WAKE FOREST UNIVERSITY SCHOOL OF MEDICINE

Academic Nursing

2026 – 2027

Doctoral Student Handbook

Department of Academic Nursing
525 Vine Street, Suite 230
Winston-Salem, NC 27101
336.716.1411

IMPORTANT FOR ALL DOCTORAL STUDENTS

All doctoral 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 (School of Medicine) 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 (School of Medicine) 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 doctoral students must adhere. Information regarding these policies/procedures is included in this Handbook.

PLEASE NOTE:

The Doctoral Student Handbook contains only a subset of policies for doctoral students. For the most recent version of policies, doctoral students should access PolicyTech, the institutional policy site. Doctoral 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. Doctoral 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 2026-2027. **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, with the exception of DNP-PM students, 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
  Nurse Anesthesia Director
- Amy Bell, DNP, RNC-OB, NEA-BC, CPHQ, FAWHONN
  DNP Associate Director

Teaching Faculty

- Ian Hewer, PhD, CRNA
- Briana Miller, DNP, FNP-C, AGACNP-BC, RNFA, CSSBB

Staff

- Christina Economos
- Heather Johnson, MS, MEd
- Eric Marshburn, MEd
- Dawn Mitchell

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 (DNP-PM) degree for post-master's-prepared nurses. The inaugural DNP-PM cohort graduated in 2020. In 2021, the first post-baccalaureate to DNP cohort specializing in Nurse Anesthesia (DNP-NA) was admitted to the School of Medicine DAN. The 2024 DNP Nurse Anesthesia Track (DNP-NA) 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 currently on a 5-year accreditation cycle (2026-2031), as granted by the Commission on Collegiate Nursing Education (655 K Street NW, Suite 750, Washington, DC 20001; 202-887-6791; website URL (https://www.aacnnursing.org/ccne-accreditation).

Nurse Anesthesia Specialty Track

The post-baccalaureate to DNP with nurse anesthesia specialization track is currently on a 10-year accreditation cycle (2025 to 2035) 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 website URL https://www.coacrna.org/). This is the maximum accreditation period possible. Information regarding filing a complaint with COA.

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 doctoral 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., DNP Nurse Anesthesia Track, post-Master's). Doctoral students must review all applicable policies (i.e., School of Medicine, DAN, and educational track). All DAN policies apply to all doctoral 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 (School of Medicine) 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 doctoral 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 doctoral students will complete the MOU before the start of their first semester as DAN doctoral 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 (School of Medicine) , 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 (Wake)
- Cybersecurity Policy (Enterprise)
- 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)
- Student Discrimination, Harassment, and Retaliation Policy (School of Medicine)
- Conflict of Interest Related to Student Assessment Policy (School of Medicine)
- 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 (School of Medicine)
- 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 (School of Medicine)
- Nepotism and Consensual Relationships Policy (Wake Market)
- Nondiscrimination Statement (WFUSM)
- Posthumous Degrees and Degrees in Memoriam Policy (School of Medicine)
- Refund of Tuitions and Fees Policy (School of Medicine)
- 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 (School of Medicine)

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 (DNP-PM) 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 Progression (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

DNP 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)

Post Master's to DNP

- Practice Hours Policy - DNP-PM Program - Academic Nursing (School of Medicine)

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

Doctoral 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

Doctoral 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

Doctoral 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. Doctoral students will be asked to sign a photography consent upon matriculation, giving the DAN permission to use images of doctoral students in social media, marketing materials, or other venues. Doctoral 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. Doctoral students have the right to refuse consent, and they have the right to rescind prior consent at any time through written notice to studentrecords@wfusm.edu.

Academic Calendar
The DAN academic calendar is available here.

Wake Forest University
School of Medicine

Department of Academic Nursing
Academic Calendar AY2026 – 2027

FALL Semester	2026
Beginning of Semester	8/24
Labor Day	9/7
Last Day to drop with grade of "W"	9/21
Thanksgiving Break	11/26 to 11/27
End of Semester	12/18
Final grades due	1/17/27
Semester Break	12/19 to 1/3
SPRING Semester	**2027**
Beginning of Semester	1/4
Birth of Martin Luther King Jr.	1/18
Last Day to drop with grade of "W"	2/8
Spring Break	2/27 to 3/7
End of Semester	5/7
Final grades due	6/6
Semester Break	5/8 to 5/16
SUMMER Semester	**2027**
Beginning of Semester	5/17
Memorial Day	5/31
Last Day to drop with grade of "W"	6/7
Independence Day	7/5
End of Semester	8/13
Final grades for degree candidate due	8/9
Final grades due	9/12
Commencement	8/12
Conferral	8/13

