AUM

COLLEGE OF
NURSING & HEALTH SCIENCES

Auburn University at Montgomery

College of Nursing and Health Sciences

School of Nursing

Doctor of Nursing Practice (DNP) Program Handbook

2022-2023

Contents

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. It is intended to be used in conjunction with the AUM Graduate Handbook. 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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Washington, D.C. 20001
202-887-6791

Alabama Board of Nursing
P.O. Box 303900
Montgomery, AL 36130-3900
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Auburn University at Montgomery is an equal opportunity/affirmative action institution and does not discriminate with respect to race, color, religion, sex, age, national origin, or handicap status in any education program or activity.

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

AUM
COLLEGE OF
NURSING & HEALTH SCIENCES

AUBURN UNIVERSITY AT MONTGOMERY

College of Nursing and Health Sciences

School of Nursing

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.

Core 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 Farley	Establishment of RN Mobility Program – Founding Director Dr. Sharon
1988-1997	W. K. Kellogg Foundation Grant – Dr. Sharon Farley Director
1998	Fully accredited by Commission on Collegiate Nursing Education (CCNE)
1999-2009 Nursing	Dr. Barbara Witt, Dean of Auburn and Auburn Montgomery Schools of
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	CCNE Site Visit for Initial Accreditation of DNP and MSN Programs Until 2025
2022	Closure of Post Graduate FNP Certificate Program and Nurse Educator for Interprofessional Practice MSN

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.

The AUM SON Doctor of Nursing Practice program prepares students to meet the following:
DNP Program Outcomes

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

The Essentials of Doctoral Education for Advanced Nursing Practice

I. Scientific Underpinnings for Practice

II. Organizational and Systems Leadership for Quality

Improvement and Systems Thinking

III. Clinical Scholarship and Analytical Methods

for Evidence-Based Practice

IV. Information Systems/Technology and Patient Care Technology

for the Improvement and Transformation of Health Care

V. Health Care Policy for Advocacy in Health Care

VI. Interprofessional Collaboration for Improving Patient

and Population Health Outcomes

VII. Clinical Prevention and Population Health for Improving

the Nation's Health

VIII. Advanced Nursing Practice

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 the American Association of Colleges of Nursing (AACN) *Essentials of Doctoral Education for Advanced Nursing Practice* (October, 2006). A complete description of the DNP Essentials may be found online through the AACN website at http://www.aacn.nche.edu/publications/position/DNPEssentials.pdf

DNP Admission Requirements
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

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 profession

Both 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.
- Minimum GPA of a 3.0 (nursing courses) on a 4.0 scale

6. Three 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.

7. 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.

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

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

- Doctor of Nursing Practice (DNP) – 37-42 Credit Hours

Administration

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Doctor of Nursing Practice Curriculum

NURS 8110: Theoretical and Ethical Foundation for Advanced Nursing Practice (3)
NURS 8120: Scholarly Writing for Advanced Nursing Practice (1)
NURS 8130: Transition to DNP Practice (2)
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) (0/4 theory/clinical) (240 hours)

NURS 8421: Advanced Practice Practicum (2-4) (If required for students who need additional clinical hours may repeat twice) (120-240 hours if needed)

TOTAL PROGRAM CREDIT HOURS = 38

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

Graduation Requirements for the DNP

- All course work listed for the DNP degree completed (46 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

Auburn University at Montgomery, College of Nursing and Health Sciences, School of Nursing offers a Doctor of Nursing Practice (DNP) degree for post-MSN graduates.

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

The Graduate Program Coordinator assigns a preliminary faculty chair and committee members to newly enrolled DNP students. The faculty chair will serve as the primary resource guide for students in the development of and approach to a topic for the DNP project. The faculty chair and student follow the DNP Practice Partner Collaboration agreement and the DNP Project Proposal rubric (Appendices B & D), Guidelines for the DNP Project and Clinical Hours Guidelines (see below).

DNP Project Committee

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 DNP Project's area of study is preferred. If the practice partner is not doctorally prepared the Graduate Program Coordinator will assign another DNP faculty member to the DNP Project Committee.

DNP Project Guidelines

The Doctor of Nursing Practice (DNP) 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. The criteria for the DNP Project should reflect the Essentials of DNP education as outlined in the 2006 AACN document and listed below:

1. Scientific Underpinnings for Practice
2. Organizational and Systems Leadership for Quality Improvement and Systems Thinking
3. Clinical Scholarship and Advanced Analytics
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. Interprofessional Collaboration for Improving Patient and Population Health Outcomes
7. Clinical Prevention and Population Health for Improving the Nation's Health
8. Advanced Nursing Practice

The DNP Essentials should be reflected in and define the scope of the DNP Project. Broadly, DNP education prepares individuals for advanced practice leadership with interdisciplinary teams, information systems, quality improvement, and patient safety expertise.

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 master 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.

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, education agency, government agency, or community group.

Types of DNP Projects that are acceptable include but not limited to:

- Practice change initiatives
- Program evaluation
- Quality improvement initiatives (care processes, patient outcomes)
- Implementation and evaluation of evidence-based guidelines
- Health care policy analysis; develop, implement, evaluate, or revise policy
- The design and use of database to retrieve information for decision-making, planning, and evaluation
- The design and evaluation of new models of care/practice models
- Designing and evaluating health care programs
- System change project
- Financial/cost an analyses to compare care models and potential cost savings
- Implementation and evaluation of innovative uses technology to enhance/evaluate care
- Collaboration on evidence-based legislative change
- The design, implementation, and evaluation of new evidence-based interventions
- *Projects are selected and evolve through student collaboration with clinical mentors and faculty chair

To give the student some ideas of DNP Projects, a few topics are listed below. The list of topics is by no means exhaustive, but illustrates the various ways in which projects can reflect the DNP essentials in various clinical problems, settings, and groups/populations. The Doctors of Nursing Practice organization maintains a Doctoral Project Repository of former DNP Projects that can be viewed at this website https://www.doctorsofnursingpractice.org/doctoral-project-repository/

Translate Research into Practice Application

- Quality Improvement (care processes, patient outcomes)
- Implement and evaluate evidence-based practice guidelines
- Design and use databased to retrieve information for decision-making, planning, and evaluation
- Conduct financial analyses to compare care models and potential cost-savings
- 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
- 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 School, 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

The DNP Project may contain the following elements:

1. Identification of the problem
- Analyze the nature of the problem or issue that will be the focus of the project
- Describe the environment (organization, political, cultural, and/or economic) in which the proposed project will take place
- Describe the patient (community, population, or organization system) safety issues related to the proposed project
2. Review of Evidence
- Present analysis of the evidence-based literature related to the proposed project
- Describe a conceptual framework that will guide the project
3. Implementation
- Describe the innovative actions (project plan) to address the identified problem or enhance the quality and safety of patient care delivery
4. Evaluation
- Evaluate the efficacy of outcomes and cost of the intervention
5. Application to practice
- Propose a plan, based on evidence of the project and evaluation to sustain the outcomes at a patient care, organizational, or policy level
- Describe barriers encountered at any phase of the project and the strategies for overcoming these barriers

Student Responsibilities

1. The student will work with the committee chair to select a doctorally prepared practice partner to serve on the DNP Project Team.
2. The student will consult with the chair of the DNP Project Team to ascertain that CONHS has a contract 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 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 (See Appendices B, & D).
5. The student will provide the practice partner with Appendix B, &
6. If the Clinical Mentor is not doctorally-prepared a fourth member will be added to the

DNP Project Team.

