-stop shop to manage all student insurance questions. For more information and questions, students can reach out to UHP directly at:

www.universityhealthplans.com/WFUSOM

(800) 437-6448

info@univhealthplans.com

Student/Teammate Health Services

Students may also access the services offered by Teammate Health Services (336-716-4801). The health services center is in Innovation Quarter, located at 575 N Patterson Avenue, suite 148, next door to Allegacy Bank and on the ground floor of the Meads Hall building on the medical center campus. Virtual visits are available through the [Teammate Health Portal](#).

Fatigue, Sleep, and Work Schedule Effects – Patient Safety

DAN students must comply with any educational track-specific requirements that may exist associated with clinical hours, fatigue, or sleep. Students engaging in clinicals should be well-rested. Attending clinical without adequate rest represents a threat to patient safety and optimal clinical performance. **Providing direct patient care for 16 or more consecutive hours without a break for meals and/or rest is not allowable as a student.** To comply with these expectations, students are strongly encouraged to adjust their employment and personal activities to maximize rest before and after program-related clinical hours. It is the student's responsibility to ensure fitness for any clinical duty associated with an educational track.

Further, Nurse Anesthesia students must have a 10-hour break between clinical assignments to foster personal well-being and patient safety and should not exceed more than 64 hours per week associated with Nurse Anesthesia educational track activities, including clinical responsibilities.

Wellness Program

Wellness is defined as a positive state of the mind, body, and spirit reflecting a balance of effective adaptation, resilience, and coping mechanisms in personal and professional environments that enhance quality of life. The DAN has developed a wellness program to enhance resiliency, increase social community, and foster student wellness across multiple constructs (e.g., physical, emotional, psychological). This program includes the following components:

- Scheduled, annual breaks and respite from program responsibilities in accordance with the DAN academic calendar.
- Peer mentorship and community building (as available in the track)
 - Peer mentor/mentee match at matriculation.

- Cohort social activities.
- Volunteer community service.
- Resiliency building support
 - On campus services (e.g., counseling, health clinic, student success).
 - Other guided activities and tools (e.g., stress reduction techniques).

School of Medicine, AHWFB, DAN, and Affiliate Partner Requirements

All DAN students are required to submit evidence of required immunizations and tests, RN licensure, and a drug screen to CastleBranch. Students should refer to the [Background Check, Verification, and Health Screening Policy - Academic Nursing Programs \(School of Medicine\)](#) for a complete list of requirements and financial responsibility. Completion of all compliance modules prior to program matriculation and repeated annually is required by all students. Individuals will not be allowed to progress in the degree program or attend clinical assignments until all the required documentation is present and approved in the Castle Branch portal. Additional testing may be necessary to comply with specific clinical affiliation agreements. Vaccination documents that are a printed vaccination record from a healthcare facility's EHR do not require a provider's signature. However, if the vaccine information is handwritten or is not a printed document from a healthcare facility EHR, then it **MUST** be signed by an MD, DO, NP, or PA. Electronic signatures and stamps from the healthcare facility are acceptable forms of signatures. If needed, a medical exemption document must be signed by a primary care provider; a religious exemption document must be signed by a clergy member. Refer to [CastleBranch](#) for medical exemption documents.

Medications

Students who take prescription medications should familiarize themselves with the [Student Substance Use Policy \(WFUSM\)](#).

Drug Screening

To support our students' health and their patients' safety, drug screening may be performed on students annually, by random selection, or whenever suspicion of substance misuse exists (i.e., for-cause). Drug screening will be conducted as necessary to meet any clinical site requirements for clinical rotation assignments.

Doctor of Nursing Practice Program

The Doctor of Nursing Practice (DNP) degree program prepares graduates for leadership, evidence-based care, and translational research methods for quality improvement as well as preparation at the highest level of advanced clinical practice. The DNP degree is a clinical practice doctorate and is the terminal clinical practice degree in nursing.

The DNP degree program is completed via one of the following educational tracks:

- Post-baccalaureate to DNP with Nurse Anesthesia specialization track (Nurse Anesthesia track), which is 90 credits and 36 months in length; or the,
- Post-Master's to DNP (PM-DNP) with leadership focus track is 30 credits and 24 months in length.

Students are admitted annually to both educational tracks in the fall semester.

The DNP degree program outcomes are published on the DAN website [here](#). As part of this degree program, all students are required to complete a DNP scholarly project. The DNP scholarly project is used by students to demonstrate their ability to translate research into practice. The project is completed during the final four semesters of the degree program under the guidance of a doctorally-prepared faculty member. Consistent with the overarching focus of the DNP degree, the project outcome(s) should seek to improve the quality of health outcomes, clinical practice outcomes, or healthcare policy.

The DNP project courses (i.e., NRS 790-793) are sequential and designed to guide students through the development and execution of their DNP projects. Across these courses, the DNP project course faculty serve as the DNP project advisor, guiding students through this journey. (**Note:** Students in the Nurse Anesthesia track will complete a DNP project in teams of two students per project. A maximum of three Nurse Anesthesia students per project may be allowed with course faculty approval.)

The DNP project courses are:

- **NRS 790: DNP Project Proposal Seminar:** Introduces students to the foundational elements of their doctoral projects, emphasizing the identification of practice issues and the formulation and presentation of an evidence-based proposal. Students submit a written DNP project proposal that includes background or significance of the identified issue, synthesis of the evidence supporting the chosen intervention, identification of the theoretical underpinnings and implementation framework, and proposed methodology and project measures. In addition, students virtually present their project proposal to the DNP Project Approval Committee at the end of this course.
- **NRS 791: DNP Project Planning:** Focuses on the planning phase, where students develop detailed project plans, including methodologies and evaluation strategies. Students convene their DNP project team and complete the Institutional Review Board (IRB) process(es) in this course.
- **NRS 792: DNP Project Implementation:** Centers on the implementation of the project, allowing students to apply their plans in real-world settings to address the

identified practice issue(s). Students submit an initial written manuscript and deliver a poster presentation about their project to date in this course.

- **NRS 793: DNP Project Evaluation and Dissemination:** Involves the evaluation of project outcomes and the dissemination of findings, ensuring that students contribute to the advancement of nursing practice and science. Students present their poster virtually to their cohort and faculty during the course, and an in-person dissemination occurs during a live poster session at the end of the degree program. Additionally, project findings and recommendations are disseminated to the associated project partner (e.g., organization, clinical site, etc.). A final written summary of the DNP project is required at the end of this course.

Degree Program Completion

Please see the graduation requirements found in [Satisfactory Academic Progression \(SAP\) Policy - Academic Nursing Programs \(School of Medicine\)](#).

The DAN annually holds an end-of-degree program ceremony for all graduating students who have completed the program requirements as noted above.

The following awards are given during the annual ceremony:

- DNP Excellence Award.
 - This award honors exceptional DNP scholarly work demonstrating significance, innovation, and sustainable impact on healthcare practice. The recipient has successfully translated evidence into practice improvements that advance nursing and enhance patient outcomes. The award recipient is selected by DNP faculty.
- Agatha Hodgins Memorial Award.
 - Named in honor of AANA's founder. This award is presented to a graduate who has exhibited outstanding academic and clinical performance. The award recipient is selected by the Nurse Anesthesia didactic faculty and informed by clinical evaluations of the student.
- Charles Alexander "Chal" Maree Award of Excellence.
 - Named in honor of the husband of former Program Director, Sandy Maree Ouellette. This award is presented to a graduate who has demonstrated commitment to advancing the Nurse Anesthesia profession through exemplary leadership, academic and clinical excellence, and an active role in providing and improving quality patient care. The award recipient is selected by the Nurse Anesthesia program faculty and CRNAs.
- Outstanding CRNA Instructor Award at Atrium Health Wake Forest Baptist.
 - This award identifies a certified registered nurse anesthetist who has demonstrated outstanding commitment to advancing Nurse Anesthesia practice and has significantly contributed to the graduates' education.

