

Addendum III

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Background Check

Rosalind Franklin University of Medicine and Science (“RFUMS” or “University”) requires background checks on all students in order to enhance the health and safety of all students, faculty, staff, and patients in the academic and clinical environments, to adhere to applicable healthcare regulations and laws, and to attest to affiliated clinical sites and licensure entities regarding a student’s background and eligibility.

This policy provides the process and procedures by which student background checks are conducted and how the results of those student background checks are used, reviewed, and maintained, in an effort to promote compliance with the law, recognize the uniquely sensitive information involved, and enhance the safety of our community.

Policy Statement:

As a part of the application process, all applicants are required to disclose all past or present misdemeanor or felony convictions and any pending criminal charges. Also, as a part of the admissions process, initial background checks are conducted on all accepted applicants and the results of those background checks are used for educational purposes, primarily for making decisions regarding matriculation. Acceptance into RFUMS is conditional on background results that are satisfactory to RFUMS.

Background checks are also conducted on enrolled students in certain health care education programs and the results of those background checks are used for educational purposes, primarily to facilitate placement of students in educational experiences at clinical and other sites that have access criteria. RFUMS also retains the right to require an existing student to submit to a criminal background check at any time during their enrollment at RFUMS.

Accepted applicants and enrolled students must disclose any additional charges and convictions that occur after the initial background check within 72 hours of the incident. Failure to report additional charges and convictions may result in a subsequent background check, a review by the Dean of Students, and possible adjudication for noncompliance with our Student Conduct Policies and/or admission requirements.

The Dean of Students is the institutional official with responsibility to oversee and manage the student background check process, which includes implementing safeguards to protect the results of those background checks from inappropriate use and disclosure. The handling of all background check findings and related records will be strictly confidential and adhere to the Family Educational Rights and Privacy Act (FERPA).

Audience:

Administered by the Dean of Students and applicable to all matriculating and enrolled students in a degree awarding program.

Procedure:

- **1. Background Check Companies:**
 - a. The Dean of Students shall identify and select background check companies which:
 - i. Fulfill all legal obligations under the Fair Credit Reporting Act (FCRA);
 - ii. Have appropriate safeguards in place to protect the results of background checks from inappropriate use and disclosure;
 - iii. Demonstrate an appropriate level of efficiency of use; and
 - iv. Comply with the business policies for the university that govern the selection and contracting with outside vendors.
- **2. Initial Background Check Requirements and Waivers:**
 - a. All accepted applicants must complete and pass a criminal background check review as a condition of matriculation. Background check results will be reviewed under the process described in 5(d) below. An accepted applicant who refuses to consent to or fails to pass a background check review will not be permitted to matriculate.
 - b. Students who are currently enrolled in a current RFUMS program and have a background check on file and will start a new academic program while maintaining continuous enrollment in at least one academic program at all times, will not be required to submit a new background check to begin the new academic program.
 - c. Current RFUMS employees who have an acceptable background check on file with Human Resources will not be required to submit a new background check for admission to an RFU program. A waiver request and release to allow the results of the background check on file to be reviewed to meet admission standards will be required.
- **3. Subsequent Background Check Requirements:**
 - a. Enrolled students may need to complete and pass a criminal background check prior to beginning a clinical experience or rotation at an affiliated site or other educational experience. Background check results will be reviewed under the process described in 5(d) below. An enrolled student who refuses to consent to or fails to pass a background check review required for a clinical experience or other educational experience will not be permitted to continue their enrollment.