7. The student will complete clinical hours associated with NURS 8321, NURS 8411, NURS 8421, and NURS 8511 and will document the hours in Typhon.
8. The student works with the DNP Project Team Chair to set a timeline for all milestones in the DNP Project development.
9. The student will give all members of the DNP Project Team at least two weeks for review and feedback on documents associated with the DNP Project.
10. The student will work with the DNP Project Team to set a proposal implementation review (PIR) date. The DNP Project Team will review the proposal and provide feedback.
11. The student will prepare and submit the application to the AUM Institutional Review Board (IRB), after review and approval of the DNP Project Team chair. 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.
12. The student will complete clinical hours to implement and evaluate the DNP Project. The student will document the hours in Typhon. The student will work with the DNP Project chair to select a method for dissemination of final project evaluation (e.g., abstract to professional meeting, manuscript development and submission, etc.).

DNP Project Team Chair Responsibilities

1. The faculty member will agree to serve as chair for the DNP Project.
2. The DNP Project chair will work with the student to select an appropriate clinical mentor.
3. The DNP Project chair will confer with the student at least bi-monthly about coursework and progress in refining the DNP Project concept.
4. The DNP Project 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 chair will assist the student in preparing the IRB application, approve the application, and assist with submission to the AUM IRB committee. If agencies require approval, the chair will assist with that process as well.
6. The DNP Project Team will assist the student in collaboration with the clinical mentor 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 Team chair will assist the student to select a method for dissemination of final project evaluation (e.g., abstract to professional meeting, manuscript development and submission, etc.).
8. The DNP Project Team chair reviews the clinical hours in Typhon associated with the DNP Project. A total of 510 hours is required for the DNP Project (clinical hours are logged in NURS 8321, NURS 8411, NURS 8421, and NURS 8511)
9. The DNP Project Team chair is responsible for completing the Clinical Evaluation Form (see Appendix C) in collaboration with the practice partner and submits to the Graduate Program Coordinator. NOTE: This evaluation includes a review of the clinical hours as logged in Typhon.

Practice Partner Responsibilities

1. The practice partner will agree to serve on the student's DNP Project Team. NOTE: If the practice partner is not doctorally-prepared, the Graduate Program Coordinator will add a fourth team member to the team.
2. The practice partner will review the SON Clinical Mentor 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 Team to resolve any difficulties encountered during planning and implementation of the project.
5. The practice partner will work with the DNP Project Team 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 which must be completed during the 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. These are not precepted hours providing direct clinical care to clients as are typical in an advanced practice graduate program. 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. Faculty are responsible for evaluating the student in consultation with the clinical mentor using the DNP Clinical Evaluation form (see Appendices).

Activities for which clinical hours may be accrued include the following:

NURS 8321 DNP Project Practicum I (90 clinical hours)

- Visits to clinical sites for making arrangements for collaborations supportive of DNP Project
- Attendance at key meetings with clinical partners/mentors
- Time spent at the clinical site to gain understanding of the clinical problem and the system to be addressed in the DNP Project
- Participation in sanctioned clinical activities that will support the DNP Project
- Developing and writing of the DNP Project Proposal

- Creating recruitment materials, consent forms, evaluation material, educational materials, etc., that are associated with the DNP Project
- Beginning the application process for the IRB application(s)
- Attendance at conferences/programs/workshops/seminars that will directly contribute to the student's development, implementation, and/or evaluation of the DNP Project Proposal (Graduate Program Coordinator approval must be obtained prior to attendance at event)
- Development of poster/podium abstracts
- Revising the Review of the Literature

NURS 8411 DNP Project Practicum II (180 clinical hours)

- Submission of final IRB documents
- Implementation of DNP Project
- Data collection
- Data entry
- Data "cleansing"
- Data base development
- Data analysis
- Revision of the DNP Project paper.
- Attendance at conferences/programs/workshops/seminars that will directly contribute to the student's development, implementation, and/or evaluation of the DNP Project Proposal (Graduate Program Coordinator approval must be obtained prior to attendance at event)
- Time spent at the clinical site for various activities related to the DNP project
- Development of poster/podium abstracts

NURS 8421 Advanced Practice Practicum (180 clinical hours; may be repeated if needed to attain 1000 hours)

- Will be determined based on student's individual needs for clinical hours

NURS 8511 DNP Project Practicum III (240 clinical hours)

- Evaluation of data gathered from project
- Finalizing the DNP Project paper to include a manuscript for publication to report findings. NOTE: the student will utilize the DNP Project Final Paper Template (see Appendices)
- Presentation of the DNP Project outcomes/evaluation to clinical agency personnel
- Submission of manuscript, abstracts for poster/podium presentation of project outcomes
- Presentation of project at conferences, intensives

Typhon

The DNP Program uses the NSST Typhon Student Tracking System for documentation of clinical hours and for an e-Portfolio. There is a onetime fee. Students record all clinical time, activities, practice partner(s), and notes in this system. Students receive an email (to the AUM issued address) that provides the student with a user name and temporary password to log on, information about making the purchase, and instructions about accessing the Typhon system.

It is recommended that students watch the Student Data Entry video to understand what is required when using this Typhon system. This requires logging into the Typhon system.

<div align="center">

Practice Partner Planning

</div>

Guidelines

Nursing is a practice discipline. To learn the skills of a teacher, nurse practitioner, or doctoral nurse, the student must practice with an experienced clinician. This is achieved by preceptor clinical assignments. Preceptor clinical assignments offer a unique opportunity for students to observe and practice in the specialized role that is the focus on their graduate program track at AUM CONHS SON.

Health Requirements

Student health requirements are intended to protect the health of students and patients for whom they will be caring. An annual health assessment is required and should be uploaded into Typhon. All requested documentation must be entered into Typhon by the due date. The health requirements for all nursing students are as follows:

- Post-licensure students are required to have a physical examination within 6 months of the term for which they plan to enroll in the program.
- Background Check and Drug Screen for post-master's students not currently employed.
- A completed Tetanus-Diphtheria series with booster every 10 years. At least one booster should be the TDaP (tetanus, diphtheria, pertussis) unless contraindicated.
- Two doses of MMR vaccine (measles, mumps, rubella) or proof of immunity by titer >1:8i unless born before 1957.
- Tuberculosis skin test through the appropriate method unless previous positive test then must have a chest x-ray for clearance. Previous history of TB and completion of treatment must complete a yearly status report as recommended by the Centers for Disease Control (available in Student Health Center).
- Record of childhood immunization and provide documentation or appropriate titer levels to prove immunity.
- Additional laboratory test may be required based on specific health care facility requests.
- Annual influenza vaccination given between October and March.

- Hepatitis B vaccine series or documentation of completed series. If documentation not available, proof of immunity through titer level is appropriate.

Documentation

In order to meet the requirements of the various clinical agencies used for required clinical experiences to protect students and patients from potential hazards, the following requirements must be met before the first day of class every semester that includes clinical experiences (with the exception of the flu vaccination).

Please refer to the checklist to ensure you have completed all the requirements prior to the first day of class. Please notify the School of Nursing of any changes.

- ☐ Completion of an annual health assessment (A form is located on AUM College of Nursing and Health Sciences website)
- ☐ Completion of Immunization Form (Located on AUM website under Student Health Services)
- ☐ Proof of flu vaccination annually (administered from October to March)
- ☐ PPD test or chest x-ray annually
- ☐ Background check
- ☐ Drug screening for pre-licensure students or post-licensure students not currently employed
- ☐ Proof of current BLS certification (Basic Life Support for Healthcare Providers through the American Heart Association)
- ☐ Proof of any other additional requirements for specific agencies as necessary
- ☐ Evidence of patient confidentiality training (Health Insurance Portability and Accountability Act [HIPAA])
- ☐ Proof of personal health insurance (students are responsible for payment of any health care services)
- ☐ Proof of annual malpractice insurance and comprehensive general liability insurance. Billed through AUM Cashier office for students.
- ☐ Certification of clear background through Viewpoint for continued enrollment for post-licensure students not currently employed
- ☐ Proof of current unencumbered licensure as a registered nurse for post-licensure students
- ☐ Statement of acknowledgement of policies and procedures as set forth in the AUM SON student handbook (see Appendices)
- ☐ Confidentiality agreement (see Appendices)
- ☐ Consent for photographs or video (see Appendices)

The information above must be uploaded into Typhon or Viewpoint by the appropriate date. Failure to provide or falsification of the above documentation is grounds for dismissal from the School of Nursing.