Selected by the graduating class. (Faculty members are not eligible for this award.)

- Outstanding CRNA Instructor Award at an Affiliate Site.
 - This award identifies a certified registered nurse anesthetist who has demonstrated outstanding commitment to advancing Nurse Anesthesia practice and has significantly contributed to the graduates' education. Selected by the graduating class. (Faculty members are not eligible for this award.)
- Outstanding Anesthesiologist Instructor Award at Atrium Health Wake Forest Baptist.
 - This award identifies an anesthesiologist who has demonstrated outstanding commitment to advancing Nurse Anesthesia practice and has significantly contributed to the graduates' education. Selected by the graduating class. (Faculty members are not eligible for this award.)
- Outstanding Anesthesiologist Instructor Award at an Affiliate Site.
 - This award identifies an anesthesiologist who has demonstrated outstanding commitment to advancing Nurse Anesthesia practice and who has significantly contributed to the graduates' education. Selected by the graduating class. (Faculty members are not eligible for this award.)

DAN Systematic Evaluation Plan

DAN embraces a continuous quality improvement model, which requires continual feedback and data to improve programs and educational track offerings. This is a multi-level process, and the following are areas which involve enrolled students, preceptors, faculty, alumni, and employers. These evaluations occur at various points and are described below. The DAN curriculum committee and educational tracks use these de-identified data for quality improvement purposes.

Students provide feedback on:

- Courses: Students evaluate all courses at the end of each semester. These evaluations are conducted electronically and are anonymous. The responses are collated and reviewed by the DAN Chair and educational track leadership. A copy of the collated responses is shared with the course faculty after course grades are filed for the semester.
- Faculty: Students evaluate all course faculty at the end of each semester. These evaluations are conducted electronically and are anonymous. The responses are collated and reviewed by the DAN Chair. A copy of the collated responses is shared with the course faculty after course grades are filed for the semester.
- Clinical sites: Students evaluate all clinical sites where a clinical rotation was completed during the semester. These evaluations are conducted electronically and are anonymous. The responses are collated and reviewed by the educational track program leadership. A copy of the collated responses is shared with the

educational track leadership after clinical course grades are filed for the semester, and the leadership provides a copy of the report to the clinical site coordinator and/or chief CRNA.

- Clinical preceptors: Students evaluate each clinical preceptor with whom they were assigned during the semester. These evaluations are conducted electronically and are anonymous. The responses are collated for each preceptor and reviewed by the educational track program leadership. A copy of the collated responses for each preceptor is shared with the educational track leadership after clinical course grades are filed for the semester. Track leadership sends a copy of the preceptor-specific report to each clinical preceptor for their personal growth.
- Self:
 - End of semester: Every student completes a self-evaluation at the end of each semester. These evaluations are conducted electronically. The educational track advisor(s) discuss the responses with the student during their scheduled end-of-semester evaluation. This is a summative evaluation process that allows the student and the leadership to reflect on accomplishments, areas for improvement, and goal setting for the next semester. Additional educational track improvements are sought during this meeting.
 - End of year and end of program: Each student completes an end-of-year evaluation in the program and an end-of-program evaluation to reflect on their progress towards achieving the DNP program outcomes and any applicable educational track competencies (e.g., COA graduate standards). These evaluations are conducted electronically. The responses are discussed with the student by the educational track advisor(s) during their scheduled end-of-year or end-of-program evaluation. This is a summative evaluation process that allows for a discussion concerning competency attainment and goal setting. Additional areas evaluated with this evaluation include the quality of advising/mentorship, institutional/program resources, student services, and the program curriculum.
- Preceptors provide feedback on student performance:
 - Preceptors submit formative evaluations and, where appropriate, summative evaluations to students while supervising a student on clinical rotation. These evaluations are discussed by the educational track leadership during the end-of-semester meetings with the student. Educational track leadership uses collated, de-identified clinical evaluation data to identify areas for improved student preparedness or gaps in the curriculum.
- Faculty provide feedback to the department:
 - Faculty members complete annual self-evaluations addressing teaching accomplishments and/or areas for improvement using course and faculty evaluation data, service, scholarly activities, needed faculty support, and

goal setting. These evaluations and any faculty and course evaluations are discussed with the department Chair.

- Alumni provide feedback to the educational track:
 - Alumni complete an evaluation of the degree program and educational track one year after graduation. The quality of the overall program and their preparation to enter DNP and specialty practice, where applicable, are queried. These evaluations are reviewed and discussed by the educational track.
- Employers provide feedback to the educational track:
 - Employers of program graduates complete an evaluation one year after the graduate has completed the program. The employer evaluates the graduate's performance and readiness to enter practice, and whether the employer would hire another graduate from the program. These evaluations are reviewed and discussed by the educational track.

Nurse Anesthesia Educational Track

With the class of 2027, the School of Medicine DAN Nurse Anesthesia track is a 36-month, 90-credit, full-time program leading to the conferral of the Doctor of Nursing Practice (DNP) degree with specialization in Nurse Anesthesia. (The class of 2025 is an 85-credit, 36-month program of study, and the class of 2026 is an 87-credit, 36-month program of study.) All Nurse Anesthesia educational track graduates may become eligible to take the National Board of Certification and Recertification for Nurse Anesthetists National Certification Examination (NCE).

Admission Criteria

The post-baccalaureate to DNP with Nurse Anesthesia specialization admission criteria are [here](#).

COA Graduate Standards

The COA Graduate Standards and case specifications appear in the [COA Standards for Accreditation of Nurse Anesthesia Programs, Practice Doctorate document](#). Students should become familiar with standard D and the appendix of this document. The COA is the primary source for complete information regarding the graduate standards that must be met before educational track completion. A minimum of 2000 clinical hours and 650 cases (including specific case types) are required by the end of educational track completion.

Plan of Study

All students follow the plan of study into which they were admitted during their first fall semester. All Nurse Anesthesia track students are required to achieve the DNP program outcomes and the COA graduate standards with minimum case numbers and clinical hours prior to program completion. Individual students may have modified plans of study due to approved course transfer credit. The plans of study for the graduating classes of 2026, 2027, and 2028 are presented below:

Class of 2026 - 87 credits

Semester	Course Name	Cr
Fall Year 1	NRS 769 Professional Role in Nurse Anesthesia***	2
	NRS 770 Conceptual Models, Quality and Safety*	2
	NRS 775 Biostatistics and Epidemiology*	3
	NRS 777 Healthcare Management, Finance, and Law*	3
	NRS 760 NRS 760 Foundations of Scholarly Writing *	1
Spring Year 1	NRS 771 Foundations of Research/QI and EBP Analysis*	3
	NRS 776 Leadership and Interprofessional Collaboration*	2
	NRS 773 Informatics and Data Driven Healthcare*	3
Summer Year 1	NRS 772 Translating Research into Practice*	2
	ANES 702 Basic Principles of Nurse Anesthesia Practice***	2
Credits Year 1		23
Fall Year 2	ANES 701 Physics and Mechanics of Anesthesia Delivery Systems**	1
	NRS 707 Advanced Health Assessment ****	4
	ANES 710 Advanced Pathophysiology I: Neuropathophysiology of Nurse Anesthesia**	2
	ANES 721 Applied Clinical Learning in Nurse Anesthesia I**	2
	ANES 752 Basic Pharmacology and Biochemistry of Nurse Anesthesia**	2
	NRS 790 Doctoral Study I*	1
Spring Year 2	ANES 704 Advanced Principles of Nurse Anesthesia Practice**	4
	ANES 712 Advanced Pathophysiology II: Cardiovascular and Cellular Pathophysiology for Nurse Anesthesia**	2
	ANES 754 Advanced Pharmacology I **	2
	ANES 722 Applied Clinical Learning in Nurse Anesthesia II**	4
	NRS 791 Doctoral Study II*	1
Summer Year 2	ANES 739 Clinical Integration Concepts 1***	1
	ANES 723 Applied Clinical Learning in Nurse Anesthesia III**	5
	NRS 792 Doctoral Study III*	1
	Credits Year 2	32
Fall Year 3	ANES 714 Advanced Pathophysiology III: Respiratory Pathophysiology for Nurse Anesthesia**	3
	ANES 756 Advanced Pharmacology II**	2
	ANES 724 Applied Clinical Learning in Nurse Anesthesia IV**	6
	NRS 793 Doctoral Study IV*	1
Spring Year 3	ANES 716 Advanced Pathophysiology IV: Pathophysiology of Abdominal Systems for Nurse Anesthesia**	2
	ANES 758 Advanced Pharmacology III**	2
	ANES 725 Applied Clinical Learning in Nurse Anesthesia V**	6
	NRS 794 Doctoral Study V*	2
	NRS 774 Healthcare Policy, Advocacy, and Ethics*	2
Summer Year 3	ANES 726 Applied Clinical Learning in Nurse Anesthesia VI**	5
	ANES 740 Clinical Integration Concepts II***	1
	Credits Year 3	32