- **4. Self-Reporting and Ongoing Obligations:**
 - a. Students must report any new arrests, charges, or convictions to the Dean of Students within 72 hours barring any extenuating circumstances.
 - b. Failure to report additional charges and convictions may result in a subsequent background check, a review by the Dean of Students, and possible adjudication for noncompliance with our Student Conduct Policies.
 - c. Reports received after the initial background check will be reviewed under the process described in 5(d) below.
- **5. Results of Background Check:**
 - a. Internal Use. University faculty and staff may, on a need-to-know basis and only as provided by the Dean of Students, use the results of background checks only for the following education purposes (unless expressly approved by the Dean of Students):
 - i. Making decisions regarding matriculation and continued enrollment; and
 - ii. To facilitate placement of students in educational experiences at clinical and other sites that have access criteria.
 - b. Disclosure to Others. University faculty and staff shall not disclose the results of background checks to any person external to the University (unless expressly approved by the Dean of Students).
 - c. Safeguards to Protect. Background check results are considered confidential information and, as such, University faculty and staff shall utilize reasonable safeguards to protect the results of background checks from inappropriate use and disclosure. Access will be limited to University officials with a legitimate educational interest.
 - d. Review Process for Background Check Findings
 - i. Accepted Applicants. The Dean of Students will conduct the initial review of findings on required initial background checks for accepted applicants. A record of criminal activity will not automatically disqualify an accepted applicant from matriculation. If the results warrant further review, the Dean of Students will convene a committee consisting of the Dean of Students, the Senior Associate Vice President of Admissions and Enrollment or other designee as appointed by the Vice President for Strategic Enrollment Management and the appointed program representative (the “Review Committee”) to review the findings and make a recommendation of either allowing matriculation or rescinding admission. The Review Committee will provide their recommendation to the respective school or college’s admissions review committee for final decision. The Review Committee will make their recommendation based on the timing, severity, number and nature of the findings. In some cases, the accepted applicant may be asked to provide additional information or a statement for the Review Committee’s consideration. The Review Committee shall consider the following:
 - Number of convictions or pending charges;

- Nature, seriousness, and dates of incidents or convictions;
- Rehabilitation;
- Relevance of the crime committed to healthcare profession standards;
- Whether and what the accepted applicant reported in their application the convictions or pending charges;
- Whether RFUMS will be able to provide appropriate clinical training;
- Federal or state requirements relative to the applicable medical profession or health care field;
- All known information regarding the accepted applicant, including any additional information provided by the accepted applicant; and
- Any other relevant evidence demonstrating an ability to perform academic and clinical expectations competently and free from posing a threat to the health and safety of others.

In the event that an accepted applicant fails the background check review by the Review Committee, the accepted applicant will be notified in writing of the decision by the Admissions Committee. All Admission decisions are final.

For an accepted applicant with a background check that resulted in convictions or pending charges, but the Review Committee determined was satisfactory for matriculation, the accepted applicant must sign a waiver stating their understanding of the possible negative impact of their background check on their education, clinical experiences, postgraduate training, and licensure.

- ii. Enrolled Students. The Dean of Students will conduct the initial review of findings on required background checks for existing students. A record of criminal activity will not automatically disqualify an existing student from continued enrollment. If the results warrant further review, the Dean of Students will convene the Review Committee to review the findings and determine whether the student may continue enrollment with RFUMS. The Review Committee will make their determination based on the timing, severity, number and nature of the findings. In some cases, the existing student may be asked to provide additional information or a statement for the Review Committee's consideration. The Review Committee shall consider the following:
 - Number of convictions or pending charges;
 - Nature, seriousness, and dates of incidents or convictions;
 - Rehabilitation;
 - Relevance of the crime committed to medical profession standards;
 - Whether RFUMS will be able to provide appropriate clinical training;

- Federal or state requirements relative to the applicable medical profession or health care field;
- All known information regarding the accepted applicant, including any additional information provided by the accepted applicant; and
- Any other relevant evidence demonstrating an ability to perform academic and clinical expectations competently and free from posing a threat to the health and safety of others.

In the event that an existing student fails the background check after review by the Review Committee, the enrolled student will be notified in writing of the decision.

The student may appeal a decision by the Review Committee to the Dean of the School/College in writing within ten (10) days of the decision based on one of the following grounds: 1) a procedural error that adversely affected the fairness or reliability of the process; or 2) newly discovered information that could affect the outcome (note: “newly discovered information” means information that was both not previously discovered and could not have been discovered even if the student had exercised due diligence). The appeal outcome will be communicated to the student in writing and shall be final.

For an enrolled student with a background check that resulted in convictions or pending charges, but the Review Committee determined was satisfactory for continued enrollment, the student must sign a waiver stating their understanding of the possible negative impact of their background check on their education, postgraduate training, and licensure. Further, clinical experiences and rotations, post-graduate residency placements, and licensure are governed by separate entities who use their own specific set of standards that may be different than those used by RFUMS. In such cases, RFUMS will confidentially share the pertinent background check information with the clinical site or entity representative as necessary and on a need-to-know basis to allow them to decide whether the results meet their own background check standards. For this reason, scheduling and completion of clinical training and rotations may be delayed. RFUMS will work with the student to find a possible clinical site that will accept the results, but RFUMS cannot guarantee such placement.