Student documents must be current and complete in order to participate in any clinical practice learning experience that involves patients or clients. Students who do not have background and drug screening clearance may not be able to complete the program and graduate. Students may

also be required to successfully complete clinical agency-mandated educational programs to participate in clinical learning experiences.

Progression: Graduate Students

Students who do not meet all of the above criteria must petition to the School of Nursing, Graduate-Admission, Progression, Graduation, and Curriculum (G-APGC) Committee to request consideration to remain in the nursing program. The petition must be received by the G-APGC Committee or turned in to the Dean's Office no later than <u>three business days following official faculty submission of grades to the registrar</u> (See AUM Academic calendar for specific date and time each term).

- Failure (a grade lower than "B" in one (1) nursing course across the curriculum constitutes placement on academic probation.
- Failure (a grade lower than "B" on two (2) courses across the curriculum will result in disenrollment from the nursing program.
- A student may not repeat more than one nursing course.
- The Graduate nursing curriculum must be completed within five (5) years of the first course taken in the program. (Refer to Auburn University at Montgomery Graduate Handbook for additional requirements)
- Students who are not enrolled for two or more consecutive terms must re-apply to the program and are not guaranteed readmission.

In the event that a student cannot meet any of the criteria listed above, the following actions must be taken in order to progress and/or complete the program.

1. Course Failure
   a. "Course Failure" is defined as earning a grade less than a "B" in any course required to complete the DNP degree.
   b. In the event that a student earns a failing grade in a single class, they may repeat that class in the next available semester.
   c. In the event that a student earns a failing grade in two or more courses at any point in the program, they will be dismissed from the program.
      i. The student is notified immediately via email to the student's official AUM email address of record.
      ii. Reinstatement to the program will be considered, but not guaranteed, on a case-by-case basis. If re-admitted, the student must meet with the Graduate Coordinator to plan their course of study.

Withdrawal Or Out Of Sequence Students

- A student is considered out of sequence when not enrolled or actively participating in upper division nursing courses for greater than two (2) consecutive semesters if post-licensure, who has earned fewer than two (2) grades of "C", "D", "F", or "FA" in a graduate course and was in good standing in their last attendance.

- The G-APGC Committee will review the student's past performance and current status of admission criteria in addition to recommendations from course faculty and the student's advisor. Written notification via AUM email will be sent to the student within four (4) weeks of the request regarding the committee's decision and if approved to return the notification will include which semester the student must return.

Deceleration from Cohort Plan of Study

Students who wish to decelerate in the nursing program MUST confer with and notify in writing the Graduate Program Coordinator.

Dropping Out

Students who wish to withdraw from the graduate nursing program MUST confer with and notify in writing the Graduate Program Coordinator. Students who drop out without notifying the School of Nursing may not be considered for readmission.

Continuation or Re-Admission (After Dropping Out, Dismissal or Deceleration)

Students must:
1. Complete a Graduate-Admission, Progression, Graduation Committee (G-APGC) petition form requesting continuation or re-admission, and a new nursing application, if requested (required if the student has not been enrolled or actively participating in upper division nursing courses for greater than four (4) months for pre-licensure or two (2) consecutive semesters for post-licensure).
2. Identify reason(s) he/she is petitioning or has been out of the nursing program.
3. Provide a letter of plan for success once re-admitted to the program. If petitioning for re-admission, the student must provide documentation of remediation and evaluation recommended and/or required at the time of dismissal (if applicable).
4. The petition must be received by the program coordinator or Dean not later than two business days following official faculty submission of grades to the registrar (see AUM Academic calendar for specific date and time each term).

Student petitions do not guarantee re-admission and they are evaluated on an individual basis by the G-APGC Committee. During each deliberation, the committee will consult with faculty members as appropriate with consideration of academic performance, professional demeanor, and personal conduct during the student's time in the program.
- Behavior indicative of possible substance abuse will require submission of drug and/or alcohol screening.
  - If results are positive, student will be dismissed from the nursing program and referred to the appropriate program coordinator and other administrative officials.
- Re-admission is dependent upon available classroom, clinical and faculty resources
- If re-admitted, the student will meet with their advisor along with the appropriate program coordinator to develop a plan of study for successful completion of the program.

- The plan of study may include clinical and/or didactic independent studies and course audit requirements designed to update the student's clinical practice and/or theoretical knowledge or bring it to the level of other students enrolled in the semester in which the student is returning.
- Student documentation of current BLS, health insurance, health requirements, drug screening and background checks will be required.
- Students are notified via AUM email of the actions, recommendations, and/or requirements specified by the G-APGC committee.

Appeal of Grades

Students who wish to appeal a grade or an action taken in a course should follow procedures outlined in the AUM Graduate Catalog and AUM Student Handbook. Students, who wish to appeal a progression decision of the G-APGC Committee, may request the opportunity to meet with the committee. Requests should be made in writing directly to the G-APGC Chairperson.

Graduation

Each student is responsible for reading and understanding the degree requirements and written policies as stated in the AUM Graduate Catalog for the year during which he/she enrolled. The year under which a student enrolled can be found in Degree Works.

Students should meet with an advisor each semester regarding his/her progress and courses completed within the program of study. Degree Works is available online from My AUM in the Campus Resources Launchpad and can be accessed by the student at any time. Making appointments to meet with advisor is highly recommended. The student can make appointments the Academic Advisor through email or phone. Online courses have faculty office hours noted on the syllabi. An "Intent to Graduate" form must be filed by the deadline announced by the University Academic Calendar.

School of Nursing Policies and Guidelines

Grading Policy in the Graduate Program in The School of Nursing

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.

Examinations

Students are expected to be present for any scheduled examinations. Absences are not permitted for examinations except for verified emergencies or unexpected events. If a student must be absent on the day of the scheduled examination, he/she must contact the course coordinator, preferably before the exam is given, but NO LATER THAN THE END OF THE SAME SCHOOL DAY. Make-up exams are at the discretion of faculty/course coordinator. If a make-up exam is offered, a different format may be used such as short-answer or essay questions. Faculty may require documentation from the student related to reason(s) for a missed exam.

The use of personal digital devices, cell phones or other instructional aides are not allowed during examinations unless given permission by the faculty. *Students may bring a simple non-scientific calculator to exams if noted by the Instructor. Exams should be assumed closed book and should be completed without assistance unless otherwise specified. Examinations should not be shared with anyone before, during or following testing. No copies, including screen shots, of any part of an exam or exam review may be taken or shared. (see the Academic Honesty Code in the Undergraduate Catalog and Code of Conduct in the AUM Student Handbook)
*Please read course syllabi carefully for the weight of exams and additional assignments.

Respondus Lockdown Browser

Some quizzes/examinations will be proctored and given in AUM campus computer labs. For these exams (except standardized exams given through a secure site) Respondus LockDown Browser will be used. Each campus computer will have Respondus LockDown Browser already installed. There will be an icon on the Desktop for quick access. When taking the test, the Respondus LockDown Browser must be opened *first* and then you will go to the quiz/exam in Blackboard.

Format for Written Assignments

For all School of Nursing 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.

Transportation

Students are responsible for arranging transportation to and from clinical sites. Absence from scheduled clinical experiences due to transportation problems is not acceptable.

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.

Outside Employment

Employment may require an adjusted schedule as much as possible in order to allow for ample time to prepare for and participate in course requirements. Studies have shown that working greater than 20 hours per week challenges the student's ability to be successful in college course work. See the AUM Credit Hour Policy below for expected hours of course work per course.