Financial Aid
Tuition & Fees

Doctor of Nursing Practice Nurse Anesthesia (DNP-NA)	Program Budget (12 months)		
Cost of Attendance 2026-2027	First Year Graduating Year 2029	Second Year Graduating Year 2028	Third Year Graduating Year 2027
Tuition	$ 63,096	$ 43,287	$ 41,639
Books/Supplies/Equipment	$ 1,400	$ 1,400	$ 1,400
Licensure/Boards	$ 105	$ -	$ 1,045
Laptop Allowance	$ 1,222	$ -	$ -
Food	$ 5,760	$ 5,760	$ 5,760
Health Insurance	$ 5,785	$ 5,785	$ 5,785
Loan Fees	$ 217	$ 2,182	$ 2,182
Lodging	$ 21,600	$ 21,600	$ 21,600
Miscellaneous	$ 2,304	$ 2,304	$ 2,304
Program Fees	$ 3,554	$ 3,554	$ 3,554
Transportation	$ 5,700	$ 5,700	$ 5,700
Utilities	$ 3,540	$ 3,540	$ 3,540
Total	$ 114,283	$ 95,112	$ 94,509

Doctor of Nursing Practice Nurse Anesthesia (DNP-NA)	Program Budget (12 months)		
Cost of Attendance for Graduating Year 2029 2026-2027	First Year 2026-2027	Second Year 2027-2028 (anticipated)	Third Year 2028-2029 (anticipated)
Tuition	$ 63,096	$ 40,152	$ 25,812
Books/Supplies/Equipment	$ 1,400	$ 1,400	$ 1,400
Licensure/Boards	$ 105	$ -	$ 1,045
Laptop Allowance	$ 1,222	$ -	$ -
Food	$ 5,760	$ 5,760	$ 5,760
Health Insurance	$ 5,785	$ 5,785	$ 5,785
Loan Fees	$ 217	$ 2,182	$ 2,182
Lodging	$ 21,600	$ 21,600	$ 21,600
Miscellaneous	$ 2,304	$ 2,304	$ 2,304
Program Fees	$ 3,554	$ 3,554	$ 3,554
Transportation	$ 5,700	$ 5,700	$ 5,700
Utilities	$ 3,540	$ 3,540	$ 3,540
Total	$ 114,283	$ 91,977	$ 78,682

Post-Master's DNP	Program Budget (12 months)	
Cost of Attendance 2026-2027	First Year	Second Year
Tuition	$ 24,378	$ 19,266
Books	$ 1,400	$ 1,400
Laptop Allowance	$ 1,222	$ -
Food	$ 5,760	$ 5,760
Health Insurance	$ 5,785	$ 5,785
Loan Fees	$ 217	$ 2,182
Lodging	$ 21,600	$ 21,600
Miscellaneous	$ 2,304	$ 2,304
Program Fees	$ 787	$ 787
Transportation	$ 5,700	$ 5,700
Utilities	$ 3,540	$ 3,540
Total	$ 72,693	$ 68,324
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.		
DNP1 Part-time per credit	$ 1,434	
DNP2 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 doctoral students are required to pay full annual tuition for each academic year enrolled in the School of Medicine. Doctoral 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 doctoral 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.

VA Compliance Statement

Wake Forest University School of Medicine complies with the requirements of section 3679 of Title 38, U.S. Code.

A student who has been admitted to a Wake Forest University School of Medicine program and who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill benefits, is permitted to attend or participate in the course of education without making payment for tuition and fee amounts to be covered by the VA education benefits. Such attendance or participation may begin on the date on which the student provides a VA Certificate of Eligibility and end on the earlier of the following dates:

· The date on which payment from the VA is made to the School of Medicine.

· Ninety (90) days after the date the School of Medicine certified tuition and fees following the receipt of the certificate of eligibility.

Doctoral students receiving VA educational benefits will be required to pay the difference between the amount owed on their student account and the amount of the VA education benefit disbursement within 10 days of the start of the term.

Wake Forest University School of Medicine will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a student receiving Chapter 31 or 33 benefits borrow additional funds due to the delayed disbursement of funding from the VA.