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Doctor of Medicine

Program Degree Plan

Phase I*

Year 1 (75.5QH)

MCBA 500 Clinical Anatomy (8.5QH)
MCMS 500 Clinical Foundations of Medicine (6QH)
MCMS 505 Infection, Immunology, & Hematology (9.5QH)
MCMS 510 Scientific Foundations of Medicine (10.5QH)
MCMS 515 Gastroenterology (8QH)
MCMS 520 Skin (3.5QH)
MCMS 525 Cardiovascular, Pulmonary, & Renal (15QH)
MCUR 502 Essentials of Clinical Reasoning I (7.5QH)
MEDX 529 Foundations for Interprofessional Practice (2QH)
MMTD 509 Clinical Epidemiology (1.5QH)
MMTD 510 Bioethics (2QH)
MOSA 510 Principles of Professionalism, Health Care, and Health Equity I (1.5QH)

Year 2 (56.5QH)

MCMS 600 Musculoskeletal (4QH)
MCMS 605 Neurobehavioral Health (19.5QH)
MCMS 610 Endocrine & Reproductive (13QH)
MCMS 615 Multisystem (6.5QH)
MCUR 602 Essentials of Clinical Reasoning II (5.5QH)
MCCR 606 Clinical Skills (2QH)
MMTD 601 Patient Safety (2QH)
MOSA 610 Principles of Professionalism, Health Care, and Health Equity II (1QH)
Electives (3QH)

*The required courses in the Phase I degree plan are designed for concurrent enrollment within an integrated and sequenced curriculum for Years 1 and 2 of the program of study.

Phase II

Year 3 (73QH)

MFPM 701 Family Medicine/Primary Care Clerkship (9QH)
MMED 700 Internal Medicine Clerkship (12QH)
MNEU 700 Neurology Clerkship (6QH)
MOBG 700 Obstetrics/Gynecology Clerkship (9QH)
MOSA 710 Principles of Professionalism, Health Care, and Health Equity III (1QH)
MPED 700 Pediatrics Clerkship (9QH)

MPSY 700 Psychiatry Clerkship (9QH)
MSUR 700 Surgery Clerkship (12QH)
Electives (6QH)

Phase III

Year 4 (54.5QH)

MCCR 898 Transition to Internship (1QH)
MOSA 810 Principles of Professionalism, Health Care, and Health Equity IV (1QH)
MPRO 820 Professional Development (1.5QH)

Take one of the following Sub-Internships (6QH):

MEMG 800 Emergency Medicine Sub-Internship
MFPM 805 Family Medicine Sub-Internship
MMED 800 Internal Medicine Sub-Internship
MNEU 800 Neurology Sub-Internship
MOBG 800 Obstetrics/Gynecology Sub-Internship
MPED 805 Pediatrics Sub-Internship
MPSY 800 Psychiatry Sub-Internship
MSUR 801 Surgery Sub-Internship

30 weeks Electives (45QH):

12 weeks minimum intramural CMS electives

20 weeks minimum clinical electives

4 weeks minimum in any three of the following specialty groups*:

- 1) Critical Care (MCCM), Emergency Medicine (MEMG)
- 2) Internal Medicine (MMDC), Pediatrics (MPED/MPDS)
- 3) Otolaryngology (MENT), Neurosurgery (MNSR), Obstetrics and Gynecology (MOBG), Ophthalmology (MOPH), Orthopedic Surgery (MORT), Plastic Surgery (MPLA), Surgery (MSUR), Thoracic Surgery (MTHR), Urology (MURO), Vascular Surgery (MVAS)
- 4) Family Medicine (MFPM), Neurology (MNEU), Psychiatry (MPSY), Radiology (MRAD)
- 5) Anesthesiology (MANE), Dermatology (MDER), Pathology (MPTH), Physical Medicine and Rehabilitation (MPMR), Radiation Oncology (MRON)

*Elective specialty group classification and categorization are managed by the CMS Office of Medical Education and are subject to change.

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Doctor of Nursing Practice: Psychiatric Mental Health Nurse Practitioner

Program Degree Plans

DNP:PMHNP, 30-Month

Year 1 (31QH)

NDNP 725 Advanced Health Assessment (4QH)
NDNP 752 Advanced Physiology and Pathophysiology for Advanced Practice Nursing (5QH)
NDNP 753 Advanced Pharmacology for Advanced Practice Nursing (3QH)
NDNP 901 Applied Statistics and Research Methods for Evidence-Based Practice (3QH)
NDNP 903 Synthesizing Evidence to Inform Practice (2QH)
NDNP 906 Doctoral Project Planning I (2QH)
NDNP 910 Health Policy, Economics and Finance (2QH)
NDNP 912 Leadership, Quality/Safety and Outcomes Management (2QH)
NPMH 774 Foundations in Psychiatric Mental Health Nursing (4QH)
NPMH 775 Neuro Anatomy, Physiology and Behavior (4QH)