Auburn University at Montgomery Credit Hour Policy

AUM expects that for each credit hour awarded, an appropriately prepared student will complete an average of 3 to 3.5 hours of academic work per week over the length of a 15-week semester. The same general expectation of student work exists for credits awarded for practica, internships, activity courses, laboratory experiences, and distance learning courses, although there will be variations to accommodate differences among academic disciplines. AUM approved July 2013.

Faculty Availability

Each faculty member will post scheduled office hours in the syllabus and on their office door for each semester. Students are encouraged to make appointments with faculty/advisors during their scheduled office hours. 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 Program Coordinators, and Associate Dean of the School of Nursing 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.

Attendance

Students are expected to be on time and attend virtual nursing classes and clinical experiences. *Collaborate Ultra classes will take place on Thursday's for the DNP program. Students will be provided a calendar with class dates provided. It is an expectation that students will attend the Collaborate Ultra class sessions.* Failure to attend an activity required for the course may result in a lower course grade or failure.

The AUM School of Nursing (SON) expects that students will recognize they have entered a profession in which commitment to full participation in the learning environment is essential and will become a style of life-long learning. Time management is a necessary professional skill, and punctuality is expected in professional workplaces. Punctual attendance is expected in all educational activities, and is required for class, and/or clinical experiences.   Students will not be excused from required coursework or clinical experiences for job interviews/orientations/ outside jobs or personal/family events. Final exam week is noted on each course syllabus. Personal plans (e.g., flight arrangements) should be scheduled during the regular AUM SON semester breaks in order to avoid unexcused absences from clinical experiences.

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.

Expected Behaviors for Classroom Experiences

Students are expected to demonstrate behaviors consistent with those of a professional nurse at all times. Course behaviors which are expected include, but are not limited to:
- Submitting paperwork and assignments in a timely manner.
- Being prepared for each experience.
- Being attentive and engaging in activities.
- Considering others when asking questions or making comments.
- Turning off cell phones or placing them on vibrate during Collaborate Ultra meetings.
- Being respectful and civil to others.
- Accepting accountability for actions.
- Obtaining permission from faculty before audio or video recording or taking pictures of any portion of the class content.
- Dressing appropriately to portray a professional image of nursing and personal dignity at

all times.
- Maintaining standards of academic integrity for all courses, quizzes, exams, and assignments.
- Adhering to HIPAA guidelines when discussing patient and facility information during classroom experiences.

Online Education Guidelines

A course delivered via distance education technology is different from that delivered in a classroom environment. For that reason, the following guidelines will assist the learner in navigating this course. The learner responsibilities are course policy and must be followed. Points to consider:
- Online courses give students greater freedom of scheduling, but they can require more self-discipline than on campus classes. Students may neglect a course delivered using distance technology because of personal or professional circumstances. Find ways to motivate and discipline yourself when taking an online or hybrid course.
- Identify your personal learning style using an assessment tool such as Myers Briggs© and/or VARK©. This awareness can help you adjust to the online learning environment.
- Some students prefer the independence of online learning, while others miss the classroom experience. Reach out to your peers online to become a community of learners.
- Online learning requires you to work from written directions. Printed materials are the primary source of information. Students are required to be articulate through a written medium. There are few oral and non-oral cues. If you have questions, please ask!
- It may take several days to a week to get comments back from your course faculty.
- Online learning requires as much time as on-campus courses, sometimes more.
- Students who do well in an online course are usually comfortable contacting the course faculty as soon as they need help with the course.

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 Observation Experiences

During observation experiences students may not provide direct patient care. Students need to prepare in advance for observation experiences. Students are encouraged to ask questions of staff, interact with agency's patients, and request to be present at all activities relevant to the objectives for the experience.

Absence from a confirmed observation is treated the same as an absence from a clinical experience. Students needing to change the date of an observation should discuss this in advance with the course faculty.

Clinical Accountability

Auburn University at Montgomery and the School of Nursing is morally and legally obligated to protect the safety, privacy, and security of patients. Students must therefore demonstrate evidence of mastery of certain skills and competencies to provide care in the clinical setting and meet course objectives. It is expected that students will follow policies and procedures of the clinical agency and maintain confidentiality of patient and agency information.

AUM SON students are expected to demonstrate appropriate professional behavior to the nursing profession. They must assume personal responsibility for being in a physical and mental condition to give safe nursing care and for the knowledge and skills necessary to give this care. Students who are pregnant or become pregnant during the nursing program must notify the clinical faculty and Undergraduate Coordinator in writing. 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 Undergraduate 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.

Expected Behaviors for Clinical Experiences

Students are expected to demonstrate consistent behaviors for safe practice with direct instruction and supervision of the faculty and/or preceptor. Students must be performing satisfactorily in each clinical course by the end of the semester. Students who are deemed unsafe will be removed immediately. All documentation must be accurate, reflecting care rendered.

Students should arrive for clinical on time and should stay for the full scheduled shift. Students must notify their faculty or clinical agency if they will be absent or late. Failure to do this will result in an unsatisfactory for the clinical day and may result in an unsatisfactory grade in the clinical component of the course. Chronic tardiness or unexcused absences will result in clinical failure.

Attention and involvement in the clinical experience is expected. Examples of unacceptable inattentive behaviors include, but are not limited to: sleeping, reading the newspaper, checking email, exploring the internet and other distracting behaviors not appropriate during the clinical experience.

Students should be cognizant that faculty time must be shared with all students during each clinical experience. A personal appointment with the faculty member outside of clinical time may be necessary.

Students demonstrating unacceptable behavior in the clinical setting will meet with clinical faculty and complete a *Reportable Occurrence Form* (see Forms section). The form will be placed in the student's file following a meeting with the course faculty. Remediation may be required for any skills which are unacceptable. Disciplinary action, including clinical failure and possible disenrollment from the program, may also be taken for students with unacceptable behavior.

Examples of unacceptable clinical behaviors include, but are not limited to the following:
- Performing nursing care in an unsafe or harmful manner.
- Providing direct patient care without the supervision of a registered nurse.
- Willfully or intentionally doing physical and/or mental harm to a patient.
- Exhibiting careless or negligent behavior in connection with care of a patient.
- Breaching confidentiality of the patient or agency
    - Using information that can be used to identify a patient on written assignments
    - Discussing confidential information in inappropriate areas including social media
    - Discussing confidential information about the patient to third parties who do not have a clear need to know
    - Removing any record or report (or copy) from the area where it is kept, except in performance of student nurse assignment
    - Violating HIPAA guidelines
- Falsifying patient records or fabricating patient experiences
- Falsifying required documentation related to clinical experience including clinical logs, journals, and other paperwork related to the School of Nursing experiences
- Failing to report omission of, or error in, assessments, treatments or medications
- Illegally using, possessing, selling, or distributing illicit drugs or alcohol; or using prescribed, over the counter, or illicit substances in such a manner as to impair one's judgment or performance as a nursing student
- Failing to report body substance exposure or needle stick to clinical faculty
- Failing to disclose an illness or medical condition that may affect the student's safely or ability to provide safe patient care

- Disrespectful and/or rude behavior towards patients, family members, faculty, staff members or fellow students will not be tolerated and will result in disciplinary action. The student will be required to leave the clinical experience and receive an unsatisfactory grade for the day. This may result in a course failure or dismissal from the School of Nursing program.

