



**COLLEGE OF
NURSING & HEALTH SCIENCES**

School of Nursing



Doctor of Nursing Practice (DNP) Program

Handbook 2024-2025

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Welcome and Accreditation Information

Auburn University at Montgomery College of Nursing and Health Sciences (CONHS) School of Nursing, the Dean, Associate Dean, faculty, and staff welcome you to the Warhawk Nation. This handbook provides information pertaining to policies, procedures, and activities within CONHS. We are here to assist you in the successful completion of your plan of study leading to a Doctor of Nursing Practice degree.

The College of Nursing and Health Sciences DNP program is accredited through the Commission on Collegiate Nursing Education (CCNE).
Commission on Collegiate Nursing Education

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COLLEGE OF NURSING

Message from the Dean

Dear Graduate Nursing Student:

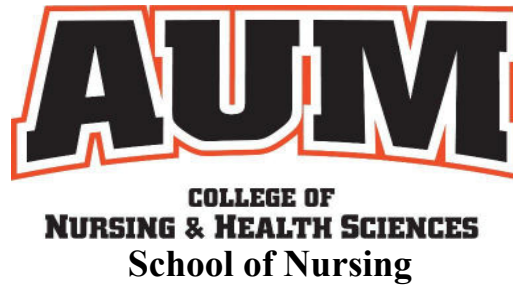
Welcome to the College of Nursing and Health Sciences (CONHS) at Auburn University Montgomery (AUM). We are delighted that you have chosen to pursue your degree at AUM in the School of Nursing! Our nursing program has a rich history of excellence in nursing education. Over the years, we have developed new program options to increase access to education, and we are committed to helping you achieve your educational goals. The university core values serve as a foundation to the education of our students and are embraced by the faculty and staff: a student-centered experience, citizenship and community, standard of excellence, commitment to constant improvement, diversity of people and perspective with a culture of inclusiveness, promotion of lifelong learning and an environment of collaboration.

This handbook will serve as a useful guide and resource during your nursing education at AUM. It is important that you review the policies and procedures included as they relate to many aspects of your educational experiences at AUM on a regular basis. Policies and procedures that are altered during the year will be communicated to you electronically. A copy of the Student Handbook with up-to-date information is always available on the CONHS website.

On behalf of the college, its faculty and staff, please accept our best wishes for a personally fulfilling and successful year.

Sincerely,

Jean D'Meza Leuner, PhD, CNE, FAAN
Barbara S. Witt Professor and Dean
AUM College of Nursing and Health Sciences



Mission

The School of Nursing supports the mission of Auburn University at Montgomery to provide quality and diverse educational opportunities at the undergraduate and graduate levels. Faculty are committed to providing a scientifically, evidenced-based nursing education in an interprofessional environment. Graduates will be prepared to provide excellent nursing practice through life-long learning, leadership, service, scholarship, and outreach for a global society.

Vision

To have national recognition for providing excellence in nursing education, scholarship, and practice through innovative programs that are responsive to current and emerging healthcare needs.

Values

1. A Student-Centered experience
2. Citizenship and Community
3. A Standard of Excellence
4. Commitment to Constant Improvement
5. Diversity of People and Perspective with a Culture of Inclusiveness
6. Promotion of Lifelong Learning
7. An Environment of Collaboration

History of Auburn University at Montgomery- School of Nursing

The Alabama legislature established the AUM School of Nursing (SON) in 1978 and the first class was admitted in 1979. It has been fully and continuously accredited by the CCNE (Commission on Collegiate Nursing Education) since 1998. Prior to 1998, the School of Nursing was accredited by NLNAC (National League for Nursing Accreditation Commission).