*Online asynchronous, DNP core; **In person, specialty; ***Online asynchronous, specialty; ****Online asynchronous, APRN core

Class of 2027 – 90 credits

Semester	Course Name	Credits
Fall Year 1	NRS 780 QI and Patient Safety*	3
	NRS 781 Leadership and Ethics*	2
	NRS 769 Professional Role in NA***	3
	NRS 786 Healthcare Management and Finance*	3
Spring Year 1	NRS 705 Advanced Pharmacology****	4
	NRS 782 Applied Biostatistics for EBP*	4
	NRS 783 Healthcare Informatics and Technologies*	2
	NRS 787 Healthcare Policy, Advocacy and Law*	3
Summer Year 1	NRS 706 Advanced Physiology and Pathophysiology****	4
	NRS 784 Epidemiology and Population Health*	3
	NRS 785 Evidence Translation and Implementation Science*	2
	ANES 830 Basic Principles of NAP***	3
	Year 1 Credit Total	36
Fall Year 2	NRS 707 Advanced Health Assessment ****	3
	NRS 707 Advanced Health Assessment (Sim Lab) **	1
	ANES 831 Basic Principles of Nurse Anesthesia Lab and Simulation**	1
	ANES 832 Physics and Mechanics of Anesthesia Delivery Systems and Biochemistry **	3
	ANES 833 NAP and Coexisting Condition I**	3
	ANES 850 Pharmacology for NAP I **	3
	ANES 721 Applied Clinical Learning in NA I**	2
Spring Year 2	NRS 790 DNP Project Proposal Seminar *	1
	ANES 722 Applied Clinical Learning in NA II**	4
	ANES 834 NAP and Coexisting Conditions II**	3
	ANES 835 Advanced Principles of NAP**	4
	ANES 836 Advanced Principles NAP Sim Lab**	1
	ANES 851 Pharmacology for NAP II***	2
Summer Year 2	NRS 791 DNP Project Planning*	1
	ANES 723 Applied Clinical Learning in NA III **	4
	Year 2 Credit Total	36
Fall Year 3	NRS 792 DNP Project Implementation*	1
	ANES 724 Applied Clinical Learning in AN IV **	4
Spring Year 3	NRS 793 DNP Project Evaluation and Dissemination*	2
	ANES 739 Clinical Integration Concepts I***	1
	ANES 725 Applied Clinical Learning in NA V**	4
Summer Year 3	ANES 740 Clinical Integration Concepts II*	2
	ANES 726 Applied Clinical Learning in NA VI **	4
	Year 3 Credit Total	18

*Online asynchronous, DNP core; **In person, specialty; ***Online asynchronous, specialty; ****Online asynchronous, APRN core

Class of 2028 – 90 credits

Semester	Course Name	Credits
Fall Year 1	NRS 780 QI and Patient Safety*	3
	NRS 781 Leadership and Ethics*	2
	NRS 705 Advanced Pharmacology****	4
	NRS 706 Advanced Physiology and Pathophysiology****	4
Spring Year 1	NRS 707 Advanced Health Assessment ****	3
	NRS 707 Advanced Health Assessment (Sim Lab)**	1
	NRS 782 Applied Biostatistics for EBP*	4
	NRS 783 Healthcare Informatics and Technologies*	2
	NRS 787 Healthcare Policy, Advocacy and Law*	3
	ANES 830 Basic Principles of NAP**	3
	ANES 831 Basic of NA Sim Lab**	1
Summer Year 1	NRS 769 Professional Role in NA***	3
	NRS 784 Epidemiology and Population Health*	3
	NRS 785 Evidence Translation and Implementation Science*	2
	ANES 832 Physics and Mechanics of Anesthesia Delivery Systems and Biochemistry**	3
	ANES 833 NAP and Coexisting Condition I**	3
	ANES 850 Pharmacology for NAP I **	3
	Credits Year 1	47
Fall Year 2	ANES 835 Advanced Principles of NAP**	4
	ANES 836 Advanced Principles NAP Sim Lab**	1
	ANES 834 NAP and Coexisting Conditions II**	3
	ANES 851 Pharmacology for NAP II*	2
	ANES 721 Applied Clinical Learning in NA I**	2
	NRS 786 Healthcare Management and Finance*	3
Spring Year 2	NRS 790 DNP Project Proposal Seminar*	1
	ANES 722 Applied Clinical Learning in NA II**	4
Summer Year 2	NRS 791 DNP Project Planning*	1
	ANES 723 Applied Clinical Learning in NA III**	4
	Credits Year 2	25
Fall Year 3	NRS 792 DNP Project Implementation*	1
	ANES 724 Applied Clinical Learning in NA IV**	4
Spring Year 3	NRS 793 DNP Project Evaluation and Dissemination*	2
	ANES 739 Clinical Integration Concepts I***	1
	ANES 725 Applied Clinical Learning in NA V**	4
Summer Year 3	ANES 740 Clinical Integration Concepts II***	2
	ANES 726 Applied Clinical Learning in NA V**I	4
	Credits Year 3	18

*Online asynchronous, DNP core; **In person, specialty; ***Online asynchronous, specialty; ****Online asynchronous, APRN core

Expectations of Students

Nurse Anesthesia track students are expected to fully engage in and participate in all specialty track-related activities, including, but not limited to, course meetings, clinical experiences, workshops, programmatic review, and end-of-semester/year/program evaluation meetings. Participation includes thorough and timely preparation for didactic and clinical interactions.

Professional behavior is a key component of Nurse Anesthesia track student success. It includes a commitment to academic and personal integrity and is to be exhibited on campus, on-site with any program-related clinical affiliates, or during specialty track-related activities (e.g., conference attendance).

The email address issued by the School of Medicine is the required communication route for all DNP and educational track-related communications. Students are required to check their School of Medicine-issued email frequently, at least every 48 hours, and respond within one to two business days. Communication via email will only occur through your School of Medicine-issued email and not through any personal email system. Program and educational track-related information is disseminated electronically and/or in hard copy, and students are responsible for reading all information sent to them. To receive changes in clinical assignments and other essential program information, students must have active cell phone and voice mail capabilities.

Academic advising/mentoring is an essential component of student success, and students are required to meet with their academic advisor at least once per semester.

All Nurse Anesthesia track courses require access to the School of Medicine's learning management system (LMS). Students must have a portable device (e.g., laptop) that allows them to access the necessary resources to support their education. Based on feedback from prior Nurse Anesthesia graduates, it is strongly suggested that students also have access to a tablet device.