Using VA Education Benefits
Questions about eligibility for benefits should be directed to the VA. Apply for benefits: https://www.va.gov/education/how-to-apply

While the application for VA benefits may begin while the student is in the process of applying to a School of Medicine program, doctoral students should be admitted to the program before submitting documents to the Office of Student Records.

- Admitted doctoral students must receive a Certificate of Eligibility (COE) from the VA outlining the benefits and eligibility period and submit the COE to the Office of Financial Aid. A screen shot of the eBenefits Web page, or a VAF 28-1905 form for chapter 31 authorization purposes will also be accepted.

- The COE can be submitted via email to: finaid@wfusm.edu or delivered in person or mailed to: 475 Vine Street, Winston Salem, NC 27101
- Shortly after receiving the COE, the Office of Financial Aid will conduct a review of documents needed for the student's VA file. Doctoral students will be notified by the Office of Financial Aid if they are responsible for providing any further documentation.

Veteran's Education Benefits

All veterans and their dependents seeking veteran educational benefits must first apply for those benefits through the Department of Veterans Affairs (VA). Veterans with questions about their eligibility for the various VA educational benefit programs should first consult the VA to determine their eligibility for specific programs. Contact Information: https://www.benefits.va.gov/gibill/

NOTE: Only degree programs are eligible for veteran's benefits at Wake Forest University School of Medicine. All approvals are subject to change.

VA Certification Contact for School of Medicine Programs:

Ms. Michelle Cyb – Michelle.Cyb@advocatehealth.org

Financial Assistance

Assistance is available for doctoral 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 doctoral 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 doctoral students begin the financial planning process early.
- Current doctoral 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.

Program	Description
NCFELS (North Carolina Forgivable Education Loan for Service)	The North Carolina Forgivable Education Loan for Service (NCFELS) is a state-funded loan program that provides financial assistance to eligible North Carolina residents pursuing approved health, education, and allied professional programs. Loans may be forgiven if recipients fulfill a qualifying service obligation in North Carolina following graduation and licensure. Recipients who do not satisfy the service requirement must repay the loan, with interest, under the terms of the program.
Federal Direct Unsubsidized Loan	The Federal Direct Unsubsidized Loan is a federal student loan available to eligible graduate and professional students. Medical, Physician Assistant, and Doctor of Nursing Practice students may borrow up to $50,000 annually, while other eligible graduate students may borrow up to $20,500 annually, subject to federal and institutional limits. Interest begins accruing upon disbursement and remains the responsibility of the borrower. Unpaid interest may be capitalized under federal regulations.
Federal Direct Grad PLUS Loan	Graduate and professional students who have previously borrowed Federal Direct Loans in their current program of study may be eligible to borrow through the Federal Direct Grad PLUS Loan Program. Students may borrow up to the cost of attendance, less all other financial assistance received. Eligibility is determined based on the absence of adverse credit history or through an approved endorser. Interest begins accruing upon disbursement and remains the responsibility of the borrower.
Alternative (Private) Loan Programs	Alternative or private loans are non-federal, credit-based education loans offered by private lenders. These loans may help bridge the gap between financial aid and educational expenses. Eligibility, interest rates, repayment terms, and borrower benefits vary by lender.

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

Doctoral 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 Progression (SAP) for Financial Aid Eligibility Policy - Academic Nursing Programs (School of Medicine)
Student Payment Policy (WFUSM)

Student Travel & Professional Development Funding Procedure

The program prioritizes funding allocation to support student professional development through two main categories: global health initiatives and professional meetings. Available funds will be distributed according to the priorities outlined below.

Global Health Initiatives

Priority for available funds will be allocated to doctoral students participating in global health trips, with a maximum funding amount of $1,500 per student. Doctoral students must provide documentation of trip participation and incurred costs, including travel, accommodations, and related expenses such as required immunizations. In addition to the reimbursement request, doctoral students must submit a separate reflection regarding their global health experience, demonstrating how these activities support DNP program outcomes. This reflection form is REDCapStudent Reflection Form. If requested by faculty, doctoral students agree to speak about their experience to other doctoral students, clinical preceptors, alumni, or other stakeholders.