1978	Alabama State Legislature established School of Nursing
1979	Auburn University at Montgomery School of Nursing granted provisional approval – the highest level for stage of development – First class admitted – Founding Dean Dr. Kathryn Barnett – Fully accredited by National League for Nursing Accreditation Commission (NLNAC)
1988	Establishment of RN Mobility Program – Founding Director Dr. Sharon Farley
1988-1997	W. K. Kellogg Foundation Grant – Dr. Sharon Farley Director
1998	Fully accredited by Commission on Collegiate Nursing Education (CCNE)
1999-2009	Dr. Barbara Witt, Dean of Auburn and Auburn Montgomery Schools of Nursing
2000	Renaming of RN to BSN program to Educational Advancement for Registered Nurses (EARN)
2008	Establishment of joint MSN program with Auburn University for Nurse Educators Founding Director Dr. Anita All – Establishment of A.I. (Teal) Corte, Jr. Simulation Lab
2009	Kid Check/Healthy Kids
2009-2014	Dr. Gregg Newschwander, Dean of Auburn and Auburn Montgomery Schools of Nursing
2010	Addition of Primary Care Nurse Practitioner track to joint AU/AUM graduate program
2012	First onsite EARN (RN to BSN) program developed – Fully reaccredited for 10 years by CCNE
2015	Dr. Ramona Lazenby, Interim Dean
2015	Dr. Jean D’Meza Leuner, founding Dean of College of Nursing and Health Sciences and Chief Nursing Administrator, School of Nursing
2016	Approval of Joint Auburn/Auburn Montgomery MSN tracks: Nursing Informatics and Health Systems Leader (on hold)
2016	Approval of graduate certificate in Nursing Education
2016	Faculty Bylaws approved and Shared Governance Initiated
2017	Approval of dissolution of joint AU-AUM Master’s Program
2017	Approval of AUM Master’s Program for FNP and Nurse Educator for Interprofessional Practice
2017-2018	Approval AUM DNP Program by ACHE and SACSCOC
2018	Commence Master’s Program
2019	Commence DNP Program
2019	Approval Post Graduate FNP Certificate Program
2020	Accreditation site visit and approval from the Commission on Collegiate Nursing Education (CCNE) for initial accreditation of the MSN, DNP, and Post-Graduate FNP Certificate for five years until 2025
2022	Post Graduate FNP Certificate Program closed due to no enrollment
2023	Develop, Approve Health Systems Leader Track in MSN
2024	Commence Health Systems Leader Track in MSN Program

Auburn University at Montgomery (AUM) is the metropolitan campus for Auburn University and was established by an act of the Alabama Legislature in 1967. AUM began its operation in 1968 at a downtown facility, moving in 1971 to its current 500-acre campus seven miles east of downtown Montgomery. AUM is a state assisted, coeducational institution, granting baccalaureate and master's degrees with a student enrollment of over 5000. In 1973 the Southern Association of Colleges and Schools accredited AUM with subsequent reaffirmation in 1978, 1988, 1998, 2008 and most recently in 2018 until 2028.

Academic Program

Doctor of Nursing Practice

DNP Program Outcomes

The Doctor of Nursing Practice (DNP) builds upon the baccalaureate and master's degrees and prepares the individual for advanced nursing practice at the doctoral level. The framework for practice emerges from interrelationships of theory, practice, and research. Primary roles of the DNP graduate embody dimensions of clinical expertise, evidence-based practice, consultation, collaboration, management, leadership, and teaching.

1. Demonstrate organizational and systems-based leadership principles to promote the delivery of evidence-based advanced nursing practice. (Domains 1, 5, 6, 7, 10)
2. Develop, implement, advocate, and evaluate health policies at all levels. (Domains 5, 6, 7, 9)
3. Demonstrate the ability to translate research and practice to guide improvements and outcomes of care. (Domains 4, 6, 7, 9)
4. Lead interprofessional teams in the development of best practices to provide safe, timely, effective, efficient, equitable, and patient-centered care. (Domains 1, 2, 3, 6, 7, 9, 10)
5. Integrate knowledge from other disciplines with specialized nursing knowledge as the basis for the highest level of advanced nursing practice. (Domains 1, 4, 6, 7, 9, 10)
6. Engage in leadership team activities to identify sociocultural, access and equity issues to address health promotion and disease prevention across diverse populations. (Domains 2, 3, 5, 6, 7, 9)
7. Use health information technology to promote best practices across health care systems. (Domains 5, 6, 8)
8. Ensure fiscal accountability and sustainability when planning practice initiatives that will improve the quality and safety of care delivery. (Domains 5, 6, 8)
9. Incorporate principles of social justice, equality, equity, ethical decision making and moral reasoning in advanced nursing practice. (Domains 2, 3, 6, 9)

Professional Nursing Standards and Guidelines

Professional nursing standards and guidelines provide a framework for the DNP Program curriculum and assure the public that the program ensures quality education. The College of Nursing and Health Sciences follows components of the American Association of Colleges of Nursing (AACN) *The Essentials: Core Competencies for Professional Nursing Education* (2021).

- 10 Domains for Nursing
- 8 Concepts for Nursing Practice
- 45 competencies

Domain 1: Knowledge for Nursing Practice

Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgement and innovation in nursing practice.

Competency 1.1

Demonstrate an understanding of the discipline of nursing's distinct perspective and where shared perspectives exist with other disciplines.

Competency 1.2

Apply theory and research-based knowledge from nursing, the arts, humanities, and other sciences.

Competency 1.3

Demonstrate clinical judgement founded on a broad knowledge base.