Membership in the American Association of Nurse Anesthesiology (AANA) is required throughout the program, and the student is responsible for the membership cost. Nurse Anesthesia track leadership will advise regarding the timing for AANA enrollment.

Compliance with all admission requirements (e.g., ACLS, RN licensure, etc.) is required upon matriculation into the educational track and must be maintained throughout enrollment to participate in clinical site rotations. These requirements are mandated by the School of Medicine, other third-party entities, and/or the educational track clinical site affiliations. The educational track reserves the right to modify these requirements as necessary to comply with all agencies. Students who fail to maintain compliance with these requirements may be suspended from clinical rotations until the student is brought back into compliance. Delays due to noncompliance may extend program completion.

Time Commitment

The time commitment for the Nurse Anesthesia educational track consists of a reasonable number of hours to ensure patient safety and promote effective student learning, consistent with the COA accreditation standards. Students should refer to the DAN Fatigue, Sleep, and Work Effects section of this Handbook for specific requirements.

Students have predetermined breaks annually while enrolled in the program. Please refer to the [DAN academic calendar](#) and the [Attendance Policy - Academic Nursing \(School of Medicine\)](#) for more information.

Review Course

The educational track uses review materials, courses, and activities to support student success with the SEE and NCE. If the educational track Program Director believes a student would benefit from attending another review course, an excuse from clinical responsibilities may be granted.

Post Graduation Employment Interviews

Students may request up to three days release from clinical responsibilities to attend interviews for future employment as nurse anesthetists. These days require prior approval from the Program Director or designee. Requests must be submitted via the [RedCap link](#) at least three weeks before the interview date. Please refer to the [Attendance Policy - Academic Nursing \(School of Medicine\)](#) for more information.

Virtual Examinations

The use of virtual examination windows to assess knowledge competencies provides greater flexibility for students and allows them to experience the examination at a time optimal for their performance. Students are provided with the following information to ensure fair, secure, and consistent examination experiences. All test materials and items are proprietary and confidential to the educational track and are not to be reproduced or distributed in any manner. Failure to maintain the confidentiality of examination materials will result in disciplinary action. Please refer to the [Exam and Assessment Policy - Academic Nursing Programs \(School of Medicine\)](#) for more information.

Student Preparation

- Have a reliable internet connection and a suitable device to take the examination.
- Familiarize yourself with the examination platform and ensure you have access to any optional or required materials before beginning the examination.
- Allowed the use of two (2) pieces of scratch paper and a writing device (e.g., pen/pencil)
- Allowed the use of one (1) basic-function calculator.

Entry/Exit Procedures

- Prior to the start of the exam, present to the camera all testing materials being used during the examination, as allowed by the faculty.
- Prior to exam submission, present to the camera any scratch paper used and perform shredding of this scratch paper for the camera.

Specifics

- Opens at 17:00 EST on Tuesday, the date the exam is scheduled.
- Remains open for a total of five (5) calendar days.
- Closes at 23:59 EST on Sunday following the opening date.
- Duration is 75 minutes or as determined by the instructor.
- Examinations present one question per screen.
- Students do not have the ability to move backward within the examination.
- Any skipped questions, whether intentional or unintentional, will be scored, and there will not be an opportunity to enter exam item responses later.

Mastery Learning

Mastery learning philosophy is applied to anesthesia core and APRN core courses to ensure students master important concepts before progressing to more advanced content. To promote mastery learning, **students who fail any examination with a grade below 80% will be required to demonstrate mastery of the examination content.** Demonstration of mastery will be by completing an assignment determined by the faculty of record.

The mastery learning assignment may be used as an opportunity for grade replacement **once per semester**. Failure of all examinations will result in a failing grade for the course. Should the student pass the first opportunity to demonstrate mastery, the failed examination grade will be replaced with an 84%. Should the student require a second attempt to demonstrate mastery, an oral examination by the Course Director must be conducted within two (2) weeks following the first attempt. Should the student successfully pass this second opportunity to demonstrate mastery, the failed examination grade will be replaced with an 80%.

Simulation

Students will engage in varying levels of simulation throughout the Nurse Anesthesia track program. Simulation will range from the use of low-fidelity task trainers to high-fidelity manikins and involve best practice debriefing processes, as appropriate. These simulated activities are required components of a student's education and provide a safe environment for the student to develop their knowledge and skills.

Simulation is aimed at preparing the student for initial entry into the clinical setting and will address components including, but not limited to: airway management, case preparation, and high-fidelity simulated scenarios to practice anesthetic induction and emergence. Simulated activities build complexity throughout the program, targeting increasingly complex cases or less frequently experienced but life-threatening scenarios. In addition, opportunities for interprofessional education, such as simulated activities, are sought for participation by Nurse Anesthesia track students. Appropriate student-level case scenarios are scripted to engage the student's knowledge of physiology, pathophysiology, pharmacology, and other pertinent anesthesia principles. Simulation will be integrated into many courses throughout the program and will be used as an evaluative tool with appropriately defined measures of performance.

Summative Evaluations

Students receive formative evaluations while participating in clinical site affiliation activities (see also “preceptor evaluations” above) and while in simulation-related activities. The Nurse Anesthesia track leadership uses these formative evaluations to develop end-of-semester summative evaluations. The summative evaluation process includes didactic, simulation, and clinical performances. Each student completes a self-reflection at the end of each semester concerning their/ individual achievements, areas for improvement, and goals for next semester. This reflection is discussed during the summative end-of-semester or end-of-year meeting with the educational track leadership.

Each student is required to meet with their academic advisor at least once per semester, and the summative evaluation meeting meets this expectation.

As necessary, additional meetings with the track leadership or faculty may be scheduled throughout the semester to discuss course- or other track-related issues.

An end-of-year evaluation and an end-of-program evaluation will be conducted to evaluate and document a student’s achievement of the DNP program outcomes and the COA graduate standards.

Student Leadership

Leadership skills are a valuable professional attribute for students entering the Nurse Anesthesia specialty area, and the Nurse Anesthesia track faculty seek to support and enhance their skill development. Multiple opportunities are available to students throughout the program to build on these skills. Educational track faculty value student input in various facets of the program and have created the following leadership positions to mentor students.

Students may be considered to serve on an AANA or NCANA committee with the approval of the Nurse Anesthesia Program Director. Information regarding student positions will be made available on an annual basis.

- **Class Representative**
 - Elected by the class. The class representative acts as a liaison on behalf of the class to the Nurse Anesthesia track Program Director. This person meets with the Program Director on a periodic basis and participates in various program-related activities as a student representative, as requested by the Program Director. The class representative is elected during the first semester of the program, serves in this role for the duration of the program, and provides class remarks at the end of the program celebration.
- **Peer Mentor**
 - Matched at the end of the 1st year with mentee(s) to serve as a peer mentor to incoming admission cohort students. The mentor serves in this role for the remaining duration of their program.
- **AANA Representative**

- The AANA Education Committee includes one Nurse Anesthesia track resident/student elected by their peers for a one-year term. The Program Director must grant approval to run for this position. Service includes participating in Education Committee meetings and conference calls, serving as an information source for students, enhancing communication between the student body and the committee, and facilitating posts on social media.
- NCANA Representative
 - The NCANA Board of Directors also includes students who rotate annually from three (3) NC Nurse Anesthesia programs. One representative from each school is included, and the Program Director selects the student representative from the DAN. Service includes attendance at all NCANA board meetings and events.
- Deacon Delegate
 - Students will engage with prospective, new, and established students through Instagram. Deacon Delegates will serve as online representatives for the School of Medicine, fostering an engaging, supportive, and vibrant digital community. Students interested can complete the application [here](#).

Process for Selecting Students for External Opportunities

The Nurse Anesthesia track program may be offered the opportunity to select one or more enrolled students to participate in an activity outside the program's requirements. The participation expenses may be provided or reimbursed by an external entity (e.g., future employer).