Year 2 (37QH)

NDNP 907 Doctoral Project Planning II (3QH)
NDNP 921 Implementation of the DNP Scholarly Project I (3QH)
NPMH 776 Diagnosis and Management of Mental Health Disorders I (4QH)
NPMH 779 Diagnosis and Management of Mental Health Disorders II (5QH)
NPMH 783 Assessment, Diagnosis, Management of Addictive Disorders (3QH)
NPMH 785 Psychopharmacology for Mental Health Disorders I (3QH)
NPMH 786 Psychopharmacology for Mental Health Disorders II (3QH)
NPMH 787 Psychotherapy for Mental Health Disorders (4QH)
NPMH 789 Special Populations for Mental Health Disorders (4QH)
NPMH 811 Clinical Residency I (5QH) (120 clinical hours)

Year 3 (38QH)

NDNP 922 Implementation of the DNP Scholarly Project II (3QH)
NDNP 924 Implementation of the DNP Scholarly Project III (3QH)
NDNP 933 Doctoral Project Manuscript Completion (2QH)
NDNP 934 Doctoral Project Dissemination (1QH)
NPMH 821 Clinical Residency II (7QH) (200 clinical hours)
NPMH 831 Clinical Residency III (7QH) (200 clinical hours)
NPMH 841 Clinical Residency IV (8QH) (230 clinical hours)
NPMH 851 Clinical Fellowship V (7QH) (200 clinical hours)

Total credits required for graduation: **106QH**

DNP:PMHNP, 41-Month

Year 1 (16QH)

NDNP 725 Advanced Health Assessment (4QH)
NDNP 752 Advanced Physiology and Pathophysiology for Advanced Practice Nursing (5QH)
NDNP 753 Advanced Pharmacology for Advanced Practice Nursing (3QH)
NPMH 775 Neuro Anatomy, Physiology and Behavior (4QH)

Year 2 (29QH)

NDNP 901 Applied Statistics and Research Methods for Evidence-Based Practice (3QH)
NDNP 903 Synthesizing Evidence to Inform Practice (2QH)
NDNP 906 Doctoral Project Planning I (2QH)
NDNP 910 Health Policy, Economics and Finance (2QH)
NDNP 912 Leadership, Quality/Safety and Outcomes Management (2QH)
NPMH 774 Foundations in Psychiatric Mental Health Nursing (4QH)
NPMH 776 Diagnosis and Management of Mental Health Disorders I (4QH)
NPMH 783 Assessment, Diagnosis, Management of Addictive Disorders (3QH)
NPMH 785 Psychopharmacology for Mental Health Disorders I (3QH)
NPMH 787 Psychotherapy for Mental Health Disorders (4QH)

Year 3 (48QH)

NDNP 907 Doctoral Project Planning II (3QH)
NDNP 921 Implementation of the DNP Scholarly Project I (3QH)
NDNP 922 Implementation of the DNP Scholarly Project II (3QH)
NPMH 779 Diagnosis and Management of Mental Health Disorders II (5QH)
NPMH 786 Psychopharmacology for Mental Health Disorders II (3QH)
NPMH 789 Special Populations for Mental Health Disorders (4QH)
NPMH 811 Clinical Residency I (5QH) (120 clinical hours)
NPMH 821 Clinical Residency II (7QH) (200 clinical hours)
NPMH 831 Clinical Residency III (7QH) (200 clinical hours)
NPMH 841 Clinical Residency IV (8QH) (230 clinical hours)

Year 4 (13QH)

NDNP 924 Implementation of the DNP Scholarly Project III (3QH)
NDNP 933 Doctoral Project Manuscript Completion (2QH)
NDNP 934 Doctoral Project Dissemination (1QH)
NPMH 851 Clinical Fellowship V (7QH) (200 clinical hours)

Total credits required for graduation: **106QH**

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Doctor of Pharmacy

Program Degree Plan

Year 1 (46.5QH)

