



Department of Nurse Anesthesiology

**FLORIDA INTERNATIONAL UNIVERSITY
NICOLE WERTHEIM COLLEGE OF NURSING AND HEALTH SCIENCES**

DEPARTMENT OF NURSE ANESTHESIOLOGY DNP Anesthesiology Nursing Program

ADMINISTRATIVE MANUAL

Operational procedures for DNA
administration, faculty, and students

DNP in Nurse Anesthesia Student Contract

I attest that I have received, read, and understand the FIU DNA Procedures Manual. I will abide by the procedures set forth by the FIU DNA Program Procedures Manual. I understand the DNA Administrative Manual is subject to change. If changes occur, the DNP Anesthesiology Nursing Program students will be notified via FIU email, as new procedures will take effect upon notification of change.

Student Name: _____ Panther ID# _____

Student Signature: _____ Date: _____



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ADMINISTRATIVE MANUAL

The Administrative Manual for the Florida International University (FIU), Nicole Wertheim College of Nursing and Health Sciences (NWCNHS), Department of Nurse Anesthesiology (DNA) is designed to reflect the Standards as established by the Council on Accreditation of Nurse Anesthesia Educational Programs, other accrediting agencies, FIU DNP Anesthesiology Nursing Program, NWCNHS and to meet the needs of the Program. The COA Doctoral Standards, revised on October 11th, 2019, have been included as an appendix. The procedures listed herein are supplemental to policies of the NWCNHS and FIU.

This manual contains all applicable procedures for administrators, faculty, and students. As such, the Program does not publish separate manuals. As part of the DNA Comprehensive Systematic Evaluation Plan, this manual is subject to annual review to revise procedures, amendments, and deletions on an as-needed basis. This manual is published on the DNA website for access by students, faculty, administrators, and the DNA communities of interest. The original copy of this manual is maintained in the DNA Program Office.

The adoption of this manual was approved by the School of Nursing - Nursing Faculty Organization in Spring Semester 2001. In 2006, the School of Nursing was reorganized as part of the Nicole Wertheim College of Nursing and Health Sciences.

This manual is reviewed and updated annually. The DNA administrative manual is subject to change as needed, in which the ANP students will be immediately notified. New procedures will take effect upon notification of change.

I have been made aware of the online location of the Florida International University, Anesthesiology Nursing Program, Procedure Manual. I have had an opportunity to review and discuss its contents. As a Registered Resident Nurse Anesthetist RRNA, enrolled in the DNP in Nurse Anesthesia, I agree to abide by and respect the regulations, procedures, and standards outlined in this handbook. I understand that these regulations, procedures, guidelines, and standards are subject to change as deemed necessary by the University, College of Nursing, or the Program. Any changes to these may be sent via email with high-priority notifications.

During the clinical phase of the program, it is essential to the success of clinical rotations to access and read emails within 24 hours from the program and clinical sites and complete all required credentialing paperwork. Failure to read high-priority emails sent from the University, College, DNP in Nurse Anesthesia, and/or clinical sites is considered negligent and grounds for disciplinary action. I understand it is my responsibility to access my FIU email account daily, read all program-related emails, and keep abreast of clinical credentialing requirements and any changes in the program.

Upon graduation, I agree to provide my employer information to the Department of Nurse Anesthesiology. I understand my employer will be sent an evaluation tool to evaluate my performance as a Florida International University CRNA Graduate. I also agree, as an alumnus, to evaluate the DNP in Nurse Anesthesia and assist the program in future improvements. I understand the employer and alumni evaluations are confidential and will be used only for internal program evaluation and critique and to improve the program for prospective students.

I agree, upon graduation, to sit for the National Certification Examination (NCE) administered by the National Board of Certification & Recertification of Nurse Anesthetists (NBCRNA) within **30 days** of the completion of the program. *NOTE: There are many affiliating agency contracts that are used for practicum experiences.

APPROVED:

Signature on file in DNA program office original copy

ANN B. MILLER

Ann B. Miller, DNP, CRNA, APRN, FAANA
Chair and Clinical Associate Professor
Department of Nurse Anesthesiology

6/16/2025
Date

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FLORIDA INTERNATIONAL UNIVERSITY
NICOLE WERTHEIM COLLEGE OF NURSING AND HEALTH SCIENCES

DEPARTMENT OF NURSE ANESTHESIOLOGY
DNP Anesthesiology Nursing Program

**ADMINISTRATIVE PROCEDURES
MANUAL**

**INTRODUCTION -
University and College History and Organization
Division of Nursing Educational Framework**

DESCRIPTION OF FLORIDA INTERNATIONAL UNIVERSITY

South Florida, with an estimated population of over four million people in Miami-Dade, Broward, and Monroe Counties in 2019, is one of the most artistically expressive and ethnically diverse (over 150 ethnicities and 60 languages) and cosmopolitan regions in the United States. As the gateway to Latin America and the Caribbean, it is a global center for trade, finance, manufacturing, tourism, and health care.

In this milieu, Florida International University (FIU) was chartered by the Florida Legislature in 1965 to offer upper-division and graduate programs. FIU opened its doors in 1972 to the largest opening-day enrollment in the history of American higher education. Initially a two-year upper-division school with limited graduate programs, FIU added lower-division classes in 1981 and received authority to begin offering degree programs at the doctoral level in 1984. The University has two main campuses, the 344-acre Modesto A. Maidique Campus (MMC) in western Miami-Dade County, and the 200-acre Biscayne Bay Campus (BBC) in northeast Miami-Dade County. Committed to both high quality and access, FIU meets the educational needs of full-time and part-time undergraduate and graduate students and lifelong learners. Reflecting the vibrant ethnic diversity of South Florida, FIU students are 61% Hispanic, 15% White, 13% Black, 4% Asian/Pacific Islander, and 7% other minorities.

FIU is a public research university offering a broad array of undergraduate, graduate, and professional programs in carrying out the University's mission of "high-quality teaching, state-of-the-art research and creative activity, and collaborative engagement with our local and global communities" in eleven colleges and schools: College of Communication, Architecture + The Arts, College of Arts, Sciences, and Education, College of Business, College of Engineering and Computing, Honors College, College of Law, Herbert Wertheim College of Medicine, Nicole Wertheim College of Nursing and Health Sciences, Robert Stempel College of Public Health and Social Work, Chaplin School of Hospitality and Tourism Management, and Steven J. Green School of Journalism, Mass Communication, and Public Affairs.

FIU offers more than 268 bachelor's, master's, doctoral, and specialist degree programs and conducts basic and applied research through these colleges and schools. Interdisciplinary centers and institutes conduct collaborative research to seek innovative solutions to economic, technological, and social problems. Numerous programs are also offered at off-campus locations and online. With a student body of nearly 54,000, more than 2200 full-time instructional and research faculty, and over 9,000 degrees awarded annually, FIU is the largest university in South Florida and one of the 25 largest public universities in the nation. FIU ranked as one of the top 100 universities in the country by U.S. News & World Report. More than 115,000 FIU alumni live and work in South Florida.

Ninety-nine percent of FIU full-time tenured or tenure-track instructional faculty members hold doctorates or the highest degree attainable in their fields. FIU is the only urban public university in the state chartered with a Phi Beta Kappa chapter, the nation's oldest scholarly honorary society. The Carnegie Foundation for the Advancement of Teaching classifies FIU as a Research University/High Research Activity. The University's annual research expenditures exceed \$177 million.

All university academic programs are approved by the Florida Board of Governors and the FIU Board of Trustees. The University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award bachelor's, master's, and doctoral degrees.

SACS reaffirmed FIU's accreditation in 2010. Degree programs at FIU are accredited or approved by the appropriate specialized accreditation agency.

DESCRIPTION OF THE NICOLE WERTHEIM COLLEGE OF NURSING AND HEALTH SCIENCES

The academic nursing programs are located in the Nicole Wertheim College of Nursing and Health Sciences (NWCNHS). They are housed on the Modesto A. Maidique Campus (MMC) in the Academic Health Center 3 Building and the Biscayne Bay Campus (BBC) in the Academic 2 Building. The Commission fully accredits the College's baccalaureate and master's degree programs Collegiate Nursing Education (initial accreditation occurred in 2008), the Council on Accreditation (COA) of Nurse Anesthesia Educational Programs (re-accreditation occurred in 2010), and are all approved by the Florida Board of Nursing (re-approval occurred in 2011.)

A broad range of nursing degree programs are currently offered by the College and include a bachelor's degree in nursing, a Doctor of Philosophy degree in nursing, and a Doctor of Nursing Practice. A post-master's degree, the Doctor of Nursing Practice, was implemented in January n2012. The nursing unit holds institutional memberships in the American Association of Colleges of Nursing (AACN), the National League for Nursing (NLN), the Southern Collegiate Council of Nursing of the Southern Regional Education Board, the Florida Nurses Association (FNA), the Nursing Shortage Consortium of South Florida, and the South Florida Hospital and Health Care Association. In May 2001, the Florida International University Anesthesiology Nursing Program (ANP) was awarded full accreditation by the Council on Accreditation of Nurse Anesthesia Educational Programs (COA). The program's accreditation review was done in May 2019. We received continued accreditation until May 2023.

<https://cnhs.fiu.edu/academics/nursing/nurse-anesthesia/index.html>

History

Nursing was present on the FIU campus from 1972 to 1978 when an RN-BSN degree was offered through the School of Health and Social Work. In 1982 the School of Nursing was established at BBC as an autonomous upper-division unit through start-up funds provided by nine Miami hospitals. These health care organizations were concerned about the acute nursing shortage. They were interested in contributing to baccalaureate education for qualified men and women who could assume beginning leadership positions in health care in the rapidly growing South Florida region.

In 1997, the School of Nursing merged with the College of Health to create a new academic unit, the College of Health Sciences. The College of Health Sciences included the School of Nursing and the Departments of Physical Therapy, Occupational Therapy, Dietetics and Nutrition, Medical Laboratory Sciences, Public Health, Health Information Management, and Speech-Language Pathology. The rationale for the merger was to enhance one of the University's strategic themes, *Health*, by consolidating the health professions programs and developing the interdisciplinary education and research.

In 1999, the College of Health Sciences merged with another academic unit, the College of Urban and Public Affairs, which gave rise to a new college, the College of Health and Urban Affairs (CHUA). CHUA included four schools: School of Nursing; School of Health; School of Social Work; and the School of Policy and Management. The purpose of the restructuring was to consolidate the health-related fields in one college and enhance interdisciplinary education and research in these areas. Dr. Ronald Berkman was appointed Executive Dean of the College, and Dr. Divina Grossman was appointed Dean of the School of Nursing.

In December 2004, the School of Nursing joined its sister schools in CHUA by relocating from the BBC to a newly constructed Health and Life Sciences 2 building at the MMC, approximately 20 miles. The move to the MMC is part of an overall strategy to locate nursing with other health-related units in the context of the proposed medical school and the development of the academic health sciences complex. The new building provided nursing classrooms, teaching laboratories, offices, and research space. The school retained offices, classrooms, and laboratories at the BBC to provide for expansion.

On October 1, 2006, the School of Nursing was transformed into the College of Nursing and Health Sciences when CHUA was disaggregated into three (3) autonomous units: the NWCNHS, the College of Social Work, Justice, and Public Affairs, and the Stempel School of Public Health. The NWCNHS included Nursing and the Departments of Physical Therapy, Occupational Therapy, Health Services Administration, Communication Sciences and Disorders, and Athletic Training. The disaggregation provided autonomy for the academic units as they sought accreditation or re-accreditation from their professional agencies and laid the foundation for the future health sciences complex. Dr. Divina Grossman was appointed Dean of the CNHS and reports to the Provost.

In August 2006, as part of FIU's Strategic Initiatives, a baccalaureate of science in nursing (BSN) program (the foreign-educated physician to BSN track) was re-established at the BBC. In December 2006, University administrators announced that a new CNHS building would be erected on the MMC and be titled the College of Nursing and Health Sciences, NWCNHS. The \$47 million 113,000 sq. ft. building would house the College's combined disciplines scattered throughout two buildings and rapidly outgrowing them. The CNHS building (AHC 3), completed in December 2009, became part of the academic health sciences complex envisioned at the MMC.

In 2009, the University-wide budget-cutting process required a feasibility review of all CNHS programs and tracks. Two College departments (Health Information Management and Health Sciences) were phased out due to the review. CNHS expansion re-occurred in 2011 with the assimilation of Health Services Administration, a baccalaureate-level program previously housed in the Stempel College of Public Health and Social Work. In February 2010, CNHS Dean Divina Grossman was promoted to Vice-President of Engagement at FIU; Dr. Sharon Pontious was appointed Interim Dean until July 1, 2011, when Dr. Ora Strickland was appointed NWCNHS Dean.

The College of Nursing and Health Sciences received a \$10 million donation from Dr. Herbert Wertheim and his wife Nicole on September 25, 2013. In their honor, the College was named the Nicole Wertheim College of Nursing and Health Sciences (NWCNHS). The current NWCNHS consists of the Nursing Unit as well as Departments of Graduate Nursing, Nurse Anesthetist, Athletic Training, Communication Sciences and Disorders, Health Services Administration, Occupational Therapy, and

Physical Therapy. The nursing undergraduate and graduate academic programs are administered by Program Directors; Chairs administer other CNHS academic departments.

Unique to the NWCNHS are our Simulation Teaching and Research Center (STAR Center) and Center for the Advanced Rehabilitation/Research and Education (CARE). These facilities provide students and faculty access to innovative resources, technologies, and teaching environments that offer unparalleled interdisciplinary collaboration and educational interaction opportunities. These flexible technologies provide a variety of real-world teachings and rehabilitation training scenarios for students in our Nursing, Athletic training, Communication Science and Disorders, Physical Therapy, and Occupational Therapy. Cutting-edge simulation equipment, digital imaging systems, closed-circuit monitoring, web-based technologies, and more, help our students develop clinical and critical thinking skills and support our faculty in performing groundbreaking research, benefiting a wide spectrum of patient care.

Bachelor of Science in Nursing (BSN) Program

The Bachelor of Science in Nursing (BSN) degree was approved as an upper-division program in 1982 by the Board of Regents of the State University System. The National League for Nursing (NLN) granted initial accreditation in 1985. Upon completing the BSN Program, the basic (generic) student graduate is eligible to become licensed as a registered nurse. The nursing unit also offers an RN-BSN completion track. Graduates of the BSN Program are eligible for master's level studies. In addition to the generic BSN Program, the nursing unit offers a track for foreign-educated physicians (FEPs) to complete the BSN. The FEP-BSN track, the first of its kind in the nation, enables foreign-educated physicians who are unemployed or underemployed, to complete a BSN. In 2010 the FEP-BSN track was transformed into an accelerated combined BSN/MSN track; FEP students who qualify for admission to the MSN Program continue into the nurse practitioner specialty tracks; students not admitted to the MSN Program complete the BSN degree.

Doctor of Nursing Practice (DNP) Program

The Doctor of Nursing Practice (DNP) Program was approved for implementation by the FIU Board of Trustees and Florida Board of Governors in 2010. In response to the self-study analysis and Commission on Collegiate Nursing Education (CCNE) visitor report, the CCNE Board of Commissioners granted full initial accreditation status to the DNP degree program effective October 7, 2013. Board correspondence indicated that the DNP program met the four accreditation standards with no compliance concerns of the key elements. The DNP program is offered as a post-masters (Post-MS) doctoral plan of study for the registered nurse with previous specialty preparation in advanced clinical nursing practice (nurse practitioners, nurse anesthetists, nurse midwives, clinical nurse specialists) and as a post-baccalaureate (Post-BSN) option for the registered nurse choosing to pursue both the Masters in Nursing degree with APRN specialization and the DNP degree in a more streamlined manner. The curriculum for the Post-BSN program option is a combination of the department's CCNE-approved MSN Program and DNP Post-MS curriculum.

Doctor of Philosophy in Nursing (Ph.D.) Program

The Doctor of Philosophy in Nursing (Ph.D.) The program was approved by the Florida Board of Governors in 2003. The program's purpose is to develop individuals who will be leaders and educators in generating and applying the science needed to guide nursing practice. Graduates have the knowledge and skills to conduct research in the healthcare field, and direct and guide the application of other evidence-based healthcare findings to improve the health of people from diverse cultures and

underserved populations. In 2009 a BSN-PhD track was added for students who demonstrate outstanding academic accomplishment in their undergraduate courses.

DNP PROGRAMS & CURRICULUM

DNP Program Purpose

The DNP program exists to prepare nurses for leadership roles in specialized clinical area(s) of advanced nursing practice with an emphasis on philosophical, ethical, and scientific principles. The DNP degree provides the foundation for leadership in professional nursing care, continued acquisition of knowledge, and the translation of evidence-based clinical skills in any of the advanced practice clinical specialization roles (i.e. APRN, CRNA, CNM); as well as the underpinnings of clinical expertise in healthcare delivery, evaluation, quality improvement, and advanced practice nursing education.

DNP Program Objectives

The DNP program prepares the graduate to:

- Demonstrate advanced levels of clinical practice, judgment, and scholarship in nursing based on scientific knowledge underpinning practice.
- Implement analytical methodologies for the evaluation and formulation of health care policies and practices for the clinical situations, practice environment, and the health care delivery system.
- Integrate the application of scientific evidence, professional values, and ethical decision-making in advanced nursing practice and health care delivery. Access, utilize, manage, and safeguard state of science information technology and health care informatics systems for care delivery, systems operations, and quality improvement. Evaluate and translate research to support evidence-based practice to improve the health care of medically, socially, and culturally diverse populations across the life span.
- Collaborate with interdisciplinary teams in the delivery, evaluation, and quality improvement of health care, health promotion, practice models, and health policy for individuals and populations.
- Analyze the scientific, social, ethical, economic, political, legal, and policy components of healthcare systems that impact healthcare planning, access, and delivery.
- Assume leadership roles in the development of excellence in clinical care and health care delivery systems through advanced nursing roles in clinical practice, education, or management settings.

The DNP Anesthesiology Nursing Program has specific educational objectives and outcome criteria consistent with the requirements of its accrediting agency (Council on Accreditation of Nurse Anesthesia Educational Programs [COA] and the Florida Nurse Practice Act:

The student will demonstrate they have acquired knowledge, skills, and competencies in patient safety, perianesthetic management, critical thinking, communication, and the competencies needed to fulfill their professional responsibility. Students will demonstrate competence, safety, and confidence in the

ability to manage anesthesia care at a level of independence, consistent with that of a new graduate upon entry into practice.

PATIENT SAFETY

The graduate must demonstrate the ability to:

1. Be vigilant in the delivery of patient care.
2. Refrain from engaging in extraneous activities that abandon or minimize vigilance while providing direct patient care (e.g., texting, reading, emailing, etc.).
3. Conduct a comprehensive equipment check.
4. Protect patients from iatrogenic complications.

PERIANESTHESIA

The graduate must demonstrate the ability to:

1. Provide individualized care throughout the perianesthesia continuum.
2. Deliver culturally competent perianesthesia care (see Glossary, “Culturally competent”).
3. Provide anesthesia services to all patients across the lifespan (see Glossary, "Anesthesia services" and “Across the lifespan”).
4. Perform a comprehensive history and physical assessment (see Glossary, “Comprehensive history and physical assessment”).
5. Administer general anesthesia to patients with a variety of physical conditions.
6. Administer general anesthesia for a variety of surgical and medically related procedures.
7. Administer and manage a variety of regional anesthetics.
8. Maintain current certification in ACLS and PALS.

CRITICAL THINKING

The graduate must demonstrate the ability to:

1. Apply knowledge to practice in decision-making and problem-solving.
2. Provide nurse anesthesia services based on evidence-based principles.
3. Perform a pre-anesthetic assessment before providing anesthesia services.
4. Assume responsibility and accountability for diagnosis.
5. Formulate an anesthesia plan of care before providing anesthesia services.
6. Identify and take appropriate action when confronted with anesthetic equipment-related malfunctions.
7. Interpret and utilize data obtained from noninvasive and invasive monitoring modalities.
8. Calculate, initiate, and manage fluid and blood component therapy.
9. Recognize, evaluate, and manage the physiological responses coincident to the provision of anesthesia services.
10. Recognize and appropriately manage complications that occur during the provision of anesthesia services.
11. Use science-based theories and concepts to analyze new practice approaches.
12. Pass the National Certification Examination (NCE) administered by NBCRNA.

COMMUNICATION

The graduate must demonstrate the ability to:

1. Utilize interpersonal and communication skills that result in the effective exchange of information and collaboration with patients and their families.
2. Utilize interpersonal and communication skills that result in the effective interprofessional exchange of information and collaboration with other healthcare professionals.
3. Respect the dignity and privacy of patients while maintaining confidentiality in the delivery of interprofessional care.
4. Maintain comprehensive, timely, accurate, and legible healthcare records.
5. Transfer the responsibility for the care of the patient to other qualified providers in a manner that assures continuity of care and patient safety.
6. Teach others.

LEADERSHIP

The graduate must demonstrate the ability to:

1. Integrate critical and reflective thinking in his or her leadership approach.
2. Provide leadership that facilitates interprofessional and interprofessional collaboration.

PROFESSIONAL ROLE

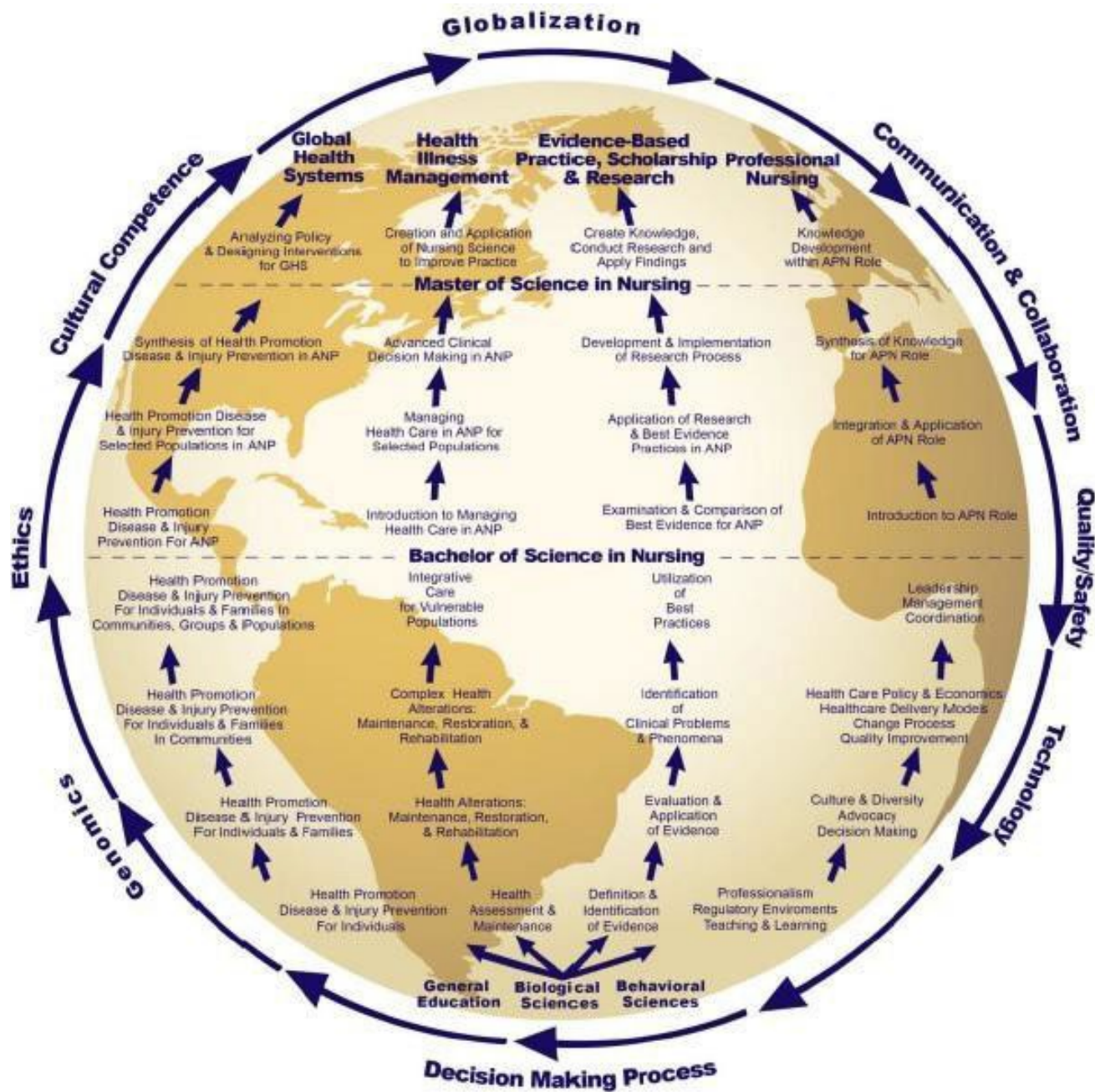
The graduate must demonstrate the ability to:

1. Adhere to the Code of Ethics for the Certified Registered Nurse Anesthetist.
2. Interact on a professional level with integrity.
3. Apply ethically sound decision-making processes.
4. Function within legal and regulatory requirements.
5. Accept responsibility and accountability for his or her practice.
6. Provide anesthesia services to patients in a cost-effective manner.
7. Demonstrate knowledge of wellness and chemical dependency in the anesthesia profession through completion of content in wellness and chemical dependency (see Glossary, "Chemical dependency and wellness").
8. Inform the public of the role and practice of the CRNA.
9. Evaluate how public strategies impact the financing and delivery of healthcare.
10. Advocate for health policy change to improve patient care.
11. Advocate for health policy change to advance the specialty of nurse anesthesia.
12. Analyze strategies to improve patient outcomes and quality of care.
13. Analyze health outcomes in a variety of populations.
14. Analyze health outcomes in a variety of clinical settings.
15. Analyze health outcomes in a variety of systems.
16. Disseminate research evidence.
17. Use information systems/technology to support and improve patient care.
18. Use information systems/technology to support and improve healthcare systems.
19. Analyze business practices encountered in nurse anesthesia delivery settings.

NWCNHS . Nicole Wertheim College of Nursing and Health Sciences. (2010). *Undergraduate nursing program purposes and objectives*. Retrieved from: https://cnhs.fiu.edu/_assets/docs/bsn-curriculum-overview.pdf

NWCNHS . Nicole Wertheim College of Nursing and Health Sciences. (2010). *Graduate nursing program purposes and objectives*. Retrieved from: http://cnhs.fiu.edu/nursing/graduate/_assets/ngr-doct-assets/MSN_CURRICULUM%20OVERVIEW.pdfv

Organizing Framework: BSN, MSN, and Doctoral (DNP & PhD) Programs



DNP Curriculum Framework Definitions

COMMUNICATION & COLLABORATION. (*Pervasive Thread*). Communication is the process by which information, ideas, beliefs, values, and feelings are interchanged. Communication involves symbols, such as written words, gestures, images, and spoken language. Communication is influenced by inherent capacities, socio-cultural background, environment, attitudes, past experiences, knowledge of the subject matter, and ability to relate to others. Communication is also affected by technological advances in healthcare. Communication is inherent in collaboration and requires critical thinking skills. Collaboration is the process of making and carrying out decisions with other people regarding health care and research in a caring context. Knowledge of healthcare systems includes an understanding of the organization and environment in which nursing and health care are provided. Collaborative leadership is a set of skills to accomplish both individual and collective goals. Collaborative leaders must be excellent communicators of a clear vision based on theories of change and understanding of health care dynamics. Effective communication and collaboration are the foundation for developing therapeutic relationships for the purpose of providing patient care, conducting research, and collaborating with members of teams and communities at local, regional, national, and global levels.

CULTURAL COMPETENCE. (*Pervasive Thread*). Cultural competence is the integration of knowledge, behaviors, skills, and attitudes required to provide quality health care and conduct research with people from different cultures, transcending national boundaries. Cultural competence involves tailoring health care delivery to meet patients' ecological, biosocial, cultural, and linguistic needs in an effort to improve outcomes and eliminate disparities in healthcare. Cultural competence includes being able to recognize and respond to patient population health-related beliefs and values, disease incidence and prevalence, genetics, and treatment outcomes. Cultural competence may be viewed as a process by which the healthcare professionals continually engage in self-evaluation and strive to effectively work within the cultural context of the individual, family, population, and/or community.

DECISION-MAKING PROCESS. (*Pervasive Thread*). The decision-making process is the formulation and revision of conclusions based on knowledge acquired. The decision-making process requires reflective thought, interdisciplinary focus, global perspective, use of technology, ethical/legal considerations, and comfort with ambiguity. Critical thinking entails the acquisition of knowledge with the intent of deliberate inquiry and involves the understanding of different alternatives before making decisions. The decision-making process is influenced by many factors such as patterns and similarity recognition, sense of the importance of the facts, common-sense understanding, skilled “know-how” and deliberate rationality. Decision-making process outcomes incorporate scientific evidence, patient culture, values and preferences, and clinical expertise.

ETHICS. (*Pervasive Thread*). Ethics is a set of shared values or principles that govern the way nurses interact with patients, families, and other health professionals. A Code of Ethics makes explicit the primary goals, values, and obligations of a profession. Individuals who become nurses are expected not only to adhere to the ideals and moral norms of the profession but also to embrace them as a part of what it means to be a nurse. The ethical tradition of nursing is self-reflective, enduring, and distinctive.