Clinical Hour Ratio
1 credit = 4 contact hours in the clinical area
1 credit = 4 contact hours in the laboratory setting
1 contact hour in simulation =4 clinical hours

Auburn University at Montgomery Student Identification for Clinical Experiences

Any time the MSN 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 is below. Please read carefully and follow the directions exactly.
Getting your student ID remotely
1. Email a picture of yourself to echavez@aum.edu with the subject line of **ID Photo**
   a. The picture should include your head, neck and top of shoulders
   b. Please ensure you are dressed and groomed appropriately for a professional setting
   c. The picture should be only of yourself (no others in the picture)
   d. You should be looking directly at the camera
   e. The camera should 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, please do not upload a .pdf or word document)
   h. The image should be no bigger than 30KB
   i. Choose a neutral (white or off white) backdrop such as a wall inside your home. Make sure there is nothing on the wall or backdrop; it should be blank
   j. Do not use a window as a backdrop

Example photos:

Uniform Policy

Students should maintain a professional appearance consistent with the nursing profession at all times. When in AUM uniform you are representing the School of Nursing and the nursing profession and all guidelines must be followed. The required dress for ALL clinical experiences (including the AUM Nursing Resource Center) includes, but is not limited to the following:
- White labcoat with AUM SON insignia
- No other outer garments are allowed in the clinical settings (jackets or sweatshirts)
- Professional business attire should allow for proper movement without being offensive (i.e., no display of cleavage, midriff, or buttocks)
- For infection control, pants must not touch or drag the floor
- AUM College of Nursing and Health Sciences nametag
- All tattoos must be covered
- A single pair of stud earrings in the lower earlobe is the only body piercing jewelry allowed
- A plain band ring may be worn if desired
- Short, clean fingernails – no nail polish of any type or acrylic nails allowed
- Trimmed beards or clean shaved look
- False eyelashes and lash extensions are prohibited
- Hair must be above shoulders or restrained – bangs should be secured if fall over face with head looking down
- Due to sensitivities, body fragrances are not allowed
- See course syllabi for any additional requirements

Professional or business attire may be appropriate for certain experiences. Faculty will notify you if this is appropriate prior to the experience. Please see table below.

Overall Dress Code Requirements – Business Casual

Group	DO	DON'T
Students in Groups	- Appropriate hygiene for neat and clean appearance - Clean clothing, in good repair - Appropriately fitting black polo shirt with approved College of Nursing and Health Sciences logo - Loose fitting solid, neutral color slacks - Closed toe shoes color-coordinated	- Clothing dirty, ripped, frayed, or with holes - Undergarments, buttocks, chest, or midriff should not be exposed in any position when wearing the clothing - Anything denim,, any color - Any type of sandals, flip flops - Shorts or leggings of any type - T- shirt, tank tops, halter tops, muscle shirts, see through clothing, midriff tops, thongs or sleeveless tops unless covered by another top - Clothing with inappropriate message or pictures (foul language, obscene images, advertisements, political, racial or religious) - Sweat pants or sweat shirts

		• Gang related items
		• Caps or hats
Female students	• Loose fitting slacks	• Tight slacks
	• Dress or skirts below the knee or longer	• Underwear visible beneath clothing or can be seen when wearing a dress/skirt
	• Blouses, sweaters or knit tops	• Mini-skirt
		• Tops that display cleavage, midriff or are skin-tight
		• Jeans
Male students	• Loose fitting slacks that sit at waist and belt	• Tight slacks
	• Tucked in shirts	• Low hanging slacks
	o Collared shirts. Tie if desired	• Non-collared shirts
	o Banded-collared shirts	• V-neck sweater with t-shirt underneath
	• Sweater with collared shirt underneath	• Jeans
	• Turtlenecks	

Management of Exposure or Injury

Every effort should be made to avoid potentially dangerous situations in the clinical setting, but there are risks during nursing procedures. All students are required to implement Universal Precautions and safety measures in every clinical setting to decrease risks. Any student who has been exposed to blood and/or body fluids (i.e. needle sticks), communicable disease or sustained an injury will:
- Immediately report the incident to the clinical faculty, course faculty or preceptor
- The clinical/course faculty will:
  - Report the incident per clinical agency protocol
  - Notify the course faculty immediately, the Course Coordinator and Undergraduate Coordinator
  - Submit a written report to the Undergraduate Coordinator and course faculty within 24 hours
- The student will follow the procedure of the clinical agency
  - Immediate treatment may include:
    - *Puncture wound:* Bleed wound and wash with soap and water;
    - *Exposure to eyes or mucous membranes:* Immediately flush with copious amounts of water;
    - *Exposure to other body surfaces:* Wash with soap and water
- The student will complete a Student Incident Report Form (see Forms section) within four (4) hours of incident
- The course faculty or Undergraduate Coordinator will:
  - Notify the Infection Control Nurse at the facility for further instructions on follow

up
- o Student may be asked to be treated in the Emergency Department as necessary
- o Notify AUM Nursing Care Center through memo of incident to be filed in student record
- Students are responsible for all expenses incurred
  - o Treatment will vary depending on the magnitude of exposure and the risk status of the source

Clinical Practice Policy

Every AUM School of Nursing student is expected to demonstrate professionalism and safe practice at all times, in the clinical setting and while in the Nursing Resource Center. Any evidence of inappropriate behavior, as described by professional healthcare organizations such as American Nurses Association (ANA), Joint Commission (JC), and the Alabama Board of Nursing (ABN), may result in the student being asked to leave the clinical area and receive an Unsatisfactory for the day and/or course. Such behavior described by professional standards of care (i. e; ANA, ABN). Any behaviors inconsistent with this expectation will be documented and will remain a part of the student's clinical performance record throughout the nursing program. Unacceptable behaviors may be classified as unsatisfactory/unsafe or critical unsatisfactory/unsafe. Every unsatisfactory/unsafe behavior will have an incident report completed. (see Forms section)

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

Doctor of Nursing Practice Program

Appendices

Appendix A

DNP Full-time Plan of Study

*Semester One (Summer)	CR	Semester Two (Fall)	CR	Semester Three (Spring)	CR
NURS 8110: Theoretical and Ethical Foundation for Advanced Nursing Practice	3	NURS 8130: Transition to DNP Practice	2	NURS 8220: Interprofessional Collaboration for Improved Clinical Outcomes	3
NURS 8120: Scholarly Writing for Advanced Nursing Practice	1	NURS 8140: Translating Evidence into Practice	3	NURS 8230: Clinical Prevention and Population Health	3
		NURS 8421: Advanced Practice Practicum (If required may repeat twice) (120-240 hr. if needed)		NURS 8321: DNP Project Practicum I (3= 1.5 theory +1.5 clinical) (90 hr.)	3
Credit Hours	4	Credit Hours	5	Credit Hours	9
Semester Four (Summer)		Semester Five (Fall)		Semester Six (Spring)	
NURS 8210: Management and Sources of Data in Healthcare	3	NURS 8410: Health Policy, Advocacy, and Leadership	3	NURS 8511: DNP Project Practicum III (0/4 theory/clinical) (240 hours)	4
NURS 8320: Research Methods for Outcome Evaluation	3	NURS 8411: DNP Project Practicum II (4=1-3) (180 hours)	4	NURS 8310: Resource Management and Sustainability	3
Credit Hours: 6 Clinical Hours: 90	6	Credit Hours: 7 Clinical Hours: 180	7	Credit Hours: 4 Clinical Hours: 240	7
Total Program Credit Hours:38 Hours Total Program Clinical Hours: 510 hours				**NURS 8421: Advanced Practice Practicum (If a student needs additional clinical hours may repeat twice) (240)	2-4