Domain 2: Person-Centered Care

Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.

Competency 2.1

Engage with the individual in establishing a caring relationship.

Competency 2.2

Communicate effectively with individuals.

Competency 2.3

Integrate assessment skills in practice.

Competency 2.4

Diagnose actual or potential health problems and needs.

Competency 2.5

Develop a plan of care.

Competency 2.6

Demonstrate accountability for care delivery.

Competency 2.7

Evaluate outcomes of care.

Competency 2.8

Promote self-care management.

Competency 2.9

Provide care coordination.

Domain 3: Population Health: Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.

Competency 3.1

Manage population health.

Competency 3.2

Engage in effective partnerships.

Competency 3.3

Consider the socioeconomic impact of the delivery of health care.

Competency 3.4

Advance equitable population health policy.

Competency 3.5

Demonstrate advocacy strategies.

Competency 3.6

Advance preparedness to protect population health during disasters and public health emergencies

Domain 4: Scholarship for the Nursing Discipline

The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.

Competency 4.1

Advance the scholarship of nursing.

Competency 4.2

Integrate best evidence into nursing practice.

Competency 4.3

Promote the ethical conduct of scholarly activities.

Domain 5: Quality and Safety

Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.

Competency 5.1

Apply quality improvement principles in care delivery.

Competency 5.2

Contribute to a culture of patient safety.

Competency 5.3

Contribute to a culture of provider and work environment safety.

Domain 6: Interprofessional Partnerships

Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.

Competency 6.1

Communicate in a manner that facilitates a partnership approach to quality care delivery.

Competency 6.2

Perform effectively in different team roles, using principles and values of team dynamics.

Competency 6.3

Use knowledge of nursing and other professions to address healthcare needs.

Competency 6.4

Work with other professions to maintain a climate of mutual learning, respect, and shared values.

Domain 7: Systems-Based Practice

Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, and equitable care to diverse populations.

Competency 7.1

Apply knowledge of systems to work effectively across the continuum of care.

Competency 7.2

Incorporate consideration of cost-effectiveness of care.

Competency 7.3

Optimize system effectiveness through application of innovation and evidence-based practice.

Domain 8: Informatics and Healthcare Technologies

Information and communication technologies and informatics processes are used to provide care, gather data, form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.

Competency 8.1

Describe the various information and communication technology tools used in the care of patients, communities, and populations.

Competency 8.2

Use information and communication technology to gather data, create information, and generate knowledge.

Competency 8.3

Use information and communication technologies and informatics processes to deliver safe nursing care to diverse populations in a variety of settings.

Competency 8.4

Use information and communication technology to support documentation of care and communication among providers, patients, and all system levels.

Competency 8.5

Use information and communication technologies in accordance with ethical, legal, professional, and regulatory standards, and workplace policies in the delivery of care.

Domain 9: Professionalism

Formation and cultivation of a sustainable professional identity, including accountability, perspective, collaborative disposition, and comportment, that reflects nursing's characteristics and values.

Competency 9.1

Demonstrate an ethical comportment in one's practice reflective of nursing's mission to society.

Competency 9.2

Employ participatory approach to nursing care.

Competency 9.3

Demonstrate accountability to the individual, society, and the profession.

Competency 9.4

Comply with relevant laws, policies, and regulations.

Competency 9.5

Demonstrate the professional identity of nursing.

Competency 9.6

Integrate diversity, equity, and inclusion as core to one's professional identity.

Domain 10: Personal, Professional, and Leadership Development

Participation in activities and self-reflection that foster personal health, resilience, and well-being; contribute to lifelong learning; and support the acquisition of nursing expertise and the assertion of leadership.

Competency 10.1

Demonstrate a commitment to personal health and well-being.

Competency 10.2

Demonstrate a spirit of inquiry that fosters flexibility and professional maturity.

Competency 10.3

Develop a capacity for leadership.

American Nursing Association Standards of Practice

Additionally, the DNP Program incorporates the following components of the American Nursing Association Standards of Practice: Standards of Professional Performance (2021):

- Standard 7: Ethics
- Standard 8: Advocacy
- Standard 9: Respectful and Equitable Practice
- Standard 10: Communication
- Standard 11: Collaboration
- Standard 12: Leadership
- Standard 14: Scholarly Inquiry
- Standard 15: Quality of Practice
- Standard 16: Professional Practice Evaluation
- Standard 17: Resource Stewardship