EVIDENCE-BASED PRACTICE, SCHOLARSHIP & RESEARCH. (*Vertical Thread*). Professional nursing is grounded in the application of evidence from research, expert panels, opinion leaders, research-based theories, clinical expertise, assessment data (including preferences and cultural

values), and healthcare data. Basing practice on evidence from a number of sources improves outcomes in practice, education, administration, and research at local regional, and national, global levels. Professional nurses participate in the scholarship of discovery, application, integration, and teaching. Professional nurses are committed to evaluating, creating, conducting, and communicating research findings.

GENOMICS. (*Pervasive Thread*). Genetics refers to the study of individual genes and their impact on single gene conditions while genomics examines all genes together and how they interact with each other, the environment, culture, psychosocial, and other factors. The study of genomics assists nurses and other health care practitioners and researchers to find better ways to promote health and prevent and treat disease in individuals, families, populations, and communities.

GLOBALIZATION. (*Pervasive Thread*). Globalization is the system of interaction among the peoples, communities, and countries of the world. Globalization of health requires the dissemination of knowledge and the use of best evidence to impact policies and improve world health in a manner that transcends all cultural, economic, environmental, political, and social boundaries. The professional nurse utilizes an integrative, cross-disciplinary approach to effectively address health care disparities and reduce the overall burden of disease.

GLOBAL HEALTH SYSTEMS. (*Vertical Thread*). Global health systems encompass the personnel, institutions, commodities, information, financing, and governance strategies that support the universal delivery of health promotion and preventative services in a fair and equitable manner, responding to people's needs and expectations. Global health systems define the administration of health care in terms of market incentives, health impact, consumer satisfaction, and performance monitoring.

HEALTH/ILLNESS MANAGEMENT. (*Vertical Thread*). Health/illness management includes a scope of services across the health/illness continuum. Nursing practice includes management of health promotion, risk reduction/illness/injury prevention, health maintenance, health restoration, rehabilitation, palliative, and end-of-life care for diverse individuals, families, groups, and vulnerable populations. Optimal health/illness management requires nurses to apply and synthesize knowledge, skills, behaviors, and attitudes to make decisions, develop strategies, and design integrative plans of care. Health/illness management principles and guidelines are developed from nursing and interdisciplinary research. Health/illness management starts at the undergraduate level and builds at the graduate and doctoral level with increasing depth and breadth of knowledge, synthesis of data, the complexity of skills and interventions, and role autonomy.

PROFESSIONAL NURSING. (*Vertical Thread*). Professional nurses use a well-delineated and broad knowledge base for practice. Inherent in professional nursing is an understanding of the historical, legal, empirical, and contemporary context of research and evidence-based practice. Professional nursing requires strong critical reasoning, clinical judgment, communication, collaboration, and assessment skills. Professional nursing also requires the development and demonstration of a set of core values and principles, an ethical framework for practice, and involves accountability for oneself and nursing practice within the parameters of professional regulation, competencies, and scope of practice. Professional nurses are advocates for high-quality care and are knowledgeable and active in the policy processes defining healthcare delivery systems. The professional nurse is committed to lifelong learning and continuous professional engagement, including the graduate level of study.

Professional nurses have advanced knowledge and clinical expertise necessary to promote health, provide care, educate, advocate, consult, and collaborate as well as facilitate change and provide organizational leadership. Professional nurses use and/or create knowledge through research.

QUALITY & SAFETY. (*Pervasive Thread*). Quality represents the desired health outcomes that are consistent with current professional knowledge. Quality care uses data to monitor the outcomes of care processes and uses improvement methods to design and test changes to continuously improve the quality and safety of health care systems. Quality care is safe, effective, patient-centered, timely, efficient, and equitable. Nursing focuses on the achievement of appropriate self-care, demonstration of health-promoting behaviors, health-related quality of life, perception of being well cared for, and symptom management based on criteria as positive health outcomes. Patient safety is a critical component of high-quality health care. Safety minimizes the risk of harm to patients and providers through both system effectiveness and individual performance. Nurses integrate quality aspects into patient safety and are a pivotal component in the integration of nursing care and the care provided by other members of the health team and health system.

TECHNOLOGY. (*Pervasive Thread*). Technology encompasses tools that are intended to enhance clinical practice and include but are not limited to, computers, web-based applications, decision support systems, monitors, data gathering devices, and other technological supports for patient care interventions and knowledge development. Knowledge and skills in information and patient care technology are critical in preparing nursing graduates to deliver quality patient care in a variety of healthcare settings.

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Organizing Curriculum Framework of the DNP Program

The DNP program is a post-masters and post-baccalaureate doctoral plan of study for the registered nurse with specialty preparation in advanced clinical nursing practice (nurse practitioners, nurse anesthetists, nurse midwives). The DNP program builds upon the clinical specialization to include the study of advanced specialty practice; systematic practice and program outcome evaluation; application

of health informatics resources; development of safe, equitable, and cost-effective health policy; innovation, implementation, and evaluation of care delivery models; leadership development in health care delivery; and clinical expertise for advanced nursing practice and education. The curriculum is based upon the outcome objectives for DNP graduates as defined by the 2006 AACN Essentials of Doctoral Education for Advanced Nursing Practice. The curriculum incorporates applicable graduate course offerings within the College as well as new courses developed specific to the DNP program. The resulting curriculum is educationally sound and cost-effective. DNP graduates exit the program with advanced skills and competency in 1) analyzing, designing, implementing, managing, and evaluating health care practice, policy, and delivery systems; 2) facilitating the application and integration of research into clinical practice using innovative approaches across multiple settings to improve health care, patient outcomes, and health care systems; and 3) preparing to assume leadership roles in practice, education, and management. The organizing curriculum framework for the DNP program is derived from the mission, vision, and goals of the Nursing Unit and the goals and objectives of the DNP program. The DNP organizing curriculum framework builds upon a common global concept schematically depicted in the “globe”. The DNP curriculum framework is founded on the knowledge base and advances the organizing processes (vertical and pervasive threads) of the BSN and MSN curricula on the “globe”.

The organizing curriculum framework for the DNP program is divided into the major components of CORE KNOWLEDGE, FOCUS CONCENTRATION, DNP RESIDENCY, and a DNP PROJECT. These components include 1) four vertical organizing threads (Global Health Systems, Health/Illness Management, Evidence-Based Practice, Scholarship & Research, and Professional Nursing); and 2) seven pervasive organizing threads (Genomics, Communication & Collaboration, Quality & Safety, Technology, Globalization, Decision Making Process, Ethics, and Cultural Competence). The vertical organizing threads depicted within the globe (Global Health Systems, Health/Illness Management, Evidence-Based Practice, Scholarship & Research, and Professional Nursing) are articulated in a logical progression and toward increased complexity from the BSN to the DNP curriculum, providing depth and breadth to the curriculum. The pervasive organizing threads of the framework depicted surrounding the globe (Genomics, Communication and Collaboration, Quality & Safety, Technology, Globalization, Decision Making Process, Ethics, and Cultural Competence) are integrated throughout the curriculum. Students advance through each of the two major components of the MSN curriculum as programs of study are completed. Courses within the two components are delineated as 1) CORE KNOWLEDGE and 2) POPULATION/SPECIALIZATION courses. CORE KNOWLEDGE courses are taken by all MSN students regardless of population focus or specialization. POPULATION/SPECIALIZATION courses are dependent on which population or specialization the student has chosen to pursue.

Vertical Organizing Threads

The vertical organizing threads of the framework include Global Health Systems, Health/Illness Management, Evidence-Based Practice, Scholarship & Research, and Professional Nursing. These organizing threads are articulated through logical progression and toward increased complexity in the DNP curriculum. These vertical threads reflect the mission, vision, and goals of the Nursing Unit and the purposes and objectives of the DNP program. Global Health Systems The vision of the Nursing Unit is to prepare graduates who will be globally recognized for their contribution to health care, education, leadership, and research with a focus on the needs of the underserved populations. DNP

graduates will be prepared as facilitators in designing interprofessional healthcare teams, who use an understanding of organization and environment and are able to integrate care services across global health systems. DNP students acquire foundational knowledge in global health systems in the CORE KNOWLEDGE component course: *NGR 5131 Culture in Advanced Nursing Practice*. For the POPULATION/SPECIALIZATION component, DNP students select one of the following clinical populations: advanced adult health, advanced child health, advanced family health, or anesthesiology nursing. Progress in knowledge and skills in global health systems is provided in the following courses:

For nurse practitioner students:

NGR 6201C/L Advanced Adult Health Nursing I/PR; NGR 6202C/L Advanced Adult Health Nursing II/PR; NGR 6209 Clinical Decision making in Advanced Adult Health Nursing; NGR 5810 Research Methods; and NGR 6700L Role Synthesis in Advanced Adult Health Nursing PR.

NGR 6301C/L Advanced Child Health Nursing I/PR; NGR 6302C Advanced Child Health Nursing II/PR; and NGR 6337L Role Synthesis in Advanced Child Health Nursing; NGR 6601C/L Advanced Family Health Nursing I/Practicum & NGR 6602C/L Advanced Family Health Nursing II/Practicum; and NGR 6619L Role Synthesis in Advanced Family Health Nursing PR.

For DNP Anesthesiology Nursing Program students:

NGR 6492 Professional Aspects of Anesthesiology Nursing

Health/Illness Management A goal of the NWCNHS nursing unit is to prepare graduates who will be able to collaborate with local, national, and international health care agencies in promoting excellence through cost-effective, accessible, equitable, and humanistic health care delivery systems for divergent individuals, families, and communities. DNP graduates will be prepared as professional advanced practice nurses who utilize communication, collaboration, and synthesis of evidence-based practice, scholarship, and research in the delivery of healthcare for global health systems. DNP students acquire foundational knowledge in the health-illness management continuum in the CORE KNOWLEDGE component courses: *NGR 5141 Pathophysiologic Basis for ANP; NGR 6172 Pharmacology and Pharmacotherapeutics in Advanced Nursing Practice; and NGR 6002C Advanced Health Assessment*. For the POPULATION/SPECIALIZATION component, DNP students select one of the following clinical populations: advanced adult health, advanced child health, advanced family health, or anesthesiology nursing. Progress in knowledge and skills in health-illness management is provided in the following courses:

For nurse practitioner students:

*See courses under **Global Health Systems***

For anesthesiology nursing students:

- *NGR 6421 Principles of Anesthesiology Nursing I*
- *NGR 6172 Pharmacological Concepts in Adv Practice Nursing*
- *NGR 6407 Technology & Physics in Anesthesiology Nursing*
- *NGR 6431L Anesthesiology Nursing Clinical Residency I*
- *NGR 6941L Anesthesiology Nursing Simulation Practicum I*
- *NGR 6462 Pharmacology & Chemistry of Anesthesiology Nursing I*

- *NGR 6463 Pharmacology & Chemistry of Anesthesiology Nursing II*
- *NGR 6490 Regional Anesthesia and Pain Management*
- *NGR 6441L Anesthesiology Nursing Simulation Practicum II*
- *NGR 6432L Anesthesiology Nursing Clinical Residency II*
- *NGR 6422 Principles Anesthesiology Nursing II (OB/Peds)*
- *NGR 6423 Principles of Anesthesiology Nursing III (CVT)*
- *NGR 6442L Anesthesiology Nursing Simulation Practicum III*
- *NGR 6433L Anesthesiology Nursing Clinical Residency III*
- *NGR 6494 Anesthesia for Special Populations I*
- *NGR 6495 Anesthesia for Special Populations II*
- *NGR 6434L Anesthesiology Nursing Clinical Residency IV*
- *NGR 6425 Advanced Principles of Anesthesiology Nursing I*
- *NGR 6426 Advanced Principles of Anesthesiology Nursing II*
- *NGR 6435L Anesthesiology Nursing Clinical Residency V*
- *NGR 6436L Anesthesiology Nursing Clinical Residency VI*
- *NGR 6491 Advanced Anesthesiology Nursing Seminar*
- *NGR 6437L Anesthesiology Nursing Clinical Residency VII*
- *NGR 7716 Fundamentals of Clinical Education*
- *NGR 7121 Scientific and Theoretical Foundations of Adv Practice Nursing*
- *NGR 7769 Patient Safety and Quality Improvement in Healthcare*
- *NGR 5810 Research Methods*
- *NGR 7733 Organizational Dynamics of Health Systems*
- *NGR 5131 Culture and Advanced Practice Nursing*
- *NGR 7871 Healthcare Informatics*
- *NGR 7891 Healthcare Finance & Economics for Adv Practice Nursing*
- *NGR 7854 Analytical Methods for Evidence-Based Clinical Practice*
- *NGR 7892L Health Policy*
- *NGR 5141 Pathophysiology for Advanced Practice Nursing*
- *NGR 6002C Advanced Health Assessment*
- *NGR 7853 Translational Research*
- *NGR 7940C DNP Project I-Proposal & Implementation*
- *NGR 7941C DNP Project Implementation & Analysis*
- *NGR 6492 Professional Aspects of Anesthesiology Nursing*
- *NGR 7942C DNP Project III-Evaluation & Dissemination*
- *NGR 7943 DNP Capstone Project Completion*

Evidence-Based Practice, Scholarship & Research, a goal of the NWCNHS nursing unit is to prepare nursing graduates to promote, expand and validate the scientific base of nursing knowledge and practice through the discovery, organization, and transmission of research-based knowledge, skills and, values. DNP graduates will be prepared as critical thinkers who use scientific evidence, patient culture, values, and preferences to investigate clinical problems and translate evidence into safe, cost-effective innovative practice that adheres to the ethical tradition of nursing. These scholarly endeavors will provide a foundation for DNP graduates.

DNP students acquire foundational knowledge in evidence-based practice, scholarship, and research in the CORE KNOWLEDGE component courses: *NGR 7121 Scientific and Theoretical Foundations for Advanced Nursing Practice* and *NGR 7853 Translational Research*. Students work with faculty conducting research in the research project course: *NGR 7940C, 7941C, 7942C, and 7943C DNP Project I, II, III, and DNP Capstone Project Completion* respectively. In the POPULATION/SPECIALIZATION component, DNP students select one of the following clinical populations: advanced adult health, advanced child health, advanced family health, or anesthesiology nursing. Progress in knowledge and skills in evidence-based practice, scholarship, and research and the ability to apply this knowledge in an advanced practice role is further developed in the following courses:

For nurse practitioner students:

*See courses under **Global Health Systems***

For anesthesiology nursing students:

*See courses under **Health/Illness Management***

Professional Nursing

A goal of the NWCNHS nursing unit is to prepare graduates for leadership roles in basic and advanced professional nursing practice in a rapidly changing, multicultural, multiethnic, global environment. The purpose of the DNP program is to prepare graduates for advanced nursing roles in practice, education, research, and leadership. DNP graduates will be prepared to be leaders and change agents in the delivery of high-quality, accessible, culturally competent health care in a global society. DNP students are introduced to and acquire knowledge for developing an understanding of the roles of the advanced practice nurse within the context of professional nursing in the CORE KNOWLEDGE component courses of *NGR 5141 Pathophysiology for Advanced Practice Nursing*; *NGR 6172 Pharmacology and Pharmacotherapeutics in Advanced Nursing Practice*; *NGR 6002C Advanced Health Assessment*; *NGR 7121 Scientific and Theoretical Foundations for Adv Nursing Practice*, *NGR 7853 Translation Research* and *NGR 7940C, 7941C, 7942C, 7943, DNP Project I, II, III, IV*

In the POPULATION/SPECIALIZATION component, DNP students select one of the following clinical populations: advanced adult health, advanced child health, advanced family health, or anesthesiology nursing. Progress in knowledge and skills in understanding the role of the advanced practice nurse and the ability to apply this knowledge in an advanced practice role is further developed in the following courses:

For nurse practitioner students:

NGR 6700L, 6337L, 6619L, 6505L Role Synthesis in Advance: Adult Health, Child Health, Family Health, Psychiatric Health, respectively.

*See courses under **Global Health Systems***

For anesthesiology nursing students:

NGR 6492 Professional Aspects of Anesthesiology Nursing

*In addition, see courses under **Health/Illness Management***

Pervasive Organizing Threads

The pervasive organizing threads of the framework include Genomics, Communication and Collaboration, Quality & Safety, Technology, Globalization, Decision Making Process, Ethics, and Cultural Competence. These organizing threads are integrated throughout the curriculum and are found throughout course objectives in all components of the programs of study and meet all the DNP essentials:

1. Scientific Underpinnings for Practice
2. Organizational and Systems Leadership for Quality Improvement and Systems Thinking
3. Clinical Scholarship and Analytical Methods for Evidence-Based Practice
4. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care
5. Health Care Policy for Advocacy in Health Care
6. Inter-professional Collaboration for Improving Patient and Population Health Outcomes
7. Clinical Prevention and Population Health for Improving the Nation's Health
8. Advanced Nursing Practice

DNP Curriculum Components & Plan

Students advance through each of the two major components of the MSN curriculum as programs of study are completed. Courses within the two components are delineated as 1) CORE KNOWLEDGE and 2) POPULATION/SPECIALIZATION courses. CORE KNOWLEDGE courses are taken by all Advanced Practice Nursing students regardless of population focus or specialization.

POPULATION/SPECIALIZATION courses are dependent on which population or specialization the student has chosen to pursue. Allocation for course credits is based on the University formula. The ratio of credit to contact hour for theory courses is 1:1. The ratio of credit to contact hour for laboratory courses is 1:2. The ratio of credit to contact hour for nurse practitioner clinical-seminar courses is 1:5. This ratio assures the level of learning achievement and compliance with regulatory requirements necessary for the competent role performance of the DNP graduate. Therefore, the advanced adult health and advanced child health, NP students complete a minimum of 630 hours of clinical practice. Advanced family health nurse practitioner students complete a minimum of 770 hours of clinical practice. Anesthesiology nursing students complete a minimum of 2,000 hours in clinical residency and a minimum of 650 cases as required by the Council on Accreditation of Nurse Anesthesia Educational Programs.

CORE KNOWLEDGE Component

The CORE KNOWLEDGE component required of all DNP students consists of twelve (12) courses of three (3) credits each and three (3) courses of four (4) credits each (48 total credits): *NGR 7121 (Scientific and Theoretical Foundations of Adv Nursing)*; *NGR 7797 (Patient Safety and Quality Improvement in Healthcare)*; *NGR 7871 (Healthcare Informatics)*; *NGR 6172 (Pharmacology and Pharmacotherapeutics in Advanced Nursing Practice)*; *NGR 7733 (Organizational Dynamics of Healthcare)*; *NGR 5131 (Culture and Advanced Practice Nursing)*; *NGR 7891 (Healthcare Finance & Economics for Advanced Practice Nursing)*; *NGR 7892L (Health Policy)*; *NGR 6002 (Advanced Health Assessment)*; *NGR 7854 (Analytical Methods of Evidence-based Clinical Practice)*; *NGR 5141*

(Pathophysiology for Advance Practice Nursing); NGR 7853 (Translational Research); and NGR 7940C, 7941C, 7942C, 7943 (DNP Project I, II, III, IV). These courses are completed within the prescribed plan of study for each specialty track.

POPULATION/SPECIALIZATION Component

In the POPULATION/SPECIALIZATION component, students select one of five clinical domains of specialization: Advanced Adult Health, Advanced Child Health, Advanced Family Health, Psychiatric Mental Health, or, Anesthesiology Nursing. Students utilize and develop their knowledge and skills in one or more clinic settings under the supervision of a nurse practitioner or physician preceptor or certified registered nurse anesthetist (CRNA).

For nurse practitioner students:

Students in advanced adult, child, and psychiatric tracks are awarded three (3) credits for each clinical related course. Students in the advanced family track are awarded four (4) credits for each clinical related course to allow for the added lifespan of practice experience required of these practitioners. Clinical decision-making courses are three (3) credit courses. For all NP tracks, the Role Synthesis course is a four (4) credit course composed of one theory credit and three clinical credit hours.

Advanced Adult Health Nursing students complete *NGR 6201C/6201L Advanced Adult Health Nursing I Theory/Practicum followed by NGR 6202C/6202L Advanced Adult Health Nursing II Theory/Practicum, and finally NGR 6700L Role Synthesis in Advanced Adult Practice and NGR 6209 Clinical Decision Making in Adult Health Nursing.*

Advanced Child Health Nursing students complete *NGR 6301C/6301L Advanced Child Health Nursing I Theory/Practicum followed by NGR 6302C/6302L Advanced Child Health Nursing II Theory/Practicum, and finally, NGR 6337L Role Synthesis in Advanced Child Practice and NGR 6337C Clinical Decision Making in Child Health Nursing.*

Advanced Family Health Nursing students complete *NGR 6601C/6601L Advanced Family Health Nursing I Theory/Practicum followed by NGR 6602C/6602L Advanced Family Health Nursing II Theory/Practicum, and finally, NGR 6619L Role Synthesis in Advanced Family Practice and NGR 6748 Clinical Decision Making in Family Health Nursing.*

Psychiatric Mental Health Nursing students complete *NGR 6503C/NGR 6503L Advanced Psychiatric Mental health Nursing I Theory/Practicum, NGR 6504C/6504L Advanced Psychiatric Mental Health theory/Practicum II, and NGR 6505L Role Synthesis in Psychiatric Mental Health Nursing.*

For anesthesiology nursing students:

Anesthesiology Nursing students complete a minimum of 110 credits. These credits include 53 credits of CORE KNOWLEDGE and 57 credits of POPULATION/SPECIALIZATION. The Anesthesiology nursing curriculum is designed to meet program outcomes requisite for entry into practice as a CRNA upon successful completion of a national certification examination administered by the National Board of Certification and Re-Certification of Nurse Anesthetists (NBCRNA). Anesthesiology nursing students complete a lock-step curriculum that incorporates the CORE KNOWLEDGE and POPULATION/SPECIALIZATION as outlined above and which meets or exceeds, the educational requirements set forth by the Council on Accreditation of Nurse Anesthesia Educational Programs.

FLORIDA INTERNATIONAL UNIVERSITY
NICOLE WERTHEIM COLLEGE OF NURSING AND HEALTH SCIENCES

DEPARTMENT OF NURSE ANESTHESIOLOGY
DNP Anesthesiology Nursing Program

**ADMINISTRATIVE PROCEDURES
MANUAL**

ADMINISTRATION & FACULTY

FLORIDA INTERNATIONAL UNIVERSITY
NICOLE WERTHEIM COLLEGE OF NURSING AND HEALTH SCIENCES

DEPARTMENT OF NURSE ANESTHESIOLOGY
DNP Anesthesiology Nursing Program

MISSION, VISION, VALUE STATEMENTS

PROCEDURE 01:

The program will be guided by the mission, vision, values, and goals statements of Florida International University, the Nicole Wertheim College of Nursing and Health Sciences, the Nursing Programs, and the Department of Nurse Anesthesiology.

Florida International University Mission Statement

Florida International University is an urban, public, multi-campus research university serving South Florida, the state, the nation, and the international community. Our mission is to impart knowledge through excellent teaching, promote public service, discover new knowledge, solve problems through research, and foster creativity.

Institutional Values Statement: As an institution of higher learning, Florida International University is committed to:

- Freedom of thought and expression
- Excellence in teaching and in the pursuit, generation, dissemination, and application of knowledge
- Respect for the dignity of the individual
- Respect for the environment
- Honesty, integrity, and truth
- Diversity
- Strategic, operational, and service excellence

University Vision: These five words summarize FIU's vision:

TOP * URBAN * PUBLIC * RESEARCH * UNIVERSITY

Nicole Wertheim College of Nursing and Health Sciences

Our mission at FIU Nursing is to teach, conduct research and serve the communities to improve health for all. We prepare nurses of diverse backgrounds in technological and global environments to practice with cultural humility focusing on eliminating health disparities and achieving health equity for individuals and communities worldwide. We foster an inclusive and diverse learning environment that embraces interprofessional collaboration, promotes critical thinking and generates scientific knowledge and evidence-based practices.

NWCNHS Nursing Goals:

Leadership, knowledge, collaboration & community engagement, advocacy, compassion

Leadership:

- To prepare leaders in healthcare practice, education, research, and policy in a highly

technological and global environment.

Knowledge:

- To advance the scientific base of nursing knowledge and practice through the discovery, integration and dissemination of research and evidence-based practice.

Collaboration/Community Engagement:

- To engage with local, national, and global communities to support interprofessional collaboration, community engagement and service to improve healthcare outcomes.

Advocacy:

- To educate and empower nurses to actively work toward eliminating health disparities and achieving health equity with a focus on underserved and diverse populations.

Compassion:

- To foster a sense of empathy, cultural humility, inclusivity, and respect in the delivery of care for all people.

Our **vision** at FIU Nursing is to be recognized as a premier nursing program in shaping healthcare by advancing nursing to the forefront of practice through academic excellence, cutting-edge research, and visionary leadership with a focus on improving health for all.

ETHOS

I will honor and respect NWCNHS's heritage of innovation, excellence, diversity, cultural competence, and compassion. I will continuously build on this heritage. Complacency is not part of our culture. I am committed to the success of the NWCNS, my teammates, and myself. I am humble, hardworking, and compassionate. I will learn from past challenges or past setbacks and seek future success. I am outcome-driven. I will undertake all of my responsibilities with the utmost honesty and integrity. I will approach every task with passion, responsibility, creativity, teamwork, and innovation. We succeed as a collaborative team. Mediocrity and selfishness are not part of my fabric and my education is never complete-there is no finish line. I encourage a flexible approach to accomplish milestones, but I am inflexible in the stellar nature of my execution. The promotion and delivery of safe, quality, compassionate and evidence-based care is my ultimate goal. Inter-professional teamwork and respect for one another and the services and the care we deliver to others are paramount. I will positively contribute to our culture and community. I embody teamwork and leadership. I am in control of my environment because I own my actions. I am accountable for myself and for mentoring others. I will be kind and welcoming to others. I believe it is a privilege to be a member of the NWCNHS community and this honor must be earned every day through my actions and deeds. I am fueled by intellect; driven by innovation and caring.

Department of Nurse Anesthesiology

Our Mission

It is our mission to create a positive impact upon the profession of anesthesiology nursing by developing nurse anesthetists who will be the leaders of tomorrow in practice, education, research. Our faculty, staff, students, alumni, and clinical partners create a dynamic working and learning environment by imparting knowledge through excellent teaching, discovering new knowledge, problem-solving, promoting clinical excellence and fostering creativity and innovation.

We have a commitment to excellence, quality, and accountability that transcends the educational process and advances the use of clinical evidence as the basis for anesthesiology nursing practice, policy, and delivery.

Accordingly, we are recognized for: our scientific knowledge in the discipline, critical and creative thinking, inter-professional teamwork, and a commitment to the health and safety of individuals and communities we serve.

As a catalyst for leadership, innovation and collaboration, we engage diverse groups of professionals, organizations, and communities serving South Florida, the State, the nation, and the international community addressing the challenges before us in anesthesiology nursing practice, education and research.

Our Vision

The Department of Nurse Anesthesiology at the FIU Nicole Wertheim College of Nursing & Health Sciences (NWCNHS) is committed to be recognized for its leadership and excellence in innovative nurse anesthetist education, evidence-based practice, scholarship, service, and for being an active force in promoting the health and safety of the diverse communities, we serve.

Our Faculty

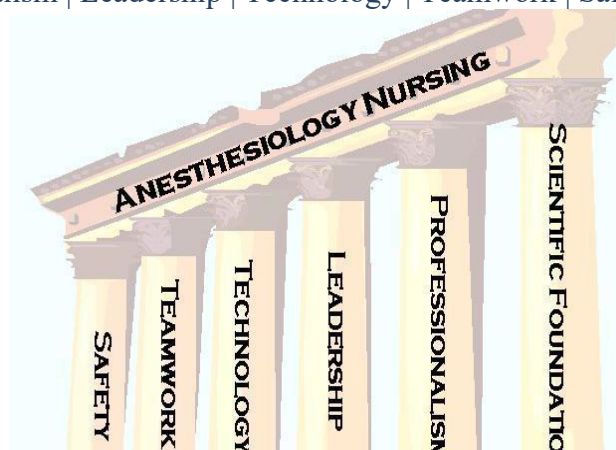
Our Faculty, staff, students, alumni, and clinical partners create a dynamic working and learning environment by imparting knowledge through excellent teaching, applying new knowledge, problem-solving, promoting clinical excellence, and fostering creativity and innovation. We have a commitment to excellence, quality, and accountability that transcends the educational process and advances the use of clinical evidence as the basis for anesthesiology nursing practice, policy, and delivery.

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VALUES

Science | Professionalism | Leadership | Technology | Teamwork | Safety | Evidenced-based Practice



FLORIDA INTERNATIONAL UNIVERSITY
NICOLE WERTHEIM COLLEGE OF NURSING AND HEALTH SCIENCES

DEPARTMENT OF NURSE ANESTHESIOLOGY
DNP Anesthesiology Nursing Program

COMPLIANCE WITH LEGAL AND ACCREDITATION STANDARDS

PROCEDURE 2a: Program administrators and faculty act in accordance with federal and state standards that are prescribed by law (*See Standard V, Criterion VE1-13*).

The Program Chair has the responsibility to assess Program compliance with all applicable laws and regulations related to the education and practice of students, registered nurses, and nurse anesthetists. To ensure legal compliance, the following entities are consulted to obtain current information, clarify any areas of question, and implement changes in law/regulations:

- COA of Nurse Anesthesia Educational Programs
- Florida Board of Nursing
- FIU Office of the General Counsel

These laws/regulations include compliance with non-discrimination in the program of study by any protected class as determined by federal and state statutes. In addition, it is expected that RN licensed administrators, faculty, and students associated with the Program comply with all statutes and regulations by the Florida Board of Nursing, including issues dealing with substance abuse.