DNP Part-time Plan of Study

*Semester One (Summer)	CR	Semester Two (Fall)	CR	Semester Three (Spring)	CR
NURS 8110: Theoretical and Ethical Foundation for Advanced Nursing Practice	3	NURS 8130: Transition to DNP Practice	2	NURS 8220: Interprofessional Collaboration for Improved Clinical Outcomes	3
NURS 8120: Scholarly Writing for Advanced Nursing Practice	1	NURS 8140: Translating Evidence into Practice	3	NURS 8230: Clinical Prevention and Population Health	3
Credit Hours: 4 Clinical Hours:0	4	Credit Hours: 6 Clinical Hours: 0	6	Credit Hours: 6 Clinical Hours: 0	6
*Semester Four (Summer)		*Semester Five (Fall)		*Semester Six (Spring)	
NURS 8320: Research Methods for Outcome Evaluation	3	NURS 8410: Health Policy, Advocacy, and Leadership	3	NURS 8321: DNP Project Practicum I (3 = 1.5 theory + 1.5 clinical) (90 hours)	3
	3			NURS 8310: Resource Management and Sustainability	3
Credit Hours: 6 Clinical Hours: 0	6	Credit Hours: 3 Clinical Hours: 0	3	Credit Hours: Clinical Hours: 90	6
Semester Seven (Summer)		Semester Eight (Fall)		Semester Nine (Spring)	
NURS 8210: Management and Sources of Data in Healthcare	3	NURS 8410: Health Policy, Advocacy, and Leadership	3	NURS 8511: DNP Project Practicum III (0/4 theory/clinical) (240 hours)	4
		NURS 8411: DNP Project Practicum II (4=1/3) (180 hours)	4		
Credit Hours: 3 Clinical Hours: 0	3	Credit Hours: 7 Clinical Hours: 180	7	Credit Hours: 4 Clinical Hours: 240	4
Total Program Credit Hours: 38 Hours Total Program Clinical Hours: 510 hours				**NURS 8421: Advanced Practice Practicum (If required may repeat twice) (120-240 hours if needed)	
NOTE: Your ability to progress in the curriculum is dependent upon your following this schedule. For example, some courses are only taught once each year and many have pre-requisites. If you are unable to enroll as projected, contact the Graduate Program Academic Advisor for a revised schedule.					

Appendix B

DNP Practice Partner Collaboration

Activity	Timeline	Responsibility
Initial email to students' practice partner with copy sent to student -contact information for mentor -DNP project course requirements summary (elements of the DNP project and semester it will be completed)	Practice partner form must be submitted by the end of DNP Project Practicum I	DNP Project Chair as forms are received
Review with student the activity and input From practice partner	Prior to end of DNP Project Practicum I	DNP Project Chair prior to end of DNP Project Practicum I
Send copy of final proposal evaluation form to practice partner and indicate deadline for proposal sign off	Semester between DNP Project Practicum I and II	DNP Project Chair
Email to enlist practice partner feedback on the proposal -has the student shared the proposal with you -do you support the proposal -any questions or concerns	End of DNP Project Practicum I prior to implementation	DNP Project Chair during DNP Project Practicum I
Email practice partner midway thru implementation of DNP Project Practicum II to assess implementation -how is the implementation going -any recommendation for changes	Midway during semester of DNP Project Practicum II	Faculty Chair of DNP Project Practicum I
Email practice partner during DNP Project III -data analysis for practice partner input	End of DNP Project III	Faculty Chair of DNP Project
Practice partner for the DNP Project sent a formal invitation to the project presentation	September of final year	Faculty Chair of DNP Project III Faculty Chair of DNP Project

		III
Phone/email/in person contact with practice partner to evaluate/approve project completion -practice partner reviews and signs final project approval form -discussion of dissemination	Summer prior to DNP Project Practicum II	Faculty Chair DNP Project
Practice partner receives formal invitation to DNP Project Practicum presentation -formal invitation is mailed	January prior to presentation in April	Faculty Chair DNP Project
Faculty Chair DNP project and practice partner approve manuscript of DNP project for submission	March of final year	Faculty Chair DNP Project

**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 understand AUM course faculty are to be included on manuscripts or Poster/podium presentations if these are products related to their DNP course material (example Evidence-based Practice Proposal paper and Nursing Theory course or Innovation paper and Resource Management course). The faculty member must approve the product prior to submission.

Yes_____ No_____ I have read and understand I am to abide by university policies, including the social media policy, and the Doctor of Nursing Practice Student Handbook.

☐*Please complete this form and upload into your Blackboard course site each semester.*

Appendix C

Please read instruction listed below prior to completing the form. Faculty Chair is responsible for evaluation, but consults with the practice partner. Completed forms should be submitted to the Nursing Graduate Program Coordinator.

Student's Name: _____

Date: _____

Please use this scale to evaluate the student:
1-Never   2-Rarely   3-Occasionally   4-Almost Always   5-Consistently

Outcomes	Comments	Rating				
		1	2	3	4	5
Synthesize scientific evidence for the development of clinical interventions for practice.						
Evaluate policy, care delivery, and organizational systems for current and future health care needs.						
Demonstrates intra and interprofessional collaboration to address health disparities and to improve health care quality across diverse populations and cultures.						
Incorporate knowledge of current and emerging health technologies to improve care delivery and organizational systems.						
Translate scientific, theoretical, and ethical principles into health care for individuals, families, and populations.						

Assume complex leadership
roles to advance clinical
practice and health care
delivery at the organizational
and systems level and to
improve health outcomes of
individuals and populations.

Advocate for social justice,
equity, and ethical problems
in health care.

Additional Comments:

_____

Print name of DNP Project Chair

_____

Signature of DNP Project Chair

_____

Title

Appendix D

<div align="center">

DNP Project Proposal Rubric
</div>

Student Name: _____

Proposed Project Title: _____

Faculty Chair of DNP Project Team: _____

Faculty members of DNP Project Team: _____

Practice Partner: _____

Submission Date: _____

Submission Number: _____

This rubric will guide DNP students in developing a DNP project that positively contribute to nursing, healthcare or education. Students will need to identify and demonstrate a need for the proposed project plan through a formal needs assessment and preliminary literature review. The proposed project plan will involve a systems change based on current evidence and include evaluation method for measuring outcomes.

1. Students will develop a written plan using the DNP Project Proposal Rubric. The written summary will include each of the required sections outlined in the DNP Project Proposal Rubric. The written proposal will be no more than 4 pages, double-spaced.

2. Students will submit their written proposal to the DNP Project Review Committee by midterm of the semester for DNP Practicum I (1st submission).

3. The DNP Project Review Committee will evaluate each proposal based on the DNP Project Proposal Rubric and provide students with their feedback. Students will receive a MET or NOT MET.

4. Students who receive a MET for their proposal will go on to the next step of developing their plan proposal in collaboration with their assigned DNP Project faculty team.

5. Project plans that receive a NOT MET will include feedback from the committee on which particular elements were not met by the proposal.

   a. Students will then communicate with their assigned Faculty Chair and devise a plan for either modifying the proposed plan or identifying another plan, if necessary.
   b. Students will then submit their revised plan to the DNP Project Review Committee no later than the second Monday in November for review.

6. Students not receiving approval of their proposed DNP project plan by April 30th (2nd submission) will receive an INC for NURS 8321 and will be required to resubmit to the DNP project Review Committee by the first day of summer semester (3rd submission).

   a. Following the 3rd submission, if the student does not receive an approval from the DNP Project Review Committee the student will be unable to progress in the DNP curriculum.