YPHP 500 Introduction to Pharmacy Practice (1QH)
YPHP 501 Biostatistics and Data Analysis (2QH)
YPHP 506 Pharmacy Skills Lab I (3QH)
YPHP 507 Pharmacy Skills Lab II (3QH)
YPHP 508 Pharmacy Skills Lab III (2QH)
YPHP 510 Self-Care and Non-Prescription Medications (3QH)
YPHP 514 Pharmacy-Based Immunization Delivery (1.5QH)
YPHP 515 Introductory Pharmacy Practice Experience I (6QH)
YPHS 500 Biochemistry and Molecular Biology (3QH)
YPHS 501 Pharmaceutics I: Introduction to Pharmaceutical Sciences (3QH)
YPHS 502 Pharmaceutics II: Dosage Forms (2QH)
YPHS 503 Pharmaceutical Calculations (3QH)
YPHS 506 Medicinal Chemistry I (2QH)
YPHS 514 Fundamentals of Pharmacology (2QH)
YPHS 515 Physiology and Pathophysiology I (4QH)
YPHS 516 Physiology and Pathophysiology II (4QH)
YPHX 529 Foundations for Interprofessional Practice (2QH)

Year 2 (48.5QH)

YPHP 600 Integrated Infectious Diseases I (1.5QH)
YPHP 605 Public Health (2QH)
YPHP 606 Pharmacy Skills Lab IV (3QH)
YPHP 607 Pharmacy Skills Lab V (3QH)
YPHP 608 Pharmacy Skills Lab VI (3QH)
YPHP 612 Pathway to Professional Practice (1.5QH)
YPHP 615 Introductory Pharmacy Practice Experience II (5QH)
YPHP 620 Pharmacotherapy I (4QH)
YPHP 621 Pharmacotherapy II (4QH)
YPHP 622 Pharmacotherapy III (4QH)
YPHP 631 Literature Evaluation and Applied Drug Information (3QH)
YPHS 509 Pharmaceutical Non-Sterile Compounding (1QH)
YPHS 603 Pharmacokinetics and Pharmacodynamics (3QH)
YPHS 613 Medicinal Chemistry II (2QH)
YPHS 625 Pharmacology I (2.5QH)
YPHS 626 Pharmacology II (2QH)
YPHS 628 Pharmacology III (2QH)

YPHX 566 Bioethics (2QH)

Year 3 (43QH)

YPHP 701 Applied Literature Evaluation (2QH)
YPHP 702 Integrated Oncology (3QH)
YPHP 703 Pharmacy Management and Leadership (2QH)
YPHP 704 Integrated Infectious Diseases II (2.5QH)
YPHP 705 Integrated Infectious Diseases III (2QH)
YPHP 706 Pharmacy Skills Lab VII (2QH)
YPHP 707 Pharmacy Skills Lab VIII (2QH)
YPHP 708 Pharmacy Skills Lab IX (1QH)
YPHP 709 Health Care and Pharmacy Law (3QH)
YPHP 712 Advanced Topics in Pharmacotherapy (3QH)
YPHP 715 Introductory Pharmacy Practice Experience III (3.5QH)
YPHP 716 Interprofessional Case Collaborations (3QH)
YPHP 720 Pharmacoeconomics and Health Policy (2QH)
YPHP 721 Pharmacogenomics (1.5QH)
YPHP 722 Gateway to Professional Practice (2.5QH)
YPHS 700 Emerging Trends in Pharmacy (2QH)
Electives (6QH)

Year 4 (58QH)

YPHP 800 Practical Approaches to Professional Development (4QH)
YPHP 801 Advanced Pharmacy Practice Experience – Acute Care (9QH)
YPHP 802 Advanced Pharmacy Practice Experience – Ambulatory Care (9QH)
YPHP 803 Advanced Pharmacy Practice Experience – Community Pharmacy (9QH)
YPHP 804 Advanced Pharmacy Practice Experience – Health-Systems (9QH)
Elective APPEs (18QH)
Electives may be drawn from any of the above four APPE courses, or:
YPHP 805 Advanced Pharmacy Practice Experience – Patient Care Elective (9QH)
YPHP 806 Advanced Pharmacy Practice Experience – Non-Patient Care Elective (9QH)
[YPHP-806 may only be used once]

Course Descriptions

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HDMQ 606 same as HIPS 605

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HLSM 600 Concepts of Population Health and Personal Health (3-4 QH)

This course will introduce the student to concepts of population health. Topics of social determinants of health, health disparities, diversity, equity and inclusion in relation to access to health care, health care policy and health literacy will be examined. The student will explore their own personal health and wellness and understand that healthcare providers must lead by example.