Doctor of Nursing Practice Program Admission Requirements

1. Hold an earned Master of Science in Nursing (MSN) degree from a program accredited by either the Commission on Collegiate Nursing Education (CCNE) or the Commission for Nursing Education Accreditation (CNEA).
2. Evidence of an unencumbered registered nurse license or advanced practice license in applicant's state with license number to practice.
3. Current professional resume to include the following:
 - Educational background including institutions, degree(s) awarded, degree(s) in progress, dates of degree(s) awarded, and/or anticipated date of receiving degree(s), if applicable
 - Relevant employment history, including:
 - Job title (including unit), job description, and relevant duties performed
 - Employment dates of each position
 - Location of employer
 - Community service or volunteer experience
 - Any awards, publications, presentations, certifications, and professional organization memberships
 - Evidence of leadership and career progression
4. Personal Statement. The personal statement should address:
 - Career goals after attaining the DNP
 - Reflection on applicant's plan for success in the DNP program
 - Potential contributions to the professionBoth the writing style (i.e. grammar, punctuation, spelling, word use) and content of the personal statement will be considered in the overall evaluation of the application to the program.
5. Official transcripts from all colleges or universities attended, including community colleges, even if a degree was not awarded.
6. Minimum GPA of a 3.0 (nursing courses) on a 4.0 scale
7. Two professional references Examples of professional references:
 - A current clinical supervisor or nurse manager who has direct knowledge of your skills in the clinical setting and how those skills will translate into the Doctor of Nursing Practice role.
 - A professor, faculty member, or academic advisor who can provide a meaningful assessment of your academic record. If you have been out of school for five years or more, a nurse educator or preceptor can provide the academic recommendation.
 - A practicing clinical nursing professional, or APRN, who has served as a mentor and can address your abilities as a nurse and your potential to become a Doctor of Nursing Practice.

8. Test of English as a Foreign Language (TOEFL) score is required, if English is not the first language. Auburn University Montgomery TOEFL code is 1036. Please see admission requirements for AUM Graduate Studies for International students under Admission Graduate Studies International Students for further information.

All DNP students must have a minimum total of 1,000 clinical hours to graduate. The Post-master's DNP curriculum includes 510 clinical hours. Advanced Practice Nurses may transfer in their clinical hours from their graduate program.

For the Doctor of Nursing Practice degree, students must complete 37-42 credit hours and at least 510 clinical hours. Doctor of Nursing Practice Post-master's students who do not have certification as an advanced practice registered nurse (APRN), but have graduated from a master's program will have a transcript evaluation to determine the number of additional clinical hours required to graduate with the DNP.

An evidence-based scholarly quality improvement project and oral presentation of the evidence-based scholarly quality improvement project are required to graduate with a DNP degree.

- Doctor of Nursing Practice (DNP) – 40-48 Credit Hours

Doctor of Nursing Practice Curriculum

- NURS 8110: Theoretical and Ethical Foundation for Advanced Nursing Practice (3)
- NURS 8120: Scholarly Writing for Advanced Nursing Practice (2)
- NURS 8130: Transition to DNP Practice (3)
- NURS 8140: Translating Evidence into Practice (3)
- NURS 8210: Management and Sources of Data in Healthcare (3)
- NURS 8220: Interprofessional Collaboration for Improved Clinical Outcomes (3)
- NURS 8230: Clinical Prevention and Population Health (3)
- NURS 8310: Resource Management and Sustainability (3)
- NURS 8320: Research Methods for Outcome Evaluation (3)
- NURS 8321: DNP Project Practicum I (3 = 1.5 theory + 1.5 clinical) (90 hours)
- NURS 8410: Health Policy, Advocacy, and Leadership (3)
- NURS 8411: DNP Project Practicum II (4 = 1 + 3) (180 hours)
- NURS 8511: DNP Project Practicum III (4) (0 theory + 4 clinical) (240 hours)
- NURS 8421: Advanced Practice Practicum (2-6) (If required for students who need additional clinical hours may repeat twice) (120-360 hours if needed)

TOTAL PROGRAM CREDIT HOURS = 40

Clinical hour ratio is 1:4 (510 clinical hours)

Graduation Requirements for the DNP

- All course work listed for the DNP degree completed (40 credits) with a minimum grade of "B"
- Clinical performance evaluated at a satisfactory level
- A satisfactory paper and public presentation of the Evidence-based Scholarly Quality Improvement Project

Student Advisement and Selection of a Faculty Chair and Committee for the DNP Project

The DNP Coordinator meets with newly enrolled DNP students to discuss the development of an approach to a topic for the DNP project. Together they discuss an appropriate faculty chair and committee members for the development of the DNP project.