Appendix E

<center>**DNP Project Proposal Rubric**</center>

Student name: _____

Proposed DNP Project Title: _____

DNP Project Faculty Chair:_____

Faculty team members: _____

Submission date: _____ Submission number: _____

		Met	Not met
Introduction of Problem	Identified a problem affecting individual's receiving health care; nursing education; clinical nurse leader/systems organization		
Background of Problem	Reviewer's comments to DNP student. Provided background on the issue		
	Provided evidence to support the issue is recognized as a problem.		
	Described key data about the magnitude of the problem, dynamics leading to the problem, population characteristics, attitudes and behaviors that are causing or exacerbating the problem		
	Reviewer's comments to DNP student		

Needs Assessment/GAP Analysis	Assess the current practice (current policy/procedure) and complete a SWOT analysis for aligning to current EBP
	Needs assessment should include: Internal data to support the problem is a priority for the organization/population
	External data (if appropriate) supports the problem is a priority for the organization/population
	The population is described
	Identified gap between current state and ideal state
	The key stakeholders are identified including rationale on why they were chosen
Problem Statement	Reviewer's comments to DNP student. The problem statement explains the background and significance of the proposed practice problem.
Initial Literature Review	Reviewer's comments to DNP student. An initial literature review supports the problem and an

	evidence-based intervention is required to address the identified problem. Evidence is current within the past 5 years or seminal articles
Purpose Statement	Reviewer's comments to DNP student. The purpose statement includes the targeted problem, population, intended outcomes, project setting, and timeline
Theoretical model(s)	Reviewer's comments to DNP student. Selected a nursing model and an additional model from another discipline that will support development, implementation, and evaluation of the proposed project.
Brief summary of proposed plan	Reviewer's comments to DNP student. A written summary of the proposed project is logical, based on current evidence and the needs assessment, and addresses the problem statement
Practice Partner	Reviewer's comments to DNP student. The practice partner's position is described and is appropriate for the proposed project

	plan
	Explain how the practice partner will assist the DNP student in achieving the project goals and implementation of the practice change
	Reviewer's comments to DNP student.
Essentials of a DNP Project (AACN, 2015)	The proposed DNP project:
	Has a system or population focus
	Demonstrates implementation that positively influences nursing practice, education, or healthcare systems
	Includes a plan for sustainability
	Involves an evaluation process or measurable outcomes
	Reviewer's comments to DNP student.
Final DNP Project approval Reviewer's comments	

Appendix F

Doctor of Nursing Practice (DNP) Project Proposal Template
(Running head and pagination)

Full Title of the Proposal

Author's Name (no professional initials)

Auburn University at Montgomery (affiliation)

DNP Project Chair: Type the Chair's name here

DNP Project Committee Members: Type the committee members names here

Date of Submission: Month, Day, Year

Table of Contents

Abstract

Introduction and Background

Problem Statement

Objectives and Aims

Review of the Literature

Theoretical Model(s)

Project and Study Design

    Setting and Resources

        Location

    Study Population

    Sources of Data

    Data Analysis

    Quality

    Ethics and Human Subjects Protection (Institutional Review Board(s))

    Timeframes or Timelines

    Budget

    Strengths and Weaknesses of Study

Conclusion

References

Appendices

Abstract (Level One Heading)

This template is a guide to writing a DNP Project Proposal in APA style, 6th edition. It provides the necessary sections, headings, and subheadings required in a proposal, as well as the line and paragraph spacing, page breaks, page numbering, and referencing styles. It is formatted with one-inch margins; Times New Roman font size 12 point; double-spaced; aligned flush left; and paragraphs indented 5 spaces. The page number appears one inch from the right edge on the first line of each page. The document should be two spaces between sentences and headings/subheadings. No direct quotes are allowed in the project proposal. The student should synthesize and paraphrase sources. Without changing the formatting, insert your own text into each template section. This section of the template provides an example of what an abstract should look like. An abstract is a brief (approximately 250 words) one-paragraph summary of the contents of the proposal. The abstract, typically written last, includes an overview of the proposed project's background and review of the literature, purpose, method, results, and conclusion. It is non-evaluative, that is, does not contain personal comments. It is not indented nor does it contain any personal opinions or citations. Keywords, such as those below, are words you used to perform database searches for the proposal. For more information about APA Style, see the 6th edition of the APA Manual.

Keywords: APA style, sixth edition, publication manual

Introduction

In the introductory section, write no more than a few paragraphs that give an overview of the topic. Be concise but tell the reader why the problem is important. Strive to build a case for the need for the proposed DNP Project to address the topic/problem.

Background

The background section will include detailed evidence of the problem. It can be a few paragraphs up to several pages in length. Build a case for the need for the proposed project by discussing key indicators that are missing, lacking or inadequate. Describe key data about the magnitude of the problem, dynamics leading to the problem, population characteristics, attitudes and behaviors that are causing or exacerbating the problem. Support this with findings from the literature, include relevant statistics (national, regional, state, and/or local) and cite the statistics according to APA Style 6th ed. Public Health Departments, the Center for Disease Control and Prevention (CDC), Health Resources & Service Administration and many other government organizations have this type of statistic.

All source material used in the proposal must be documented in the body of the paper using correct citation style according to the APA Manual. Each source cited in the text should be listed according to APA style on the Reference page. Crosscheck carefully to sure that there are no sources within the body of the paper that are not on the Reference page and no sources on the Reference page that were not used in the body of the paper. See the APA Manual for correct in-text citations and Reference page citations.

Problem Statement

Each section of the paper should smoothly transition into the next section of the paper. Therefore, the introduction should set the stage for the problem statement. The problem

statement should be clear and concise. Describe the scope of the problem and why it should be addressed. Provide the reader with information on the planned approach to the problem and how this approach will effectively address the problem. Include a gap analysis of the problem to support the need for the project at the site selected.

Objectives and Aims

Explain the aim(s) and objectives of the DNP project. An aim is a broader concept that allows the author to express what they hope to achieve overall. An objective is more focused and specific. Objectives guide the project assisting the student to obtain the aim(s). The student should expect to have at least three to five objectives. Objectives should be "to" statements such as to develop; to design; to identify; to measure; to explain or to compare. These should be written in a bullet format according to APA style.

Review of the Literature

One performs a review of the literature in order to review multiple peer-reviewed evidence-based articles using consistent inclusion and exclusion criteria. Begin this section with a description of the search terms, number of articles found, inclusion and exclusion criteria for choosing articles to review about the intervention or solution options for the problem. Once the articles meeting inclusion criteria have been identified the author will conduct an in-depth analysis of the current state of knowledge, identify gaps in knowledge (GAP analysis), and determine the best proposal to address the problem. The review should be an in-depth synthesis of the body of literature. The author should summarize and synthesize the key concepts of the body of literature as well as identify any major trends, patterns, or gaps noted. Typically, literature should be current within the past five years. But there may be foundational studies that should be included as well. Be objective in reporting the findings from reviewing the body of

literature. After reviewing the literature what is the overall strategy to address the problem statement? The table found in the Appendices of this document should be completed as well for the review of the literature.

Theoretical Model(s)

Identify the theory or theories, these could be from different disciplines, in order to support the proposal. How do these model(s) support the development, implementation, and evaluation of the DNP Project? What is the framework and how will the author use this framework to develop the plan for addressing the identified problem? Has this model been used in a similar fashion? The explanation of the model should support the design, implementation, and evaluation of the project. Create a diagram of the model and its use to be added to the Appendix.

Project and Study Design

Clearly explain the project design (type of study) and the method the author will use to obtain the desired outcomes of the project. Complete a SWOT analysis and identify how you plan to address issues identified in the analysis. Use the future tense to explain what you will do in the project. Convince the reader that the approach is practical, doable, and sustainable and will lead to credible answers to the problem statement. Write at least a three sentence paragraph describing each of the following subheadings as these apply to the project.

Setting and Resources (Level of Heading Two)

Describe where the project will take place and any resources that the student will need for the project.

Study Population

Describe the study participants, all people involved, and the role these participants will

have in the project. Describe the sample: size, type of sample, selection of the sample

participants, and any recruitment strategies, if applicable. Report the eligibility and exclusion

criteria. Describe the groups with emphasis on characteristics (variables) in common and any

differences that could make a difference on the interpretation of the results.

Sources of Data

Describe the proposed sources of data as well as how the data will be collected. These

could include surveys, interviews, or document analysis. Will the student use a particular

instrument for data selection and/or collection? Is the instrument valid and reliable? Include how

you know that the instrument is valid and reliable.

Data Analysis

Provide a detailed plan for how the data will be analyzed and presented. Work closely

with the project team to construct the best data analysis plan. The student will create a

table/graph/chart, etc. to display the analysis of the data. Provide evidence as to why the selected

data analysis plan is most appropriate. Refer to each table in the text and add the table to the

Appendix.