Professional Meetings
Remaining funds will be distributed at the discretion of the DAN Executive Committee to support attendance at professional meetings. Maximum funding amounts are $250 per student for national meetings and $150 per student for state or local meetings. Eligible expenses include registration fees and travel costs. Doctoral students must complete a self reflection using the following REDCapStudent Reflection Form demonstrating how these activities support DNP program outcomes. Eligibility is restricted to doctoral students who have not previously received funds and have not been awarded other meeting-specific scholarships. All policies and procedures related to professional meeting attendance must be adhered to as outlined in the Doctoral Student Handbook and Canvas.

Reimbursement Process
Doctoral students will pay costs upfront and submit receipts and required documentation through the REDCap Student Reimbursement Form. All reimbursement requests must include original receipts, proof of attendance, a completed Student Reimbursement Form, and a Student Reflection Form in REDCap. All funding is reviewed and approved by the DAN Executive Committee, rather than individual faculty or program leadership, to remove any perceived bias in funding allocation. The DAN Executive Committee will review reimbursement requests within 30 days of submission, and approved reimbursements will be credited to student accounts within 60 days.

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. Office of Educational Excellence (OEE) is here to support your needs. The DAN community of

faculty and staff works collaboratively with the OEE to provide doctoral students with the opportunity to succeed and thrive.

Tuition, Fees, and Financial Assistance Resources
DAN doctoral 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. Doctoral students are encouraged to explore private scholarship opportunities including the American Association of Colleges of Nursing, and the AANA Foundation (for DNP Nurse Anesthesia Track doctoral students).

Disability Services & Student Requests for Special Accommodations Resources
Doctoral 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 (WFUSM) .

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 doctoral students).

Additional Resources
The following resources are provided as informational.

- Office of Educational Excellence
- 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)
- Service Now Request
- 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 (School of Medicine) Title IX and Non-Title IX Sexual Misconduct Policy and Grievance Procedures (School of Medicine)

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@wfusm.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 [Workday].

DAN and Educational Track Scheduled Event Attendance
Doctoral 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 doctoral 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
Doctoral 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. Doctoral 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. Doctoral 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 Aetna. 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 Aetna. Students must enroll in the dental and vision plans each year directly with Aetna. Open enrollment occurs once each year during the month of July.

Student Health Insurance Plan (SHIP) 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
833-251-1118

Student/Teammate Health Services
Doctoral students may also access the services offered by LiveWELL Care (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 doctoral students must comply with any educational track-specific requirements that may exist associated with clinical hours, fatigue, or sleep. Doctoral 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, doctoral 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 doctoral 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 doctoral students are required to submit evidence of required immunizations and tests, RN licensure, and a drug screen to CastleBranch. Doctoral 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 doctoral 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
Doctoral students who take prescription medications should familiarize themselves with the Student Substance Use Policy (WFUSM).

Drug Screening
To support our doctoral students' health and their patients' safety, drug screening may be performed on doctoral 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 (DNP Nurse Anesthesia Track), which is 90 credits and 36 months in length; or the,
- Post-Master's to DNP (DNP-PM) with leadership focus track is 30 credits and 24 months in length.

Doctoral 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 doctoral students are required to complete a DNP scholarly project. The DNP scholarly project is used by doctoral students to demonstrate their ability to translate research into practice. The project is completed during the 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 doctoral 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 doctoral students through this journey. (**Note:** Doctoral students in the DNP Nurse Anesthesia Track will complete a DNP project in teams of two doctoral students per project. A maximum of three Nurse Anesthesia doctoral 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, 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, DNP Nurse Anesthesia Track 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. In addition, Post-Master's track

students virtually present their project proposal to the DNP Project Approval Committee at the beginning of 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 issues. 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 doctoral 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 doctoral 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.

Doctoral students provide feedback on:

- Courses: Doctoral 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: Doctoral 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: Doctoral 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: Doctoral 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 doctoral 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.

DNP Nurse Anesthesia Educational Track

The School of Medicine DAN DNP Nurse Anesthesia Track (DNP-NA) 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. 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 Council on Accreditation (COA) determines the required clinical hours and case types, including specific case type minimums, that must be completed by the end of educational track completion. The COA Graduate Standards and case specifications appear in the COA Standards for Accreditation of Nurse Anesthesia Programs, Practice Doctorate document. Doctoral 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.