Program administrators and faculty take whatever action is required to maintain full compliance with laws and regulations concerning Program operations.

COMPLIANCE WITH POLICIES AND PROCEDURES ON ACCREDITATION

PROCEDURE 2b: Program administrators and faculty act in accordance with the Council on Accreditation (COA) of Nurse Anesthesia Educational Program's policies and procedures for Accreditation, or take corrective action if necessary.

To assure compliance with *Standards for Accreditation of Nurse Anesthesia Educational Programs*, DNA administrators and faculty annually review the current *Doctoral Standards*. In addition, DNA administrators and faculty evaluate the Program using the DNA evaluation plan, a systematic evaluation plan based on the COA Standards.

Program changes and revisions are made only with the approval of the COA of Nurse Anesthesia Educational Programs, DNA administrators, faculty, as well as designated School, College, and University administrators and committees who oversee the Program. External consultants are utilized as appropriate to assist with the accreditation process and decision-making.

Under no circumstance do the Program faculty and administrators ignore any citation from an accrediting agency. Program administrators and faculty resolve previously identified areas of partial

compliance or noncompliance with standards established by professional and regional accrediting agencies, including the COA of Nurse Anesthesia Educational Programs, the Commission on Collegiate Nursing Education (CCNE), and the Southern Association of Colleges and Schools (SACS). The Program administrators and faculty cooperate fully with the School, College, and University in correcting any and all deficiencies in the Program identified by an accrediting agency. The anesthesiology departments at affiliate facilities (through affiliation agreements) share in this effort.

Contact information for the Council of Accreditation of Nurse Anesthesia Education Programs will be made available on the official DNA website.

<https://www.coacrna.org/>

FLORIDA INTERNATIONAL UNIVERSITY
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DEPARTMENT OF NURSE ANESTHESIOLOGY
DNP Anesthesiology Nursing Program

ADMINISTRATIVE PROCEDURES MANUAL

PROCEDURE 03:

Upon admittance to the DNP Anesthesiology Nursing Program, students receive procedures and regulations manuals of the program, college, and university and the location to access these materials on the program, college, and university websites. During orientation, students will acknowledge a review of the administrative manual with a signature. The sections that deal specifically with graduation criteria and outcome measures expected of all graduates are reviewed in detail. A copy of the original Administrative Manual is maintained in the Program office and on the FIU DNP Anesthesiology Nursing program website.

I was made aware that there are additional procedures applicable to graduate nursing students and Anesthesiology Nursing, and that these additional applicable procedures can be found at:

<https://cnhs.fiu.edu/resources/students/policies-forms/index.html>

I was made aware that I can access the Department of Nurse Anesthesiology Administrative Manual online at: <https://cnhs.fiu.edu/resources/students/handbooks-manuals/index.html>

Navigation:

- ❖ <https://cnhs.fiu.edu/>
- ❖ Click on Resources
- ❖ Students
- ❖ Handbooks & Manuals
- ❖ Nurse Anesthesia Handbook & Manuals

I was made aware that I can access the FIU Student Handbook online at:

<https://studentaffairs.fiu.edu/about/student-handbook/index.php>

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DEPARTMENT OF NURSE ANESTHESIOLOGY
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DNA SYSTEMATIC PROGRAM EVALUATION

PROCEDURE 04: The DNA evaluation plan guides the systematic assessment of program indicators and outcomes.

The DNA Systematic evaluation plan (see following) guides the overall continuous evaluation of the *Standards for Accreditation of Nurse Anesthesia Educational Programs*. The Plan (a) addresses all *Standards* and criteria statements; (b) establishes a timetable (all criteria statements are evaluated over one academic year); (c) designates a responsible party (DNA administrators or faculty); (d) distributes the workload; (e) can be incorporated into committee agendas; (f) provides for relevant documentation of outcomes; and (g) is easy to revise as necessary.

The procedure for continuous assessment utilizes a multi-disciplinary approach with shared responsibilities and consists of administrators, faculty, students, graduates, committees, and when appropriate, the public. A variety of evaluation tools are utilized for the assessment of:

1. Faculty performance
2. Student performance
3. Clinical facilities/student experiences*
5. Didactic instruction
6. Clinical instruction*
7. Student retention rate
8. Number of students passing the National Certification Examination (NCE)
9. Student/graduate/employer satisfaction with the program of study

*Non-program committees that may provide direct communication to the program for the purpose of clinical assessment/evaluation include:

1. A clinical site DNA Continuous Quality Assessment Committee
2. A clinical site DNA Peer Review Committee

Graduate and Employer Evaluation

New FIU Nurse Anesthesia graduates will be required to complete a post-graduate evaluation as part of the FIU Nurse anesthesia ongoing program development. This evaluation will be sent to the graduate within one year after graduation; all data will be anonymous.

New graduates will also be required to submit employer information so that employers will have the opportunity to complete an employer evaluation of program graduates. This evaluation will be sent one year after graduation. Responses will be shared with the NWCNHS for ongoing program development; all data will be anonymous.

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CLINICAL AFFILIATION REQUIREMENTS

PROCEDURE 05:

Pre-Approval of Clinical Sites

The Program Chair obtains written approval from the COA of Nurse Anesthesia Educational Programs, with supporting documentation, before students are assigned to the clinical site for their applied practice. Signed affiliation agreements are required before students are assigned.

The affiliation agreements outline the expectations and responsibilities of all parties. All affiliation agreements are subject to the review by the legal counsel of each party signing such agreements. Affiliation agreements are kept in a secure file and reviewed as indicated on the agreement. A CRNA or anesthesiologist will be appointed as a clinical coordinator for the site.

Evaluation of Clinical Sites

The Program Chair/Designee makes at least one visit to each clinical site annually. During the visit, the Program Chair /Designee meets with the following individuals or groups to gather feedback and discuss any area(s) of concern:

- Clinical Coordinator of the affiliate site
- CRNA and anesthesiologist faculty, either as a group or individually
- University-based DNA faculty

The Program Chair/Designee observes students in the actual clinical practice of anesthesia to assess compliance with the *Standards* established by the COA of Nurse Anesthesia Programs Practice Doctorate Standards.

The feedback and observations are used for improvement, if necessary, of the clinical practice environment and/or instruction. A written evaluation of the site, including any concerns and plan(s) for improvement, is dated and placed in the Program administrative files. If necessary, follow-up visits are made to assess the resolution of concerns.

Each clinical site will be advised of the result of faculty and student evaluations of the site.

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**PROGRAM CHAIR AND ASSISTANT CHAIRS
QUALIFICATIONS AND RESPONSIBILITIES**

PROCEDURE 06: The Program Chair is qualified by credentials and experience to administer a Doctoral graduate program with a clinical specialty in nurse anesthesia.

CHAIR

Authority

The Chair has authority over the organization and administration of the Program.

General Responsibilities

The Chair is qualified by credentials and experience to administer a graduate program with a clinical specialty in anesthesiology nursing. The Chair is responsible for managing the day-to-day operation of the DNA within the framework of the Nursing Programs, the College, and the University. In addition, the Chair is responsible to facilitate the coordination of the DNA within the DNP programs of the College. The Chair reports directly to the Dean, Nicole Wertheim College of Nursing and Health Sciences.

Qualifications

1. Earned doctorate degree from a regionally accredited university.
2. Master's degree in anesthesiology nursing (or COA recognized equivalent) from a regionally accredited university.
3. Graduate from a program of anesthesiology nursing accredited by the American Association of Nurse Anesthetists (AANA) or the COA of Nurse Anesthesia Educational Programs.
4. Hold current Certification as a CRNA from the Council on Certification or Re-Certification of Nurse Anesthetists.
5. Current unrestricted Florida license as an advanced registered nurse practitioner.
6. Minimum of five (5) years of experience as an active practicing nurse anesthetist.
7. Minimum of five (5) years of experience as a didactic and/or clinical instructor in an accredited nurse anesthesiology program.

Administrative Duties and Responsibilities

1. Accountable for the administrative and clinical implementation and operation of the DNA.
2. Responsible for maintaining all aspects of the program within the standards established by the COA of Nurse Anesthesia Educational Programs.
3. Provides periodic reviews of the program regarding its compliance with the requirements of the Southern Association of Colleges and Schools (SACS).
4. Acts as the liaison for the DNA with the community of interest.
5. Assists in the activities of the clinical coordinators and clinical faculty.
6. Supervises the activities of didactic faculty to include periodic review of students' evaluations, course syllabi, and examinations.

7. Assists in the supervision of the research activities of nurse anesthesia graduate students.
8. Implements the evaluation plan for continuous self-assessment of the Program consistent with the Standards of the COA of Nurse Anesthesia Educational Programs, to include the evaluation of the tools as established by the Program, on at least an annual basis.
9. Develops and implements procedures that govern student recruitment, selection, evaluation, probation, and/or dismissal.
10. Oversees the instruction of students in the classroom setting, ensuring the correlation of didactic learning to clinical practice anesthesiology nursing.
11. Prepares the necessary reports and studies to maintain accreditation of the DNA.
12. Acts as a resource and role model to clinical/didactic faculty members in all matters relating to the classroom and clinical instruction.
13. Participates as a Program administrator within the guidelines set forth in the FIU NWCNHS, Nursing Programs, and Program procedures manuals.
14. Supervises and works with the clinical coordinators and clinical faculty relating to the clinical instruction of the graduate students in the program to assure compliance of the program with all clinical requirements set by the COA/Council on Certification. This may include conducting and/or coordinating clinical instructor's workshops.
15. Evaluates the recommendations from the clinical coordinators for additional clinical site affiliations for students in the Program.
16. Ensures completion of record-keeping and data collection required by the COA/Council on Certification.
17. The Chair or designee conducts visits to each of the clinical sites as required by the COA.
18. Maintains clinical competency skills to provide anesthesia.
19. Negotiates affiliation agreements with new clinical sites in consultation with the Office of General Counsel.
20. Communicates regularly with the Dean, NWCNHS, or their designee, on issues related to the Program.
21. Provides input to the NWCNHS Dean and Associate Deans and other NWCNHS administrators regarding the budgeting process so that there are adequate resources available to the DNA for successful operation and achievement of DNA outcomes.
22. Acts as the signature authority for the creation, allocation, and disbursement of the DNA Auxiliary budget.
23. Demonstrates knowledge of environmental issues that may influence the program and nurse anesthesia practice by engaging in professional development.

Personnel Management

1. Supervises DNA staff personnel.
2. Recruits faculty for the DNA.
3. Coordinates faculty assignments and team teaching.
4. Orients faculty to the DNA, to include teaching methods and clinical practice requirements.

Note: The above statements are not to be construed as an exhaustive list of all responsibilities and duties of personnel so assigned. The Dean, NWCNHS reserves the right to make changes at any time in the duties and responsibilities of the Chair.

ASSISTANT CHAIR, ACADEMIC AFFAIRS

Authority

The Assistant Chair of Academic Affairs is qualified by credentials and experience to assist the Chair in the administration of a doctoral graduate program with a clinical specialty in anesthesiology nursing. The Assistant Chair is responsible for assisting with managing the day-to-day operation of the DNA within the framework of the Nursing Programs, the College, and the University. In addition, the Assistant Chair is responsible for assuming the position of Chair in their absence.

Reporting Responsibilities

The Assistant Chair of Academic Affairs reports to the DNA Chair.

Qualifications

1. Earned doctorate degree from a regionally accredited university.
2. Master's degree in anesthesiology nursing (or recognized COA equivalent) from a regionally accredited university.
3. Graduate from a program of anesthesiology nursing accredited by the American Association of Nurse Anesthetists (AANA) or the COA of Nurse Anesthesia Educational Programs.
4. Hold current certification as a CRNA from the National Board of Certification and Re-Certification of Nurse Anesthetists.
5. Current unrestricted Florida license as an advanced registered nurse practitioner.

Minimum of three (3) years of experience as an active practicing nurse anesthetist. Minimum of two (2) years of experience as a didactic instructor in an accredited nurse anesthesiology program.

Administrative Duties and Responsibilities

1. Accountable for assisting with the administrative and clinical implementation and operation of the DNA.
2. Responsible for assisting with maintaining all aspects of the program within the Doctoral standards established by the Council on Accreditation (COA) of Nurse Anesthesia Educational Programs.
3. Acts as the liaison for the department of nurse anesthesiology and its communities of interest.
4. Assists in the activities of the clinical coordinators and clinical faculty.
5. Assisting with periodic review of students' evaluations, course syllabi, and examinations.
6. Assists in the supervision of the Doctor of Nursing Practice Scholarly Project activities of DNA graduate students.
7. Assisting with implementation of the evaluation plan for continuous self-assessment of the Program consistent with the Standards of the COA of Nurse Anesthesia Educational Programs, to include the evaluation of the tools as established by the Program, on at least an annual basis.
8. Assisting with developments and implementation of procedures that govern student recruitment, selection, evaluation, probation and/or dismissal.
9. Assists with preparing the necessary reports and studies to maintain accreditation of the DNA.
10. Assists with supervising and works with the clinical coordinators and clinical faculty relating to the clinical instruction of the DNA students in the program to assure compliance of the program with all clinical requirements set by the COA/Council on Certification. This may include conducting and/or coordinating clinical instructor's workshops.
11. Assists with completion of record-keeping and data collection required by the COA/Council

on Certification.

12. Assists with continuous monitoring of the systematic evaluation plan to include departmental meetings and retreats.
13. Assists with visits to each of the clinical sites as required by the Council on Accreditation of Nurse Anesthesia Educational Programs
14. Maintains clinical competency skills to provide anesthesia.
15. Communicates regularly with the DNA Chair on issues related to the program.
16. Provides input to the DNA regarding the budgeting process so that there are adequate resources available to the DNA for successful operation and achievement of Program outcomes.
17. Demonstrates knowledge of environmental issues that may influence the program and nurse anesthesia practice by engaging in professional development.

ASSISTANT CHAIR, CLINICAL EDUCATION

Authority

The Assistant Chair of Clinical Education is qualified by credentials and experience to assist the Chair in the administration of a doctoral graduate program with a clinical specialty in anesthesiology nursing. The Assistant Chair of Clinical Education is responsible for coordinating, managing, and credentialing all students for clinical placement in the Department of Nurse Anesthesiology. In addition, is responsible for the administrative duties associated with clinical rotation scheduling, student, and preceptor evaluations to include all clinical phase evaluations.

Reporting Responsibilities

The Assistant Chair of Clinical Education reports to the DNA Chair.

Qualifications

1. Earned doctorate degree from a regionally accredited university.
2. Master's degree in anesthesiology nursing (or recognized COA equivalent) from a regionally accredited university.
3. Graduate from a program of anesthesiology nursing accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs.
4. Hold current certification as a CRNA from the National Board of Certification and Recertification of Nurse Anesthetists.
5. Current unrestricted Florida license as an advanced registered nurse practitioner. Minimum of three (3) years of experience as an active practicing nurse anesthetist. Minimum of two (2) years of experience as a didactic instructor in an accredited nurse anesthesiology program.

Administrative Duties and Responsibilities:

1. Accountable for assisting with the administrative, clinical placement, rescheduling, implementation, and operation of the DNA to include placements, approvals, and denials.
2. Responsible for assisting with maintaining all aspects of the clinical sites within the Doctoral Standards established by the Council on Accreditation (COA) of Nurse Anesthesia Educational Programs.
3. Acts as the liaison for the DNA clinical sites and their communities of interest.
4. Responsible for conducting an annual clinical coordinator meeting in maintaining compliance and implementation of the COA Doctoral Standards.

5. Assists with review of student and preceptor evaluations, and ensuring all students meet the minimum clinical hours and case counts for graduation.
6. Assists with implementation of the evaluation plan for continuous self-assessment of the program consistent with the Standards of the COA of Nurse Anesthesia Educational Programs, to include the evaluation of the tools as established by the program, on at least an annual basis.
7. Assists with the development and implementation of procedures that govern student evaluation, probation and/or dismissal.
8. Assists with preparing the necessary reports and studies to maintain accreditation of the DNA.
9. Assists the clinical coordinators and clinical faculty relating to the clinical instruction of the DNA to assure compliance set by the Council on Accreditation of Nurse Anesthesiology Programs. This may include conducting and/or coordinating clinical instructor workshops.
10. Assists with completion of record-keeping via Typhon and data collection required by the Council on Education of Nurse Anesthesiology Programs.
11. Conducts visits to each of the clinical sites and completes the FIU documentation as required by the Council on Accreditation (COA) of Nurse Anesthesiology Educational Programs.
12. Serve as the primary clinical liaison and point of contact with the clinical sites.
13. Responsible for ensuring all student documentation is current, including, but not limited to, the following: immunizations, CPR/ACLS/PALS certification, agency orientations, and online orientations where applicable.
14. Assists with reviewing all clinical contracts annually.
15. Responsible for initiating new clinical sites with administration to meet the needs of the DNA.
16. Review clinical site evaluations and make recommendations based on evaluation data to the Program Chair.
17. Responsible for working with faculty advisors and Program Chair to solve clinical issues.
18. Responsible for guiding students effectively through the process and procedure for document submission, including credentialing, background checks, urine drug screens, and immunizations, before and during clinical rotations.
19. Assist with investigating student problems requiring academic actions according to department, college, and university policies and procedures.
20. Responsible for working with the clinical coordinators to ensure compliance with the COA Doctoral Standards in meeting the required clinical hours and cases.
21. Responsible for working with college administration to maintain, update and renew clinical site agreements.
22. Maintains clinical competency skills to provide anesthesia.
23. Communicates regularly with the DNA Chair on issues related to the program.
24. Provides input to the DNA regarding the budgeting process so that there are adequate resources available to the DNA for successful operation and achievement of Program outcomes.
25. Demonstrates knowledge of environmental issues that may influence the program and nurse anesthesia practice by engaging in professional development.

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PROGRAM FACULTY QUALIFICATIONS

PROCEDURE 07:

Faculty members in the Department of Nurse Anesthesiology are qualified to teach all courses within the discipline for the profession of nurse anesthetists based on academic preparation, professional certification, licensure, standards of professional practice, and experience. All didactic faculty teaching in the Department of Nurse Anesthesiology will hold the terminal degree in discipline and expertise in the area of instruction as outlined by the requirements of the Council on Accreditation of Nurse Anesthesia Educational Programs.

DNA FACULTY

In addition to the University, College, and School requirements for employment as faculty, the following requirements apply to university-based faculty who function as CRNAs:

Qualifications

1. Earned Doctorate from a regionally accredited university.
2. Hold a current, unrestricted license as a professional nurse in the State of Florida.
3. Hold current status as an APRN as a Certified Registered Nurse Anesthetist (CRNA) in the State of Florida.
4. Is a graduate of an accredited school of nurse anesthesia as accredited by the AANA or the COA of Nurse Anesthesia Educational Programs.
5. Hold current Certification as a CRNA from the Council Certification or Re-Certification of Nurse Anesthetists.
6. Hold current BCLS, ACLS, and PALS certifications.
7. Faculty who hold certification as CRNAs are expected to follow all d procedures established by the university, college, school, and program. In addition, faculty members are required to follow the rules, regulations, policies, and procedures of the Nurse Practice Act of the State of Florida. Failure to follow or violation of, the policies and procedures listed above may result in disciplinary action and/or immediate dismissal.

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RECORD OF FACULTY CREDENTIALS & DEVELOPMENT ACTIVITIES

PROCEDURE 08: Documentation of DNA faculty and clinical coordinator credentials is current and stored in a secure location in NWCNHS Program administrative offices.

DNA CRNA faculty must provide:

- Current and unrestricted Florida APRN licensure.
- Current recertification as a CRNA.
- An updated curriculum vitae any time there is a significant change, or annually.
- Documentation of continuing education or faculty development activities.
- Original transcripts for the graduate degree as a nurse anesthetist must be on file with the university Office of Human Resources.

Clinical Coordinators must provide:

- Current and unrestricted Florida APRN licensure.
- An updated curriculum vitae any time there is a significant change.
- For CRNA Coordinators - CRNA certified/re-certified by the Council on Certification / Recertification of Nurse Anesthetists.

The Chair and staff ensure that copies of the above are filed in the NWCNHS and Program administrative offices. Copies of the nursing licenses and CRNA certificates of the clinical faculty are also filed in the medical staff administrative office of each clinical facility.

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STUDENT EVALUATION OF FACULTY

PROCEDURE 09: Electronic evaluations of the DNA didactic and clinical faculty/instructors are completed by students, and the feedback is used to strengthen teaching effectiveness.

In accordance with the University policies/procedures, students complete a university-developed instructor evaluation for each credit course that is offered by the Program. In addition to responding to the University-developed statements, students can add comments. The University-developed evaluation data are aggregated, and the results are sent to the Program Chair and the faculty member. Results are posted to the University website per university policy. Results are used as part of the continuous self-evaluation of the Program and the identification of areas needing improvement for the course and/or instructor.

Students also complete a Program-developed clinical instructor evaluation for each practicum (or more often if desired by the student). Student evaluations of the clinical instructors are forwarded to the Program Chair and Associate Dean of Academic Affairs. The Program Chair reviews the evaluation(s), and when necessary, conducts a private conference with the Clinical Coordinator of the clinical site and/or an individual instructor. Results are used as part of the continuous self-evaluation of the Program and the identification of areas needing improvement for the course and/or instructor.

At program completion, each student is provided the opportunity to complete an exit evaluation of the Program. This evaluation provides the student with an opportunity to provide a summative evaluation of the program of study (didactic and clinical) and provide suggestions for improvement(s) in the Program.

After program completion, each alumni is provided the opportunity to complete an exit evaluation of the Program. This evaluation provides the alumni with an opportunity to provide a summative evaluation of the program of study (didactic and clinical) following their entry into practice and provide suggestions for improvement(s) in the Program.

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FACULTY SELF-EVALUATION

PROCEDURE 10: Written self-evaluations are completed by faculty members on a regular basis, and the results are used for validation of faculty members' strengths and strategies for improvement.

At the completion of the academic year (in April), each University-based faculty member provides a written self-evaluation to the Program and Dean, NWCNHS, or their designee. The self-evaluation is based on the College (NWCNHS) Faculty Performance Guidelines and is used for identifying strengths and providing strategies for improvement in the areas of teaching, research/scholarly activities, and service. The Guidelines were developed and approved by the College Faculty Assembly and administrators. A faculty member can schedule a conference with the Program Chair and/or the Dean (NWCNHS) to discuss the self-evaluation as part of the faculty self-improvement process.

Faculty self-evaluations are securely stored in the faculty member's personnel file in a limited access area.

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ADMINISTRATOR EVALUATION OF FACULTY

PROCEDURE 11: Written evaluations of faculty members are completed annually in conjunction with the faculty self-evaluation, and the feedback is used for validation of faculty members' strengths and strategies for improvement.

Before the beginning of each semester, faculty members are provided with their semester assignments. Faculty assignments are based on their credentials and expertise as well as the guidelines found in the College (NWCNHS) Differentiated Faculty Assignment Guidelines. The Guidelines were developed and approved by the College Faculty Assembly and administrators.

At the completion of the academic year (in April), an administrator evaluation of each faculty member is performed with consideration of the faculty member's rank and position, type of line (tenure/tenure-earning/clinical), and assigned duties. Faculty members are evaluated in the areas of teaching, research/scholarly activities, and service using the guidelines found in the College (NWCNHS) Faculty Performance Appraisal Guidelines. The Guidelines were developed and approved by College Faculty Assembly and administrators. The administrator also uses other evaluative tools, such as the faculty member's self-evaluation, peer evaluations, student evaluations, teaching observations, and other pertinent feedback. The feedback is used for validation of the faculty member's strengths and strategies for improvement.

The evaluation process is governed by the FIU-UFF Collective Bargaining Agreement (CBA) and policies and procedures of the DNA, College (NWCNHS), and University. The faculty member has the right to review, comment on, and sign his/her annual evaluation. The written evaluation is then placed in his/her personnel file. If the faculty member disagrees with his/her written observation, procedures have been established through the CBA for appeal and resolution.

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DNA ADMISSIONS COMMITTEE

PROCEDURE 12: The DNA Admissions Committee is maintained to select and recommend applicants to the Program.

The DNA utilizes the structure of the existing standing committees of the Nursing Programs, the College, and the University to carry out Program functions.

Purpose

The purpose of the DNA Admissions Committee is to ensure the criteria for admissions are in accordance with the requirements of the COA of Nurse Anesthesia Educational Programs, the School, and the University.

Membership

Committee members are selected by the Program Chair. Membership includes DNA faculty, nursing graduate faculty who teach Program students, DNA students (Level I and Level II), and a representative clinical coordinator or their designee. A Chair will be elected by the admission committee members.

Responsibilities

1. Conducts a review of the data profile (GPA, Science GPA, GRE, RN, ICU experience) of the applicant pool and makes recommendations for those applicants to be interviewed for the Program.
2. Establishes a procedure for the selection of students for the Program.
3. Conducts group and/or personal interviews with all qualified applicants that are selected for the interview process.
4. For each applicant interviewed, evaluate the credentials and results of the interviews, and select the slate of candidates to be recommended to the Department for final selection via unanimous vote.
5. Recommends additional standards for the admission of students and evaluates the effectiveness of those standards.
6. Periodically reviews its process for the selection of candidates to be admitted and recommends changes as indicated. This review is to include retention and completion rate, as well as pass rate on the National Certification Examination (NCE).
7. File summative minutes of the committee.

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STUDENT RECORDS

PROCEDURE 13: Accurate cumulative records of student educational activities are maintained.

The Program maintains accurate cumulative records of educational activities for all currently enrolled students. In addition, affiliation agreements require that each clinical site maintain student files in secure areas.

Student records at the University are maintained within the secure confines of the Program administrative office and FIU Office of the Registrar. Each student has a current and accurate cumulative record on file in the Program's administrative office, which includes, but is not limited to, the following:

1. Applications for the FIU Graduate School and the Program.
2. Transcript (s) for the undergraduate degree, and, if applicable, transcript(s) from graduate school(s).
3. Copy of current license as a registered nurse in Florida.
4. Copy of current BCLS, ACLS, and PALS certifications.
5. Documentation of meeting all admissions criteria.
6. Verification of the status of the student, i.e. candidate for a degree, probation, and/or any disciplinary action(s) taken against the student.
7. Didactic records that consist of the student's transcript (electronic).
8. Advisement records signed by the faculty advisor and student.
9. Clinical records pertinent to each student. Clinical case experience records are maintained via web database and accessible by the Program Chair or designee.
10. Evaluations (summary of didactic and clinical).
11. Verification of Associate membership in the AANA.

Upon graduation, cumulative records are maintained in the Program's administrative office for a minimum of five (5) years. After the five-year period, the records may be stored off-premises in a secure area. Each graduate has a complete record in the FIU Office of the Registrar. A copy of the student's Council on Certification of Nurse Anesthetist transcript is retained as part of the student's completed file following completion of the program. Clinical performance evaluations are maintained for a minimum of one (1) year, or until documentation of attaining certification.

If you would like to request a copy of your student records, you need to send an email with your request to the **FIU Office of the General Counsel** at generalcounsel@fiu.edu. In your request, you need to specify the list of documents you are requesting.

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RECRUITMENT

PROCEDURE 14: Recruitment is conducted by School and Program faculty and staff who are knowledgeable about the Program.

Recruitment is conducted by the Assistant Dean of Student Services, DNA Chair and Assistant Chair, and DNA Search and Screen Committee.

Recruitment Materials

The Program Chair reviews published recruitment materials (printed and electronic) for currency, accuracy, consistency, and clarity.

Electronic Program information is available to the public through the following websites:

FIU website: <http://www.fiu.edu>

NWCNHS website: <http://cnhs.fiu.edu>

DNA website: <https://cnhs.fiu.edu/academics/nursing/nurse-anesthesia/index.html>

Printed Program information is available in the DNA administrative office or mailed on request.

If appropriate to the publication, recruitment materials include the following disclaimer:

Note: The programs, procedures, requirements, and regulations listed are continually subject to review in order to serve the needs of the University, College or Program and to respond to the mandates of the Florida Board of Education and the Florida Legislature, or accreditation agencies. Changes may be made without advance notice.

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ADVERTISING

PROCEDURE 15: Advertising materials related to the Program are reviewed and approved prior to public use.

The Program Chair reviews advertising materials (printed and electronic) for currency, accuracy, consistency, and clearness. Advertising in any form must have the approval of the Program Chair and Assistant Chair and the Dean, NWCNHS, or their designee.

If appropriate to the publication, advertising materials include the following disclaimer:

Note: The programs, procedures, requirements, and regulations listed are continually subject to review in order to serve the needs of the University, College, or Program and to respond to the mandates of the Florida Board of Education and the Florida Legislature, or accreditation agencies. Changes may be made without advance notice.

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CATALOGS

PROCEDURE 16: Catalog information related to the Program is reviewed and approved prior to submission.

All materials about the Program that are submitted to the *FIU Graduate Catalog* must be reviewed prior to submission for currency, accuracy, consistency, and clearness. All submissions to the Catalog must have the approval of the Chair and Assistant Chair and the Dean, NWCNHS, or their designee

Catalog copy requires a long lead time for publication; therefore, Catalog publications will contain a disclaimer statement advising that the material is subject to change from the date of printing and that University, College, or Program websites should be consulted for more recent updates.