The program administrators will select one or more students for external opportunities using the following criteria:

- Activity is consistent with the student's needs and the program's mission.
- Student(s) is/are in good academic standing
- Student(s) has/have consistently positive clinical evaluations (if appropriate for the phase in program progression).
- Student(s) may professionally, clinically, or academically benefit from the activity and participation supports student(s) successful programmatic progression and/or completion.
- Student(s) participation in the activity will have minimal impact on student(s) ability to obtain clinical experiences required to complete the program.
- Limit of one external activity per student per year.
- Students in program leadership roles receive greater consideration when multiple candidates apply.

Full or partial release from clinical responsibilities may be offered to the student(s) to participate in the activity at the Program Director's discretion.

It is the student's responsibility to determine whether participating in any activities offered may impact the student's personal financial aid awards. The program will bear no financial or other responsibility for students' participation in the activity. Student(s) is/are expected to adhere to professionalism and honor code expectations established by the Department of Academic Nursing and School of Medicine while representing the Nurse Anesthesia track program at the activity. Any violation of university, school, department, or educational track policies or expectations may be actionable.

Self-Evaluation Examination (SEE)

The National Board of Certification and Recertification for Nurse Anesthetists (NBCRNA) offers a self-evaluation exam (SEE) for students enrolled in Nurse Anesthesia educational programs. This examination is intended to measure a student's knowledge within several defined areas or domains important to Nurse Anesthesia practice. Performance on the SEE may indicate performance on the National Certification Examination (NCE).

Students are required to take the SEE twice during the Nurse Anesthesia track educational program: once during the second year and once in the third year. The specific date range when a student will take these respective examinations is determined annually by the Nurse Anesthesia program faculty and is communicated to the students in their respective course syllabi, as appropriate.

In the third year of the program, students are required to achieve an SEE score of 430 or greater to successfully complete the program. If a student does not achieve the minimum SEE score of 430 during the third year in the program by the Friday before the scheduled end of the program, the student will receive an "incomplete" grade for ANES 740. This could cause the student's expected end of program or graduation date to change.

The Nurse Anesthesia program covers the costs for two self-evaluation examinations per student. If additional self-evaluation examinations are required to meet program requirements, the student will be responsible for any associated costs.

The NBCRNA complies with the Americans with Disabilities Act (ADA) and provides reasonable accommodations for persons with documented disabilities. More information regarding the SEE can be found under [SEE Resources](#) on the NBCRNA website.

National Certification Examination

The National Certification Examination (NCE) is administered by the National Board of Certification and Recertification for Nurse Anesthetists (NBCRNA) and is a requirement by State Boards of Nursing for licensure and practice as a nurse anesthetist. Successful completion of the NCE is required to obtain the credential, Certified Registered Nurse Anesthetist (CRNA). Graduates of the School of Medicine DAN DNP with Nurse Anesthesia specialization program will be eligible to apply to the NBCRNA and sit for the

NCE immediately upon program completion. Information regarding the NCE is available under [NCE Resources](#) on the NBCRNA website.

Student Employment While in Program

Students are strongly discouraged from seeking outside employment during the program, and there is a low threshold for tolerating declining academic performance because of outside employment. Students who are satisfactorily progressing through the program may wish to seek outside employment. Please refer to the [Student Employment Policy - Academic Nursing Programs \(WFUSM\)](#) for more information.

Quality Improvement

The Nurse Anesthesia track program uses data received from students, preceptors, alumni, and employers to continually improve student experiences, track effectiveness, and the quality of instruction. In addition, scores on the SEE, NCE, and attrition and employment rates are used to drive improvements. These de-identified, collated, and summarized data are annually reviewed by the educational track leadership and faculty and shared with the DAN curriculum committee, as necessary, for substantive track changes.

Nurse Anesthesia Clinical Education

The following information describes pertinent information regarding Nurse Anesthesia track students' clinical education. Additional facility-specific details and reference documents are posted in the Typhon portal. Students may only participate in anesthesia service delivery at COA-approved clinical sites. The student must review the clinical site information in Typhon to ensure that they do not deliver anesthesia services in a location that is not COA-approved. If there are questions, students should contact the program leadership immediately to confirm site COA approval.

Clinical Health System or Facility Credentialing Issues

Prior to matriculation and through Nurse Anesthesia track program completion, students must disclose to the Nurse Anesthesia track program leadership if they have been found guilty of a Health Insurance Portability and Accountability Act (HIPAA) violation and/or if they will have any problems, issues, or barriers to completing credentialing at any clinical sites and/or health systems where Nurse Anesthesia track program students will be assigned for clinical rotations. The School of Medicine Nurse Anesthesia track program is not responsible for securing alternative clinical sites if a student cannot successfully be assigned and complete clinical rotations at one or more of the program's available clinical sites. Clinical assignments will not be altered to accommodate an enrolled student's inability to obtain facility credentialing to complete a clinical assignment.

Site Rotations

The days per week and the times of clinical activities are determined by the program and the clinical site to which a student is assigned. Clinical rotations may be scheduled any day of the week, and students will participate in clinical activities during a "call shift," as defined by the Council on Accreditation (COA). A "call shift" is an evening after 7 p.m., a

night prior to 7 a.m., or weekend coverage on Saturdays or Sundays. Students may be assigned to a 24-hour call experience. Daily clinical schedules are site-specific, vary in length, and may occur during the day, evening, night, or on weekends. Students may take additional “call” experiences at certain clinical rotations, provided all COA standards are honored, and these experiences provide valuable learning to the student.

Clinical assignments may be one, two, three, four, or five days per week, depending on the student’s program progression and the clinical site’s discretion. Students should anticipate approximately 10-12 hours in the clinical setting per course credit for the Nurse Anesthesia track clinical courses. For example, when enrolled in a four-credit Nurse Anesthesia track clinical course, the student should expect to spend approximately 40-48 hours per week in the clinical setting each week during the semester.

The duration of clinical assignments varies but generally ranges from two to six weeks, depending on site requests and clinical objectives. There may be situations where students are assigned to a specific clinical site for shorter or longer than the typical period.

Student clinical credentialing processes vary across clinical sites, and it is the student’s responsibility to ensure that all required site documentation is received on time to avoid a delay in the start of the rotation. A student who has not successfully completed the credentialing onboarding process for a given site may be denied access to that clinical site, extending the student’s program completion end date.

Specific clinical site requests influence clinical rotation assignments, the number of students simultaneously accessing the same clinical site, student requirements for meeting the end-of-program graduation requirements (e.g., clinical experiences, case totals, etc.), and fluctuating patient populations. Clinical site rotations to the same facility may differ from one student to another, depending on the above factors.

Students are required to obtain the COA-specific minimum total clinical hours and cases to complete the specialty program. Total clinical hours are the sum of actual anesthesia administration time (defined as “anesthesia time”) and other time spent in the clinical area. Examples of other clinical times include pre-anesthesia evaluation, post-anesthesia evaluation, and operating room preparation. Visiting the clinical facility the day before the assigned clinical day to conduct preoperative evaluations does not count towards clinical hour calculation for the assigned clinical day. In accordance with facility policy, a student is expected to conduct and document a preoperative and post-operative evaluation for each patient cared for by the student.

While attending clinical rotations, students are expected to wear business casual attire when entering and exiting the clinical site, and to follow all clinical site policies and procedures (including the use of scrub attire and/or lab coats while in the facility).

Students will be assigned clinical rotations at the program’s discretion, and all students may not be assigned to all affiliated sites. Please see the Typhon clinical tracing software

for details on facilities, including information on case types, skills, and experiences that students should prioritize during their rotation at that facility.