Plan of Study
All doctoral students follow the plan of study into which they were admitted during their first fall semester. All DNP-NA doctoral 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 doctoral students may have modified plans

of study due to approved course transfer credit. The plans of study for the graduating classes of 2027, 2028, and 2029 are presented below:

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 833 NAP and Coexisting Condition I Sim and Lab**	0
	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
	ANES 740 Clinical Integration Concepts II*	2

Summer	ANES 726 Applied Clinical Learning in NA VI **	4
Year 3	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 Issues 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 833 NAP and Coexisting Condition I Sim and Lab**	0
	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

Class of 2029 - 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
	ANES 832 Physics and Mechanics of Anesthesia Delivery Systems and Biochemistry**	3
	ANES 830 Basic Principles of NAP**	3
	ANES 831 Basic of NA Sim Lab**	1
Summer Year 1	NRS 769 Professional Issues in NA**	3
	NRS 784 Epidemiology and Population Health*	3
	NRS 785 Evidence Translation and Implementation Science*	2
	ANES 833 NAP and Coexisting Condition I**	3
	ANES 833 NAP and Coexisting Condition I Sim and Lab**	0
	ANES 850 Pharmacology for NAP I **	3
	Credits Year 1	44
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
	NRS 787 Healthcare Policy, Advocacy and Law*	3
	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	28
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 Doctoral students

DNP Nurse Anesthesia Track (DNP-NA) doctoral 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 DNP-NA 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. Doctoral students are required to check their School of Medicine-issued email frequently, at least every 24 hours except for weekends, scheduled breaks and time, 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 doctoral students are responsible for reading all information sent to them. To receive changes in clinical assignments and other essential program information, doctoral students must have active cell phone and voice mail capabilities.

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

All DNP-NA courses require access to the School of Medicine's learning management system (LMS). Doctoral 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 doctoral 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. DNP-NA 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. Doctoral 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.

Professional Association Meeting Attendance
During the program, all DNP-NA students are required to attend one national and one state professional association meeting. To meet the national requirement, students must attend one meeting hosted by the American Association of Nurse Anesthesiology (AANA), selecting from the following:

- Annual Congress
- EDGE
- Mid-Year Assembly

To meet the state requirement, students must attend the North Carolina Association of Nurse Anesthetists (NCANA) Annual Meeting once during the program. Both requirements must be fulfilled prior to 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. Doctoral students should refer to the DAN Fatigue, Sleep, and Work Effects section of this Handbook for specific requirements.

Doctoral 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
Doctoral 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 email to the Program Director of designee 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 doctoral students and allows them to experience the examination at a time optimal for their performance. Doctoral 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.
- Doctoral 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 doctoral students master important concepts before progressing to more advanced content. To promote mastery learning, doctoral students who fail any examination with a grade below 80% will be required to demonstrate mastery of the examination content, regardless of the number of examinations that fall below this threshold. The Faculty of Record will provide a remediation assignment and determine successful completion as well as eligibility for grade replacement.

Completing a mastery learning assignment does not guarantee grade replacement, as only one grade replacement is permitted per semester, across all courses. Failure of all examinations will result in a failing grade for the course. Grade replacement will be applied at the end of the semester to the failed examination grade that provides the greatest benefit to the student. Doctoral students must notify the Program Manager at the end of the semester to confirm the exam grade selected for replacement. Should the student pass the first opportunity to demonstrate mastery, the failed examination grade will be replaced with an 80%.

Simulation
Doctoral students will engage in varying levels of simulation throughout the DNP Nurse Anesthesia Track (DNP-NA) 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 DNP-NA doctoral 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
Doctoral students receive formative evaluations while participating in clinical site affiliation activities (see also "preceptor evaluations") and while in simulation-related activities. The DNP Nurse Anesthesia Track (DNP-NA) 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 doctoral students entering the Nurse Anesthesia specialty area, and the DNP Nurse Anesthesia Track (DNP-NA) faculty seek to support and enhance their skill development. Multiple opportunities are available to doctoral 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 doctoral students.

Doctoral 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 DNP-NA 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 second semester of the program and serves in this role for the duration of the program.
- Peer Mentor
    - Matched during the 1st year with mentee(s) to serve as a peer mentor to incoming admission cohort doctoral students. The mentor serves in this role for the remaining duration of their program.
- AANA Representative
    - The AANA Education Committee includes one DNP-NA 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 doctoral 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 doctoral 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
    - Doctoral students will engage with prospective, new, and established doctoral students through Instagram. Deacon Delegates will serve as online representatives for the School of Medicine, fostering an engaging, supportive, and vibrant digital community. Doctoral students interested can complete the application here.