As of 2013, FIU no longer publishes a hard copy university catalog; only a digital version will be produced from this point forward and is accessible at <http://catalog.fiu.edu/>

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PUBLICATIONS

PROCEDURE 17: Publications are reviewed, and if appropriate, approved prior to submission.

All published material about the Program, including but not limited to academic submissions to journals, must be reviewed prior to submission for accuracy, consistency, and clearness. Publications concerning the Program that are distributed to the public must have the approval of the Chair and Associate-chair and the Dean, NWCNHS, or their designee.

If appropriate to the publication, DNA published materials must specify:

1. Affiliate sites
2. Information about academic quality and student achievement
3. Accurate accreditation status

If appropriate, a disclaimer includes published information:

Note: The programs, procedures, requirements, and regulations listed are continually subject to review in order to serve the needs of the University, College or Program and to respond to the mandates of the Florida Board of Education and the Florida Legislature, or accreditation agencies. Changes may be made without advance notice.

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DEPARTMENT OF NURSE ANESTHESIOLOGY
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TUITION AND FEES

PROCEDURE 18: Current tuition and fee information are available to students prior to registration.

Tuition and fees are determined by the State of Florida legislators, the Florida Department of Education, and the FIU Board of Trustees and administrators. Additional fees specific to the Program are determined by DNA administrators and faculty.

All tuition and fee information is available in electronic and/or printed format prior to students registering for courses. All publications that list tuition and fees have a disclaimer noting subject to change without notice. If the tuition and fees change prior to student registration, a full explanation is provided to any individual who inquires about the Program and/or discrepancy.

Effective March 2013, the Florida Legislature, the Florida Board of Governors of the State University System of Florida, and the Board of Trustees for FIU implemented several changes in tuition and fee structure. All programs within NWCNHS now assess a program tuition rate, specific to the program. The nature of these changes limits the ability of the DNA to quote a single fee that is applicable to all students. Current information regarding tuition and fees will be located on the FIU web page: <https://cnhs.fiu.edu/academics/nursing/nurse-anesthesia/programs/dnp-na/tuition-aid/index.html>

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STUDENTS ADVANCED STANDING OR TRANSFERRING FROM OTHER PROGRAMS

PROCEDURE 19: Program administrators and faculty consider advance standing or transfer requests from students in other nurse anesthesia programs on a case-by-case basis.

Advanced standing credits taken at other Universities are conducted on a case-by-case basis. Students must present an official transcript and indicate which FIU course would be the equivalent. The transcripts are evaluated, and an official decision is reached by the Program Chair.

1. Per University policy, no more than six (6) semester hours of credit may be transferred from an accredited institution and/or at the discretion of the Program Chair.
2. Only a letter grade of A or B in an equal Program course is eligible for transfer.

Applicant requests for transfer credits from another nurse anesthetist program are also addressed on a case-by-case basis. Program administrators and faculty may consider a student's request for transfer to the FIU Program if the following conditions are met:

1. The student meets all requirements for program admission.
2. A letter of recommendation from the Program Chair of the previous Program must be provided stating that the student left in good standing.
3. Per University policy, no more than six (6) semester hours of credit may be transferred from an accredited institution and/or at the discretion of the Program Chair.
4. Only a letter grade of A or B in an equal Program course is eligible for transfer.
5. The Program does not accept the transfer of anesthesiology nursing courses nor does the program grant credit for advanced standing.

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SECTION II
ADMINISTRATIVE
PROCEDURES MANUAL

CURRICULUM & STUDENTS

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DEPARTMENT OF NURSE ANESTHESIOLOGY
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ADMISSION REQUIREMENTS

(Academic, Technical, Criminal Background, Drug Screening)

PROCEDURE 20: Admissions requirements are defined, published, and utilized for selecting applicants for interviewing.

Admission requirements for the DNA are published in the printed and electronic information provided to applicants for the Program. The Program admissions requirements are consistent with the COA of Nurse Anesthesia Educational Programs, the School, and the University.

Since the DNA is a limited access program, the applicant who meets minimum requirements for admission is not guaranteed admission to the Program. The DNA Admissions Committee makes the admission decisions on applicants who are recommended to the Program Chair.

The applicant must:

1. Meet the admission requirements for graduate education at FIU.
2. Be a graduate of an accredited (NLNAC or CCNE,) nursing program, have a Bachelor of Science in Nursing degree, and hold current and unrestricted licensure as a registered nurse in Florida. Out-of state applicants must have a Compact license and be able to practice unrestricted in Florida prior to the program. Current unrestricted licensure in Florida or Compact state must be maintained throughout enrollment in the Program and a copy provided to the Program upon renewal.
3. Possess a Bachelor of Science in Nursing degree from a regionally accredited college or university with a record of satisfactory academic work in nursing or an appropriate science (i.e., allied health, health science, biology, chemistry).
4. Have a minimum of one year, of full-time professional clinical experience in critical care (ICU, MICU, CCU, PICU, SICU, NICU) setting in the United States as a registered nurse by the time of the application deadline. The critical care setting is not limited to a specific work area. However, applicants must possess independent experience in critical patient care skills and monitoring typically associated with nursing practice in a medical and/or surgical intensive care unit. Applicants must, prior to starting the program, submit documentation of current certification for BCLS, ACLS, and PALS provider skills.
5. Have a minimum cumulative grade point average (GPA) of 3.0 on a 4.0 scale for the last 60 credits of undergraduate academic work.
6. Submit completed CCRN certification administered by the American Association of Critical Care Nurses (AACN) including final exam score.
7. Submit three professional references, one reference which should be from a current nursing

supervisor and two from a health care professional (preferably a CRNA) both of who are knowledgeable of the applicants' academic potential and clinical aptitude.

8. Affirm and attest to sound physical health, emotional stability, and personal integrity that will enable them to successfully complete the Program and to comply with criteria for nursing licensure and adherence to the American Association of Nurse Anesthesiology (AANA) professional codes of conduct and practice. Applicants must affirm and attest that they are free of addiction to substances of abuse, are not restricted in their practice of nursing or under investigation by any Board of Nursing and are willing to adhere to Drug-Free Workplace policies and procedures of affiliate clinical sites, to include submission to randomized drug testing and/or testing for cause and/or upon Program demand.
9. I agree to submit to, at my expense, drug and/or alcohol testing at any time, immediately upon request, while a student in the Anesthesiology Nursing Program, and further, that failure to submit to such testing is tantamount to my immediate withdrawal from the Anesthesiology Nursing Program and that such refusal may be grounds for the report to the Florida Board of Nursing, and/or the Intervention Project for Nurses.
10. Applicants whose native language is not English and/or international students must submit a minimum score of 600 on the Test of English as a Foreign Language (TOEFL).
11. Applicants are highly encouraged to arrange an interview with an anesthesia practitioner in a surgical setting, in order to both observe and discuss the practice of modern anesthesia care. Applicants are encouraged to submit documentation of this interview/observation with their applicant file.
12. Applicants satisfying the above requirements will be considered candidates for admission and will be required to attend a personal interview.
13. Applicants are advised to contact the Office of Financial Aid to investigate funding options at the time they are considering submission of their application package.
14. Applicants who seek admission and transfer from another accredited program of nurse anesthesia education must submit a letter of recommendation from the Program Chair of the previous Program must be produced stating that the student left in good standing.
15. All applications must be marked complete by the application deadline in NursingCAS and in the FIU Graduate Admissions Department.

Technical Standard Requirements

The professional performance skills and abilities that applicants, students, and graduates must demonstrate are defined in these technical standards. A graduate of the program must be able to fulfill the professional performance skills, responsibilities, and duties of a Certified Registered Nurse Anesthetist, consistent with the American Association of Nurse Anesthetist (AANA) *Professional Practice Manual for the Certified Registered Nurse Anesthetist* documents: *Scope of Nurse Anesthesia Practice*, *Code of Ethics for the Certified Registered Nurse Anesthesiology*, and *Standards for Nurse Anesthesia Practice*. A candidate for the program must have abilities and skills in five categories: observation, communication, motor, intellectual, and behavioral/social. Reasonable accommodation

for persons with documented disabilities will be considered on an individual basis, but a candidate must be able to perform in an independent manner. Applicants and current students are required to update the program on changes in their health status (including medications) which may impact observation, communication, motor, intellectual, and behavioral/social-technical skills noted below, or overall vigilance, alertness, and ability to exercise safeguard of patient safety at all times.

The Program complies with the requirements of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Applicants shall not be discriminated against on the basis of physical or mental handicap or disability, or other legally protected factors, though notwithstanding, the following professional performance skills and abilities are required, with or without accommodation. <https://www.eeoc.gov/disability-discrimination>

1. **Observation:** Candidates must have sufficient sensory capacity to observe in the lecture hall, the laboratory, the outpatient setting, and at the patient's bedside. Sensory skills adequate to perform a physical examination are required. Functional vision, hearing, and tactile sensation must be adequate to observe a patient's condition and to elicit information from computerized monitors, and through procedures regularly required in a physical examination, such as inspection, auscultation, and palpation.

2. **Communication:** Candidates must be able to communicate effectively in both academic and health care settings. Candidates must show evidence of effective written and verbal communication skills, and the ability to work in teams.

- Demonstrate personal and professional self-control as well as tactfulness, sensitivity, compassion, honesty, integrity, empathy, and respect.
- Work flexibly and effectively in stressful and rapidly changing situations.
- Cooperate with other members of the health care team to provide a therapeutic environment and safe patient care.

3. **Motor:** The ability to participate in basic diagnostic and therapeutic maneuvers and procedures (e.g. palpation, auscultation, drawing blood, or starting intravenous lines) is required. Candidates must have sufficient motor function to execute movements reasonably required to provide care to patients, including the ability to help move or lift them. Candidates must be able to negotiate patient care environments and must be able to move between settings, such as the clinic, classroom building, and the hospital.

- Demonstrate sufficient physical strength to perform airway management, and move and position patients and equipment.
- Sufficient stamina to stand or sit for prolonged periods of time.
- Safely maneuver in the operating room and other anesthetizing locations.
- Respond appropriately to alarms and changes in patient conditions that require physical interventions.

4. **Physical stamina** sufficient to complete the rigorous course of the didactic and clinical study is required. Long periods of sitting, standing, or moving are required in the classroom, laboratory, and clinical experiences.

5. *Intellectual:* Candidates must be able to measure, calculate, reason, analyze and synthesize, both in quiet environments and in areas where distractions, noise, and other stressors are present. Problem-solving, one of the critical skills demanded of CRNAs, requires all of these intellectual abilities. In addition, candidates should be able to comprehend graphic displays of physiologic data, distinguish artifacts on monitor displays, and understand three-dimensional relationships and the spatial relationships of structures. Candidates must be able to read and understand medical and nursing literature. In order to complete the degree, candidates must be able to demonstrate mastery of these skills and the ability to use them together in a timely and often critical fashion in problem-solving and patient care.

- Use reason, analysis, calculations, problem-solving, critical thinking, self-evaluation, and other learning skills to acquire knowledge, comprehend and synthesize complex concepts.
- Interpret information derived from auditory, written, and other visual data to determine appropriate anesthetic management plans.
- Apply theoretical knowledge to practice to provide safe anesthetic care.

TEXTBOOK REQUIREMENT

Textbooks and course materials are available online through the [FIU Bookstore](#). Students can search for materials by entering the textbook name and author. Textbooks are also located at the [FIU Green Library](#). Students are required to have, hard copy or electronic versions of ALL REQUIRED TEXTBOOKS throughout the program.

CRIMINAL BACKGROUND CHECK, HEALTH, AND DRUG SCREENING

The Florida Board of Nursing and clinical agencies require the disclosure of conviction records for misdemeanors and/or felonies; therefore, this information will be required at the time of application. Applicants are required to submit to criminal background checks and drug testing. The Florida Board of Nursing requires that all convictions, guilty pleas and nolo contendere pleas must be reported, except for minor traffic violations not related to the use of drugs or alcohol. This includes misdemeanors, felonies, “driving while intoxicated (DWI)” and “driving under the influence “(DUI).” Crimes must be reported even if they are a suspended imposition of sentence and whether it occurred in Florida or in another state or territory. Expenses associated with background checks and drug testing (including repeat testing) are the responsibility of the student. Findings may affect a student’s ability to participate in clinical experiences and complete the program, and/or obtain advanced licensure/ certification.

The Nicole Wertheim College of Nursing and Health Sciences requires that students pass a criminal background check, drug screening, health screening, and immunizations as a condition of admission and continued enrollment. Students must sign an attestation of consent, compliance and adherence to criminal background, drug screening and health screening.

Criminal Background

The University, DNA, and our Clinical Education Affiliations retain the right to deny admission or entry of applicants/students based on their prior criminal background history. For purposes of determining admissions status in the event of a criminal background history, DNA follows the Conviction Record Guidelines of the Florida Board of Nursing. DNA will accept for admissions, those students whose criminal background history is listed as “Cleared” on the Conviction Record Guidelines of the Florida Board of Nursing at <http://www.floridahealth.gov>

Applicants and students are required to report to the respective program chair within 72 hours, any arrest, conviction, or criminal action incurred by an applicant/student occurring subsequent to their initial background check for admission and during their enrollment in the College. Failure to adhere to University/College policies relating to criminal background history is subject to dismissal.

Drug Screening (NWCNHS Procedure, approved 11/23 Faculty Assembly):

Faculty, staff, and students must adhere to Drug-Free Campus/Workplace Drug and Alcohol Abuse Prevention Policy #1705.002 found at: <https://policies.fiu.edu/files/754.pdf>.

The NWCNHS addendum to FIU policy #1705.002 covers all profession-related educational placements.

The required Drug Screening Test will include screening for amphetamines, barbiturates, benzodiazepines, cocaine, marijuana/cannabis/CBD, methadone, opiates, phencyclidine, propoxyphene, and extended opiates (hydrocodone/hydromorphone/codeine/morphine), ecstasy, fentanyl, tramadol, and meperidine. There may be instances when a student has been prescribed medications that include some of the above controlled substances, for example: Benzodiazepines may be prescribed for seizures disorders and are found in antidepressant medication. Amphetamines can be found in ADD or ADHD medication and weight loss products. Barbiturates may be found in medications for sleeplessness, anxiety, tension and seizure disorders. Propoxyphene is found in pain medication and medical Marijuana for various conditions.

If any of the above substances are found and the student did not identify they were taking medications with these products in them on the form submitted at the time of the drug test, the student **MUST** submit an explanation from a physician and submit to another drug test. No placements will be approved without a physician's explanation and passing on the subsequent screening. Any positive results will delay overall placements.

Drug-screening tests are performed as needed and/ or required by college policy, clinical sites, or when use or impairment is suspected. Clinical locations may have policies that prohibit placement of a student for any clinical experience with a positive drug test, as listed above. Students must meet all clinical compliance requirements for each clinical site they are assigned to, which are, in general, the same requirements the sites have for their employees. Students must be clinically cleared and compliant with a negative drug-screening test, including medically prescribed marijuana, according to the clinical site's onboarding process and random drug testing.

Guidelines for Drug Test Clearance

In the DNA program, students who test positive will require a second negative re-test, otherwise the student will be dismissed from the program. A positive drug test for a drug which has no therapeutic purpose will result in immediate dismissal from the program without re-testing. During the program, students may be required to submit to further random drug testing at the student's cost. If a drug test is positive, the student will be given one additional opportunity to take a drug test after the initial positive test. Students must report ALL medications being taken on the drug test form. The student will not be allowed to attend a clinical site unless the second drug test result is negative or cleared. If the second drug test is positive, the student will be dismissed from the program.

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EMPLOYMENT

PROCEDURE 21: Employment during the Program of study is strongly discouraged.

Students enrolled in the DNP Anesthesiology Nursing Program must be able to devote full time to the program of study. Students are informed through published materials and at the interview that the total committed time to the Program is substantial. Part-time work as a registered nurse is **STRONGLY** discouraged.

Students are assigned an average of 40 hours per week in the clinical area. In addition to the committed time in the clinical area, students are expected to attend a significant number of didactic hours of instruction each week along with study time. Additional time is required for preoperative and postoperative patient visits.

UNDER NO CIRCUMSTANCES MAY A STUDENT BE EMPLOYED AS A NURSE ANESTHETIST BY TITLE OR FUNCTION WHILE ENROLLED IN THE PROGRAM.

PROCEDURE 21A: Employment disclosure procedure.

All students are required to complete the disclosure form of employment, regardless of employment status upon beginning semester 3. If at any time a student's employment status changes, the student is required to update the form. Failure to disclose employment is grounds for immediate dismissal.

Per COA, Standards for Accreditation of Nurse Anesthesia Programs-Practice Doctorate Revised October 11, 2019. Reasonable time commitment - A reasonable number of hours to ensure patient safety and promote effective student learning should not exceed 64 hours per week. This time commitment includes the sum of the hours spent in class and all clinical hours (see Glossary, "Clinical hours") averaged over 4 weeks. Students must have a 10-hour rest period between scheduled clinical duty periods (i.e., assigned continuous clinical hours). At no time may a student provide direct patient care for a period longer than 16 continuous hours.

PLEASE NOTE CLINICAL SCHEDULE WILL NOT BE ADJUSTED TO WORK SCHEDULE DURING THE STUDENT'S TENURE THROUGHOUT THE FIU DNA PROGRAM



**Department of Nurse
Anesthesiology**

Disclosure Form of Employment

I, _____ am employed at _____. I will be working during my studies in the FIU DNA program. I intend to work _____ hours per day a week.

I, _____ am not employed.

I also acknowledge the following procedure 21 in the FIU DNA Procedure Manual and the Council on Accreditation Educational policy and procedures which states the following: Reasonable time commitment - A reasonable number of hours to ensure patient safety and promote effective student learning should not exceed 64 hours per week. This time commitment includes the sum of the hours spent in class and all clinical hours (see Glossary, "Clinical hours") averaged over 4 weeks. Students must have a 10-hour rest period between scheduled clinical duty periods (i.e., assigned continuous clinical hours). At no time may a student provide direct patient care for a period longer than 16 continuous hours

Student Comments:

Student Signature _____

[EMPLOYMENT DISCLOSURE FORM.pdf](#)

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COMPUTER REQUIREMENTS

PROCEDURE 22: Entering the DNP Anesthesiology Nursing Program students must be computer literate and possess a laptop/notebook computer with Program-defined specifications.

The Program is designed to utilize the latest technology in teaching and learning for more efficient use of faculty and students' time. Students are required to be computer literate before entering the Program and have in their possession a laptop/notebook computer that is compatible with the Program-defined specifications. The computer must be capable of internet access and transmission of email, course content, multimedia, case experience logs, and other educational content. Students are expected to access course syllabi, outlines, and handouts on the Learning Management System CANVAS and check their email daily and reply within 24 hours. All course examinations are administered by computerized testing.

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PROFESSIONAL LIABILITY INSURANCE

PROCEDURE 23: Students must be covered by specified and current professional liability insurance throughout their program of study.

As of this publication, liability insurance is provided by the DNA to cover each student.

Should the DNA terminate the provision of liability insurance, the student will be required to secure liability coverage according to the specifications of the program. Students would be required to provide evidence of professional liability coverage with policy limits of one (1) million/ three (3) million dollars during their program of study. A copy of the insurance document would be required to be provided to the Program and clinical site. Students who do not provide evidence of insurance coverage would not be permitted to engage in patient care activities at the clinical site.

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**ENVIRONMENTAL AND OCCUPATIONAL RISKS, EXPOSURE,
INJURIES, AND HEALTH INSURANCE REQUIREMENTS**

PROCEDURE 24: Environmental and occupational risks, exposures, and injuries may occur secondary to your engagement and participation in clinical education instruction. Students must provide documentation of medical health insurance. Students must carry health insurance for the entire time they are students in the Program.

As registered nurses and graduate nurse anesthetist students there are inherent environmental and occupational risks exposures and potential for injury in the provision of healthcare services. As a registered nurse and as a student you have the obligation to be informed of and practice all available precautionary and risk reduction practices applicable to the provision of anesthesia care and health care in general. Students who enroll in this program and who participate in clinical education do so with the full knowledge and assumption of risks associated with the provision of health care services.

All incoming students are required to participate in and complete the educational activities for environmental and occupational risks, exposure, and injuries content as provided for in the course NGR 6493 Technology in Anesthesiology Nursing and NGR 6431L Anesthesiology Nursing Practicum I. In addition, students should review this information periodically, decide in advance on their personal course of action for treatment in the event they sustain an exposure or injury, and at all times must engage in personal safety and professional safety practices in the simulation laboratory in clinical education. See National Clinicians' Post-Exposure Prophylaxis Hotline (888- 448-4911) and website for current guidelines and recommendations at <http://nccc.ucsf.edu/clinician-consultation/pep-post-exposure-prophylaxis/>

Each student is required to engage in proactive personal and professional safety practices and to utilize all appropriate protective measures when engaged in clinical education training or the administration of clinical care. Students are required at all times to have immediate availability of personal eye protection, and wear such protection when there is a reasonable presumption of exposure risks per JACHO standards. Students are required at all times to engage in universal precautions when required for patient care activities. Students are required at all times to utilize and engage all safety devices when engaged in clinical education training or the administration of clinical care. Our affiliated clinical education sites comply with all required patient and health care worker requirements and regulations pertaining to safety. In addition, safety equipment, Personal Protective Equipment (PPE), safety devices, and safety equipment, policies, and procedures are in place or available at each clinical site.

Failure to engage in and utilize personal and professional safety and protective measures, by action or omission, which results in:

- A.** Injury to the student, staff, or patients may result in the following actions:
1. First occurrence – a reduction by one full letter grade in the clinical practicum course,
 2. Second occurrence - assignment of a letter grade of “C” in the clinical practicum course
 3. Dismissal from the program.
- B.** Citation of the clinical site facility, by a regulatory or accreditation agency, due to the student’s failure to comply with clinical site personal and professional safety and protective standards, policies, or procedures, may result in the following actions:
1. First occurrence – a reduction by one full letter grade in the clinical practicum course,
 2. Second occurrence - assignment of a letter grade of “C” in the clinical practicum course,
 3. Dismissal from the program.
- C.** A grade of “C” assigned in a residency course as a result of a safety violation, will require the student to make up the course in the semester after graduation of the class cohort. Make-up of the clinical course is subject to the approval of the Program Chair and is subject to other policy requirements.

Failure to engage in and utilize personal and professional safety and protective measures, by action or omission, which result in a violation of safety protocol but which do not result in an injury or exposure will be reflected in the student’s Clinical Performance Evaluation. Repeated violations may be reflected in a reduction in clinical practicum grade, and/or placement on clinical probation.

Students who become ill, injured, or have exposure at a clinical affiliate site may elect to be examined/treated at the clinical affiliate facility, or may seek medical care through their personal physician, or from the University Health Services clinic. Students who elect to receive initial treatment at the clinical affiliate site, the student may elect to receive follow-up care with their personal physician or the University Health Services clinic. If treatment is received at the clinical affiliate facility, the student may elect follow-up care through a referral from the clinical affiliate facility, with their personal physician, or from the University student health clinic. If treated at the facility, the hospital/clinic will bill the student's insurance carrier, and/or charge the student, for all care given. **THE UNIVERSITY, CLINICAL ANESTHESIOLOGY GROUP, OR CLINICAL AFFILIATE SITE ARE NOT FINANCIALLY RESPONSIBLE FOR HEALTH CARE CHARGES INCURRED BY STUDENTS AS A RESULT OF ILLNESS, INJURY, OR EXPOSURE.** Students are not considered employees of the University, the anesthesiology practice group, or the clinical affiliate site, and worker’s compensation provisions are not applicable.

Students must complete any injury or incident reports as required by the clinical affiliate site, irrespective of whether they receive treatment from the clinical affiliate site.

Students must report any illness, injuries, or exposure to the Clinical Site Coordinator and the Program Chair within 24 hours. The purpose of this reporting is to make the Clinical Site Coordinator and the Program Chair aware of the situation, and the status of the student, and advised of any safety or prevention issues that may warrant follow-up. This reporting should not violate the confidentiality or HIPPA standards of either the student or a clinical patient.

All exposures to potentially biohazardous materials, including needlestick injuries, should be reported to the FIU Environmental Health and Safety and Risk Management Services. In addition to completing the required incident report forms at the clinical sites, all injured students must complete and submit the FIU “Exposure Incident Investigation Form” within twenty-four hours, located at https://cnhs.fiu.edu/_assets/docs/resources/nwcnhs-bloodborne-exposure.pdf

This form should be submitted to the Program Chair who will forward the form to FIU EHS-RM.

Each student must show proof of health insurance prior to admission and enrollment of the DNP Anesthesiology Nursing Program. Health insurance coverage may be obtained as a private individual policy, as COBRA coverage of a prior policy, as named insured on a joint policy, or from the student health insurance plans offered through the University Health Services. Students are encouraged to compare policies, coverage, and costs before entering the Program. The University student health clinic provides free or minimal cost non-urgent care for all registered students and offers cost-effective health insurance coverage to registered students.

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**AMERICAN ASSOCIATION OF NURSE ANESTHESIOLOGY (AANA)
MEMBERSHIP**

PROCEDURE 25: Students are required to hold Associate membership in AANA during the Program's plan of study.

Students are required to become an Associate Member of the AANA upon entering the program. At the time of this publication, the Program pays the required application fee for associate membership. Associate membership in the AANA provides:

1. Subscription to AANA publications.
2. An identification card designating associate membership.
3. The privilege of attending AANA and FANA meetings as a non-voting participant.
4. Access to the AANA and FANA websites.

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**DOCTOR OF NURSING PRACTICE - ANESTHESIOLOGY NURSING PROGRAM
CURRICULUM PLAN**

DNA COURSE DESCRIPTIONS

PROCEDURE 26: The DNP Anesthesiology Nursing Program curriculum plan is developed by qualified faculty, constructed within a graduate education framework, and approved by appropriate committees and organizations.

The DNP Anesthesiology Nursing Program curriculum plan was developed by the University-based DNA administrators and faculty in 2011 and received approval from the following:

1. DNA Faculty
2. SON Curriculum Committee
3. SON Nursing Faculty Organization
4. NWCNHS Curriculum Committee
5. FIU Graduate Council/Curriculum Committee
6. FIU Faculty Senate

Since initial approval, the curriculum undergoes annual review and revision as per the DNA Systematic Evaluation Plan. The curriculum meets the requirements of the COA of Nurse Anesthesia Educational Programs. The plan of study consists of nine (9) continuous semesters of full-time study at the graduate level. The curriculum is constructed in a progressive semester framework. This is a “lockstep” curriculum plan, in which students must successfully complete each prior semester to advance All Anesthesiology Nursing courses in any given semester and serve as prerequisites for the courses that follow in sequence during the next semester.

In addition to the Graduate DNP Core courses and the Clinical Specialty courses required for all graduate students in advanced practice tracks, DNP Anesthesiology Nursing Program students complete an additional 59 credits in the specialty of anesthesiology nursing.

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COURSE DESCRIPTIONS

NGR 5810 Research Methods (3). Research methods and designs commonly used in nursing. Focuses on the research process as it is integrated in the interchange of the theory practice and research using information systems.

NGR 7121 Scientific and Theoretical Foundations of Advanced Practice Nursing (3). This course examines the scientific underpinnings, theoretical models, and the ways of organizing nursing knowledge for advanced nursing practice.

NGR 7769 Patient Safety and Quality Improvement in Healthcare (3). Principles and practices for patient safety and quality improvement. Focus on technologies, evidence-based practices and high-performance teams. Emphasize safety and QI strategies for DNP practice.

NGR 7871 Healthcare Informatics (3). This course is designed to prepare students to critically analyze, develop, implement, and evaluate healthcare information systems/technology within clinical and/or academic settings. Prerequisite: Admission to any track in the Advanced Practice Nursing Program.

NGR 6172 Pharmacology and Pharmacotherapeutics in Advanced Nursing Practice (3). Knowledge and skills to provide pharmacological management of client's common health problems in a safe, high quality, cost-effective manner. Prerequisites: Graduate standing and departmental permit.

NGR 7733 Organizational Dynamics of Health Systems (3). This course will explore and analyze the role of the DNP as a systems leader and change agent for the creation, implementation, and evaluation of care delivery models within health care systems. Prerequisite: Admission to any track in the Advanced Practice Nursing Program.

NGR 5131 Culture and Advanced Practice Nursing (3). Theoretical models explanatory of culture and behavioral manifestations of cultural diversity. Focuses on multicultural nursing and methodologies for nursing care throughout the life span. Prerequisite: Departmental permission.

NGR 7891 Healthcare Finance and Economics for Advanced Practice Nursing (3). This course provides foundational knowledge and understanding of health care economic trends, reimbursement issues, funding sources and related ethical and legal issues in Advanced Clinical Practice. Prerequisites: Enrollment in DNP degree plan or admission in another graduate program with permission.

NGR 7892L Health Policy (3). This course will examine the role of health policy at the federal, state, and local governmental levels and its impact on health care organizations and nursing delivery systems. Prerequisite: Admission to any track in the Advanced Practice Nursing Program.

NGR 6002C Advanced Health Assessment (4). Refinement of health assessment skills fundamental to advanced nursing practice emphasizing critical thinking in advanced health assessments across the lifespan. Prerequisites: basic health assessment (3 credits), NGR 5141.