- Atrium Health Wake Forest Baptist
 - Atrium Health Levine Children's (formally AHWFB Brenner Children's Hospital)
 - Pediatrics, intra-abdominal, intracranial, oropharyngeal, intrathoracic, neuro, vascular
 - Physician-led anesthesia care team
 - Days
 - Davie Medical Center
 - Community hospital, neuro, vascular
 - Physician-led anesthesia care team
 - Days
 - High Point Medical Center
 - Cardiothoracic, lungs, neuro, neck
 - Physician-led anesthesia care team
 - Days
 - Lexington Medical Center
 - Community, regional, intra-abdominal, oropharyngeal, intrathoracic, neck, neuro, vascular
 - Physician-led anesthesia care team
 - Days
 - Outpatient Surgical Center
 - Community, regional, intra-abdominal, oropharyngeal, intrathoracic, neck, neuro, vascular
 - Physician-led anesthesia care team
 - Days
 - Winston Salem Campus
 - Level I trauma center; cardiothoracic, lungs, regional, pre-admission clinic, medical intensive care unit (IPE), intra-abdominal, intrathoracic, neck, neuro, vascular
 - Physician-led anesthesia care team
 - Days, call experiences, evenings, weekends
 - Wilkes Medical Center
 - Community hospital, pediatrics, regional, intra-abdominal, oropharyngeal, neck, neuro, vascular
 - Physician-led anesthesia care team
 - Days
- Atrium Health Cabarrus
 - Cardiothoracic anesthesia, lungs, neuro anesthesia, pediatrics, intra-abdominal, intrathoracic heart, intrathoracic lung, neck, vascular
 - Physician-led anesthesia care team
 - Days
- Atrium Health Carolinas Medical Center

- Level 1 trauma center, intrathoracic heart, intrathoracic lung, neck, vascular, peds, obstetrics, neuro
 - Physician-led anesthesia care team
 - Days
- Boston Medical Center**
 - Cardiothoracic anesthesia, lungs, neuro anesthesia, intra-abdominal, oropharyngeal, neck
 - Physician-led anesthesia care team
 - Days
- Catawba Valley Medical Center**
 - Community, lungs, neuro anesthesia, pediatrics, regional, neck, vascular, intra-abdominal, oropharyngeal
 - Physician-led anesthesia care team
 - Days
- Cone Health System
 - Cone Health Alamance Regional
 - Community hospital, neuro anesthesia, pediatrics
 - Physician-led anesthesia care team
 - Days
 - Cone Health Annie Penn Hospital
 - Community hospital, regional, intra-abdominal, oropharyngeal
 - Physician-led anesthesia care team
 - Days
 - Cone Health Moses Cone Hospital & Women's & Children's Center
 - Cardiothoracic anesthesia, lungs, neuro anesthesia, obstetrics, intra-abdominal, intracranial, oropharyngeal, intrathoracic, intrathoracic heart, intrathoracic lung, neck, vascular
 - Physician-led anesthesia care team
 - Days
 - Cone Health Wesley Long Hospital
 - Community, intra-abdominal, oropharyngeal
 - Physician-led anesthesia care team
 - Days
- Eastern New Mexico Medical Center**
 - Community, obstetric, regional
 - CRNA only
 - Days, call
- Frye Regional Medical Center**
 - Cardiothoracic anesthesia, neuro anesthesia, intra-abdominal, intracranial, oropharyngeal, intrathoracic, intrathoracic heart, intrathoracic lung, neck, and vascular
 - Anesthesia Delivery type
 - Days, call
- Massachusetts General Hospital**

- Level I trauma center; cardiothoracic anesthesia, lungs, neuro anesthesia, intra-abdominal, intracranial, oropharyngeal, intrathoracic, intrathoracic heart, intrathoracic lung, neck, vascular
- Days
- Nationwide Children's Hospital**
 - Pediatrics, intra-abdominal, intracranial, oropharyngeal, intrathoracic, intrathoracic heart, intrathoracic lung, neck, vascular
 - Specific orientation dates
 - Days
- Novant Health
 - Novant Health Forsyth Medical Center
 - Cardiothoracic anesthesia, lungs, neuro anesthesia, regional, intra-abdominal, intracranial, oropharyngeal, intrathoracic, intrathoracic heart, intrathoracic lung, neck, vascular
 - Physician-led anesthesia care team
 - Days
 - Novant Health Huntersville Medical Center
 - Community hospital, intra-abdominal, oropharyngeal, intrathoracic, intrathoracic heart, neck, neuro
 - Physician-led anesthesia care team
 - Days
 - Novant Health Matthews Medical Center
 - Community hospital, intra-abdominal, oropharyngeal, neuro
 - Physician-led anesthesia care team
 - Days
 - Novant Health Medical Park
 - Community hospital, pediatrics, intra-abdominal, oropharyngeal, neck, vascular
 - Physician-led anesthesia care team
 - Days
 - Novant Health Presbyterian Medical Center
 - Cardiothoracic anesthesia, lungs, neuro anesthesia, pediatrics, intra-abdominal, intracranial, oropharyngeal, intrathoracic, intrathoracic heart, intrathoracic lung, neck, vascular
 - Physician-led anesthesia care team
 - Days
 - Novant Health Rowan Medical Center
 - Community hospital, intra-abdominal, oropharyngeal, intrathoracic, neck, neuro, vascular
 - Physician-led anesthesia care team
 - Days
- Quincy Medical Group**
 - Community Hospital, neuro anesthesia, pediatrics, regional, intra-abdominal, oropharyngeal
 - CRNA only
 - Days

- Randolph Health**
 - Community hospital, obstetrics, regional
 - Days
- Salem Hospital – Mass General Brigham**
 - Community hospital, lungs, obstetrics, regional, intra-abdominal, oropharyngeal, intrathoracic lung, neuro, vascular
 - Days
- Department of Veteran Affairs
 - Salem VA Medical Center**
 - Lungs, regional, intra-abdominal, oropharyngeal, intrathoracic heart, intrathoracic lung, neck, neuro, vascular
 - Physician-led anesthesia care team
 - Days
 - W.G. (Bill) Hefner Salisbury
 - Community, regional, intra-abdominal, oropharyngeal, intrathoracic, intrathoracic lung, neck, vascular
 - Physician-led anesthesia care team
 - Days
- San Luis Valley Regional Medical Center**
 - Community hospital, regional, obstetrics
 - CRNA only
 - Days
- Santiam Hospital**
 - Community hospital, obstetric, pediatrics, regional, oropharyngeal, vascular
 - CRNA only
 - Days, call
- UNC Health
 - Appalachian – Cannon/Watauga
 - Community hospitals, regional, intra-abdominal, oropharyngeal, intrathoracic, intrathoracic heart, intrathoracic lung, neck, vascular
 - Cannon
 - CRNA only
 - Days
 - Watauga
 - Physician-led anesthesia care team
 - Days
 - Blue Ridge (pending COA approval)
 - Community hospital; regional, obstetrics, intra-abdominal, oropharyngeal, ortho
 - Valdese (pending COA approval)
 - Ambulatory surgical center; regional, general surgery, podiatry

*****Elective Clinical Facility***

Students are responsible for all costs associated with attending assigned clinical sites and corresponding clinical activities. The DAN and the Nurse Anesthesia track program

will provide funding to cover distance secondary housing costs when or if funding is available. However, departmental funding is **NOT** guaranteed, and students remain responsible for all costs associated with assigned clinical rotations.

The program reserves the right to make or alter clinical site rotation assignments with limited notice based on student, facility, and/or program needs. In addition, the program will continue to secure additional clinical sites to enhance students' clinical experiential learning.

Students must rotate to the assigned clinical sites necessary to meet program requirements.

Students are required to participate in all facility clinical site orientation activities. Clinical course syllabi will delineate semester performance requirements.

While on rotation at a facility, students are expected to attend and/or participate in any educational sessions hosted at the facility (e.g., grand rounds, clinical case conferences held prior to the start or end of the operating day).