Quality

Describe the strategies that will be used to assure the quality of the study, for example,

for control of bias or the safe storage of data.

Ethics and Human Subjects Protection

Discuss any ethical considerations and the use of an Institutional Review Board, as well

as any risks or benefits. Is the population identified as a vulnerable population, if so, what other

considerations were required?

Timeline

Provide a detailed timeline for the DNP Project.

Budget

Provide an in-depth overview of the budget. What are the costs and who will provide the funding? What funding needs will there be to sustain the project?

<div align="center">

Conclusion

References

Appendices

</div>

Note the Appendix allows the author to present further detailed information that adds to the body of the paper such as tables, figures, surveys, and questionnaire's, etc. Tables typically present numerical information in orderly rows or columns. Any type of illustration is presented as a figure. Figures present in the form of graphs, charts, concept maps, drawings, or photography. See the APA Manual for how to format appendices.

Appendix G

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DNP Project Evaluation Rubric

</div>

Student name: _____

DNP Project Faculty Chair: _____

DNP Project Team members: _____

Practice partner: _____

Students will use the DNP Project Paper Template to develop the final scholarly written paper as a program requirement for graduation. The scholarly paper must include each component of the DNP Project Paper Template. The DNP Project Paper will be reviewed and scored by the DNP Project Team.

DNP Project Faculty members:
- All members of the DNP Project Team will review and evaluate the written DNP project paper according to the required rubric elements.
- The DNP Project Team will initial each rubric criteria as either met or not met.

Reviewer's comments will indicate what elements require revisions.

Students and DNP Project Team members will determine an agreed upon deadline for any revisions. The agreed upon deadline must allow time for an additional DNP Project Team review and approval prior to semester end. Failure to complete the requirements and receive feedback approval by the end of the semester will result in an Incomplete (I) for that semester.

<div align="center">

DNP Project Evaluation Rubric

</div>

Components of the DNP Project Template	Brief description of required criteria	Met	Not met
Abstract	Followed APA Format		
Introduction	Provided an overview of the issue. Was concise but thorough. Built a case for the proposed DNP Project. Reviewer's comments to DNP student.		
Background	Identified problem		

background with at least three supporting references.

Provided key data and statistics about the magnitude of the problem, dynamics that led to the problem, population characteristics, attitudes and behaviors that are causing or exacerbating the problem.

Problem Statement	Reviewer's comments to DNP student. Described the scope of the problem and why it should be addressed.

Provided information on the planned approach to the problem and how this approach will effectively address the problem.

Included a gap analysis of the problem to support the need for the project at the site selected.

Objectives and Aims	Reviewer's comments to DNP student. Explained the aims and objectives. The aim(s) is clear and

easily understood.

Provided a minimum of three to five objectives.

Used SMART (Specific, Measurable, Achievable, Relevant, & Timely) to develop the objectives. Included each element of SMART for the objectives.

Supported in the literature.

Reviewer's comments to DNP student.

Review of the Literature	Included a minimum of 15 scholarly references (published within the past five years unless considered a seminal article).

Described the procedure utilized for the literature review (including keywords, search phrases, databases used, number of articles located, inclusion and exclusion criteria, number of articles retained and why, Level of Evidence for literature selected.

Completed a |

	thorough integrated literature review.
	Synthesized the evidence supporting the problem and the proposed DNP Project plan.
	Reviewer's comments to DNP student.
Theoretical Model(s)	Selected a nursing theory and an appropriate theory from another discipline.
	Described the theories and how the theories support the development and implementation of the DNP project.
	Integrated key elements of the theoretical framework into the DNP Project plan.
	Reviewer's comments to DNP student.
DNP Project and Study Design	• Setting and Resources • Location • Study Population • Sources of Data • Data Analysis • Quality • Ethics and Human Subjects

	Protection (Institutional Review Board(s) • Timeframes and Timelines • Budget • Strengths and Weaknesses of Study	
Conclusion	Reviewer's comments to DNP student. Summarized the key elements of the DNP Project	
References	Reviewer's comments to DNP student. Provided a Reference page in APA format	
APA Formatting	DNP Project Proposal follows DNP Project template. APA formatting followed throughout the paper.	
Appendices	Reviewer's comments to DNP student. Appendices are present and appropriate.	
Score		

Appendix H

<div align="center">

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

Doctor of Nursing Practice Written Proposal Evaluation

</div>

Title_____

Student_____

	Satisfactory	**Recommended Changes**	**Unsatisfactory**
Executive Summary is concise, accurate, and provides project overview			
Problem Literature supports problem Problem/change clearly identified Problem appropriate for DNP project Scope of proposed change realistic and appropriate			
Theoretical Framework Appropriate/ Guides Project			
Market/Risk Analyses Need, feasibility and sustainability clearly presented Benchmarks and Supporting data provided			

Project Objectives   _____

Short and long term
objectives outlined
Objectives stated in
realistic and
measurable terms
Evaluation measures
linked to objectives

Action Plan   _____

Appropriate for
objectives
Clear rationale for
actions
Setting and group
clearly identified
Tools or measures
described/permissions
obtained
Resources/Supports
and risks/threats
noted
Marketing plan
developed
Appropriate
evaluation plan

**IRB Approval (if
applicable)**

USI approval
complete
Site approval
complete

**Timeframe for
Completion**

Reasonable and
complete

Budget

Appropriate to meet objectives
Provides rationale for expenditures
Describing funding sources

Practice Partner/Site

Site if appropriate for project
Practice has resources to support project

Writing and organization: APA format utilized appropriately; writing is clear

Evaluation of Proposal: _____ Approved as Written
                          _____ Approved after Recommendation Integrated
                          _____ Not Approved

Additional Comments:

Faculty Chair:_____Date:_____

I have shared with proposal with my practice partner and secured their support for the project. I understand the recommended changes and will meet the deadlines as agreed upon.

Student:_____Date:_____

Appendix I

<center>

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

Doctor of Nursing Practice Final Written Report Evaluation

</center>

DNP Project Title:_____

Student:_____

DNP Faculty Member:_____

	Satisfactory	Recommended Changes/Notes	Unsatisfactory
Executive Summary is concise, accurate, and provides project overview			
Problem Purpose Statement noted early in the paper Clearly Identified Literature supports problem Problem/desired change clearly identified Scope of change realistic and appropriate			
Theoretical Framework Appropriate/ guides project			
Project Objectives Short and long term objectives outlined Objectives are realistic and measurable Evaluation measures			

linked to objectives

Project Plan	
Scope of Change	
Setting	
Group/Sample	
Tools/Measures	
Project Task (Process Objectives)	
Resources and support for project	
Marketing Plan (need, feasibility, and sustainability clearly presented)	
Budget	
Timeline	
Evaluation Plan	

Human Subject Protection

Protection provided throughout project and IRB ruling obtained as appropriate

Results

All objectives addressed
Unanticipated consequences identified

Recommendations

Site specific
Placed within organization's strategic plan
Application to other settings

Lessons Learned

Expenditures noted and compared to budget plan

Describes funding
sources not
previously identified
Identifies additional
unexpected issues
during project period

**Maintaining/
sustaining change**

Timeframe
Contrasted projected
and actual
Changes discussed

Dissemination
Incorporates
dissemination plan
into body of paper
DNP project and
results submitted to
peer-reviewed journal

**Writing and
organization:** APA
format utilized
appropriately; writing
is clear

Evaluation of Final Report: _____ Approved as Written
_____ Approved with Recommendations
_____ Not Approved

Additional Comments:

I have reviewed the project report and agree that it represents the actual work completed.

Practice Partner:_____Date:_____

Faculty Chair:_____Date:_____

Student:_____Date:_____

DNP Program Director:_____ Date:_____