NGR 7854 Analytical Methods for Evidence-Based Clinical Practice (3). Analytical methods for evidence-based clinical practice. Focus on analysis of data to answer clinical research questions, including data mining, meta-analysis, and evaluation of practice changes. Prerequisites: Undergraduate statistics and research courses.

NGR 6421 Principles of Anesthesiology Nursing I (Fundamentals) (3). Broad field orientation to practice. Study of the areas of pre, intra, and post-anesthesia planning and action. The induction and emergence from anesthesia, monitoring and record-keeping are included. Prerequisite: Graduate Anesthesiology Track.

NGR 6941L Anesthesiology Nursing Simulation Practicum I (1). Application of knowledge and skills fundamental to basic anesthesiology nursing practice emphasizing preparation, assessment, positioning, fluid and airway management, and basic anesthesia care. Co-requisite: NGR 6431L.

NGR 6431L Anesthesiology Nursing Clinical Residency I (1). Introduction to the art and science of anesthesiology nursing. This course presents the basic concepts and introduces the students to the clinical component of the anesthesia management technique. Prerequisite: Graduate Anesthesiology Track.

NGR 5141 Pathophysiology for Advanced Practice Nursing (3). Focuses on the pathophysiologic basis of clinical judgment and client management in advanced nursing practice. Prerequisites: Graduate standing and permission of the department.

NGR 6490 Regional Anesthesia and Pain Management (2). Theoretical and clinical aspects of the administration and management of regional anesthesia. Anatomy, physiology, and pharmacology will be studied/applied to the administration of anesthetic blocks. Prerequisite: Graduate Nurse Anesthesiology.

NGR 6441L Anesthesiology Nursing Simulation Practicum II (1). Application of knowledge and skills fundamental to advanced anesthesiology nursing practice in the care for the intermediate acuity patient; ultrasound guided regional anesthesia; and pain management. Co-requisite: NGR 6432L

NGR 6432L Anesthesiology Nursing Clinical Residency II (2). Clinical anesthesiology correlation conferences on a weekly basis. This clinical component includes the fundamentals of patient interaction under the direct supervision of a CRNA instructor. Prerequisite: Completion Sem. I Anesthesiology.

NGR 7853 Translational Research (3). Critique and application of research to support improved models of care delivery using evidence-based practice.

NGR 6422 Principles of Anesthesiology Nursing II (OB/Peds) (3). Principles, application, administration, and management of obstetric and pediatric anesthesia for the surgical patient in the perioperative period. Prerequisites: Successful completion of semesters 1-4 in the DNA program

NGR 6423 Principles of Anesthesiology Nursing III (CVT) (2). Principles of cardiothoracic anesthesia, preoperative assessment, pre, intra, and postoperative management, extracorporeal circulation, cardiac assist devices, and pharmacological intervention. Prerequisite: Graduate Nurse Anesthesiology Track.

NGR 6442L Anesthesiology Nursing Simulation Practicum III (1). Application of knowledge and skills fundamental to advanced anesthesiology nursing practice in the preparation, management, and OB, pediatric, and cardio-vascular-thoracic anesthesia care. Co-requisite: NGR 6433L.

NGR 6433L Anesthesiology Nursing Clinical Residency III (2). (Include Clinical Case Conference). Case presentations to include the clinical component of anesthesia of progressively advanced cases. The instruction is under the direct supervision of CRNA including between university semesters. Prerequisite: Graduate Nurse Anesthesiology Track.

NGR 7940C DNP Project I-Proposal and Implementation (4). First of a 3-course series providing the DNP resident with an immersive residency experience and mentored guidance undertaking the development, implementation and evaluation of a scholastic project.

NGR 6434L Anesthesiology Nursing Clinical Residency IV (4). Seminar presentations weekly. Clinical experience: anesthetic management of advanced specialties, including insertion of monitoring lines as appropriate, and progression begin the on-call experience. Prerequisite: Graduate Nurse Anesthesiology Track.

NGR 7941C DNP Project II-Implementation and Analysis (4). Second of a 3-course series providing the DNP resident with an immersive residency experience and mentored guidance undertaking the development, implementation and evaluation of a scholastic project.

NGR 6435L Anesthesiology Nursing Clinical Residency V (3). Students will incorporate information learned in Practicum I-IV in order to anticipate anesthesia needs for patients in all clinical settings, including post-operative and chronic pain management. Prerequisite: Graduate Nurse Anesthesiology Track.

NGR 7942C DNP Project III-Evaluation and Dissemination (4). Third of a 3-course series providing the DNP resident with an immersive residency experience and mentored guidance undertaking the development, implementation and evaluation of a scholastic project.

NGR 6436L Anesthesiology Nursing Clinical Residency VI (3). Advanced practice to include completion of clinical competencies in all specialty areas. This includes professional conduct of the

advanced practitioner to include knowledge of advanced practice roles. Prerequisite: Graduate Nurse Anesthesiology Track.

NGR 6491 Advanced Anesthesiology Nursing Seminar (4). Synthesis of clinical and didactic course review in the anesthesia management of surgical populations in the perioperative period in preparation for the National Certification Exam. Prerequisite: Successful completion of semesters 1-8 of the DNA Program

NGR 7716 Fundamentals of Clinical Education (2). Fundamental principles of clinical education and teaching of adult learners in the healthcare professions. Emphasis is on in-service education, clinical precepting, and simulation-based instruction.

NGR 6437L Anesthesiology Nursing Clinical Residency VII (3). Course in which a graduate functions as the primary nurse anesthetist, and the instructor as a consultant. Experience will be provided with management within the department of anesthesiology. Prerequisite: Graduate Nurse Anesthesiology Track.

NGR 7943 DNP Capstone Project Completion (1). This course will provide the DNP resident with continuous enrollment until the DNP capstone project requirement is fulfilled.

NGR 6492 Professional Aspects of Anesthesiology Nursing (2). This course explores the American Association of Nurse Anesthetists, Councils on Accreditation, Certification and Practice, and Professional Issues for the practice model of Anesthesiology in Nursing. Prerequisite: Graduate Nurse Anesthesiology Track.

NGR 6425 Advanced Principles of Anesthesiology Nursing I (2). Advanced principles for the assessment, administration, and anesthetic management of surgical populations across the lifespan in the perioperative period. Prerequisite: Successful completion of semesters 1-6 of the DNA Program

NGR 6426 Advanced Principles of Anesthesiology Nursing II (2). Synthesis of advanced principles for the assessment, administration, and anesthetic management of surgical populations across the lifespan in the perioperative period. Prerequisite: Successful completion of semesters 1-7 of the DNA Program

NGR 6407 Technology and Physics in Anesthesiology Nursing (3). Physics and technological concepts in anesthesia management for the surgical patient in the perioperative period across the lifespan. Prerequisite: Successful completion of semesters 1-2 of the DNA Program

NGR 6494 Anesthesia for Special Populations I (3). Advanced, anatomy, physiology, and pathophysiology for the anesthetic management and considerations of surgical patients across the lifespan. Prerequisite: Successful completion of semesters 1-3 of the DNA Program

NGR 6495 Anesthesia for Special Populations II (3). Advanced, anatomy, physiology, and pathophysiology for the anesthetic management and considerations of surgical patients across the lifespan. Prerequisite: Successful completion of semesters 1-5 of the DNA Program

NGR 6462 Pharmacology and Chemistry of Anesthesiology Nursing (3). Pharmacology of drugs affecting the chemical, biochemical, and physiologic effects of the autonomic nervous system. Prerequisite: Successful completion of semesters 1-2 of the DNA Program

NGR 6463 Pharmacology and Chemistry of Anesthesiology Nursing II (3). Advanced pharmacology of drugs affecting the chemical, biochemical, and physiologic effects of anesthetic drugs for surgical patients across the lifespan. Prerequisite: Successful completion of semesters 1-2 of the DNA Program

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PROGRAM LENGTH

PROCEDURE 27: Changes in the current Program length are approved by the governing entities and published before implementation.

The length of the DNP Anesthesiology plan of study is nine (9) consecutive semesters or 36 months. Any changes in the length of the Program must have the approval of the COA of Nurse Anesthetist Educational Programs and the following entities:

1. DNA Faculty
2. NWCNHS Curriculum Committee
3. University Graduate Council/Curriculum Committee
4. FIU Faculty Senate

If changes in the length of the Program are submitted and approved, prospective students will be notified of the change at least one year prior to the admission of students who will be required to comply with the new requirements.

PROGRAM LENGTH LIMIT

Students in the program who need to take a medical or personal leave must obtain approval from the University. If a student is unable to complete the program in 36 months, the student must complete the program in 4 years or less. Otherwise, the student will need to reapply for readmission into the program.

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DNP LOCKSTEP PROGRAM

PROCEDURE 28: The ANP is a lockstep program. Students are not allowed to take courses out of sequence, as each semester is a pre-requisite for subsequent semesters. Students are allowed to retake one course; however, they must return in a year when the course is offered in the sequential lock step sequence. Students can only take a course twice.

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PROGRAM EDUCATIONAL OBJECTIVES/OUTCOME CRITERIA

PROCEDURE 29: Program administrators and faculty determine, approve, and maintain clearly specified educational objectives and outcome criteria consistent with the degree awarded.

The following educational objectives and outcomes criteria have been approved by Program administrators and faculty and validated through professional standards of practice and employer feedback. Educational objectives and outcome criteria will be reviewed on an annual basis.

The DNP Anesthesiology Nursing Program student must:

1. Meet each of the requirements for the awarding of the DNP degree as determined by the Program and University.
2. Meet educational objectives specified by the COA and in conformity with the provisions of the Florida Nurse Practice Act:

OBJECTIVES

The DNP Anesthesiology Nursing Program Student will:

- A. Demonstrate advanced levels of clinical practice, judgment, and scholarship in nursing based on scientific knowledge underpinning practice.
- B. Evaluate and translate research to support evidence-based practice to improve the health care of medically, socially, and culturally diverse populations across the life span.
- C. Collaborate with interdisciplinary teams in the delivery, evaluation, and quality improvement of health care, health promotion, practice models, and health policy for individuals and populations.
- D. Integrate the application of scientific evidence, professional values, and ethical decision-making in advanced nursing practice and health care delivery.
- E. Assume leadership roles in the development of excellence in clinical care and health care delivery systems through advanced nursing roles in clinical practice, education, or management settings.
- F. Analyze the scientific, social, ethical, economic, political, legal and policy components of healthcare systems which impact health care planning, access, and delivery.
- G. Access, utilize, manage, and safeguard state-of-the-science information technology and health care.
- H. Implement analytical methodologies for the evaluation and formulation of health care policies and practices for the clinical situations, practice environment, and the health care delivery system.

OUTCOMES:
D. GRADUATE STANDARDS

Patient Safety

The graduate must demonstrate the ability to:

1. Be vigilant in the delivery of patient care.
2. Refrain from engaging in extraneous activities that abandon or minimize vigilance while providing direct patient care (e.g., texting, reading, emailing, etc.).
3. Conduct a comprehensive equipment check.
4. Protect patients from iatrogenic complications.

Perianesthesia

The graduate must demonstrate the ability to:

1. Provide individualized care throughout the perianesthesia continuum.
2. Deliver culturally competent perianesthesia care (*see Glossary, “Culturally competent”*).
3. Provide anesthesia services to all patients across the lifespan (*see Glossary, “Anesthesia services” and “Across the lifespan”*).
4. Perform a comprehensive history and physical assessment (*see Glossary, “Comprehensive history and physical assessment”*).
5. Administer general anesthesia to patients with a variety of physical conditions.

6. Administer general anesthesia for a variety of surgical and medically related procedures.
7. Administer and manage a variety of regional anesthetics.
8. Maintain current certification in ACLS and PALS.

Critical Thinking

The graduate must demonstrate the ability to:

1. Apply knowledge to practice in decision-making and problem-solving.
2. Provide nurse anesthesia services based on evidence-based principles.
3. Perform a preanesthetic assessment before providing anesthesia services.
4. Assume responsibility and accountability for diagnosis.
5. Formulate an anesthesia plan of care before providing anesthesia services.
6. Identify and take appropriate action when confronted with anesthetic equipment-related malfunctions.
7. Interpret and utilize data obtained from noninvasive and invasive monitoring modalities.
8. Calculate, initiate, and manage fluid and blood component therapy.
9. Recognize, evaluate, and manage the physiological responses coincident to the provision of anesthesia services.
10. Recognize and appropriately manage complications that occur during the provision of anesthesia services.

11. Use science-based theories and concepts to analyze new practice approaches.
12. Pass the National Certification Examination (NCE) administered by NBCRNA.

Communication

The graduate must demonstrate the ability to:

1. Utilize interpersonal and communication skills that result in the effective exchange of information and collaboration with patients and their families.
2. Utilize interpersonal and communication skills that result in the effective interprofessional exchange of information and collaboration with other healthcare professionals.
3. Respect the dignity and privacy of patients while maintaining confidentiality in the delivery of interprofessional care.
4. Maintain comprehensive, timely, accurate, and legible healthcare records.
5. Transfer the responsibility for the care of the patient to other qualified providers in a manner that assures continuity of care and patient safety.
6. Teach others.

Leadership

The graduate must demonstrate the ability to:

1. Integrate critical and reflective thinking in his or her leadership approach.
2. Provide leadership that facilitates intraprofessional and interprofessional collaboration.

Professional Role

The graduate must demonstrate the ability to:

1. Adhere to the Code of Ethics for the Certified Registered Nurse Anesthetist.
2. Interact on a professional level with integrity.
3. Apply ethically sound decision-making processes.
4. Function within legal and regulatory requirements.
5. Accept responsibility and accountability for his or her practice.
6. Provide anesthesia services to patients in a cost-effective manner.
7. Demonstrate knowledge of wellness and chemical dependency in the anesthesia profession through completion of content in wellness and chemical dependency (see Glossary, "Chemical dependency and wellness").
8. Inform the public of the role and practice of the CRNA.
9. Evaluate how public policy-making strategies impact the financing and delivery of healthcare.
10. Advocate for health policy change to improve patient care.
11. Advocate for health policy change to advance the specialty of nurse anesthesia.
12. Analyze strategies to improve patient outcomes and quality of care.
13. Analyze health outcomes in a variety of populations.
14. Analyze health outcomes in a variety of clinical settings.

15. Analyze health outcomes in a variety of systems.
16. Disseminate research evidence.
17. Use information systems/technology to support and improve patient care.
18. Use information systems/technology to support and improve healthcare systems.
19. Analyze business practices encountered in nurse anesthesia delivery settings.

Failure to fully comply with one or more of these Graduate Standards is considered to be of critical concern in decisions regarding nurse anesthesia program accreditation.

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ACADEMIC CALENDAR

PROCEDURE 30: The Program's academic calendar ensures that course objectives are met. The University Calendar is accessible online at:

<http://onestop.fiu.edu/>

The University Calendar lists the official start and end dates of each academic year semester. In addition, dates for payment of fees, late fee, drop/add deadline, withdrawal deadline, and other related information are contained on the calendar, and is the student's responsibility to review course syllabi.

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LIBRARY HOLDINGS

PROCEDURE 31: Program administrators, faculty, and students have input into the collection of library holdings related to the specialty of nurse anesthesia.

DNP Anesthesiology Nursing Program students have access to library facilities on campus where they can obtain information relating to the specialty of nurse anesthesia and other health-related disciplines. In addition, FIU libraries are fully online, and library services and databases can be accessed from remote computers.

The University library's annual budget provides monies for each academic unit to make new purchases. Holdings are added to the library by request of the Program administrators and faculty through the NWCNHS Library Representative. Student requests are also considered.

Access to library holdings at each clinical site is guaranteed by inclusion in the affiliation agreements between the Program and the affiliate. Program administrators and faculty assist in providing a collection of reference textbooks at each clinical site. The addition of these books, computer software, etc., is based on requests from clinical faculty, students, and the clinical coordinator at each site.

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CLINICAL SITE ROTATIONS

PROCEDURE 32: Clinical site rotations are made by the DNA clinical coordinator in conjunction with the clinical site coordinators and faculty. Clinical site rotations are based on student learning needs, opportunities for clinical experiences, and location. There is no guarantee of where clinical placement will be and the miles the student may need to travel.

The DNA clinical coordinator and faculty members assign students to specific clinical sites. The major determining factor governing assignments is the learning needs of the students. As much as possible, assignments are made based on location and driving requirements.

Based on the current clinical sites under an affiliation agreement with the Program at any one time, the assignment of students must remain flexible. In the event the Program administrators obtain affiliation agreements with sites that have additional patient care experiences (i.e., open heart and/or pediatrics), the DNA Chair and clinical coordinator have the option of utilizing student rotations to provide those experiences.

The clinical affiliate rotations provide enrichment to the total program of study through association with medical teaching centers. All students are required to participate in clinical affiliate rotations as assigned.

Students are not permitted to change rotations if the change results in a student receiving more or fewer rotations than other students. The Program Chair, with the approval of the Clinical Coordinator, makes the final decision on the rotation of students to the clinical sites.

There are no assessed fees to students for specific affiliations. Students are required to provide their own housing, transportation, and meals during the DNP Anesthesiology Nursing Program in addition to new clinical sites approved by COA.

Parking facilities are provided to graduate students in designated areas of hospital/clinic parking lots. Students are advised to use caution in selecting parking facilities and locations for personal safety reasons and the safety of their vehicles. Students must park at their own risk. The Program is not responsible for the damage or theft of any student's vehicle.

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CLINICAL ATTIRE, UNIFORMS, and STAR CENTER ATTIRE

PROCEDURE 33: Clinical Attire, Uniforms, and STAR Center Attire

Clinical Attire

DNP Anesthesiology Nursing Program Students have invited guests at our clinical affiliates. Students are representing the FIU DNP Anesthesiology Nursing Program, the clinical affiliate Anesthesiology Department, and the greater profession of CRNA's. Each clinical affiliate has specific written guidelines for clinical attire for their employees and staff. These guidelines are in accord with JCAHO Standards and Infection Control policies. Employees at each clinical affiliate are held responsible for proper and professional attire and are subject to disciplinary action when they are not in compliance. It is therefore incumbent upon FIU DNP students to present for clinical instruction in proper and professional attire and within specific guidelines of our clinical affiliates. Failure to adhere to the Clinical Attire Procedures will be grounds for disciplinary action.

The regulation clinical attire according to each clinical facility for FIU DNP Students is:

- Scrub shirt
- Scrub pants
- Clean white FIU lab coat to be worn on campus and in professional clinical setting meetings
- Clean shoes, shoe covers are to be worn if shoes are worn outside the clinical facility
- Scrub cap, surgical mask, and shoe covers are to be removed anytime you leave the OR suite
- Scrubs are to be changed at the clinical site

Deviation from the above attire is not permitted unless specifically required by a particular clinical affiliate. Scrubs are available at the clinical affiliates or may be provided by the DNP Anesthesiology Nursing Program student, in which case a clean laundered pair of scrubs are required each clinical day. "Personal scrubs" that bear the logo or identification of another clinical facility are not allowed. Scrubs may be worn to/from the facility provided that a white lab coat is worn over the scrubs. A short-sleeve tee shirt may be worn under the scrub shirt and not be visible. Long-sleeve shirts worn under the scrub shirt are not permitted. It is not appropriate to wear OR surgical gowns in place of a warm-up jacket, except in cases requiring the care of infectious precautions patients, placing an epidural, central line, or any procedure which requires sterile technique and follows institution protocol. Scrubs that become contaminated or soiled should be changed as soon as possible and follow institutional policy.

Hair needs to be covered completely with a disposable scrub cap or bonnet provided by each clinical site/institution, no custom lien scrub caps are allowed. Jewelry in the operating room must follow institution and JCAHO standards and policies, No bracelets, dangling earrings, and watches are prohibited. Wedding rings are allowed but need to be removed for sterile procedures. DNP Anesthesiology Nursing Program Students are expected to adhere to a professional appearance

appropriate to the OR environment in grooming, make-up, and jewelry. Nails must be kept short and no fake nails are allowed. Residents are cautioned not to bring items of major value to the clinical facility. Neither the Program nor the clinical facility will be responsible for lost or stolen personal property.

Book bags, backpacks, fanny packs or briefcases are not appropriate in the operating room and do not follow JACHO standards. The appropriate name/identification badge of the clinical facility is to be worn and displayed at all times per each institution and FIU policy.

STAR Center Attire:

Students in semesters 3, 4 and 5, will be attending the simulation center once a week. Mandated attire per the Policy and Procedures of the STAR Center requires close-toe shoes, blue FIU scrubs, and lab coat. All students will be required to purchase blue scrubs with the FIU DNA logo and the white lab coat. Information on how to order will be provided.

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STUDENT CLINICAL ASSIGNMENT REQUIREMENTS

PROCEDURE 34: Student assignments are consistent with COA requirements and supervised by the clinical coordinator on site.

The Clinical Coordinator makes the assignments of students to cases in the clinical area(s) based on the following: The student's knowledge and ability, physical status of the patient, complexity of the anesthetic and/or surgical procedure.

At no time can the ratio exceed two (2) students to one (1) instructor (CRNA or MD/DO) per Centers for Medicare and Medicaid Services, CMS, supervision requirements.

Once a student is assigned to a patient, the student is responsible for conducting a pre-operative assessment and formulate an anesthetic care plan, which is reviewed with the clinical instructor CRNA or MD prior to the induction of anesthesia.

While in the Clinical Residency I-III course as juniors, students are directly supervised at all times and they are instructed and counseled by CRNAs or anesthesiologists on a 1:1 ratio. A 1:1 supervisory ratio is maintained during Clinical Residency I-III to ensure immediate hands on response by the clinical preceptor at any time necessary. In Clinical Residency IV-VII students are considered "Seniors." Seniors are still supervised on one-to-one ratio, however they are given more autonomy in delivery of anesthesia. On occasion students may be supervised in a ratio of 1:2. This means one anesthesiologist may cover two students. Decisions for this supervision will depend on the student's knowledge and ability, the physical status of the patient, the complexity of the anesthetic and or the surgical procedure, and the experience of the clinical preceptor. **It is the clinical coordinator's responsibility to ensure appropriate use of this procedure.**

In the event a clinical instructor is assigned two students and the condition of either patient is such that a 1:1 assignment should be made, the clinical instructor is to notify the individual making assignments prior to the induction of anesthetic to either patient, of the situation and ask for a review and possible re-assignment from a 2:1 to a 1:1 ratio. The Clinical Coordinator makes the ultimate decision as to who is responsible for the two cases.

For patient safety reasons as well as optimal student learning, at no time is a student scheduled in a clinical area when, based upon the schedule, the student has not been provided adequate rest for safe practice. No more than 64 hours of clinical in one week and at least 10 hours of off time between shifts per the (COA) Standards for Accreditation of Nurse Anesthesia Programs-Practice Doctorate Revised October 11, 2019. The Program Chair is ultimately responsible for the assignment of all students in the Program.

PROCEDURE 34A: Clinical Protected Day Off.

Students receive one protected clinical day for didactic and study time weekly. Students are not allowed to participate in clinical on their assigned protected clinical day.

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CLINICAL SUPERVISION OF STUDENTS

PROCEDURE 35: Clinical supervision of students is restricted to CRNAs and/or anesthesiologists with staff privileges at the designated clinical site who are immediately available in the clinical area.

DNP Anesthesiology Nursing Program students must have explicit direction from the supervising CRNAs and/or anesthesiologists before administering ANY drug to a patient and before performing an intubation or extubation on any patient.

Students in the program are under the direction of the supervising anesthesiologist or CRNA and NOT the surgeon or Anesthesia Assistant (AA). The COA has approved non-anesthetic physician instruction in specific areas who can serve as the overseeing physician for the student. The student will remain under the ultimate responsible supervision of the anesthesiology CRNA/MD. If in doubt about their instruction or supervision in any setting, students are required to discuss the clinical situation with the Clinical Coordinator PRIOR to participating in any anesthetic or non-anesthetic clinical activity.

Supervision by another student registered nurse anesthetist is prohibited. Supervision by an Anesthesiology Resident, an Anesthesiologist Assistant, or a non-certified Graduate Registered Nurse Anesthetist is prohibited.

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STUDENT DOCUMENTATION

PROCEDURE 36: Student documentation must be timely, accurate, and complete.

Students are required by the AANA Council on Accreditation of Nurse Anesthesia Programs and the National Board of Certification and re-certification for Nurse Anesthetists (NBCRNA), to maintain a record of clinical experiences.

Students are required to produce documentation as required by the policies and procedures of the Program, School, University, affiliate facilities, and anesthesiology departments.

Specifically, the following documents must be timely, and complete:

1. Pre-operative assessment - for each anesthetic
2. The anesthesia record - for each anesthetic
3. Post-operative note - for each anesthetic
4. All anesthesia charge forms - for each anesthetic (if applicable)
5. All pharmacy and special charge forms - for each anesthetic
6. When indicated, incident reports
7. Clinical Experience Record (Typhon) – within **7 days** of clinical experience
8. Registration forms at the University each semester
9. If receiving financial aid, forms must be completed as outlined by regulation.
10. Continuous Quality Improvement (CQI) forms, if required by the affiliate's anesthesiology department
11. Clinical partner credentialing forms

All clinical case records and time log information are to be submitted within **7 days**. Failure to submit clinical case count and time log information in a timely and accurate manner may result in an unsatisfactory grade for the clinical practicum which can result in dismissal from the program.

Falsification of student case records and experiences is grounds for disciplinary action including dismissal from the program.

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STUDENT EVALUATION TOOLS/INDICATORS

PROCEDURE 37: Evaluation of students' clinical and cognitive skills is accomplished using a variety of evaluation tools and indicators.

These evaluation tools and indicators include the following:

- Faculty evaluations of students in the clinical area
- Student's self-evaluations
- Summary evaluation of each student's performance at the end of each semester
- A review of any student's evaluation when a critical incident occurs involving a patient
- Student achievement in the didactic portion of the Program
- Non-confidential information from academic and clinical advisors
- Completion of practice requirements
- Students' performance on the comprehensive (SEE) examination(s) Students who fall below the national average in any category for the SEE exam will be assisted through a program-directed remediation plan to strengthen identified areas of weakness.
- Student performance in the Anesthesiology Nursing Simulation and Skills Laboratory
- Students' performance in the Objective Structured Clinical Evaluations (OSCE)
- Student completion of the criteria for graduation from the Program

Student evaluations are the responsibility of the DNA faculty, Clinical Coordinator, and Program Chair. In the event there are any areas of concern, input is obtained from didactic and clinical faculty members/instructors. Each student in the Program is provided a review of evaluation results at a confirmed (documented) conference and when indicated, suggestions are given for improvement.

STUDENT RESPONSIBILITY

Students are responsible for reading their daily clinical evaluations for self-reflection, learning, and improvement. Students that fail to submit 80% of evaluation may receive a grade of unsatisfactory for the clinical residency course.

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FACULTY EVALUATION OF STUDENTS

PROCEDURE 38: Written evaluations of the student's classroom and clinical performances are completed by the faculty member and the feedback is used for validation of the student's strengths and strategies for improvement.

All didactic and clinical faculty members complete formative and summative evaluations for each DNP Anesthesiology Nursing Program student's nursing simulation classes and daily clinical performance in regard to the student's clinical performance. Faculty members who teach a didactic course provide a letter grade for each student at the end of the course, based on the grading methodology written in the course syllabus per the DNP Anesthesiology Nursing Program grading procedures.

FIU DNA faculty review students' completed clinical performance evaluation forms and provide formative evaluations by making entries in the student's clinical evaluation file. Clinical evaluations will be completed on a daily basis and are based on the student's performance during the course of the entire anesthesia care provided to a patient. Mid-semester and end of semester meetings are conducted with faculty and advisee/student to review each student's clinical evaluations. The student also conducts a self-assessment along with clinical objectives for the remainder of the semester or program. Clinical evaluations that are based on the Graduate Standards include, but are not limited to the following:

- Pre-anesthetic assessment of the patient
- Preparation of the anesthetizing location to include appropriate drugs and equipment
- Anesthesia care plan
- Clinical faculty evaluation of student's performance in the administration of anesthesia
- Post-operative anesthesia care of the patient, to include the postoperative anesthesia care note(s) on the anesthesia record

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GRADING

PROCEDURE 39: Grading methodology is described in course syllabi.

The DNA faculty determines the methodology for assigning course grades in a manner that conforms to Program standards and is defined in the course syllabi for didactic, residency and practicum courses. Letter grades are set by the FIU DNA-approved grading scale.

Anesthesiology nursing residency courses consist of daily clinical performance evaluations that are summarized at mid and end of the residency course by the clinical faculty/clinical coordinator using a Summative Evaluation of Clinical Performance matrix. Letter grades for both didactic and practicum courses are derived from this matrix formula based on the scale shown below.

The grading scale for Anesthesiology Nursing courses is as follows:

Passing	Not Passing
A = 93 to 100%	B- = 83 to 84%
A- = 91 to 92%	C+ = 81 to 82%
B+ = 89 to 90%	C = 77 to 80 %
B = 85 to 88%	D= 67 to 76 %
	F/FO = 00 to 66%

A high level of scholarship must be maintained to continue in the Program in which a student must pass with a letter grade of B, >85% or better. The student's academic progress is measured quantitatively in terms of semester hours and qualitatively in terms of quality points. The quality points assigned to each grade are the following:

A	4.00
A-	3.67
B+	3.33
B	3.00

In order to continue in the program, the DNA student must:

1. Achieve grade of "B" >85% or better in all courses; and
2. Maintain a cumulative GPA of 3.0 or better.

Because of the **“lockstep”**, successful completion nature of the DNP Anesthesiology Nursing Program Curriculum, a grade less than “B“ < 85% in any course is grounds for non-progression and therefore dismissal from the Program.