Students are not permitted to take time off while at a clinical site unless explicit prior approval has been obtained from the Program Director or their designee.

Students seeking weekly or rotational clinical assignment modifications for personal reasons must first communicate these requests to the course faculty for approval. Personal requests will be considered on a limited basis, and requests may not be approved.

Students are **NOT** to approach the clinical coordinator to request personal time away from the clinical setting – only the program leadership may approve time away from clinical.

Clinical site coordinators are authorized to modify the student's weekly clinical assignment while at the facility to maximize student learning and clinical experiences. If the clinical site coordinator modifies a student's weekly clinical schedule to optimize student learning experiences and this schedule is different from the one originally assigned by the program, the student is expected to communicate such changes to the course faculty via email prior to beginning the modified schedule. For emergency contact purposes, the School of Medicine, DAN, and program must know when a student is in the clinical environment. It is the student's responsibility to communicate directly to the program any scheduling changes not previously approved by the course faculty. Text messaging is not appropriate for this level of communication.

Students may respond to emergency resuscitations only if accompanied by a certified registered nurse anesthetist or an anesthesiologist.

Each clinical site will offer different clinical experiences with differing patient populations. Students are expected to demonstrate self-initiative and communicate with the clinical site coordinator or designee to actively seek out those clinical experiences that will

continually foster self-growth and readily facilitate program completion requirements. It is typical to see a degree of variability between students when assessing total clinical hours, case numbers, and case types. Every student will experience the program differently, but all students will complete minimal hours and case numbers before program completion.

Attendance

Please review the [Attendance Policy - Academic Nursing \(School of Medicine\)](#) in PolicyTech.

Students are to be present and available for case experiences during each assigned clinical rotation on the assigned clinical days. The following describes situations that may occur while enrolled in the program.

Early Release from Clinical

- Standard Early Release: Program leadership (Program Director or associate Program Director) must approve any early release from clinical rotations. Students must obtain this approval via email before leaving the clinical site.
- Limited Preceptor Discretion: CRNA preceptors may dismiss students up to 1 hour before the scheduled end time without requiring program leadership approval. Students must still obtain program leadership approval for dismissals more than 1 hour early.
- Lack of Clinical Opportunities: If the clinical schedule does not provide meaningful learning opportunities (e.g., cases cancelled, low case volume, or procedures outside the student's scope), the CRNA preceptor will notify program leadership via email.
- All early dismissals must be documented according to program procedures. Without prior program approval, students cannot request early release directly from site coordinators or preceptors.
- If the program leadership receives communication from a clinical site that a student has left the clinical site early without obtaining prior program leadership approval (except in situations for imminent student personal harm or injury), we will assign an activity that to the student that will be required to be submitted by a specified due date to make up for the lost clinical time and pass the current clinical course.
- If a student departs clinical rotations early without prior program leadership approval two or more times during the entire program, the student will be at risk of failing the currently enrolled clinical course in which the second instance occurred. In addition, the student may be dismissed from the program due to unprofessional behavior per the Professionalism and Honor Code policy.

Unplanned Clinical Absence

- Please see the Unplanned Illness/Absence section of this Handbook.

Orientation

At least six calendar weeks prior to starting a clinical rotation, each student must review the site information in the Typhon portal and send an email to the clinical site coordinator to confirm site information accuracy and readiness to start the rotation. Timely communication with the clinical site coordinator or designee(s) is essential and **required at least two calendar weeks prior to orientation** to ensure proper preparation and scheduling. An orientation to a clinical affiliation's operating room will be conducted by a program-designated clinical site coordinator or their designee prior to initial clinical experiences. Students are required to participate in this orientation. Students will spend time becoming familiar with the operating rooms, the anesthesia workroom, the pharmacy system, the post-anesthesia recovery area, the anesthesia office, and the anesthesia library, if available. Students must respond promptly to all correspondence from clinical site coordinators and proactively address any scheduling conflicts or questions. Lockers may be assigned during the orientation period. These orientation sessions may occur on a weekend, if necessary. It is each student's responsibility to check the Typhon portal prior to each rotation for all relevant information associated with a site.

Attire

Each clinical site will have its own policy regarding operating room attire. When in the operating room and the labor and delivery areas, scrub attire is worn. All hair must be completely covered with a surgical hat. Surgical masks are always to be worn in the operating room. Operating room scrubs may be worn without cover-ups outside the operating room or labor and delivery area when anesthesia providers are answering emergency pages in the hospital. At all other times, cover-up gowns provided are to be worn when outside the operating room and labor and delivery area.

Jewelry (necklaces, earrings, rings, and bracelets) is not acceptable in the operating room. Violation of facility dress code policies can result in severe penalties from one or more entities (e.g., OSHA, state department of health, facility accreditors (e.g., The Joint Commission), or other regulatory agencies).

Specific policies for scrub attire at the various clinical affiliations are included in the orientation to each clinical affiliation.

Preparation

It is the student's responsibility to be prepared for clinical activities. Clinical preparation involves reviewing a patient's medical history and planned procedure, developing a plan of care, and communicating information to the other anesthesia care team members (e.g., CRNA, anesthesiologist). It requires the student to be knowledgeable about planned surgical procedures, possible anesthetic options, and potential anesthesia complications given the patient's history and planned procedure. When it is necessary to conduct an in-person interview of a patient outside of the preoperative holding environment, students are expected to wear a lab coat or other cover-up attire with proper identification clearly visible. Students are expected to wear their School of Medicine identification while in the clinical setting and any additional identifications that may be issued by the specific clinical site.

Students are expected to discuss anesthetic techniques, agents, and specific problems for case management with the assigned clinical site preceptor (i.e., anesthesiologist and/or CRNA) before initiating care of the patient.

Students are responsible for preparing the operating room anesthesia workspace for assigned cases. This includes, but is not limited to, conducting an anesthesia machine checkout at the start of the day (even if a facility anesthesia technician may have previously completed such a check), preparing medications, ensuring availability of all needed supplies, and checking pertinent equipment to be used during a case.

Students are responsible for all equipment they use during the clinical rotation and are responsible for cleaning and checking all such equipment in accordance with facility policy. If a student identifies the need for equipment repair, they should immediately report the problem to the assigned clinical site preceptor or designee.

When students are finished with their assigned cases for the clinical day, they must check in with the clinical site coordinator or designee for the day, before leaving the facility. It is not acceptable professional behavior to leave the clinical site without communicating with the Coordinator or designee. It is not acceptable to leave the clinical site early without program approval.

Students are to adhere to each clinical site's infection prevention and control policies, standards of practice, and other institutional policies regarding patient safety.

There will be situations when a student may not be able to prepare for a case as thoroughly as possible (e.g., added, unplanned, or emergency cases). It is the student's responsibility to communicate any personal knowledge deficits to the clinical site preceptor prior to engaging in patient care. It is not acceptable to misrepresent your knowledge and/or skills at any time within the program.

Anesthesia Management Plan (AMP)

Students enrolled in clinical courses and for specific rotations must prepare and submit to the clinical course faculty one complete AMP per clinical day. This AMP is to be prepared for the most complex scheduled patient using the provided template and uploaded to the course learning management system (LMS) portal. The AMP must be reviewed and signed by the assigned clinical preceptor or an anesthesiology attending prior to submitting to the course LMS portal. Submission of signed care plans is in accordance with the respective course syllabi and determined by the course faculty.

In addition, all students are expected to prepare clinical case cards for all assigned patients that should be used when discussing patient care with the assigned preceptor and/or anesthesiology attending. These clinical case cards are abbreviated AMPs and should include information (e.g., patient-specific medication dosing, medical and surgical history, etc.) that will influence planned patient care. These clinical case cards do not need to be signed or submitted to the course LMS portal.