DNP Project Committee

The DNP Project Committee is composed of a minimum of three members: (1) the DNP student, (2) faculty chair, (3) a doctorally-prepared practice partner, who is an expert in the area of study for the DNP project, is preferred. If the practice partner is not doctorally-prepared, the DNP Coordinator will assign an appropriate terminally-prepared member to the DNP Project Committee.

DNP Project Guidelines

The Doctor of Nursing Practice program is distinguished by the completion of a DNP project that demonstrates synthesis of the student's coursework and lays the groundwork for future scholarship. Because the DNP is focused on mastery of advanced practice in a specialty area, the DNP project should demonstrate the achievement of that mastery. The practice doctorate focuses heavily on practice that is innovative and evidence-based, reflecting the application of credible research findings, through an integrative practice experience.

Characteristics of DNP Projects

DNP projects at AUM SON utilize translational science and directly relate to improving the health outcomes of specific populations. The DNP project documents the outcomes of the student's doctoral education experience, providing a measurable medium for evaluating the mastery of and growth in knowledge and clinical expertise. The DNP project should demonstrate a synthesis of all classroom and clinical learning experiences that together demonstrates the student's achievement of program competencies and outcomes.

Types of DNP Projects

DNP projects are related to advanced practice in the nursing specialty and are designed to benefit a group, population, or community rather than an individual patient. Projects evolve from an identifiable practice problem and are done in partnership with another entity, e.g., clinical agency, health department, government agency, or community group.

*Projects are identified and evolve through student collaboration with the DNP Project Committee in consultation with the DNP Coordinator.

Translate Research into Practice Application

- Quality Improvement (care processes, patient outcomes)
- Implement and evaluate evidence-based practice guidelines
- Design and use database to retrieve information for decision-making, planning, and evaluation
- Implement and evaluate innovative uses of technology to enhance/evaluate care
- Design and evaluate evidence-based programs

Evaluate Interventions, Innovations in Care Techniques

- Obtain baseline data, design an evidence-based intervention and plan, implement and evaluate
- Capture data on common problems and effectiveness of treatments with recommendation for change
- Evaluate management of the care of a specific group of patients (e.g., protocols, medications, metabolic monitoring, etc.)
- Evaluate peer led support groups and their impact
- Evaluate pain control methods in palliative care
- Promote patient safety by reducing errors in medications
- Evaluate home care comparing satisfaction with physician and NP care

Health Promotion and Community Health

- Compare strategies for health promotion/disease prevention with various populations/groups (community, schools, churches, etc.)
- Identify trends in patient visits, outreach programs, and develop and implement evidence-based interventions to address identified issues.
- Launch collaborative new health promotion program in vulnerable community population and evaluate it
- Develop and evaluate monitoring tools or screening programs
- Evaluate screening protocols
- Evaluate programs (care, training volunteers, education)

- Evaluate community responses to disasters
- Develop and evaluate the impact of self-care models
- Develop and test transitions protocols to promote continuity of care across settings
- Evaluate high risk patients and develop approaches for risk reduction (e.g., child and elder abuse) for policy or care improvement

Policy-Related Projects

- Implement new policy collaboratively by designing and evaluating HPV vaccination program for 6th grade girls to prevent cervical cancer (partnering with an educational entity, health department)
- Evaluate or compare nursing home policies for treating chronic pain
- Evaluate students at risk (school dropouts, depressed, substance users, pregnant) and recommend policy change, programs
- Evaluate employer policies regarding health and potential cost savings of new policies
- Evaluate the effect of evidence-based policy in NICU
- Evaluate inconsistencies in scope of practice issues and use evidence-based knowledge to recommend changes

Integration of Technology in Care and Informatics Related Projects

- Create a database for monitoring childhood injuries in urgent care and evaluate its impact
- Use technology to improve care (e.g., telehealth consultation, wearables, interactive “home” visits, etc.)
- Evaluate technology’s impact on care (information transfer to point of care, etc.)
- Establish protocols that integrate use of technology in patient assessment in urgent care and evaluate their impact

Student Responsibilities

1. The student will work with the DNP Project Committee Chair to select a doctorally-prepared practice partner to serve on the DNP Project Committee.
2. The student will consult with the DNP Project Committee Chair to ascertain that CONHS has a clinical agreement with the agency where the student plans to complete the DNP project. If there is not a clinical agreement, the chair will assist with seeking an agreement.
3. The student will confer with the DNP Project Committee Chair at least bi-monthly to discuss coursework and progress in refining the DNP project concept.
4. The student will develop a proposal during NURS 8321 DNP Project Practicum I that meets project guidelines and course requirements.
5. If the practice partner is not doctorally-prepared a fourth member will be added to the DNP Project Committee by the DNP Project Committee Chair and DNP Coordinator.