Repeating a Course:

If justified by academic performance in all other courses and with the approval of DNA faculty and the Program Chair, a student may be offered an opportunity to repeat only one didactic course. Grading for

the repeated course will be according to the University course forgiveness policy – the original grade is recorded on the transcript and the repeat course grade is calculated into the GPA. If the student offered this opportunity fails to achieve at least a “B” in the repeated course, it shall constitute grounds for non-progression and therefore dismissal from the Program.

Clinical residency courses may not be repeated unless it is approved by a consensus of the DNA Faculty and recommended to the Program Chair for final approval. Failure to obtain a grade of “B” or higher in a clinical practicum course is grounds for non-progression and therefore dismissal from the Program. Course failure due to: final grade reduction due to unauthorized absence and thus the failure to attain a grade of “B” or higher; three unauthorized absences resulting in course failure, or exceeding five authorized absences resulting in course failure

If a student has failed one course, and successfully retakes that course, failure to attain a grade of “B” >85% or higher in any other course remaining in the curriculum is grounds for non-progression and therefore dismissal from the Program. Only one course failure is allowed in the FIU DNA program regardless of retake.

Dropping a class (DR):

If a student drops a course with a DR or W grade, the DR/W grade is considered a failure in the program if the withdrawal from the course is related to an academic reason. Therefore, a failure in another course would be considered two course failures and would result in automatic dismissal from the program.

Incomplete Grades:

An incomplete grade (IP) is a temporary symbol given at the discretion of the instructor, unanimous vote by the faculty and final approval by Chair for work not completed, because of a serious interruption not caused by the student’s own negligence. DNP students must contact the faculty member(s) and the Program Chair as soon as possible to request an incomplete grade. If granted, the student will be required to sign an agreement that establishes a deadline and/or other conditions for clearing the incomplete grade(s). A grade of incomplete not resolved within one year will automatically convert to a grade of F.

Right of Appeal:

Students have the right to appeal grading/course requirement decisions and program progression/dismissal decisions. Students who wish to appeal must follow the Academic Grievance & Appeals for the Program and College. See Procedure# 42 – Grievance and Appeal Procedure.

https://cnhs.fiu.edu/_assets/docs/resources/nwcnhs-student-academic-grievance.pdf

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STUDENT SELF-EVALUATION

PROCEDURE 40: Written self-evaluations are completed by students on a regular basis, and the results are used for validation of the student's strengths and strategies for improvement.

The self-evaluation process is utilized for individual student improvement in the Program and is not included in a student's grade for the course. This process provides documentation to students on an ongoing basis related to the objectives they have established for themselves, and an opportunity for the clinical faculty to provide specific suggestions and/or guidance.

In each Anesthesiology Nursing Residency Course, students are required to complete a self-evaluation at the mid-term and at the end-term of each semester. Self-evaluations will be reviewed by the DNA faculty advisor each semester.

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PROGRAM STUDENT COMMUNICATIONS

PROCEDURE 41:

Students are responsible for receiving from and, if appropriate, sending messages to Program administrators, staff, and faculty.

Communication is provided to students via the following:

1. FIU E-mail
2. NWCNHS and DNA websites
3. CANVAS notices or announcements
4. Typhon case log notices
5. Memo or letter
6. Phone

Students are responsible to advise the DNA Program and Clinical Coordinator(s) of any change in an email address, phone number or mailing address. Students are required to maintain current emergency contact information on file with the Program office.

All students are issued an FIU email account upon enrollment. All Program communication to and from the student will be by way of their FIU email account, not a personal email account. All students are required to check their email daily. The student is strongly encouraged to set up their mobile devices to receive DNP in Nurse Anesthesia emails and to provide alerts to incoming DNP in Nurse Anesthesia email.

Students are responsible to follow any memo or letter addressed to students or “actionable emails” and respond immediately. Memos or letters are to be considered to have the same importance as procedures within the Program, University, and the clinical affiliate sites, and will be enforced as such. I agree to check my FIU email account daily and that I am responsible to be aware of all electronically posted or distributed information. Emails that are not actionable, need to respond within 24 hours. Failure to respond to any emails within 24 hours, excluding holidays will lead to probation as this is considered unprofessional behavior and insubordination.

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GRIEVANCE AND APPEAL PROCEDURE

PROCEDURE 42:
NWCNHS Student Academic Grievance/Appeal Procedure

NWCNHS students have the right to grieve/appeal academic grading/course complaints/controversies and program progression/dismissal decisions. According to the FIU Student Policy (undergraduate and graduate) written guidelines:

The FIU Academic Grievance Procedure indicates the reasons, nature of an appeal, for an academic grievance which includes the following:

1. *Arbitrary or capricious awarding of grades*
2. *Unprofessional conduct by a professor which adversely affects either a student's ability to satisfy academic expectations, whether in the classroom, the field, or a lab, or the student's actual performance*
3. *Inappropriate or inadequate academic advising*
4. *Arbitrary dismissal from a ... course or program*
5. *Irregularities in the implementation of policies or procedures in grievance hearings". See here: <https://dasa.fiu.edu/all-departments/academic-grievances/>*

Students who wish to appeal MUST FIRST follow the NWCNHS Academic Grievance/Appeal procedure found on the NWCNHS website:

https://cnhs.fiu.edu/_assets/docs/resources/nwcnhs-student-academic-grievance.pdf

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ATTENDANCE AND SICK TIME

PROCEDURE 43:

Consistent and punctual attendance is a personal and professional responsibility for all students enrolled in the Program. Students are required to attend all scheduled instruction including classes, simulation lab sessions, and clinical practicum.

Personal business, non-emergent physician appointments, job interviews, etc. must be scheduled during the student's own time and are not to be SCHEDULED DURING CLASS or clinical time except in emergency situations and in accordance with the DNA TIME OFF PROCEDURES.

Students who report late for a class that is already in progress should wait until the next class break before entering the room. Students who miss more than half of the scheduled class will be considered absent and one personal day will be deducted from the personal days allotted during the program. Any pattern of tardiness will be addressed, documented, and may result in disciplinary action. Individual instructors may issue additional procedures as part of the course syllabus.

Students are exempt from clinical residency during an approved Personal Time Off in accordance with the DNA Time Off Procedures.

Where an illness, injury, or personal emergency precludes attendance at a class or simulation lab session, the student is to notify the class session professor via office phone AND email in advance of the scheduled class session, and not via text message, or as soon as possible within 24 hours. If illness, injury, or personal emergency precludes notification of the class session within 24-hours, the student will be REQUIRED to provide medical documentation from a health care provider for the delay, or other documentation as applicable to the situation.

Upon two unauthorized absences from a course, the assignment of a grade of "F" for the course will be given. If no call or no show for an unauthorized absence in clinical without notice within 24 hours, constitutes grounds for dismissal from the FIU DNA Program. Failure of this course shall constitute grounds for dismissal from the Program. Failure of a course due to unauthorized absence is not eligible for consideration for course makeup under the DNA Procedure GRADING.

Clinical Arrival and Clinical Departure Procedure:

Upon arrival to clinical and leaving clinical, students are to scan the assigned QR code at the clinical site to register arrival and departure. Failure to register the QR code will lead to disciplinary action as this is a mandated procedure to track clinical time.

The occurrence of an absence where advance notification has been made, as outlined above shall be considered an authorized absence. However, upon the fifth instance of an authorized non-medical absence from a course or combination of authorized and unauthorized absences, the assignment of a grade of "F" for the course will be given. Failure of this course shall constitute grounds for dismissal from the Program. Failure of a course due to a fifth authorized absence is not eligible for consideration

for course makeup under the DNA Procedure GRADING.

Late Arrival or Early Departure:

Consistent punctual arrival and attendance is a personal and professional responsibility for all students enrolled in the Program. Late arrival and/or early departure will be treated in the same manner as unauthorized absence. Where an illness, injury, or personal emergency precludes on-time or full session attendance at a class or simulation lab session, the student is to notify the class session professor via office phone AND email in advance of the scheduled class session.

The course session professor may document timely session attendance by way of a sign-in attendance log, photo or video recording, or roll call of attendance. Sign-in or verbal acknowledgment by any student for a student who is not in attendance shall constitute an act of Honor Code violation and shall be subject to disciplinary action, up to and including dismissal.

Clinical call out

Students who call out sick from clinical must follow the **FIU DNA PROCEDURE** and the **CLINICAL SITE PROCEDURE** for calling out sick. Per the FIU DNA Procedure, the student must complete the Qualtrics survey within 24 hours which is located on the homepage of Typhon in the bottom right corner under *messages and alerts*. *Also, the link is provided below.*

Qualtrics link for calling out in the FIU DNA Program:

https://fiu.qualtrics.com/jfe/form/SV_1Nct9PL3YuGaiTH

The clinical site procedures and protocol for calling out sick differs at each clinical site. The clinical coordinator at each hospital will instruct the student on their procedure. Each student is responsible for reaching out to the clinical coordinator for any further clarification.

Unauthorized Leave/ Absence

Students absent from class or clinical beyond 72 hours without approved leave in writing will be considered to have resigned from the program. Students absent fewer than 72 hours without approval may resume their training only after written approval and consent by the Nurse Anesthesia Director and any missed time must be made-up prior to the end of the program.

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TIME OFF PROCEDURES

PROCEDURE 44:

The Department of Nurse Anesthesiology must balance a reasonable time off procedures with meeting certification eligibility requirements, an obligation for both the program and the student during enrollment. This procedure strikes a balance between reasonable safeguards for the health and well-being of students, preceptors, and patients while at the same time setting a standard for expected professionalism and teamwork. Students are advised at the time of applicant information, interview sessions, and during new student orientation as to the time and schedule commitments required in the Program. Students who do not comply with the time commitments and the time-off procedures outlined are subject to deferral of graduation or dismissal.

Didactic Courses:

Where an illness, injury, or personal emergency precludes attendance at a class session, the student is to notify the class instructor with an email in advance of the scheduled class session. If a student cannot email due to incapacitation, please email the faculty as soon as possible within 24 hours. A student who cannot attend class on the day of a scheduled exam must notify the faculty member administering the exam by email notification before the start of the class session.

Clinical Courses:

Students who cannot attend clinical due to illness or injury are required to complete the following:

- **Call the hospital Anesthesiology Department** of the clinical site as early as possible to notify the hospital of the absence (Provide: your name, your call back number, and obtain the name of the person notified)
- **Email the Clinical Coordinator of the site and your faculty advisor on the same email** along with Dr. **Vicente Gonzalez, Clinical Education Coordinator**. In the email, please provide your name, date, clinical site, expected date of absence, and time and person notified of call-out at the hospital site prior to your scheduled clinical time, **Also, include the date you will be making up the clinical time and complete the Qualtrics link for documenting sick time.**
- **Enter the date(s) of absence in the Typhon Case Log** system within **24-hours** of call out.
- **Fill out the Qualtrics link immediately unless incapacitation in which documentation will be required within 24 hours of the call out.**

PERSONAL TIME OFF ALLOTMENT:

Semesters 1-5– Student didactic course and clinical schedules follow the University Academic Calendar and provide personal off time for holidays, semester breaks, and spring break week. No scheduled personal time off is allotted during this time. A clinical absence taken for illness, injury, or personal emergency taken during this time **will be made up at the end of the same semester**. See FIU One Stop for the academic calendar: <https://onestop.fiu.edu/>

Semesters 6 – 9—There is no elective time off from didactic courses; students are expected to attend all scheduled class sessions. Clinical course schedules run continuously, irrespective of the academic calendar. Each student is to take 6 consecutive days each semester for semesters 6-9, beginning on the day following the day of didactic class and ending on the day prior to class the next week. For example, if the didactic class day is on Tuesday, then the 6-day CTO will be Wednesday to Monday. Clinical time off (CTO) is planned around the didactic protective day as class attendance is mandatory. **CTO is prohibited during all specialty rotations that are of 1-month duration. CTO is allowed during 2-month specialty rotations.**

Clinical/ Time Off (CTO)

To promote the educational objectives of the Program, Clinical Time Off (CTO) is permitted. **CTO shall not exceed six (6) days during any one semester. Students must request and receive approval of the CTO from the Clinical Education Coordinator in advance.** Each student must take his entitled 6 days of CTO. If a student does not request CTO, it will be assigned at the discretion of the Clinical Education coordinator. CTO may not be carried over from any semester. CTO shall not exceed 6 days in each semester nor 24 cumulative days **for semesters 6-9. All CTO that is not used during any given semester is forfeited.**

Specific requests for time off may be granted at the discretion of the Clinical Education Coordinator based on the educational objectives of the Program and fulfillment of clinical practicum requirements.

Absence from Clinical Time shall be deducted from CTO. Except for medical reasons or emergencies, **CTO shall not be granted to any student who has outstanding obligations (e.g., incomplete clinical case counts, incomplete medical records) or who is on Clinical and Administrative Probation and Remediation.** Students are responsible for making up missed clinical time, preferably within the practicum semester, and will be scheduled as such by the clinical coordinator and student.

ADDITIONAL TIME OFF PROVISIONS:

Holiday Time Exchange

If a student is scheduled for a clinical assignment on an official holiday, the student and clinical site coordinator will arrange an exchange for another day off in replacement. The exchange day off must be scheduled in advance and must be taken within the month of the official holiday.

Exchange days may not be used to replenish the CTO allotment balance. For purposes of this procedure, recognized program holidays include New Year's Day, Martin Luther King Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, Christmas Eve, and Christmas Day.

Court Appearance

When a student receives the notification of a court summons, they should immediately contact the Program Chair. The program can provide a letter for the student to file with the Clerk of the Court with a request for a postponement if the summons is for jury duty until a later date. The program will not provide a letter requesting an exemption, only deferral of service to a later date. The DNA supports public service by students. However, meeting certification eligibility requirements is an obligation for both the program and the student during enrollment. Make-up days for the mandated jury time will be made-up and coordinated with the clinical coordinator, student advisor, and Dr. Vicente Gonzalez. There is no provision for time off beyond the 20-day CTO allotment, or the balance thereof. For time off beyond 20 days, the student must take a Leave of Absence (See Procedure on

Leave of Absence).

Funeral Leave

In the unfortunate event of a death in the immediate family, the Program may grant up to 5 **consecutive** days of funeral leave. For this policy's purposes, immediate family members shall include a spouse or domestic partner, parent, child, grandparents, siblings, or other family members of the household for whom the student was a primary caregiver. For funeral attendance for other than immediate family, the student must make up the time. If more than 5 days is required, the students are responsible for making up the time.

Hurricane Days

When the university is officially closed, and classes are canceled due to a hurricane or inclement weather, students will follow university policy on classes and clinical attendance. This procedure does not preclude students from taking steps they perceive necessary during this time to secure the safety of their family members or property; however, the Program cannot grant time off exemptions in the absence of an official University closure.

TIME OFF IN EXCESS OF PERSONAL TIME OFF PROVISIONS:

Leave of Absence

For time off beyond the 24 days CTO, the student must take a Leave of Absence. A student who has successfully completed all other required coursework and has been granted permission from the Program Chair and clinical site coordinator may register for an additional semester (semester 10). The student will be required to register and pay the applicable tuition and fees. Students are advised that invoking this provision will result in deferral of official graduation, certification exam eligibility, and advanced licensure eligibility until the conclusion of the semester in which all graduation requirements are fulfilled.

A student who has exceeded 24 CTO days and accrued 30 or more make-up days of clinical will be dismissed from the program unless the student has applied for and been granted a Leave of Absence provision.

TRAVEL DAYS FOR CONFERENCES

Regional Conferences

- For FANA Conferences, travel days will be Friday morning and return Sunday afternoon.

National conferences:

- When a conference occurs out of State, travel days will be one day before the conference begins and the day after the conference. Travel is not allowed unless you have registered for the conference.
- Students are allowed to sign up for preconference workshop with proof of registration and will be allotted a travel day before the preconference.
- Please note some National conferences end by the morning/early afternoon and the expectation would be to travel home that afternoon/evening if time allows.

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ETHICAL STANDARDS OF CONDUCT

PROCEDURE 45: Standards of Conduct

Students are expected to adhere to the principles of conduct and ethics as established by the FIU, NWCNHS, and DNA student standards of conduct, in addition to the following principles from the American Association of Nurse Anesthetists (AANA), which are described as "Code of Ethics for the CRNA that define the essentials of honorable behavior for the Nurse Anesthetist."

Preamble

The American Association of Nurse Anesthetists (AANA) Code of Ethics offers guidance to the Certified Registered Nurse Anesthetist (CRNA) to make ethical decisions in all practice roles. The practice of nurse anesthesia may include clinical practice, nurse anesthesia-related administrative, educational or research activities, or a combination of two or more of such areas of practice. The Code of Ethics consists of principles of conduct and professional integrity that guide the decision-making and behavior of the CRNA. The CRNA's ethical responsibility is primarily to the patient, as well as to the profession, other healthcare providers, self, and society. The CRNA acknowledges, understands, and is sensitive to the vulnerability of the patient undergoing anesthesia, pain management, and related care and preserves the patient's trust, confidence, and dignity.

The CRNA has the personal responsibility to understand, uphold, and adhere to these ethical standards of conduct. Deviation from the Code of Ethics occurs rarely in practice and any deviation must be supported by ethical decision-making, compelling reasons, and best judgment specific to the situation. The AANA recognizes the American Nurses Association (ANA) Code of Ethics as the foundation for ethical values, duties, and responsibilities in nursing practice.¹

1. Responsibility to Patients

The CRNA respects the patient's moral and legal rights, and supports the patient's safety, physical and psychological comfort, and well-being. The CRNA collaborates with the patient and the healthcare team to provide compassionate, holistic, patient-centered anesthesia, pain management, and related care. The CRNA:

- 1.1 Respects human rights and the values, customs, culture, and beliefs of patients and their families.
- 1.2 Supports the patient's right to self-determination.
 - 1.2.1 Presents accurate, complete, and understandable information to the patient to facilitate informed healthcare decisions.
 - 1.2.2 Encourages patients, including minors, to participate in healthcare decision-making that is appropriate for their developmental capacity.
 - 1.2.3 a patient's decision-making without undue influence or coercion.

1.3 Acts in the patient's best interest and advocates for the patient's welfare.

1.3.1 Discloses and manages or resolves perceived or real conflicts of interest (e.g., corporate sponsorships, funding, consulting, and other relationships that may present a conflict between the CRNA's interests and the patient's interests.)

1.3.2 If the CRNA has a moral, religious or ethical conflict related to the patient's healthcare decisions or plan for care, the CRNA may, without judgment or bias, transfer care to an appropriately credentialed anesthesia provider willing to perform the procedure.

1.4 Prior to providing anesthesia, pain management, and related care:

1.4.1 Introduces self, using their name, a term representing the CRNA credential, and role.

1.4.2 Verifies that students have introduced themselves or been introduced to the patient, and the patient has consented to student participation in anesthesia, pain management, and related care.

1.4.3 Discusses the plan of care and obtains informed consent or verifies that the patient has given informed consent in accordance with the law, accreditation standards, and institutional policy.²

1.4.4 Discusses the plan of care and obtains informed consent from a legal decision-maker (e.g., healthcare proxy, surrogate) when the legal decision-maker is responsible for the patient's healthcare decisions or verifies that the legal decision-maker has given informed consent.

1.4.5 Protects patient privacy, including confidentiality of patient information, except when necessary to protect the patient or other persons, or when required by law.

1.5 Protects patients from healthcare providers who are incompetent, impaired, or engage in unsafe, illegal, deceptive, abusive, disrespectful, or unethical practices.

1.6 Participates in honest and transparent disclosure of an adverse or unanticipated event to the patient and others with the patient's consent.

2. Responsibility as a Professional

As an independently licensed professional, the CRNA is responsible and accountable for judgments made and actions taken in his or her professional practice. Requests or orders by physicians, other healthcare professionals, or institutions do not relieve the CRNA of responsibility for judgments made or actions taken. The CRNA:

Competence and Responsibility in Professional Practice

2.1 Engages in a scope of practice within individual competence and maintains role-specific competence.

2.2 Maintains national certification as a CRNA and a state license as a registered nurse and meets state advanced practice statutory or regulatory requirements.

- 2.3 Engages in continuing education and lifelong professional development related to areas of nurse anesthesia practice, including clinical practice, education, research, and administration.
- 2.4 Evaluates and integrates personal practice outcome data, scientific research, expert opinion, new technology, patient preferences, and relevant metrics to improve processes and outcomes.
- 2.5 Is physically and mentally fit for duty (ANA and AANA code of ethics).
- 2.6 Clearly presents his or her education, training, skills, and CRNA credential.
- 2.7 Is honest in all professional interactions to avoid any form of deception.
- 2.8 Treats all others, including patients, families, staff, students, and colleagues, in a culturally sensitive manner and without prejudice, bias, or harassment.
- 2.9 Maintains professional boundaries in all communications and actions.

Leadership

- 2.10 Creates an ethical culture and safe work environment.
 - 2.10.1 Supports policies and behaviors that reflect this Code of Ethics.
 - 2.10.2 Communicates expectations for ethical behavior and actions in the workplace.
 - 2.10.3 Helps individuals raise and resolve ethical concerns in an effective and timely manner.

Clinical Practice and the Interdisciplinary Team

- 2.11 Respects and engages healthcare providers to foster a collaborative and cooperative patient care environment through a culture of safety and open communication to contribute to the ethical and safe environment of care.
 - 2.11.1 Facilitates review and evaluation of peers and other members of the healthcare team.
- 2.12 Manages medications to prevent diversion of drugs and substances.

Role Modeling and Education of Others

- 2.13 Provides positive role modeling by upholding and promoting quality patient care outcomes, the professional standards of practice, and this Code of Ethics.
- 2.14 Fosters a safe and trusting environment for successful learning for students, colleagues, and members of the healthcare team.
- 2.15 Educates the student registered nurse anesthetist regarding the ethical responsibilities of the profession.

The Profession

- 2.16 Is responsible and accountable to contribute to the dignity and integrity of the profession.
- 2.17 Participates in activities that contribute to the advancement of the profession and its body of knowledge.
- 2.18 Reports critical incidents, adverse events, medical errors, and near misses in accordance with the law, accreditation standards, and institutional policy to promote a culture of safety, maintain the integrity of the profession, and advance the profession and its body of knowledge.

3. Responsibility in Research

The CRNA protects the integrity of the research process and the reporting and publication of findings: The CRNA adheres to the ethical principles of respect for persons, beneficence, and justice relevant to research involving human participants.⁴ The CRNA:

- 3.1 Protects the rights and wellbeing of the people that serve as participants and animals that serve as subjects in research.
- 3.2 Respects the autonomy and dignity of all human research participants.
- 3.3 Promotes selecting human participants in such a way that all populations have equal access to the potential benefits and risks of the research.
- 3.4 Seeks to minimize the risks and maximize the benefits to research participants.
- 3.5 Conducts research projects according to accepted ethical research and reporting standards established by law, institutional policy, and the Institutional Review Board (IRB).
- 3.6 Obtains informed consent or verifies that the human research participant or legal decision-maker, as appropriate, has provided informed consent as required by law, institutional policy, and the IRB.
- 3.7 Protects the human research participant's privacy to the greatest extent possible and in accordance with the law, institutional policy, and standards of the IRB.
 - 3.7.1 Maintains confidentiality in the collection, analysis, storage and reuse of data and in accordance with the law, institutional policy, and standards of the IRB.
- 3.8 Discloses perceived or real conflicts of interest to organizations where the research will be conducted, organizations that fund the research, and any publication where the research is submitted. Manages or resolves perceived or real conflicts of interest.
- 3.9 Reports research findings in an objective and accurate manner.
- 3.10 Provides appropriate attribution for contributions by other individuals.
- 3.11 Supports, promotes, or participates in research activities to improve practice, education, and public policy relative to the health needs of diverse populations, the health workforce, the organization and administration of health systems, and healthcare delivery.

4. Responsibility in Business Practices

The CRNA, regardless of practice arrangement or practice setting, maintains ethical business practices in dealing with patients, colleagues, institutions, corporations, and others. The CRNA:

- 4.1 Establishes and performs contractual obligations consistent with this Code of Ethics, the professional standards of practice, and the laws and regulations pertaining to nurse anesthesia practice.
- 4.2 Is honest in all business practices.

5. Responsibility when Endorsing Products and Services

The CRNA may endorse products and services only when personally satisfied with the products or service's safety, effectiveness, and quality. The CRNA may not say that the AANA has endorsed any product or service unless the Board of Directors of the AANA has done so. The CRNA must not endorse any product or service when presenting content for an AANA-approved continuing education activity as this is a prohibited conflict of interest. The CRNA:

- 5.1 Makes truthful endorsements based on personal experience and factual evidence of efficacy.
- 5.2 Discloses and manages or resolves perceived or real conflicts of interest associated with the endorsed product or service (e.g., corporate sponsorships, funding, consulting and other relationships that may present a conflict).
 - 5.2.1 Only uses the CRNA credential when endorsing products or services that are related to CRNA professional practice or expertise.

6. Responsibility to Society

The CRNA collaborates with members of the health professions and others to improve the public health, including access to healthcare and anesthesia, pain management, and related care. The CRNA:

- 6.1 Works in collaboration with the healthcare community to promote highly competent, ethical, safe, quality patient care.
- 6.2 Supports activities to reduce the environmental impact of disposable items and waste anesthetic gases.

References

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3. National Board of Certification and Recertification for Nurse Anesthetists. The Continued Professional Certification (CPC) Handbook. https://www.nbcna.com/docs/default-source/publications-documentation/handbooks/cpc_hb.pdf?sfvrsn=941c170c_22 Accessed December 11, 2019.
4. United States National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, The Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research. <https://www.hhs.gov/ohrp/regulations-and-policy/belmont-report/read-the-belmont-report/index.html#xinform>. Accessed March 3, 2018.
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Adopted by the AANA Board of Directors in 1986.

Revised by the AANA Board of Directors in 1992, 1997, 2001, 2005, and July 2018.

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CLINICAL EXPERIENCE RECORD AND ANESTHESIA CARE PLANS

PROCEDURE 46: All students are required to maintain a current and accurate record of their clinical case experiences.

DNA subscribes to the web-based case experience record management system by Typhon Group. Clinical case experience data should be entered into Typhon after the experience, on a daily basis. Typhon record entry will not be allowed for cases over seven days. All students are responsible for the accuracy and integrity of their case experience records. As a condition of graduation and application for eligibility to sit for the NCE certification exam, students will be expected to sign and attest to the accuracy and integrity of their case experience record.

<http://home.coa.us.com/accreditation/Documents/Guidelines%20Counting%20Clinical%20Experiences%20October%202015.pdf>

To ensure students develop the knowledge, skills, and abilities for entry into practice, students must participate in all phases of their clinical case experiences including preoperative, intraoperative, and postoperative anesthesia care. While it may not be possible for students to participate in all phases of care on every case, ***students can only take credit for a case where they have meaningful involvement in the case.*** Students may take credit for a case if they participate in the induction, the intraoperative period of the procedure, or the emergence. A student may only count a clinical procedure (e.g., intubation, regional block, emergence, inhalational induction, central line placement, etc.) that they attempt or perform. A missed intubation or similar incomplete procedure is not counted as a clinical procedure. Counting of cases experiences will be in accord with provisions set forth by the Council on Accreditation of Nurse Anesthetists Educational Programs.

Anesthesia Care Plans are written or verbal evidence-based documentation of a prospective plan of anesthesia clinical care used to help students apply theoretical concepts learned in the classroom to individualized nurse anesthetist care in the clinical setting. Anesthesia care plans also serve as a vehicle for faculty and clinical preceptors to assess the student's cognitive awareness of the application of knowledge to practice. Written care plans are to be completed on the prescribed DNA anesthesia care plan approved template and uploaded weekly on Typhon and the clinical residency course. One care plan is to be uploaded weekly starting in semester four (4) to semester nine (9) in which the student's advisor reviews for progression of critical thinking in anesthetic case management according to the level in the program. Verbal care plans should include the perioperative plan of care that is discussed with the student's clinical preceptor prior to anesthesia administration. Students are responsible to have a verbal anesthesia care plan for every surgical case. Consistent and acceptable anesthesia care plans are an evaluation component of the daily and summary clinical evaluations.

In addition to the anesthesia care plan, students are required to complete a set of clinical review questions for all specialty clinical rotations: neuro, cardiac, OB, pediatric, and regional. The review questions must be completed in compliance with the instructions on the question sets and must be uploaded to Typhon and submitted to the student's advisor prior to the first day of the start of their specialty rotation otherwise student will be placed on academic probation and inhibiting the progression of clinical specialty until clinical review questions are complete.

The FIU Honor Code and Standards of Academic Integrity and Misconduct apply to all anesthesia care plans and specialty rotation clinical review question sets as stated on the DNP Anesthesiology Nursing Program care plans.

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MEDICATION SAFETY PROCEDURES

PROCEDURE 47:

Students enrolled in the ANP have prior education and experience as a Registered Nurse and hold licensure as a Registered Nurse, which obligates them to safe practices in the handling, management, and administration of medications per JACHO standards and CDC guidelines. Medication errors represent a threat to patient health and safety as well as professional practice liability concerns for preceptors, clinical facilities, and the student.