Process for Selecting Doctoral students for External Opportunities

The DNP Nurse Anesthesia Track (DNP-NA) program may be offered the opportunity to select one or more enrolled doctoral 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 doctoral 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.
- Doctoral 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 doctoral 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 DNP-NA 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 doctoral 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).

Doctoral students are required to take the SEE twice during the DNP Nurse Anesthesia Track (DNP-NA) 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 doctoral students in their respective course syllabi, as appropriate.

Both administrations of the SEE are intended to guide students in preparing for the NCE by identifying areas of relative strength and opportunities for continued study during the clinical semesters.

There is no minimum benchmark score required for progression in the program. Program leadership will establish a target score each year based on the average SEE performance reported in the NBCRNA Annual Report. This provides students with a meaningful point of comparison and faculty with data to help students develop individualized plans of study.

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. Students and graduates are responsible for all costs associated with the NCE.

Student Employment While in Program

Doctoral 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. Doctoral 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 DNP Nurse Anesthesia Track (DNP-NA) program uses data received from doctoral 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 DNP Nurse Anesthesia Track (DNP-NA) doctoral students' clinical education. Additional facility-specific details and reference documents are posted in the Typhon portal. Doctoral 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, doctoral students should contact the program leadership immediately to confirm site COA approval.

Clinical Health System or Facility Credentialing Issues

Prior to matriculation and through DNP Nurse Anesthesia Track (DNP-NA) program completion, doctoral students must disclose to the DNP-NA 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 DNP-NA program doctoral students will be assigned for clinical rotations. The School of Medicine DNP-NA 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 doctoral 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. Doctoral 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. Doctoral 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. Doctoral students should anticipate approximately 10-12 hours in the clinical setting per course credit for the DNP Nurse Anesthesia Track (DNP-NA) clinical courses. For example, when enrolled in a four-credit DNP-NA 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 doctoral 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 doctoral 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.

Doctoral 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, doctoral 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).

Doctoral students will be assigned clinical rotations at the program's discretion, and all doctoral 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 doctoral 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
        - 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, 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
- CarolinaEast Medical Center
    - Cardiothoracic anesthesia, regional, general surgery, orthopedics, peds
    - Days
- Catawba Valley Medical Center**
    - Community, 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, cardiac, neck, vascular
        - 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
- 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 lung, neck, vascular, neuro anesthesia
    - Specific orientation dates
    - Days
- Northern Regional Hospital**
    - Community hospital, CRNA-only, regional, OB, general surgery
    - 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, thoracic 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
    - UNC Blue Ridge
        - Community hospital; regional, obstetrics, intra-abdominal, oropharyngeal, ortho
    - UNC Valdese
        - Ambulatory surgical center; regional, general surgery, podiatry

***Elective Clinical Facility*

Doctoral students are responsible for all costs associated with attending assigned clinical sites and corresponding clinical activities. The DAN and the DNP-NA program will provide funding to cover distant secondary housing costs when or if funding is available. However, departmental funding is **NOT** guaranteed, and doctoral 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 doctoral students' clinical experiential learning.

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

Doctoral 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, doctoral 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) unless instructed.

Doctoral 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.

Doctoral 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.

Doctoral 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 or designee 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.

Doctoral 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. Doctoral 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 doctoral students when assessing total clinical hours, case numbers, and case types. Every student will experience the program differently, but all doctoral students will complete minimal hours and case numbers before program completion.

Attendance

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

Doctoral 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: Before leaving a clinical site early for any reason (preceptor dismissal, cancelled or low case volume, procedures outside the student's scope, or any other early departure), the student must send a single email to the designated clinical support staff and cc the Program Director, Associate Program Director, and the clinical site coordinator.

  The email must be sent before departing the site and must include:

  - Facility name
  - Reason for early release
  - Time of departure (timestamp)

  Leaving a clinical site without sending the required notification email is considered unprofessional conduct. Doctoral students may not request early release directly from the clinical site coordinator. Any pre-arranged early dismissal must be approved in advance by program leadership.

- Preceptor Discretion: CRNA preceptors may dismiss doctoral students up to 1 hour before the scheduled end time. The standard notification email is still required. Dismissals more than 1 hour early follow the same standard process.
- Undocumented Early Departure: If a clinical site reports that a student left early without sending the required notification (except in situations involving imminent personal harm or injury), the student will be assigned make-up work due by a specified deadline to account for the lost clinical time.