6. The student will complete clinical hours associated with NURS 8321, NURS 8411, and NURS 8511 and will document the hours in the clinical log.
7. The student works with the DNP Project Committee Chair to set a timeline for all milestones in the development of the DNP project.
8. The student will prepare and submit the application to the AUM Institutional Review Board (IRB), after review and approval of the DNP Project Committee Chair and DNP Coordinator. Any approvals required by the agency where the project is conducted will be prepared by the student, approved by the chair, and submitted, as necessary.
9. The student will complete clinical hours to develop, implement, and evaluate the DNP project. The student will document the hours in the clinical log. The student will develop a manuscript for dissemination of final project evaluation. The student must confer with the DNP Project Committee Chair prior to submission of the manuscript to a peer-reviewed professional journal for publication.

DNP Project Committee Chair Responsibilities

1. The faculty member will agree to serve as chair for the DNP project.
2. The DNP Project Committee Chair will work with the student to select an appropriate practice partner.
3. The DNP Project Committee Chair will confer with the student at least bi-monthly about coursework and progress in refining the DNP project concept.
4. The DNP Project Committee Chair will assist the student in developing the products that are required for the successful completion of the DNP project proposal.
5. The DNP Project Committee Chair will assist the student in preparing the IRB application, approve the application, and assist with submission to the AUM IRB committee. If additional agencies require approval, the chair will assist with that process as well.
6. The DNP Project Committee Chair will assist the student in collaboration with the practice partner in all aspects of the DNP project to include implementation of any interventions, data collection, data analysis, results generation, writing of the final project paper, and dissemination of the results.
7. The DNP Project Committee Chair will assist the student in the development of a professional manuscript for the purpose of disseminating final project evaluation.
8. The DNP Project Committee Chair reviews the clinical log associated with the DNP project. Clinical hours are accrued in NURS 8321, NURS 8411, and NURS 8511. Clinical hours can be accrued in NURS 8421 if needed to meet the total clinical hour requirement for the DNP program.

Practice Partner Responsibilities

1. The practice partner will agree to serve on the student's DNP Project Committee. NOTE: If the practice partner is not doctorally-prepared, the DNP Project Committee Chair, in collaboration with the DNP Coordinator, will add a fourth member to the team.
2. The practice partner will review the Practice Partner Packet.
3. The practice partner agrees to meet at least monthly with the student to provide guidance for the development and implementation of the DNP project.
4. The practice partner will work with the DNP Project Committee to resolve any difficulties encountered during planning and implementation of the project.
5. The practice partner will work with the DNP Project Committee to evaluate the student's DNP project.
6. The practice partner will sign the appropriate forms for completion of the DNP project.

Clinical Hours Guidelines/Requirements

The Doctor of Nursing Practice (DNP) program requires completion of 1,000 clinical hours (Post-master's), a minimum of 500 clinical hours must be completed during matriculation in the Post-master's DNP Program.

The clinical hours represent a clinical immersion that occurs in the planning, implementation, evaluation, and dissemination of the DNP project. Clinical hours may only be logged for activities that are associated with the following courses:

- NURS 8321 DNP Project Practicum I
- NURS 8411 DNP Project Practicum II
- NURS 8421 Advanced Practice Practicum (may be repeated once, if needed)
- NURS 8511 DNP Project Practicum III

NOTE: Students must be registered in the courses for clinical hours to be accrued.

School of Nursing Policies and Guidelines

Grading Policy in the DNP Program

Grading Scale:

A	90-100
B+	85-89
B	80-84
C+	76-79
C	73-75
D	60-67
F	59 and below

A, B, and S are the only passing or satisfactory grades. Grades of C, D, or F are failing. Students who receive C, D, or F grade in a required course must register for the required course the next time it is given and be successful in that course. A course may be re-taken only once and if a passing grade is not received in the second attempt students will be considered not progressing in the program and will be dismissed.

Grades of “C” or below are unacceptable for credit towards the Doctor of Nursing Practice degree. Students must maintain an 80% average to receive course credit and remain in the program.

Satisfactory academic progress in the program involves maintaining the standards of academic and professional integrity. Failure to maintain these standards may result in termination of the student from the program.

Format for Written Assignments

For all DNP courses, the current edition of the *APA Publication Style Manual* is required for all written work and formal presentations. APA style includes grammar, punctuation, organization, scholarly thought, proper citation, and reference formatting. Submissions not meeting these requirements will be graded accordingly. All papers, projects, care plans, tests and other assignments become the property of AUM School of Nursing. Original work will be submitted for grading and students are encouraged to keep copies of all written work.