The “**rights**” of medication administration include the **right patient, right drug, right time, right route, and the right dose**. Other related types of medication errors may include wrong dose, wrong choice, wrong drug, known allergy, missed dose, wrong time, wrong frequency, wrong technique, drug-drug interaction, wrong route, extra dose, failure to utilize or act upon a test dose, equipment failure, inadequate monitoring, preparation error, and others.

Avoiding medication errors requires vigilance and strict adherence to safety practices. Medication errors are preventable but with human factors involved, errors may occur. In the event of a medication error, students **MUST immediately self-report** the error to their clinical preceptor. The first priority is to assure a safe outcome for the patient. Second, students are responsible for self-report the error to their assigned university faculty advisor as soon as possible, and in all cases within 24-hours. Students are required to submit to their assigned university faculty advisor within 48 hours a detailed written account of the events leading to the error that is hand-delivered to their faculty advisor. This account should not contain HIPPA-protected patient identification information.

For medication errors resulting from a transient lapse in vigilance and safety practice, the Program will issue a written action of remediation, including but not limited to completion of a ***care plan, evidence-based paper on medication safety, and a period of monitoring as deemed by the faculty.*** For medication errors resulting from negligence or in the event of failure to self-report the error, the student will be subject to disciplinary action.

A medication error is defined as any preventable event that may cause or lead to inappropriate medication use or patient harm while the medication is controlled by the healthcare professional, patient, or consumer.

Types of Medication Errors include:

- Prescribing
- Omission
- Wrong time
- Unauthorized drug
- Improper dose
- Incorrect dose prescription/incorrect dose preparation

- Administration errors include the incorrect route of administration, giving the drug to the wrong patient, extra dose, or wrong rate
- Monitoring errors such as failing to consider the patient liver and renal function, failing to document allergy or potential for drug interaction.
- Compliance errors include not following protocols or rules for dispensing and prescribing medications.

All students must attest to completing the following visual, auditory, and reading remediation materials, as well as complete a reflection paper on each video and podcast below as deemed by the faculty. These materials will be provided to the student via a performance improvement plan and/or probation contract.

Wahr JA, Abernathy JH 3rd, Lazarra EH, et al. Medication safety in the operating room: literature and expert-based recommendations. *Br J Anaesth*. 2017;118(1):32-43. doi:10.1093/bja/aew379

Welte JF, Desgranges FP, De Queiroz Siqueira M, Chassard D, Bouvet L. Medication errors in paediatric anaesthesia: the hidden part of the iceberg. *Br J Anaesth*. 2017;118(5):797-798. doi:10.1093/bja/aex106

Medication Error Videos:

[APSF Medication Errors Conference](#)

[APSF OR Best Practices](#)

[APSF Podcast Lookalike Meds](#)

Controlled Substance Accountability:

As a licensed Registered Nurse, students may obtain, administer, dispose of, and maintain controlled substance records as part of their clinical experience, where such practice is permitted by the clinical education site.

Students are responsible for:

1. Strictly following the procedures of the facility for controlled substance **issues**, administration, discard, documentation and accountability.
2. All controlled substances must be kept under the control of the person who signed for them

- by maintaining them on their person or kept in a locked drawer, or as per clinical site procedures and Joint Commission Accreditation, Health Care and Certification standards.
3. Controlled substances that have been drawn into a syringe or where a sealed protective cover has been removed from the medication container will not be exchanged between students, residents, or staff members.
 4. Management and accountability of all unused controlled substances as well as controlled substance wastage will follow the guidelines at the clinical site, and requires a witness at the time of wastage.
 5. Chemical assays on unused portions of controlled substances, as well as audits of anesthesia and PACU records, maybe conducted periodically or where probable cause warrants.
 6. Random audits of anesthesia records and medication control records or returned waste may be conducted periodically or where probable cause warrants.
 7. When probable cause and sufficient evidence exists that inappropriate controlled substance management and or accountability has occurred, an investigation may be undertaken by the clinical site, by the Program, or by law enforcement officials.
 8. DNP Anesthesiology Nursing Program students can be randomly screened for drugs via a blood or urine sample at any time on FIU Campus and/or clinical site.

In compliance with the American Association of Nurse Anesthetists Professional Practice document on *Securing Propofol*, students will treat Propofol as a controlled substance with respect to assuring safeguard and security of the medication, even if the clinical site does not include Propofol in their controlled substances policies and procedures.

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DRESS CODE

PROCEDURE 48: Students must present a professional appearance and follow the procedures of the clinical site related to the dress code.

Students are to come to class with their white DNA lab coats and in proper attire business casual consistent with the professional image of a registered nurse in a graduate program. Students are to follow the dress code procedures of the clinical facility to which they are assigned. No ripped jeans, scrubs, mid-drifts, shirts, mini-skirts, tank tops, or attire which shows undergarments or skin.

DNP Anesthesiology Nursing Program students will not wear or display branded product items from industry sponsors, including medical devices or pharmaceuticals, while on the campus or within the facilities of our clinical affiliates.

Students who do not follow the dress code will be sent home and will receive an unauthorized absence.

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DEFERRAL OF GRADUATION

PROCEDURE 49: Students who request a deferral of graduations must follow the procedures established by the Program administrators and faculty.

Deferral of graduation may be granted under the following circumstances with the prior written approval of the University, Program Chair, Dean, and/or their designee:

1. Extended medical or other leave as ordered by a physician or appropriate health care provider
2. Extended military leave (Activation)
3. Failure to meet graduation criteria as scheduled, due to circumstances beyond the student's control

All graduation criteria must be met for completion of the Program.

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DISCIPLINARY ACTIONS

PROCEDURE 50: Student infractions related to procedures of the Program, School, College, University, affiliate facility, and anesthesia department, and infractions related to Federal and State statutes, rules, and regulations may result in disciplinary actions.

Students should first inform their faculty advisor of any difficulties they are experiencing that may impact their success in the program.

Program Dismissal:

A student may be dismissed without a probationary period for identified infractions below. Dismissal of any student for deficiencies must reflect a consensus of the DNA Faculty as recommended to the Program Chair and approved by the Dean, Nicole Wertheim College of Nursing and Health Sciences, or their designee.

Grounds for dismissal without a probationary period include:

1. Failure of any course in the curriculum, or failure to adhere to Program, School, or University academic standards for admission, enrollment, or progression.
2. Level of incompetence representing a threat to patient or personnel safety.
3. Falsification of program, school, university, or applications, records, clinical site forms, medical records, documents, written or electronic. Falsification includes but is not limited to forgery, alteration, destruction, removal, or otherwise attempted effort to defraud.
4. Attendance, in-class or clinical practicum, while under the influence of alcohol, marijuana, or any controlled substances not prescribed by a physician.
5. Refusal to submit to a random drug test.
6. Insubordination or failure to follow direct orders from clinical faculty/instructor in the applied practice of anesthesia or patient care.
7. Self-administration of any anesthetic agents or controlled substances, including inhalation of anesthetic agents or nitrous oxide, irrespective of the duration or quantity of exposure.
8. Tampering with, destroying, disabling, or theft of Program, University, or affiliate property.
9. The administration of any drug or medication without expressed authorization and supervision of an attending CRNA or anesthesiologist; or inappropriate administration of the wrong drug, wrong dose, wrong route, or administration to the wrong patient; or preparation of a drug or medication that would result in the administration of the wrong drug, wrong dose, wrong route, or administration to the wrong patient, deemed to be negligent.
10. Anesthetic induction or emergence, including but not limited to intubation or extubation, of a patient without expressed authorization and supervision of a CRNA or anesthesiologist.

11. Any action or omission which would constitute grounds for dismissal from the School or the University, as defined in the respective student procedure manuals of each.
12. Any action or omission which would constitute a breach of duty of a registered nurse as defined by Florida statutes, or which would constitute a statutory violation of the Florida Nurse Practice Act; or which would constitute a violation of the standards of practice or ethical conduct of nurse anesthetists as defined by the respective professional association, the American Association of Nurse Anesthesiology.

Academic Warning, Probation, and Dismissal

Academic warning and probation are governed by the rules of the University and Program.

Disciplinary action may be taken in the following areas:

1. Administrative
2. Didactic
3. Clinical

Graduate students in the program may be subject to disciplinary actions for infractions of policies of the Department of Nurse Anesthesiology, Nicole Wertheim College of Nursing and Health Sciences, Florida International University, affiliate hospital(s), clinic(s), Departments of Anesthesiology, State and Federal laws and Statutes, rules and regulations. Student counseling is provided for both didactic and clinical portions of the program of study as needed with the office of Counseling and Psychological service, free of charge by the University. See link below:

<https://studentaffairs.fiu.edu/health-and-fitness/counseling-and-psychological-services/>

ADMINISTRATIVE PROBATION

A student may be placed on probation for a 60-day period if, in the judgment of the DNA Faculty, a student doesn't conduct themselves in a professional manner. A student can only be on administrative probation a maximum of 2 times in the program as a third infraction will be grounds for immediate dismissal in the program.

Grounds for administrative probation include:

1. Insubordination or failure to follow direct instructions from faculty.
 - a. Violation of ANP procedures and the AANA Code of Ethics.
2. Unprofessional behavior by a Student Registered Nurse Anesthetist (SRNA) towards:
 - a. Faculty, staff and violation of acceptable standards
 - b. This may be demonstrated by:
 - i. Arrogance
 - ii. Disrespect
 - c. Inappropriate tone of voice
 - i. Curtness

- d. Insolence
- e. Dishonesty
- f. Failure to attend scheduled meetings without notifying the faculty member.

The process of placing a student on clinical probation is as follows:

1. The faculty member schedules a meeting with the student and the Program Chair to discuss the reason(s) for recommending probation. During the meeting, the student has the opportunity to provide evidence to refute the recommendation.
2. After hearing all sides, the Program Chair has the final decision on placing the student on administrative probation with a faculty vote.
3. The student is informed in writing of the decision by the Program Chair or faculty member. If the decision is to place the student on clinical probation, the probationary period begins with the date of the written notification. The letter of notification will contain the following:
 - a. Relevant deficiencies of the student.
 - b. Period of administrative probation.
 - c. Expected outcomes from the period of probation.
4. The student is informed that he/she can be dismissed at any time for cause during the period of clinical probation.
5. Student will be responsible for writing an improvement plan entailing objectives and goals for success.
6. At the end of the period of administrative probation, the faculty makes one of the following recommendations to the Program Chair.
 - a. Removal of probation status and return to good standing in the Program
 - b. Dismissal from the program
7. The final determination of administrative probation is made by the faculty with a majority vote.

DIDACTIC PROBATION

In order to continue in the program, the DNA student must:

1. Achieve a grade of "B" or better in all courses and
2. Maintain a cumulative GPA of 3.0 or better

The FIU DNA is a lockstep program. Lockstep means classes are taken in the approved FIU DNA sequential sequence. No class will be taken out of sequence from the approved plan of study.

Due to the "lockstep" nature of the curriculum, any grade less than 85% (B) in any DNA course is grounds for non-progression in the current cohort. If a student fails a didactic course, the student will return in the following academic year when the DNA program course is offered, with no exceptions.

READMISSION:

Students returning to the program after a year will be placed on didactic probation for the semester.

Grievance and Appeals Procedure:

Students have the right to appeal academic, clinical, or program dismissal decisions. Students who wish to appeal must follow the NWCNHS Academic Grievance and Appeals Procedure.

As noted in the Procedure, the NWCNHS Dean's decision on all matters of appeal is final. (See – Grievance and Appeals Procedures)

https://cnhs.fiu.edu/_assets/docs/resources/nwcnhs-student-academic-grievance.pdf

CLINICAL PROBATION

Patterns of withholding the opportunity for preceptors to complete evaluations will result in disciplinary action. If a student is experiencing problems at a clinical site, the assistant director and/or the Director may elect to place the student at another clinical site to be evaluated by another anesthesia group of providers. If a student is determined to be a danger to patients, staff, or self, the student will be removed from clinical until further evaluation can be achieved. Any incident that is considered a sentinel event or places a patient's safety at risk is enough for a student to be dismissed from the Nurse Anesthesia Program. This includes any incident in which a student does not adhere to practice standards set forth by the American Association of Nurse Anesthesiology. These standards may be found at <https://www.aana.com/>

If a student is removed from the Clinical Site for any reason, the student must surrender their clinical site issued ID badge no later than within 24 hours, or as soon as requested by the Clinical Site.

A student may be placed on probation for a 60 day period if, in the judgment of the DNA Faculty, a student's clinical competence is below an acceptable level for the current semester of enrollment, and who demonstrates a high probability of satisfactory completion of the probationary period. A student can only be on clinical probation a maximum of 2 times in the program as a third infraction will be grounds for immediate dismissal in the program.

Grounds for clinical probation include:

1. Unsatisfactory clinical performance, which may include, but is not limited to:
 - a. Violating the AANA Standards for Nurse Anesthesia Practice
 - b. Failure to perform pre-anesthesia assessments on an assigned patient, or as assigned.
 - c. Incomplete or unsatisfactory anesthesia care plan.
 - d. Inadequate preparation for anesthetic induction, management, or emergence.
 - e. Commission of a medication error, not deemed to be due to negligence.
 - f. Failure to demonstrate satisfactory progression in clinical practicum, within or between semesters.
 - g. Failure to have made postoperative rounds as assigned.
 - h. Failure to follow up an anesthetic complication until the problem was resolved.
 - i. Delivery of hypoxic mixture. A hypoxic mixture of oxygen is defined as oxygen below FiO₂ of less than 21%.
 - j. Level of incompetence representing a potential threat to patient safety.
 - k. Insubordination or failure to follow direct instructions from faculty.
2. Inadequate professional self-discipline, such as:
 - a. Intubation or extubation without permission of a clinical instructor except in extreme emergencies.
 - b. Failure to carry out assigned duties in the clinical area.
 - c. Failure to complete monthly clinical experience record.

- d. Violation of clinical site regulations, policies, or procedures.
- 3. Unprofessional behavior in clinical by a Student Registered Nurse Anesthetist (SRNA) towards instructional staff and violation of acceptable standards of operating room behavioral decorum as may be demonstrated by:
 - a. Arrogance
 - b. Disrespect
 - c. Inappropriate tone of voice
 - d. Curtness
 - e. Insolence
 - f. Dishonesty

The process of placing a student on clinical probation is as follows:

The faculty member schedules a meeting with the student and the Program Chair to discuss the reason(s) for recommending clinical probation.

1. During the meeting, the student has the opportunity to provide evidence to refute the recommendation.
2. After hearing all sides, the Program Chair has the final decision on placing the student on clinical probation with a faculty vote.
3. The student is informed in writing of the decision by the Program Chair. If the decision is to place the student on clinical probation, the probationary period begins with the date of the written notification. The letter of notification will contain the following:
 - a. Relevant deficiencies of the student.
 - b. Period of probation.
 - c. Expected outcomes from the period of probation.
4. The student is informed that he/she can be dismissed at any time for cause during the period of clinical probation.
5. During the probationary period, the student will meet with an assigned faculty member a minimum of once per week to discuss progression and improvement plan.
6. Student will be responsible for writing an improvement plan entailing weekly objectives and goals for success.
7. A copy of the minutes of the conferences is forwarded to the Program Chair following each meeting.
8. At the end of the period of clinical probation, the clinical faculty counseling the student makes one of the following recommendations to the Program Chair:
 - a. Assignment of an unacceptable grade for the practicum course
 - b. Extension of the period of clinical probation.
 - c. Removal of probation status and return to good standing in the Program
9. The final determination of clinical probation is made by the faculty.

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PROGRAM COMPLAINTS

PROCEDURE 51: A record of Program complaints is maintained, including actions taken to resolve the complaint, and the ultimate outcome of the complaint.

Program complaints are those complaints that, in the opinion of the student(s), negatively affect the general learning environment of the Program. Students are encouraged to utilize the Program's evaluation tools to provide feedback on the clinical sites, courses, and faculty.

The following procedure must be followed:

1. The student(s) must place the complaint in writing. The document must be dated, signed, and submitted to the Program Chair. The Program Chair, upon receipt of such notification from a student, shall, within 7 business days of receipt, schedule a resolution meeting with the student(s) and other named parties, if appropriate.
2. If the student is not satisfied with the results of the meeting, the student can appeal the issue to the NWCNHS Associate Dean, Academic Programs. The Associate Dean, upon receipt of such notification from a student, shall, within 7 business days of receipt, schedule a resolution meeting with the student(s) and other named parties, if appropriate.
3. If the student is not satisfied with the results of the meeting, the issue can be appealed to the Dean, NWCNHS who makes the final decision regarding a resolution of the complaint.

The above procedure is for Program complaints only.

Grievance and Appeals Procedure:

Students have the right to appeal academic, clinical, or program dismissal decisions. Students who wish to appeal must follow the NWCNHS Academic Grievance and Appeals Procedure. As noted in the Procedure, the NWCNHS Dean's decision on all matters of appeal is final.

https://cnhs.fiu.edu/_assets/docs/resources/nwcnhs-student-academic-grievance.pdf

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RIGHTS AND RESPONSIBILITIES OF DNA COMMUNITIES OF INTEREST

PROCEDURE 52: Statements of Rights and Responsibilities for each of the DNA communities of interest.

The Program will publish and distribute the following Statements of Rights and Responsibilities for each of the affected parties as noted in the DNA administrative manual:

Patients:

The following ethical guidelines are placed in each clinical affiliate site binder. The clinical coordinators at each site are briefed on the rights of patients cared for by FIU Student Registered Nurse Anesthetists (SRNAs):

- Patients have a right to know who is administering their anesthesia, who will be supervising the administration of the anesthetic, and the relationship between the two. No practice shall be tolerated which is intended to deceive the patient.
- Patients have a right to expect that the anesthesia services provided by SRNAs will be under the supervision of a CRNA or physician anesthesiologist, consistent with the anesthesia risk of the patient, the magnitude of the anesthesia and surgery, and the educational level of the SRNA. At all times a CRNA or physician anesthesiologist shall be immediately available in all anesthetizing areas where SRNAs are administering anesthesia care.
- Patients have a right to expect that the SRNA and supervisory personnel providing their services are mentally alert and not impaired by fatigue, drugs, or other incapacitating conditions.
- The patient's surgeon, or responsible physician, shall be kept informed pertaining to the anesthetic management and any complications arising from that management.

Applicants:

The applicant has a right to expect:

- To be considered for admission without regard to race, creed, religion, gender, sexual orientation, marital or familial status, disability, or national origin.
- Accurate information regarding the application process for the program, the admission criteria, an outline of the curriculum, as well as full disclosure of time commitment, costs, tuition, fees, accreditation status, and affiliating agencies/institutions.
- A fair and unbiased review and consideration of their application as outlined in the recruiting brochure.

Responsibilities of applicant:

- To submit a complete, truthful, and timely application which includes all required

documentation.

- To appear before the Admissions Committee of the Program for a personal interview if requested.
- To provide any additional or supplemental documentation and/or references as requested by the Admissions Committee.
- To be prepared financially to enter a full-time educational program.

Students:

Students' rights and responsibilities are defined in the FIU Student Handbook, the FIU Graduate Handbook, and the DNA Administrative Manual.

Faculty:

Faculty at Florida International University are covered under the Collective Bargaining Agreement between the United Faculty of Florida (UFF) and the FIU Board of Trustees.

FIU faculty members have the right to expect:

- That both clinical and didactic assignments will be appropriately made and under equitable circumstances.
- That opportunities for professional growth and development will be provided.
- To participate fully in procedure-making decisions (if full-time faculty) and to be represented in actions resulting from those decisions.
- That provision will be made to allow an equitable amount of time for class or other assignment preparation as a part of the on-duty time for pay purposes.
- That graduate students will fulfill their responsibilities relative to the educational venture.
- That graduate student, peer, and superior evaluations of individual faculty members will be fair and unbiased.
- That due process mechanisms will be afforded in all matters relative to appeals.
- That written contract between the University and the individual faculty will be carried out as mutually agreed.
- Faculty shall receive fair and equitable pay and benefits for their assigned responsibilities and time commitment.
- Faculty shall be held accountable for assigned or assumed responsibilities, both as to quantity and quality of performance.
- Faculty members will provide prior notice as suggested of a semester resignation in time to allow recruitment, employment, and orientation of replacement to prevent interruption of continuity of the program.

University:

The University has the right to expect:

- That the Program philosophy and objectives will be consistent with the philosophy and objectives of the conducting institution.
- To be kept informed pertaining to Program and student/resident progress.
- That any changes in Program philosophy, objectives, policies, etc., will be cleared through the appropriate administrator.

- That any matter having the capability of reflecting adversely on the conducting institution will be referred to the appropriate administrator for recommendations and action.
- That Program Chair and faculty will meet or exceed prescribed standards of performance in the fulfillment of their responsibilities, and in the event of an inability to fulfill those expectations, the conducting institution will be informed sufficiently in advance to allow other means to be arranged to fulfill required responsibilities.
- That students approved for graduation by the DNA Chair and recommended to the Council on Certification of Nurse Anesthetists for certification will have met the stated requirements, standards, and expectations of the Program, College and University.

The University has the responsibility to ensure the quality of education and fulfillment of program objectives, oversee the conduct of the Program and assure:

- Compliance with accreditation requirements
- compliance with policies and regulations of the conducting institution consistent with non-discriminating and due process practices.
- Compliance with federal, state, or local laws, policies, and regulations.
- Economic and efficient operation
- Non-exploitation of students and faculty and/or patients used for educational purposes.
- Provision of necessary resources (financial, personnel, supplies and services, equipment) required for operation to fulfill Program objectives consistent with that information pertaining to the program that is in the public domain and with accreditation requirements.

Accrediting agency:

The accrediting agency has the right to expect:

- Full intent to comply with requirements for accreditation by those conducting institutions seeking accredited status.
- Honest, candid, and complete discussions and open evaluations pertaining to the strengths and weaknesses of the educational program in those areas covered by the accreditation process and with those persons represented by the accrediting agency.
- Faithful representation of the actual accredited status and of any communication between the Council and its agents and the program and/or institution regarding accrediting matters that the program and/or institution makes public. Noncompliance will be considered a critical weakness and can evoke an investigation and action by the Council as defined in its Policy on Release of Accreditation Information within its *Accreditation Policies and Procedures*.
- Recommendations from the conducting institution pertaining to Educational Standards & Guidelines and Accreditation Policies Procedures.

The responsibilities of the accrediting agency are the following:

Enforce established educational standards and accreditation requirements and procedures consistent with:

- Ensuring a quality education for students for purposes for which the education is sought.
- Assuring the protection of consumer and public interest relative to the educational product.
- Responsiveness to the concerns and interests of the community of interests and the participating programs.
- Provide fair, unbiased evaluation of educational programs.

- Afford accredited status only to those programs meeting specified criteria.
- Allow due process relative to adverse decisions in matters of accreditation.
- Maintain and publish a list of accredited programs, the actual status of the accreditation and the date of the next scheduled review of that status.
- Fulfill all requirements specified in complying with federal criteria for accrediting agencies.
- Maintain confidentiality of matters of a confidential nature coming to the attention of the accrediting agency in the fulfillment of its responsibilities.

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**NONDISCRIMINATION
ACCESS, COMPLIANCE, AND EQUAL OPPORTUNITY**

PROCEDURE 53: It is the procedure of the DNA to adhere to the principle of nondiscrimination in compliance with all applicable laws and University policies FIU-105 and FIU-106.

The Department of Access, Compliance, and Equal Opportunity (ACE) serves as steward of federal and state laws and regulations, and FIU policies and guidelines- monitoring and implementing these as applicable throughout University operations. ACE houses both the Office of Civil Rights Compliance and Accessibility (CRCA) and the Office of Equal Opportunity (EO).

Together, these offices oversee the University's Americans with Disabilities Act (ADA), Title VI, Title VII, and Title IX, University Regulations FIU-105: Sexual Harassment (Title IX) & Sexual Misconduct, FIU-106: Nondiscrimination, Harassment, and Retaliation (Title VII), and the University policy on Reasonable Accommodations for Faculty, Staff, Employment Candidates, and Visitors. ACE works collaboratively with all University internal and external constituents, particularly the Office of General Counsel and Office of the Provost.

For a full list of federal and state laws and University policies that inform FIU operations, click here: [Laws & Policies | Access, Compliance, and Equal Opportunity](#)

Civil Rights & Accessibility

The **Office of Civil Rights Compliance and Accessibility (CRCA)** is responsible for ensuring that FIU maintains a workplace and learning environment free from discrimination, where current and prospective faculty, staff, and students are treated equitably. If any student, employee, or applicant has a sincere and reasonable belief that they have been discriminated against or harassed based on age, color, disability, marital status, ethnic or national origin, race, religion, retaliation, sex, or any other protected category, they can report their concerns to the CRCA team through report.fiu.edu.

File a Report: [FIU Report a Concern](#)

Learn More About CRCA: [Civil Rights Compliance and Accessibility | Access, Compliance, and Equal Opportunity](#)

Equal Opportunity

The Office of Equal Opportunity (EO) leads the implementation of the University's obligations as per federal and state requirements to ensure a safe, inclusive community for all students, faculty, and staff at all points of the Panther lifecycle. Fostering equal opportunity is crucial for cultivating innovation. Learn More About Equal Opportunity: [Equal Opportunity | Access, Compliance, and Equal Opportunity](#)

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ACCEPTANCE OF INDUSTRY-SPONSORED GIFTS AND GRATUITIES

PROCEDURE 54: DNA will adhere to the principles of non-conflict of interest in compliance with all applicable laws and policy with regard to acceptance of industry-sponsored gifts or gratuities.

Acceptance of industry-sponsored gifts and gratuities by DNA faculty, staff, or students is prohibited. The DNA supports January 1, 2009, voluntary ban on promotional gifts enacted by the Pharmaceutical Research and Manufacturers of America (PhRMA). For purposes of this procedure, gifts and gratuities are considered to include, but are not limited to: branded items, pens, note pads, cups/mugs, clothing, or items featuring the brand name or label of a vendor or product, product samples for dispensing (i.e. medication samples), food items or meals, travel, or monetary compensation tied to the sale, promotion, distribution or endorsement of specific industry products or services, including but not limited to medical devices and pharmaceuticals.

Attendance at an educational presentation, must not be contingent upon future use or promotion of a branded product and should be limited to product in-service instruction or, presentation by a neutral third party for the purpose of being educated in the utilization of a product that has been acquired for use by the university or by our clinical affiliates.

Acceptance of educational materials is subject to review by the DNA Program. Educational materials in the form of product literature or instructional content must be educational and not promotional. DNA faculty and students are required to acknowledge all potential conflicts of interest or use of industry-sponsored materials before any educational presentation.

In cross-reference to Procedure 48 – Dress Code, DNA residents will not wear or display branded product items from industry sponsors, including medical devices or pharmaceuticals, while on the campus or within the facilities of our clinical affiliates.

Donations of monetary awards are to be directed to the NWCNHS Office of Advancement or the FIU Foundation and are subject to the terms and conditions of acceptance in accordance with University policy.

DNA faculty and students are to adhere to the compliance policies and procedures of our clinical affiliates, including attendance at mandatory ethics and compliance education programs.

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CLINICAL PERFORMANCE EVALUATION PROCEDURES

PROCEDURE 55: Clinical performance evaluations provide the student and preceptor with a guide for clinical performance expectations. The clinical evaluation form allows formative feedback on clinical performance. Successful clinical progression requires both satisfactory daily evaluations as well as a progressive demonstration of increasing clinical competence within and between semesters.

- Students are responsible for obtaining a completed evaluation form for each clinical day utilizing the Qualtrics daily clinical performance evaluation. All cases completed for each clinical day must be accounted for and submitted to the preceptor during the shift.
- Students and preceptors should review the daily clinical performance evaluation.
- The midterm and final semester self-evaluation will be uploaded in Typhon and CANVAS for the assigned clinical residency course
- For **UNSATISFACTORY evaluations**, the Preceptor should complete the evaluation form in the Qualtrics clinical performance evaluation to discuss the evaluation and actions needed for improvement with the student.
- Altering, tampering, or falsification of clinical daily performance clinical evaluations are considered a violation of standards of academic conduct and professional ethics and may result in disciplinary action, which may include dismissal from the program, College, and/or University.

**Completion of Daily Evaluations is the responsibility of the students. Preceptor names must be entered on the Daily Evaluation or it will NOT be counted. Please note that forgery of a digital signature for daily evaluations is considered academic dishonesty and a reason for the dismissal of the student from the program. **

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COURSE EXAMINATION AND ASSIGNMENTS

PROCEDURE 56: Examination procedure is described in course syllabi and applied consistently.

The DNA faculty determine the methodology for administering course examinations and other course assignments in a manner that conforms to Program standards and is defined in the course syllabi for didactic and practicum courses. Anesthesiology nursing didactic courses consist of objective exams or other course assignments (i.e. papers, presentations) and are weighted and averaged for the assignment of the course grade as described in the syllabi in accord with Program Procedure 38.

Anesthesiology nursing courses that include examinations or other course assignments will have the exam dates or assignment due dates posted in the master course matrix schedule and CANVAS. The course instructor may modify the dates for cause and shall give as much advance notification as possible. Students are expected to be in attendance on the date and time scheduled for all exams or other course assignment due dates. Tardiness will not be tolerated.