Students will comply with all HIPAA requirements pertaining to patient confidentiality and the protection of sensitive health care-related information. AMPs and clinical case cards must be de-identified to protect patient anonymity. Students are not to share personally developed AMP materials (e.g., electronic files) with other Nurse Anesthesia educational program students. Individual learning includes seeking, retrieving, and applying information. AMPs are a mechanism for individualized learning. Using another student's work may constitute plagiarism and may be reviewed under the [Professionalism and Honor Code Policy - Academic Nursing Programs \(School of Medicine\)](#).

Supervision

Supervision in anesthetizing locations is limited to CRNAs and anesthesiologists who are institutionally credentialed to practice and immediately available for consultation. Students will always be supervised by a CRNA or physician anesthesiologist while in the clinical setting delivering anesthesia services, including call rotations. Clinical preceptors are individuals who are educated and trained in the field of anesthesiology, actively engaged in clinical practice, and possess the expertise necessary to clinically instruct Nurse Anesthesia students.

Supervision by graduate-registered nurse anesthetists, physician residents, or anesthesiologist assistants is never appropriate, even if a physician anesthesiologist is involved.

The clinical supervision ratio of students to clinical preceptor ensures patient safety by taking into consideration: the complexity of the anesthetic and/or surgical procedure, the student's knowledge and ability, and the comorbidities associated with the patient. At no time does the number of students directly supervised by an individual clinical preceptor exceed 2:1.

Students are not permitted to attempt clinical interventions without CRNA and/or an anesthesiologist supervision, except for those nursing skills which were acquired prior to entering the Nurse Anesthesia educational program (e.g., starting IV lines, signing out medications, etc.).

Documentation

Clinical documentation includes, but is not limited to, the following items:

- Anesthesia management plans
- Clinical case experience record
- Evaluations completed by preceptors
- Evaluations completed by the student on preceptor(s) and clinical sites
- Patient health records (electronic and paper)

Students are to maintain accurate and complete clinical documentation throughout the program. All documentation must be HIPAA-compliant.

Experience Tracking

All clinical case experiences and management specifics must be documented at least once per week, but students are strongly encouraged to complete this documentation daily. This information is reviewed on a regular basis by Nurse Anesthesia track leadership and is used to determine clinical rotation modifications, as necessary, and future clinical assignments. Students will document case management specifics using a third-party software program (i.e., Typhon). Failure to complete the required documentation may negatively impact the student's clinical course grade. A student can only claim credit for cases in which they personally provided anesthesia care during critical portions of the case. Only those procedures (e.g., spinal, central line, intubation) that were personally performed may be counted towards total case numbers required for specialty track program completion.

Formative Evaluations by Preceptors

Timely feedback regarding individual clinical performance (i.e., formative evaluation) is an important feature of education and is useful for continual improvement. Students receive clinical performance evaluations (i.e., formative evaluations) from their assigned clinical preceptor. The frequency of these evaluations is determined by the student's progress within the Nurse Anesthesia track program and the facility's clinical infrastructure. See the clinical site facility listing section describing specific case types, including evaluation frequency expectations. Failing to obtain clinical evaluations from preceptors may negatively impact the student's clinical course grade.

Patient Health Records

Students are required to comply with all clinical site affiliation policies and procedures regarding patient health care records. This information will be shared with the students during the clinical site orientation process. HIPAA compliance and patient confidentiality are to be maintained.

Adverse Outcomes

If a student participates in the administration of anesthesia to a patient who experiences significant intraoperative difficulty or in whom postoperative complications occur, these events are to be recorded per the individual clinical affiliation policy. Students should seek guidance from the clinical site coordinator and a program administrator on the appropriate procedure before submitting any report. Students are responsible for reporting any untoward or suspected untoward events to the clinical site coordinator and the School of Medicine Nurse Anesthesia track leadership within 24 hours of the incident. When in doubt, call the Nurse Anesthesia track leadership. Students involved with cases involving patient morbidity or mortality may also need to meet with School of Medicine risk management personnel. Students are required to submit documentation for adverse events to the School of Medicine, including needlestick injuries and medication errors.

Post-Master's to DNP Educational Track

The post-Master's to DNP track (PM-DNP track) is designed for advanced practice registered nurses and those who have a master's degree in nursing who seek a

leadership-focused DNP degree. The School of Medicine post-Master's to DNP curriculum aligns with and includes core courses reflecting the AACN *Essentials: Core Competencies for Professional Nursing Education*. This DNP degree program is 30 credits across 24 months and is primarily administered in a distance education format. However, there may be several onsite sessions scheduled well in advance to accommodate students' schedules. The curriculum has lockstep offerings, and an admission cohort begins and ends together.

Students are encouraged to review the policies and procedures for information related to the PM-DNP track.

Admission Criteria

The PM-DNP track admission criteria are [here](#).

Plan of Study

The PM-DNP plan of study is published on the DAN website [here](#), and below:

Class of 2026 – 30 Credits

Semester	Course Name	Credits
Fall Year 1	NRS 780 QI and Patient Safety	3
	NRS 781 Leadership and Ethics	2
Spring Year 1	NRS 782 Applied Biostatistics for EBP	4
	NRS 783 Healthcare Informatics and Technologies	2
Summer Year 1	NRS 784 Epidemiology and Population Health	3
	NRS 785 Evidence Translation and Implementation Science	2
	NRS 790 DNP Project Proposal Seminar	1
	Credits Year 1	17
Fall Year 2	NRS 786 Healthcare Management & Finance	3
	NRS 791 DNP Project Planning	1
Spring Year 2	NRS 787 Healthcare Policy, Advocacy, and Law	3
	NRS 792 DNP Project Implementation	1
Summer Year 2	NRS 788 Leadership Practicum	3
	NRS 793 DNP Project Evaluation and Dissemination	2
	Credits Year 2	13

DNP Hours Calculation

DNP degree students are required to earn 1,000 post-baccalaureate hours as part of the DNP degree. Practice hours earned during a nursing master's program will be reviewed on an individual basis and deducted from the required 1,000 hours. Students will sign a form indicating the number of hours needed to earn during the PM-DNP program. Students will complete a minimum of 250 DNP project-related hours. Students will also earn approximately 200 practice hours from activities completed in DNP core courses. The remaining needed hours can be earned through DNP immersion experiences. Cumulative hours will be documented on the DNP time log form each semester and submitted in Canvas.

Examples of DNP immersion experiences include, but may not be limited to, the following:

- Mentored experiences which focus on the development of executive knowledge and expertise in the practice setting (executive-level projects, high-level decision-making meetings, interprofessional meetings, strategic planning).
- Strategically connecting with stakeholders and other key leaders.
- Development of a specific area of practice expertise and competency not included in the program (professional development, training specific to the advanced practice area).
- Engagement with organizational and state/national/global experts through face to face and virtual interviews, participation at professional meetings/conferences/networks related to the Advanced Practice Area.
- Apply, analyze, and expand knowledge at the level (population health, change management, evidence-based practice, policy development).
- Service as a consultant/expert or a professional presentation in the Advanced Practice Area.
- Application of DNP-level competencies related to the Advanced Practice Area in a practice setting with a faculty or practice site expert.
- Engagement activities throughout the program that align with the DNP Competencies, Program Outcomes, and Course Objectives related to the Advanced Practice Area.
- Activities related to health policy and advocacy, where students learn to influence healthcare policy and advocate for changes that improve patient care and healthcare systems.

Quality Improvement

The PM-DNP educational track uses data received from students, preceptors, alumni, and employers to continually improve student experiences, track effectiveness, and the quality of instruction. In addition, attrition and employment rates are used to drive improvements. These de-identified, collated, and summarized data are annually reviewed by the educational track leadership and faculty and shared with the DAN curriculum committee, as necessary, for substantive track changes.