Registration for Courses

Students are responsible for registering for the correct courses each semester through Webster. Dates for registration are found in the Academic Calendar. Following registration and during the drop/add period, students should review Webster to ensure they are registered correctly for the desired/required courses for the semester. Corrections must be made during the add/drop time period. Please contact your advisor for registration problems. Failure to make corrections in the appropriate time frame will lead to issues with progression and possibly additional fees.

Faculty Availability

Each faculty member will post scheduled office hours in the syllabus for each semester. AUM email communication is encouraged to schedule appointments or for problems not requiring an appointment. Faculty/advisors will make every attempt to schedule an appointment to meet student needs. The DNP Coordinator and the Dean are available to meet with students as needed; appointments are encouraged to ensure adequate time is available to address student issues, concerns, and suggestions.

Communication

AUM email is the preferred form of communication among faculty, staff, and students. All are expected to check email frequently. During business hours for the university, faculty and students should expect a response within 48 hours, unless out of office, when an auto-response should be posted. Emails received on weekends and holidays will be answered within 48 hours of the first business day.

Learning Environment

Course faculty, staff, and students share the responsibility to ensure an open and safe learning environment as well as an appreciation for diversity and inclusion in all situations. Faculty, staff, and students will treat one another with dignity, respect and civility.

Learner Responsibilities

Learning in the distance education environment cannot be passive. If students do not enter into the online classroom - do not post a contribution to the discussion - the professor has no way of knowing that they have been there. Students are not only responsible for logging on, but they must contribute to the learning process by posting their thoughts and ideas to the online discussion. Learning is an active process in which the instructor and the learners must participate if it is to be successful. In the process, a web of learning is created. In other words, a network of interactions between the professor and other participants is formed, through which the process of knowledge acquisition is collaboratively created (Paloff & Pratt, 1999, p. 6).

Computer access is necessary. If you do not own a computer, you may use one in the computer lab in the School of Nursing or in the University Center computer lab. Contact AUM ITS Help Desk for technical support at <http://www.aum.edu/about-aum/information-technology-services>. All papers, projects, care plans, tests and other assignment, etc., become the property of the AUM School of Nursing. Original work will be submitted for grading. Students are encouraged to keep copies of all written work.

Clinical Experiences

Clinical Accountability

Students who develop any other illness or medical or psychological condition that may affect their own safety or their ability to provide care to patients must report that condition in writing from a qualified and appropriate medical provider to the clinical faculty and the DNP Coordinator. A written medical clearance may be required from a physician or health care provider.

Students who are deemed unsafe or unable to perform patient care at clinical will be removed from the clinical area and must meet with the course faculty. This may result in clinical failure and/or dismissal from the School of Nursing program. In some cases, a medical withdrawal may be indicated.

Clinical Hour Ratio

1 credit = 4 contact hours in the clinical area

Auburn University at Montgomery Student Identification for Clinical Experiences

Any time the DNP student is attending a clinical experience or representing the School of Nursing, the student should be wearing their official AUM SON lab coat and name badge. The instructions for ordering the name badge are below. Please read carefully and follow the directions exactly.

Getting your student ID

1. Once you have been admitted into the DNP program, you will email a picture of yourself to gradnursing@aum.edu with the subject line of ID photo.
 - a) The picture should include your head, neck, and top of shoulders.
 - b) Ensure you are dressed and groomed appropriately for a professional setting.
 - c) The picture should contain only an image of you (no others in the picture).
 - d) Look directly at the camera.
 - e) The camera needs to be at eye level.
 - f) Hats and glasses should be removed.
 - g) The picture must be in .jpg format (phone selfies are already in this format). **Do not** upload a .pdf or word document (.doc) with an image.
 - h) The image should be no larger than 30KB.
 - i) Choose a neutral (white or off white) backdrop such as a wall inside your home. Make sure the backdrop is blank and does not contain pictures, etcetera.
 - j) Do not use a window as a backdrop.

Example photos:



Photo IDs will be mailed to the address on file in the advising office.