Examination Administration Procedures-

- a. Students are expected to take all exams on their personal laptop computer using the ExamSoft system. Students who do not have their computer, or if their computer is not working properly, should make advance arrangements with the FIU Division of IT (FIU UTS) for a laptop rental or assistance with repairs. Only students who experience a computer failure during the examination will be provided with a DNA temporary computer, paper copy, or an alternate version of the exam at the discretion of the instructor.
- b. Students will only be permitted to have their personal laptop computer and power connection immediately accessible to them at the desk. Other electronic devices, calculators, cell phones, PDAs, iPads, ISMART watches, etc., must be turned off or silenced and secured out of the immediate use of the student. Books, notebooks, backpacks, etc. should be left in the student's vehicle, student lockers, or if brought into the exam room they will be required to be placed in the front of the classroom during examinations. It is at the discretion of the instructor if "scratch paper" may be used during the exam – if so, FIU scratch paper will be provided by the instructor at the start of the exam and collected at the end of the exam.
- c. Student seating during the exam will be coordinated in which students will be facing each other and not seated next to each other. A student should not see another student's computer screen. No water bottles or beverages drinks will be allowed on the desk while taking an exam.
- d. Instructors may utilize audio-video monitoring of the exam room during examinations.

- e. A student who arrives for a scheduled exam more than 15 minutes after the start of the exam will not be permitted to sit for the exam and will receive a zero. The exam time will not be extended for students who arrive after the start of the exam but within the 15-minute window.
- f. During the exam there is to be **NO** talking or discussion between exam takers. Instructors will not answer questions about the exam items during the exam.
- g. Students are to notify the instructor of any issue regarding the functionality of their computer or the ExamSoft system during the exam.
- h. Upon completion of the exam, the student must end and close out their exam session in the presence of the instructor or exam proctor, and the examination must be uploaded to the ExamSoft server, and students are to remain seated until all exams are completed. An ExamSoft examination file that has not been uploaded to the ExamSoft server during or immediately upon conclusion of the exam period will be counted as a missed exam and will not be scored. If the student experiences a network connection problem preventing the upload of the exam, they are to advise the instructor or exam proctor for assistance. In the event the connection problem cannot be resolved at the time in the exam room, the student will be advised by the instructor or exam proctor on the steps to be taken to secure the exam computer and subsequent upload procedures.
- i. A student who elects to leave the exam room prior to the end of the exam period must end and close out their exam in the presence of the instructor or exam proctor. The student will not be permitted to resume the exam once they have left the exam room. Course exam periods do not extend beyond 2-hours.

Examination Review and Scoring

- a. Examination reviews are conducted at the discretion of the instructor. During a review, students are not permitted to take notes of any kind, nor make any audio or video recording of the review. Violation of this provision will be considered an act of academic misconduct and immediate dismissal from the DNP Anesthesiology Nursing Program.
- b. Students who wish to challenge an exam question must send an email to the instructor with an appropriate reference citation from the course text(s) that supports accepting one of the alternate answer choices. A written challenge must be submitted within 24 hours of the exam. The instructor retains the right to accept or reject the question challenge.
- c. Instructors at their discretion may have the ExamSoft system display a preliminary exam score upon close out of the exam. Exam scores will not be final until posted by the instructor. At their discretion, instructors may adjust the exam key prior to final scoring to account for an error in the preliminary answer key or to allow for an alternative correct answer(s). A question that is eliminated from the final scoring will result in the total number of exam items being reduced. The final score is the percent of questions answered correctly out of the total number of exam items remaining, in the event an item was eliminated.
- d. Exam scores are recorded as the percent of correct answers out of the final total exam items.

Once posted, all exam scores are final.

Exam Procedure

- a. Students are expected to be in attendance on the date and time scheduled for all exams.
- b. Make-up exams are not given for course exams as identified in the anesthesia course syllabi. If a student is not in attendance to sit for the exams a mandated comprehensive exam will be administered to make up for a missed scheduled exam. The comprehensive exam will be consistent with content from the entire course.
- c. The DNP Anesthesiology Nursing Program recognizes three categories of absence from a scheduled exam:
 1. **Pre-excused absence** – Students who know in advance they may have a conflict with a scheduled exam should first make all efforts to resolve/reschedule the conflicting event. Where the conflict cannot be resolved in advance, the student must make a written notification to the instructor as early as possible, but no less than **24-hours** in advance of the scheduled exam. Conflicting events in this category are official religious holidays, urgent/emergency personal or immediate family hospitalization, and government-mandated appearance/participation i.e.: jury duty, summons, or military duty.
 2. **Excused absence** - Students who are unable to attend a scheduled exam due to: an urgent/emergency personal illness/injury or that of an immediate family member that requires medical intervention or hospitalization; death of an immediate family member or special circumstance precluding attendance must provide voicemail or email notification to the instructor prior to the scheduled exam, but no less than **24-hours** in advance. The student must make a written notification to the instructor and provide validating documentation of the event precluding attendance at the exam within two days.
 3. **Non-excused** – Students who fail to attend a scheduled exam for reasons other than those covered in 1 or 2 above, will be considered to have forfeited the opportunity to sit for the comprehensive exam. A non-excused absence from a scheduled exam will result in the assignment of a score of zero. A score of zero will by default result in failure of the course since it will not be possible to score higher than a final score average of 85 percent.
- a. Students will be allowed no more than one missed exam in a course.
- b. The comprehensive exam will cover any didactic content covered for the course period, the percentage of content is at the discretion of the faculty member
- c. The comprehensive exam will take place during scheduled FIU finals week.

Course Assignment Procedure

- a. Students are expected to be in attendance on the date and time scheduled for all exams or other course assignment due dates.
- b. Assignments in the form of papers or similar deliverables are due in class on the due date as specified for the assignment, otherwise a zero will be given.
- c. Where the student is unable to attend class on the date that an assignment is due, the assignment must be submitted to the course instructor via email in electronic format, no later than the day and start time of the class session.

- d. Where an assignment involves a group project paper, the procedure is the same; the contribution portion of the assignment is due within the parameters above.
- e. Where an assignment involves a presentation or group presentation, delivery of the presentation is expected in class on the due date as specified for the assignment.

Where the student is unable to attend a class session where a presentation is due, the Program will recognize three categories of absence in the section exam procedure as stated above. For a pre-excused and excused absence, the student and instructor will attempt to reschedule the presentation. Where it is not possible to reschedule, the presentation may be scheduled before the instruction and subject to oral or written questions. For a non-excused absence, the student will receive a zero for the assignment.

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ELECTRONIC MOBILE DEVICES IN THE CLINICAL SETTING

PROCEDURE 57: Electronic Mobile Devices Procedure in accordance with AANA Position Statement 2.18 and COA Section C, C.23.

The American Association of Nurse Anesthetists (AANA) *Scope and Standards for Nurse Anesthesia Practice* emphasize that continuous clinical observation and vigilance are the basis of safe anesthesia care. For purposes of this procedure, vigilance is defined here as a state of readiness to detect and respond to small changes occurring at random intervals in the environment in the context of safe clinical care. Nurse Anesthetists have an ethical and legal responsibility to provide safe patient care by avoiding non-essential distractions. Non-essential distractions, especially those associated with the use of electronic mobile devices, e.g., mobile phones, smartphones, tablets, PDAs, and SMART watches, may lead to significant patient safety lapses. Other recent research has also suggested that some of these devices, especially mobile phones are a significant potential contamination risk and the issue of radio frequency interference with medical devices is still the subject of investigation and research. The use of some of these devices for photo or video recording has also raised concerns regarding professional boundaries and patient privacy rights protected by the Health Insurance Portability and Accountability Act of 1996 (HIPAA).

Health Insurance Portability and Accountability Act of 1996 (HIPAA)

At the same time, electronic mobile devices and fixed electronic devices are being integrated into the healthcare environment as an aid to evidenced-based practice, as an emergency reference resource, for electronic health records, and for electronic communications to aid in the logistics of care delivery. To that end, the AANA has issued [https://www.aana.com/docs/default-source/practice-aana-com-web-documents-\(all\)/mobile-information-technology.pdf?sfvrsn=610049b1_6](https://www.aana.com/docs/default-source/practice-aana-com-web-documents-(all)/mobile-information-technology.pdf?sfvrsn=610049b1_6) and the Council on Accreditation of Nurse Anesthesia Educational Programs has issued Section C, C.23 stating *Refrain from engaging in extraneous activities that abandon or minimize vigilance while providing direct patient care (e.g., texting, reading, emailing, etc.)*.

http://home.coa.us.com/accreditation/Documents/Standards%20for%20Accreditation%20of%20Nurse%20Anesthesia%20Education%20Programs_January%202014.pdf

[https://www.aana.com/docs/default-source/practice-aana-com-web-documents-\(all\)/mobile-information-technology.pdf?sfvrsn=610049b1_2](https://www.aana.com/docs/default-source/practice-aana-com-web-documents-(all)/mobile-information-technology.pdf?sfvrsn=610049b1_2)

To facilitate compliance with the AANA Position Statement and the COA Section C, C.23, the Program herein adopts these standards as a matter of procedure regarding the use of electronic mobile devices in the clinical setting. The DNP Anesthesiology Nursing Program student all times while in the clinical setting will adhere to the procedures of the clinical institution

with regard to electronic devices. The use of electronic mobile devices for nonclinical care activity, in the immediate patient care environment, that is not related to specific patient care is prohibited and can result in immediate dismissal. The use of electronic mobile devices for nonclinical care activity shall include but is not limited to: personal phone calls, social media use, accessing nonclinical internet content, photos or video recorded or viewed, playing music or video, and any use of headphones or earphones that would limit normal hearing. Electronic mobile devices carried physically carried or attached to the DNP Anesthesiology Nursing Program student must be secured so as not to pose a hazard to patient care activity, must comply with prevailing uniform and personal protective equipment policies and procedures, and must be cleaned with an appropriate antimicrobial solution according to current best practice recommendations of a prevailing resource (Infection Control Policy, CDC, device manufacturer).

<https://www.coacrna.org/accreditation/accreditation-standards-policies-and-procedures-and-guidelines/>

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SOCIAL MEDIA

PROCEDURE 58:

The FIU ANP follows the Health Insurance Portability and Accountability Act (HIPAA). Under no circumstances is information about patients, clinicians, hospital affiliations, preceptors, and faculty to be on any social forum, such as and not limited to: Facebook, Twitter, LinkedIn, YouTube, etc. Improper use of social media may violate state and federal laws established to protect patient privacy and confidentiality and can result in both civil and criminal penalties. Inadvertently or unintentionally breaching privacy and confidentiality may result in disciplinary action, which can lead to program dismissal.

FIU DNA will follow the NWCNHS social media procedure stated below

SOCIAL MEDIA PROCEDURE

The Nicole Wertheim College of Nursing and Health Sciences will specify specific requirements, student responsibilities, and recommended guidelines regarding the use of social media and web-based network platforms.

RATIONALE: The Nicole Wertheim College of Nursing and Health Sciences recognizes that social media and web-based network platforms and applications including, but not limited to, Facebook, Instagram, and Twitter, are important and timely means of communication. However, students who use these social media sites and applications must be aware of the critical importance of limiting the use of these sites and privatizing the settings of these sites and applications so that only trustworthy “friends” have access to the sites. Students must also be aware that posting certain information is illegal. Violation of existing statutes and administrative regulations may expose the offender to criminal and civil liability, and the punishment for violations may include fines and imprisonment. Offenders also may be subject to adverse academic actions that range from a written reprimand to dismissal from the program and expulsion from the university.

PROCEDURE

When using these social networking sites, FIU students in the Nicole Wertheim College of Nursing and Health Sciences are expected to conduct themselves in a mature, responsible, and professional manner. Discourse should always be civil, respectful, and in accordance with University Regulations. Student behavior should be in accordance with FIU's values and are bound by FIU-2501 Student Conduct and [Honor Code](#).

Enrolled students represent the Nicole Wertheim College of Nursing and Health Sciences and Florida

International University as healthcare professionals. With regard to Social Media, personal posts on any and all social media platforms, which currently exist or will exist in the future, should be appropriate to your profession in healthcare, and not reflect adversely on the College of Nursing and Health Sciences or the University. Students who violate social media guidelines will be in violation of the FIU-2501 Student Conduct and Honor Code, Section 5-K-1 and may be subject to disciplinary action.

1. Students must NOT transmit or place online individually identifiable patient information; this includes photographs of any kind.
2. Students must observe ethically prescribed professional patient-healthcare provider boundaries.
3. Students should understand that patients, colleagues, institutions, and employers may view postings on personal accounts.
4. Students should take advantage of privacy settings and should seek to separate personal and professional information online.
5. Students should bring content that could harm a patient's privacy, rights, or welfare to the attention of appropriate authorities.
6. Standards of professionalism are the same online as in any other circumstance. This includes postings regarding the University, the Nicole Wertheim College of Nursing and Health Sciences, faculty, staff, and peers.
7. Do not share or post information or photos gained through the healthcare provider-patient relationship.
8. Maintain professional boundaries in the use of electronic media. Online contact with patients blurs this boundary.
9. Do not make disparaging remarks about patients, clinical sites, clinical rotations or field experiences, employers, co-workers, and/or peers even if they are not identified.
10. Do not take photos or videos of patients or any clinical setting on personal devices, including cell phones.
11. Promptly report a breach of confidentiality or privacy.
12. If students choose to list an email address on a social networking site, they should use a personal email address (not their fiu.edu address) as their primary means of identification.
13. Students may not represent themselves as another person.
14. Students may not utilize Web sites and/or applications in a manner that interferes with their academic/clinical responsibilities.
15. The following actions are strongly discouraged:
 - a. Display of vulgar language.
 - b. Display of language or photographs that imply disrespect for any individual or group because of age, race, gender, ethnicity, or sexual orientation.
 - c. Presentation of photographs that may reasonably be interpreted as condoning irresponsible use of alcohol, substance abuse, or sexual promiscuity.

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RE-ADMISSION DIDACTIC FAILURE

PROCEDURE 59: Re-Admission Didactic Failure

A student who has been academically dismissed or who has withdrawn from the DNP Anesthesiology Nursing Program may apply for re-admission to the DNP Anesthesiology Nursing Program after one year and before two years. The one-year is from the graduate policy on re-admission: <https://policies.fiu.edu/files/758.pdf> There is no automatic re-admission to the program after dismissal or voluntary withdrawal from the program. Re-admission criteria shall include consideration of previous performance in the graduate program in addition to the current admission requirements. If the student is re-instated in the program, see procedure 67 for the Academic Progression Procedure.

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FIU Regulations 105 and 106

PROCEDURE 60: FIU Regulations 105 and 106

FIU DNA students are expected to respect the rights of others regardless of their race, religion, nationality, gender, age, sexual orientation, physical condition, or mental state in both didactic and clinical settings.

Refer to <https://regulations.fiu.edu/regulation> for current FIU regulations regarding: Sexual Harassment (Title IX) and Sexual Misconduct, Nondiscrimination, Harassment and Retaliation (Title VII).

If a student experiences bullying or incivility at FIU or in the clinical setting, please go to the university link to file a complaint: <https://report.fiu.edu>.

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REMOTE LEARNING

PROCEDURE 61: Remote learning

During remote learning, mandatory attendance is expected via ZOOM and professional etiquette is required, as in face-to-face classes. Etiquette will include business attire for class attendance, no hats, sunglasses, or neutral ZOOM backgrounds. Graduate students will be held to the same standards as an in-person class with the utmost professionalism in professional attire and conduct. No texting or insubordinate behavior will be accepted.

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RECORDING OF LECTURES

PROCEDURE 62: Recording of Lectures

Students are allowed to record "video or audio" of the class-lectures in this class per the Viewpoint Diversity Bill (HB233). Class lecture includes ordinary back and forth discussions on the topic of the lecture. It does not include lab sessions, student presentations, clinical presentations, etc. A recorded lecture may NOT be published or shared without the consent of the lecturer and it may be employed as follows:

- For a student's own personal educational use
- In connection with a complaint to the public institution of higher education where the recording was made
- As evidence in, or in preparation for, a criminal or civil proceeding
- Recorded lectures used for other purposes may allow the faculty member to seek "damages plus court costs and reasonable attorney fees, with the total recovery not to exceed \$200,000.

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SIMULATION PROCEDURES

PROCEDURE 63: Simulation Procedures

Simulation is required as an integral part of the SRNA's education while enrolled in the DNP in Nurse Anesthesia at FIU. Students will receive instruction on the theory of simulation education and be oriented to the simulation center prior to engaging in simulated learning experiences. All individuals involved in simulation/animal labs will be required to sign a STAR Center confidentiality agreement and a photo/video release agreement.

Participation in the simulation lab is mandatory. Animal labs may also be used as a supplement to the educational program. Students who feel they are unable to participate in animal labs will be reassigned to another task (per faculty discretion based on available alternatives).

Simulation may be used for student assessment, evaluation, remediation, and/or high stakes exams as well as Observed Structured Clinical Exam (OSCE) when appropriate to ensure competency and competence as defined by the Council on Accreditation (COA) in any particular topic/area of concern.

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CLASS PREPARATION

PROCEDURE 64: Class Preparation

Students are responsible for all reading and written work assigned in class. All assignments must be completed by the due date unless other arrangements have been made in advance with the course faculty/instructor. Assigned readings are to be completed before the class to allow effective classroom discussion.

The first rows of the lecture seating area are deemed to be “electronic-free” zones. If you choose to use a laptop, tablet, iPad, or other electronic devices for note-taking, or any other reason during class lectures, you will be asked to take a seat behind others who will not be using these devices. Handwritten note-taking has been found to be of superior quality to electronic note-taking, and the use of electronic devices during a lecture has been associated with a significant reduction in academic performance and course grades. Electronic use also affects all students within eyesight of the screen, and those students are affected similarly with reductions in academic performance and course grades.

Nurse Anesthesia students have widely expressed dissatisfaction across all cohorts regarding classroom distractions related to other students’ misuse of electronic devices in the classroom. Students should be mindful of the distraction that loud keyboard typing creates for other students. Students who utilize electronic devices such as laptops or tablets during class for non-class-related activities or reading will be given a verbal warning and asked to close or turn off their devices. Students who repeatedly utilize electronic devices during class for non-class-related activities or reading will be asked to leave the classroom and issued an academic warning.

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REMEDICATION

PROCEDURE 65: Remediation

Students identified anytime during the semester to have weaknesses in critical thinking, knowledge base, and/or technical skills that could potentially place the patient in undue harm shall be placed on Academic/clinical warning. The identification of known weaknesses can be revealed by the preceptor.

Once a student is placed in academic/clinical jeopardy, the student will be overseen more closely by preceptors and will be expected to turn in an evaluation for every day of clinical performed to ensure the student is meeting standards and delivering safe care. Should the student fail to turn in the evaluations, he/she will receive an F (failure) or (U) unsatisfactory for the clinical residency course.

It is imperative that the program has documentation that the student is performing safely and we rely on these evaluations as evidence of safe performance. The student may need to set up appointments in the Simulation Lab for remedial training in the weaknesses addressed. The student may also need to complete additional online quizzes/tests to include all areas of weakness identified.

If the student is performing at or exceeds the expected standard, the student may continue to rotate to the next rotation site. Nurse anesthesia faculty will evaluate Clinical and simulation lab evaluation, and online exams/quizzes. Feedback from all sources will be used to determine the student's progression in the program. It is recommended that the student make every effort to correct the identified deficiencies as the inability to do so may result in the following: failure to progress in the program; the need to repeat the clinical residency where the deficiency occurred; delayed graduation; or dismissal from the program. This procedure serves to protect the public from unsafe practice and to ensure competency prior to further advancement in the nurse anesthesia profession.

If a junior student does meet a score of 400 in all sections of the SEE exam, the student must complete a program-directed remediation plan.

Nurse Anesthesia Conflict Resolution Communication Chain

****Students should contact the indicated course instructor of record, followed by the Assistant Program Director, followed by the Program Director for any unresolved questions or concerns.**

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PROFESSIONAL DEVELOPMENT

PROCEDURE 66: Professional Development

Students will be required to complete 45 hours of conference time while in the ANP. Students are required to attend at least **one state regional meeting** and **one national meeting** during the program. Following attendance at any meeting, students will upload their CME certificate into Typhon as part of the 45 conference hours required to graduate. Attendance at any AANA meeting is not a replacement for the one required state meeting. The required hours must be completed before graduation.

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ACADEMIC PROGRESSION

Effective January 8th, 2024

PROCEDURE 67: Academic Progression

Progression in the DNA program is based on scholastic achievement, competency attainment, and demonstrated competence across all domains of nursing anesthesiology. The Council on Accreditation of Nurse Anesthesia Educational Programs (COA) defines competence and competency in the Standards for Accreditation of Nurse Anesthesia Programs: <https://www.coacrna.org/>. The COA adopted a glossary definition for competence and competency on January 30, 2021, affecting all existing programs.

- “Competence” is defined as the array of abilities (knowledge, skills, and attitudes, or KSA) across multiple domains or aspects of performance in a certain context. Statements about competence require descriptive qualifiers to define the relevant abilities, context, and stage of training. Competence is multi-dimensional and dynamic. It changes with time, experience, and setting.
- “Competency” is defined as an observable ability of a health professional, integrating multiple components such as knowledge, skills, values, and attitudes. Since competencies are observable, they can be measured and assessed to ensure their acquisition.

When a student is not enrolled in the DNP program for a semester or longer, he or she will have to demonstrate evidence of didactic and clinical competency by passing a written exam and Objective Structured Clinical Examinations (OSCE) prior to re-enrolling in the program.

DIDACTIC COMPETENCY ASSESSMENT:

Didactic competency assessment will be determined through a written exam administered by the faculty and based on the student’s re-entry level. The student must achieve an 85% or higher, which follows the DNA grading procedure. Students will have two attempts to pass. If a student does not successfully pass the exam after two attempts, he or she will be dismissed from the DNP program. The written exam will encompass material from all completed courses and attempted courses; test questions will be evenly distributed across completed and attempted course material.

The first exam attempt will occur the *semester before re-entry*, four weeks before the final exam week of that semester. If a student is not successful on the first exam attempt, the student will have two weeks to remediate, and a second attempt on the exam will take place two weeks thereafter. The date sequence of the exams will be placed in the student's new re-entry plan of study. If the student receives a score of less than 85% on the didactic competency assessment, the student will not be allowed to progress to the clinical competency assessment and will be dismissed from the DNP program.

CLINICAL COMPETENCY ASSESSMENT:

After successful completion of the didactic competency assessment, the student will be eligible to progress to a clinical competency assessment, which will be determined through Objective Structured Clinical Examinations (OSCEs). The student must achieve an 85% or higher, which follows the DNA grading procedure. Students will have two attempts to pass. If a student does not successfully pass the exam after two attempts, he or she will be dismissed from the DNP program. The OSCE assessments will include all skills and clinical knowledge learned in the program through completed and attempted courses.

The first OSCE attempt will occur the *semester before re-entry*, two weeks before the final exam week of that semester. If a student is not successful on the first OSCE attempt, the student will have one week to remediate and a second attempt on the OSCE will take place during final exam week. The date sequence of the exams will be placed in the student's new re-entry plan of study. If the student receives a score of less than 85% on the clinical competency assessment, the student will be dismissed from the DNP program.

The FIU DNA follows the following procedures published in the DNA Procedure Manual <https://cnhs.fiu.edu/assets/docs/resources/dnap/dna-administrative-manual.pdf>:

- Procedure 28: DNP Lock Step Program
- Procedure 39: Grading Procedure
- Procedure 50: Disciplinary Actions/Probation

A student will be dismissed from the FIU DNA program if he or she fails two didactic courses or one clinical resident course. Voluntary withdrawal or withdrawal with cause from any didactic or clinical course in the curriculum plan will be considered a failed course attempt. *No more than two attempts are allowed for any didactic course, one attempt on a clinical course, regardless of withdrawals, and/or failures, as the timeline for degree completion is four years.*

Related Procedures:

- Effective Fall 2024

All anesthesia-specific courses, including Pathophysiology for Advanced Practice Nursing NGR 5141, Pharmacological Concepts in Advanced Practice Nursing NGR 6172, and Advanced Health Assessment NGR 6002C *expire three years* from when the student initially started in the program's cohort. Expired courses must be retaken for the student to continue in the DNA program.

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CONFLICT OF INTEREST

PROCEDURE 68: Conflict of Interest

Purpose:

Clarify situations that may cause a conflict of interest or the appearance of such during clinical experiences, which may cause favorable or unfavorable conditions for the student. To ensure fair and equitable treatment and performance evaluations of all students regardless of clinical site based on the student's performance and abilities.

Definitions:

Conflict of interest occurs when an entity or individual becomes unreliable because of a clash between personal (or self-serving) interests and professional duties or responsibilities. Such a conflict occurs when a person has a vested interest—such as money, status, knowledge, intimate

relationships, or reputation—questioning whether their actions, judgment, or decision-making can be unbiased and accurate.

Relationships:

The State of Florida defines relationships as:

- a. Individuals related by blood, marriage, adoption [e.g. father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother or half-sister, Florida Statute Section 112.3135(1)(d)]
- b. A person the student intends to marry, or with whom the student intends to form a household, or any other person having the same legal residence as the student, Florida Statute Section 112.312, Code of Ethics; domestic partnership, dating, or other personal or intimate relationships (see definitions) in which objectivity might be impaired. "Line of authority" is defined as authority extending vertically through one or more organizational (clinical sites) levels of supervision or management.

Intimate Relationships as defined by the university are any relationships that may reasonably be described as including, but not limited to, sexual, romantic, amorous, and/or dating or the pursuit thereof. Physical contact is not a required element of such relationships. An Intimate Relationship may exist based on a single interaction.

Process:

1. Students must disclose any relationships affecting their ability to obtain fair and unbiased treatment at a clinical site. The student may not attend a clinical site, which may include, but is not limited to, the following conditions:
 - a. A relative who works in any capacity in hospital administration. In cases where a corporation owns hospitals, the student may attend other affiliated facilities, provided the relative has no administrative or supervisory function in that facility.
 - b. If you have a relative who works in the Operating Room in any capacity regardless of department affiliation.
 - c. If, during clinical experiences, other than a professional relationship develops or develops by marriage or adoption or becomes intimate as defined by the university in the definitions section, the student will be transferred to another clinical site to continue their experiences. The student will not return to that facility for additional clinical experiences.
2. If such relationships develop, the student is responsible for notifying the DNA administration. Failure to disclose such a relationship may result in an incomplete grade for the clinical course and the delay of student graduation while an alternative clinical experience is obtained.
3. In cases where the actual or apparent conflict of interest is unclear, or the relationship does not involve any of the individuals or conditions listed above, the determination will be made by a faculty vote. The decision will then be forwarded to the appropriate college and/or university department for recommendations and final judgment.
4. While the decision is being made, the student will be placed in an alternative clinical site. If the relationship is not found, by perception or fact, to be a conflict of interest, the student may be returned to their original clinical site if the site approves the return.

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RELIGIOUS OBSERVANCE ACCOMMODATIONS

PROCEDURE 69: Religious Observance Accommodations

Students may contact the Office of Civil Rights Compliance and Accessibility (CRCA) when seeking a reasonable accommodation or modification due to their sincerely held religious observance, practice, or belief. Students should direct any religious accommodation requests directly to CRCA at (305) 348-2785 or ocrca@fiu.edu.

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TOWNHALL MEETING PROCEDURES

PROCEDURE 70: Townhall Meeting Procedures

Definition of a Town Hall Meeting:

A student town hall for nurse anesthesiology students is a structured, interactive meeting designed to foster open communication, collaboration, and community among students, faculty, and program leadership within a nurse anesthesiology program.

Townhalls are forums for discussing:

- **Voice concerns, feedback, and suggestions** related to clinical and professional experiences.
- **Engage in dialogue** with faculty, program leadership and administrative staff.
- **Receive updates** on curriculum changes, accreditation matters, clinical site developments, and other program-related news.
- **Collaborate on solutions** to common challenges faced during training.
- **Build community** and foster peer support among cohorts.

No Course-Specific Questions

- Questions or comments related to a specific course (e.g., assignments, grades, instructor concerns, or exam policies) are **not permitted** during town halls.
- Townhalls are **not** the venue for individual course matters.

Direct course concerns to:

- Your course faculty only
- Academic advisor

Respectful Engagement

- Use professional and respectful language at all times utilizing the FIU Netiquette policy.
 - FIU's Netiquette policy at FIU promotes a safe and respectful learning environment. It emphasizes respectful communication, focusing on engaging with ideas rather than individuals, and encourages diverse perspectives. Students are expected to be polite, civil,

and avoid using slang, abbreviations, or profanity. Respectful language, including addressing instructors properly, is also encouraged.

- Do not interrupt speakers or other students.
- Refrain from personal attacks, sarcasm, or disruptive behavior.

Stay On Topic

- Keep your questions and comments relevant to the agenda or program matters. Off-topic or repetitive questions may be deferred or dismissed by the Chair or faculty.

Submission and Screening of Questions

- Questions and student agenda may be submitted in advance or during the meeting as “Good of the order” will be a standing agenda item for open questions.
- Moderators reserve the right to screen or group similar questions for efficiency.

Time Management

- Each participant is asked to be concise. Time limits may be enforced to ensure all voices are heard.

Follow-Up

- Questions that cannot be answered during the session will be noted, and follow-up responses will be provided in writing (if applicable) after the meeting.

APPENDIX

Council on Accreditation of Nurse Anesthetist Education Programs
Doctoral Standards for Accreditation

<https://www.coacrna.org/accreditation/accreditation-standards-policies-and-procedures-and-guidelines/>