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MOBG 800 Obstetrics/Gynecology Sub-Internship (6 QH)

The Obstetrics and Gynecology Sub-Internship provides students an opportunity to serve as an active member of the clinical care team. The curriculum includes the common core sub-internship objectives including performing history and physical exams, developing treatment plans and writing orders, demonstrating effective oral and written communication, demonstrating accountability and professionalism, practicing problem solving, performing a safe discharge, and working within an interprofessional team. Students will be expected to prioritize and organize their work: to work efficiently and demonstrate time management skills, coordinating care at the level of an intern simultaneously for multiple patients. Students will coordinate care for their patients including anticipating care needs, addressing changing priorities, communicating effectively at the time of admission, with consultants, during handovers, and during discharge planning.

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NPMH 789 Special Populations for Mental Health Disorders (4 QH)

This course enables students to investigate the skills and competencies necessary for providing care to vulnerable and underserved populations in the United States throughout their lifespan. Special attention will focus on assessment strategies, examining social determinants of health,

common barriers to access to adequate healthcare, and risk stratification. Considerable emphasis will also be placed on the constructions, meanings, and experiences of difference, preparing students to work as culturally responsive and ethical PMHNPs.

NPMH 811 Clinical Residency I (5 QH)

This clinical residency for advanced practice of psychiatric mental health nursing across the lifespan, is the first of five applied professional experiences in the DNP:PMHNP program. In this course, the student will engage in activities to develop competency in the comprehensive assessment of acute and chronic mental health conditions, in various settings, at program-approved sites. Students will apply the knowledge and skills needed to perform and document a comprehensive diagnostic assessment, initiate and interpret relevant diagnostic tests and procedures, and evaluate the pharmacodynamic effects of psychopharmacology therapies. This course also includes a seminar component (20 classroom hours) during which time the student presents case material from their clinical experiences using a clinical case presentation model, and participates in board prep activities.

NPMH 821 Clinical Residency II (7 QH)

This clinical residency for advanced practice of psychiatric mental health nursing across the lifespan, is the second of five applied professional experiences in the DNP:PMHNP program. In this course, the student will engage in activities to refine assessment skills and to develop competency in the diagnostic reasoning process, at program-approved sites. Students will demonstrate the clinical reasoning steps that underpin the development of differential diagnosis and apply DSM and IDC psychiatric and mental health conditions when developing diagnoses. In addition, students will continue to advance assessment and psychopharmacology knowledge and skills. This course also includes a seminar component (20 classroom hours) during which time the student presents case material from their clinical experiences using a clinical case presentation model, and participates in board prep activities.

NPMH 831 Clinical Residency III (7 QH)

This clinical residency for advanced practice of psychiatric mental health nursing across the lifespan is the third of five applied professional experiences in the DNP:PMHNP program. In this course, the student will engage in activities to develop competency in the development and implementation of patient-centered treatment goals and plans, at approved clinical sites. Cognitive behavioral therapies, therapeutic relationships and counseling, and evidence-based therapy techniques receive particular emphasis. Management of common psychiatric disorders via clinical practice guidelines is a third treatment thread. In addition, students will continue to advance and demonstrate assessment and diagnostic reasoning knowledge and skills, and appropriate use and management of psychopharmacology treatment. This course also includes a seminar component (20 classroom hours) during which time the student presents case material from their clinical experiences using a clinical case presentation model, and participates in board prep activities.

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NPMH 841 Clinical Residency IV (8 QH)

This clinical residency for advanced practice of psychiatric mental health nursing across the lifespan, is the fourth of five applied professional experiences in the DNP:PMHNP program. In

this course, the student will engage in activities that further develop competencies in all aspects of the standards of practice of the psychiatric mental health nurse practitioner, at approved clinical sites. Additional emphasis will be placed on activities related to care coordination and collaboration, health teaching and group therapies, consultation, leadership, resource utilization, and evaluation of professional practice. This course also includes a simulation component (20 classroom hours) during which time students undergo evaluation of their progress toward demonstration of entry-level competency in assessment, diagnosis, outcome identification, and the therapeutic planning and implementation of psychiatric mental health nursing practice.

NPMH 851 Clinical Fellowship V (7 QH)

This clinical fellowship is the final applied professional experience in the advanced practice of psychiatric mental health nursing across the lifespan for the DNP:PMHNP program. In this course, the student will engage in activities that demonstrate achievement of the full spectrum of entry-level clinical practice outcomes, at approved clinical sites. The resident has the option of specializing during the fellowship. This course also includes a seminar component (20 classroom hours) during which time the student presents case material from their clinical experiences using a clinical case presentation model, and demonstrates readiness to sit for the board exam.