Auburn University at Montgomery
College of Nursing and Health
Sciences School of Nursing

Doctor of Nursing Practice Program

Appendices

Appendix A

Auburn University at Montgomery Doctor of Nursing Practice Plan of Study Full-Time: Fall Start

Semester One (Fall)	CR	Semester Two (Spring)	CR	Semester Three (Summer)	CR
NURS 8110: Theoretical and Ethical Foundation for Advanced Nursing Practice	3	NURS 8130: Transition to DNP Practice	3	NURS 8220: Interprofessional Collaboration for Improved Clinical Outcomes	3
NURS 8120: Scholarly Writing for Advanced Nursing Practice	2	NURS 8140: Translating Evidence into Practice	3	NURS 8321: DNP Project Practicum I (3 = 1.5 theory + 1.5 clinical) (90 hours)	3
		*NURS 8421 Advanced Practice Practicum (120-360 hours) (Repeat if necessary)	0,0,2-6		
Credit Hours: 5 Clinical Hours: 0	5	Credit Hours: 6-12 Clinical Hours: 0-360	6-12	Credit Hours: 6 Clinical Hours: 90	6
Semester Four (Fall)		Semester Five (Spring)		Semester Six (Summer)	
NURS 8320: Research Methods for Outcome Evaluation	3	NURS 8230: Clinical Prevention and Population Health	3	NURS 8511: DNP Project Practicum III (0/4 theory/clinical) (240 hours)	4
NURS 8210: Management and Sources of Data in Healthcare	3	NURS 8411: DNP Project Practicum II (4=1 theory +3 clinical) (180 hours)	4	NURS 8310: Resource Management and Sustainability	3
NURS 8410: Health Policy, Advocacy, and Leadership	3	*NURS 8421 Advanced Practice Practicum (120-360 hours)	0,0,2-6		
Credit Hours: 9 Clinical Hours: 0	9	Credit Hours: 7-13 Clinical Hours: 180-540	7-13	Credit Hours: 7 Clinical Hours: 240	7
Total Program Credit Hours: 40-48 Credit Hours Total Program Clinical Hours: 510-990 Clinical Hours					
NOTE: Your signature below indicates you acknowledge this is your approved plan of study, effective beginning as dated below. *NURS 8421 will be scheduled as needed.					

Auburn University at Montgomery
Doctor of Nursing Practice
Plan of Study
Part-Time: Fall Start

Semester One (Fall)	CR	Semester Two (Spring)	CR	Semester Three (Summer)	CR
NURS 8110: Theoretical and Ethical Foundation for Advanced Nursing Practice	3	NURS 8130: Transition to DNP Practice	3	NURS 8220: Interprofessional Collaboration for Improved Clinical Outcomes	3
NURS 8120: Scholarly Writing for Advanced Nursing Practice	2	NURS 8140: Translating Evidence into Practice	3	NURS 8321: DNP Project Practicum I (3 = 1.5 theory + 1.5 clinical) (90 hours)	3
		*NURS 8421 Advanced Practice Practicum (120-360 hours)	0,0,2-6		
Credit Hours: 5 Clinical Hours: 0		Credit Hours: 6-12 Clinical Hours: 0-360		Credit Hours: 6 Clinical Hours: 90	
Semester Four (Fall)		Semester Five (Spring)		Semester Six (Summer)	
NURS 8320: Research Methods for Outcome Evaluation	3	NURS 8230: Clinical Prevention and Population Health	3	NURS 8511: DNP Project Practicum III (0/4 theory/clinical) (240 hours)	4
NURS 8210: Management and Sources of Data in Healthcare	3	NURS 8411: DNP Project Practicum II (4=1 theory +3 clinical) (180 hours)	4		
		*NURS 8421 Advanced Practice Practicum (120-360 hours) (Repeat if necessary)	0,0,2-6		
Credit Hours: 6 Clinical Hours: 0		Credit Hours: 7-13 Clinical Hours: 180-540		Credit Hours: 4 Clinical Hours: 240	
Semester Seven (Fall)					
NURS 8310: Resource Management and Sustainability	3				
NURS 8410: Health Policy, Advocacy, and Leadership	3				
Credit Hours: 6 Clinical Hours: 0					
Total Program Credit Hours: 40-48 Credit Hours Total Program Clinical Hours: 510-990 Clinical Hours					
NOTE: Your signature below indicates you acknowledge this is your approved plan of study, effective beginning as dated below. *NURS 8421 will be scheduled as needed.					

Appendix B

Auburn University at Montgomery Doctor of Nursing Practice Program Student Agreement Form

Student Name Printed: _____ ID Number: _____

Student Signature: _____ Date: _____

Faculty Chair Name: _____

Yes _____ No _____ I understand my faculty chair is to be included on all dissemination products (manuscripts, poster or podium presentations) that are related to my DNP project. I understand the faculty chair is to be listed as second author. The faculty chair must approve the product prior to submission.

Yes _____ No _____ I have read and understand I am to abide by university policies, the Doctor of Nursing Practice Student Handbook, and all DNP course syllabi requirements.

A copy of this form will be completed and maintained in the SON Advising Office at the beginning of the DNP Program of Study.