  Two or more undocumented early departures during the program places the student at risk of failing the clinical course in which the second instance occurred and may result in dismissal from the program per the Professionalism and Honor Code policy.

- Excessive Notifications: A pattern of frequent early release notifications, even when properly documented, is subject to review by program leadership and may require the student to make up clinical time.

Unplanned Clinical Absence

- Please see the attendance policy

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. Doctoral students are required to participate in this orientation. Doctoral

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. Doctoral 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, doctoral students are expected to wear a lab coat or other cover-up attire with proper identification clearly visible. Doctoral 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.

Doctoral 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.

Doctoral 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.

Doctoral 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 doctoral 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 notifying the program via email that includes the clinical coordinator.

Doctoral 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)

Doctoral 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 doctoral 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.

Doctoral 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. Doctoral students are not to share personally developed AMP materials (e.g., electronic files) with other Nurse Anesthesia educational program doctoral 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. Doctoral 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 doctoral students. An immediately available preceptor is one who is in the immediate vicinity of the student and not otherwise occupied in a manner that would prevent hands-on intervention if needed. Supervision by graduate registered nurse anesthetists, physician residents, or anesthesiologist assistants is not permitted.

Clinical preceptor physical presence is based on the student's year of training. Year 2 SRNAs, in the first through third clinical semesters, require continuous presence: the preceptor must remain in the operating room or procedure area with direct visual contact with the student and patient throughout anesthesia care. Year 3 SRNAs, in the fourth through sixth clinical semesters, may transition at the preceptor's discretion to continual presence after demonstrating foundational competence. Under continual presence, the preceptor is physically present at minimum during pre-anesthesia and post-anesthesia care and remains immediately available throughout the case. This transition must be supported by patient acuity, procedural complexity, facility policy, supervision ratios, and applicable state and federal regulations. Regardless of the model used, the clinical preceptor retains full professional and legal responsibility for the anesthesia care provided.

The clinical supervision ratio of doctoral 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 doctoral students directly supervised by an individual clinical preceptor exceed 2:1. Approved supervisory models include one anesthesiologist or CRNA to one student, one anesthesiologist or CRNA to two doctoral students concurrently, and one anesthesiologist and one CRNA to two doctoral students concurrently; however, the 2:1 ratio may not be used when a Year 2 SRNA is included among the doctoral students being supervised.

Doctoral students are not permitted to attempt clinical interventions without CRNA and/or 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)

Doctoral 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 doctoral students are strongly encouraged to complete this documentation daily. This information is reviewed on a regular basis by DNP Nurse Anesthesia Track (DNP-NA) leadership and is used to determine clinical rotation modifications, as necessary, and future clinical assignments. Doctoral 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. Doctoral students receive clinical performance evaluations (i.e., formative evaluations) from their assigned clinical preceptor. The student must submit a clinical evaluation each day to their preceptor. 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
Doctoral 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 doctoral 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. Doctoral students should seek guidance from the clinical site coordinator and a program administrator on the appropriate procedure before submitting any report. Doctoral students are

responsible for reporting any untoward or suspected untoward events to the clinical site coordinator and the School of Medicine DNP Nurse Anesthesia Track (DNP-NA) leadership within 24 hours of the incident. When in doubt, call the DNP-NA leadership. Doctoral students involved with cases involving patient morbidity or mortality may also need to meet with School of Medicine risk management personnel. Doctoral 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 (DNP-PM 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 doctoral students' schedules. The curriculum has lockstep offerings, and an admission cohort begins and ends together.

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

Admission Criteria
The DNP-PM track admission criteria are here.

Plan of Study
The DNP-PM plan of study is published on the DAN website here, and below:

Class of 2027 and 2028 – 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

Required Advanced Practice Foundation Courses
Doctoral students admitted to the doctoral program without documented completion of all three (3) of the required advanced practice foundation courses: Advanced Pharmacology, Advanced Physiology and Pathophysiology, and Advanced Health Assessment/Simulation Lab are required to complete these courses as part of their plan of study. Successful completion of these courses is mandatory to ensure adequate preparation for advanced practice and doctoral-level coursework.

Quality Improvement
The DNP-PM educational track uses data received from doctoral 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.